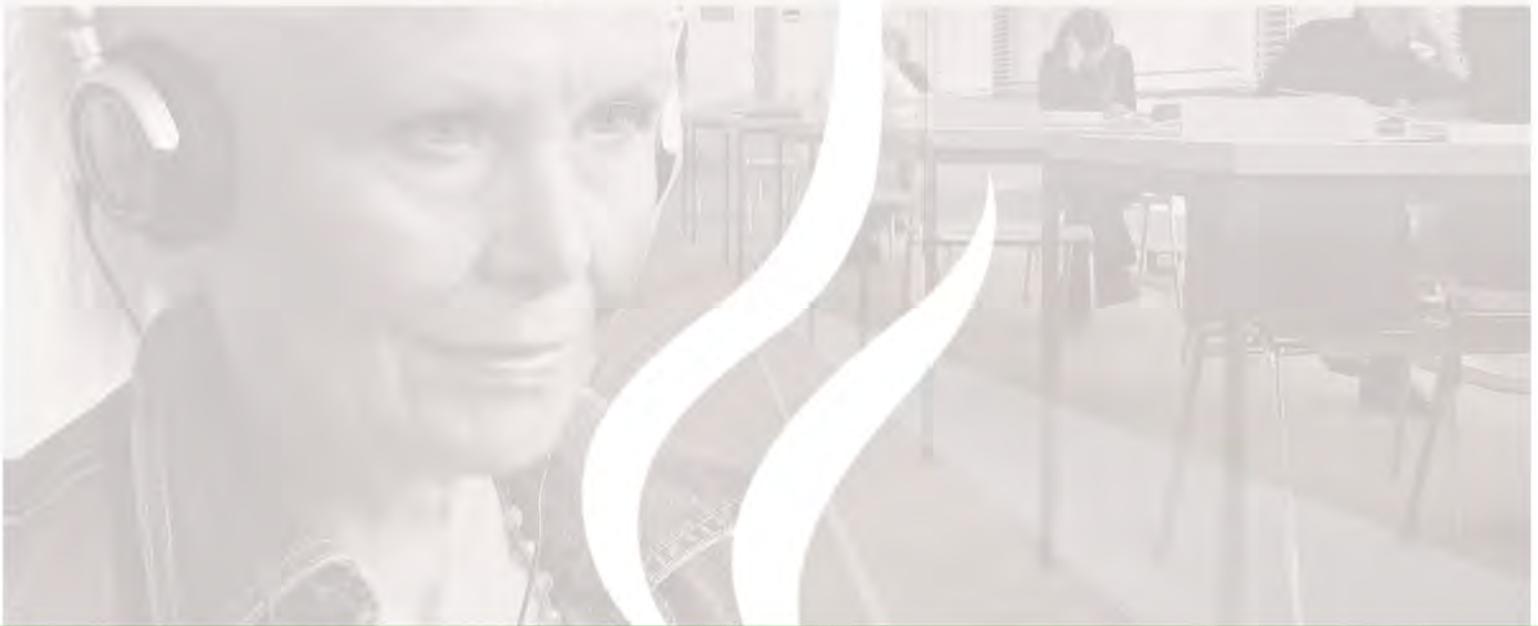


# Building a Road Map for the 'Lost Highway' of Adult Learning: The Legacy of the Adult Learning Knowledge Centre

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ADULT LEARNING

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June 2009

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## **1. Introduction**

### **1.1 The 'Lost Highway'**

Canada has complex and intricate learning systems managed by a wide array of agents. The agents include educational institutes responsible for the delivery of formal learning to adults as well as government, educational, and private sector agencies offering diverse programs related to workplace learning, language classes, skill upgrading, citizenship, personal and professional development, creativity, and many other areas of interest. These examples, ranging from formal to informal learning activities, offer a glimpse into the broad spectrum of lifelong learning.

The infrastructure around formal learning for children, adolescents, and young adults is well developed and well understood. Adult learning is an entirely different story. A 2002 report<sup>1</sup> prepared by the Organisation for Economic Co-operation and Development (OECD) indicated there is a significant lack of coordination in adult learning programs in Canada. This gap occurs between federal and provincial governments, as well as between the public and private sectors. The OECD report identified the absence of a national forum for adult learning as a major barrier to developing adult learning initiatives that are coherent, consistent, effective, and universally available.

Equitable access to learning is inadequate, as indicated by reports such as *Too Many Left Behind* by Canadian Policy Research Networks (CPRN)<sup>2</sup>. This 2006 report demonstrated that those with the greatest need have the fewest opportunities, and that there is a serious lack of coordination with the development and delivery of adult learning, resulting in systems that are fragmented and disconnected. Many Canadians are not able to identify their own learning needs or to find learning opportunities that correspond to their needs.

The impact of these challenges is immense, as demonstrated by the International Adult Literacy and Skills Survey (IALSS) report on literacy<sup>3</sup>, which demonstrated that in 2003, 42% of Canadian adults had literacy abilities below level three, considered the minimum level to function in a knowledge-based society and economy. Participation rates in Canada are low when compared with other OECD countries.

Many feel that adult learning is the lost highway of learning. This metaphor reflects the strong perception that adult learning is comparable to an unfinished roadway, constructed hastily and without foresight and similarly abandoned with haste and insufficient vision. Learning opportunities offer adults effective pathways to better personal and professional skills, greater economic productivity, enhanced social equity, and deeper civic engagement. But adult learning has never achieved its full potential as the road to greater opportunity. Many high-calibre

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<sup>1</sup> <http://www.oecd.org/dataoecd/51/32/1940307.pdf>

<sup>2</sup> <http://www.cprn.org/doc.cfm?doc=1479>

<sup>3</sup> [http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getDocumentation&AC\\_Id=35959&AC\\_Version=2&ul=ul&lang=en&db=IMDB&adm=8&dis=2](http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getDocumentation&AC_Id=35959&AC_Version=2&ul=ul&lang=en&db=IMDB&adm=8&dis=2)

learning programs have been forced to operate with limited support and with funding arrangements that are sporadic and inadequate. The adult learning road is strewn with promising initiatives that have been too quickly abandoned before their return on investment had been achieved. The result is an inefficient, uncoordinated network of adult learning – a 'lost highway.'

The work of the Adult Learning Knowledge Centre (AdLKC) has helped to create links between disparate areas of adult learning and to develop a national road map of educational models and practices. In short, AdLKC has helped to discover and to connect once lost highways.

## **1.2 Background**

In March 2004, the Canadian Council on Learning (CCL) entered into a five-year funding agreement with Human Resources and Skills Development Canada as a national, independent, non-profit organization. Its mandate was to provide Canadians with information about all aspects of learning. CCL's formation followed an extensive process of national consultation. Leaders from many sectors—education, business, labour, government, Aboriginal organizations, and non-governmental organizations of many kinds—identified the importance of lifelong learning to today's knowledge-based society and economy, and agreed that Canada must move beyond mere rhetoric about lifelong learning and take positive action to create a culture of learning. It was recognized that Canadians place a high value on all types of learning—not only learning connected to innovation and productivity, but also learning for personal development, social participation, and social cohesion. Canada needs better links among the adult learning systems.

The Adult Learning Knowledge Centre was the first of five knowledge centres created by the Canadian Council on Learning in 2005 and 2006. Each knowledge centre was responsible for a particular facet of learning. The knowledge centres included Early Childhood Learning based in Montréal, Work and Learning in Ottawa, Aboriginal Learning with offices in Saskatoon, Calgary, and Ottawa, Health and Learning in Victoria, and Adult Learning in Fredericton. The knowledge centres have provided a valuable point of contact between CCL and front-line learning organizations.

Since 2005, AdLKC has functioned as a pan-Canadian, bilingual organization that represents the full spectrum of adult learning, ranging from formal to informal, inclusive of post-secondary education, work-related learning, community development, social activism, equity, citizenship, and personal enhancement.

Because of financial constraints, CCL ended the funding arrangements with its five knowledge centres on July 6, 2009.

### **1.3 Legacy Report**

AdLKC has accomplished much in the 46 months that it functioned as an initiative of CCL. It has left a significant legacy. AdLKC's work is currently available on CCL's website: [www.ccl-cca.ca/adultlearning](http://www.ccl-cca.ca/adultlearning). Recognizing that CCL's future is uncertain, alternative arrangements to access AdLKC's materials are under development. The legacy report was developed for the following purposes:

- provide an inventory of AdLKC's products, reports, and tools,
- document AdLKC's work and history,
- share the learning experiences, and
- ensure that AdLKC's work continues to be accessible and continues to have impact and reach.

## **2. Adult Learning Knowledge Centre**

### **2.1 Structure and Governance**

The Adult Learning Knowledge Centre was launched in September 2005, with a mandate to serve as a national centre of expertise and action in adult learning. The launch followed several months of development and consultation with adult learning stakeholders in Atlantic Canada. CCL chose Atlantic Canada as the site of the Adult Learning Knowledge Centre in recognition of the region's heritage of groundbreaking achievements, its extensive expertise, and its particular challenges and needs in the area of adult learning. The stakeholders coalesced into a consortium, with responsibilities for providing guidance to the Adult Learning Knowledge Centre.

The University of New Brunswick's College of Extended Learning was selected to serve as the lead agency with supervisory and fiduciary responsibilities. AdLKC's offices were located on the UNB campus in Fredericton, and UNB provided the necessary infrastructure services. AdLKC developed a mission statement, which identified that its primary role was *"to foster a vital, informed, and coherent pan-Canadian culture and infrastructure of lifelong learning, accessible and relevant to all Canadians, and vital to our economic, social, and cultural well-being as individuals, communities, and as a nation."*

AdLKC's consortium includes 55 member organizations in Atlantic Canada, represented by 70–90 actively engaged individuals who are responsible to serve as contacts for their organizations and to assist with AdLKC's work through its working groups. The consortium is a broad and inclusive network drawn from three sectors in the adult learning communities: government, educational institutions, and community-based individuals and organizations (primarily representing community-based, non-profit groups, but also small private-sector firms). The engagement and commitment of the consortium members has been essential to AdLKC's success. As a broad-based and experienced collective of adult learning experts, the consortium has provided AdLKC with invaluable guidance. AdLKC's central mission has required the involvement of multiple partners active in the research, practice, delivery, and assessment of adult learning initiatives.

Working with CCL, its knowledge centres, and other partners across Canada, AdLKC's primary tasks have been in four areas:

- to build pan-Canadian networks and partnerships,
- to monitor and report data, indicators and benchmarks,
- to facilitate knowledge exchange opportunities, and
- to mobilize research linking knowledge with action.

In December 2005, the consortium formed four working groups (comprised of consortium and non-consortium members). Each working group had a mandate corresponding to one of AdLKC's primary tasks.

- **Community Connections** (which focused on network-building): to assist in creating, fostering and enhancing regional and national networks in research-based and practice-based fields of adult learning in Canada in order to provide multi-levelled forums for discussing and advancing adult learning.
- **Monitoring and Reporting** (which focused on data): to assist by reviewing, developing, communicating and monitoring data on indicators and benchmarks related to adult learning issues.
- **Knowledge Exchange and Communications** (which focused on the exchange of information): to assist with developing and implementing objectives, strategies, policies and activities related to knowledge exchange and communications.
- **Knowledge Mobilization** (which focused on research): to assist with making recommendations to CCL regarding research priorities, providing leadership and support to practice-grounded research development, and facilitating the development of research capacity.

AdLKC also created a 20-person National Advisory Group, with 50% of its members from Atlantic Canada and 50% from elsewhere in Canada, to provide pan-Canadian advice and guidance at twice-yearly meetings.

The consortium developed a detailed governance agreement that established the functions, relationships and roles of the various parties, including CCL, consortium, lead agency, National Advisory Group, staff and working groups. The governance agreement has served AdLKC well, helping to establish a functional structure and clear terms of reference in a complex situation with multiple stakeholders.

## **2.2 Overview of Four-Year History**

As a CCL initiative, AdLKC's life spanned almost four years, beginning on September 7, 2005, and ending on July 6, 2009, with a fiscal year from April 1 to March 31.

**The first year (2005–2006)** focused on establishing the office and staff, formulating a governance structure, developing a mission statement, forming a national advisory group to provide pan-Canadian guidance and organizing four working groups as mechanisms for action.

**The second year (2006–2007)** focused on mapping the field of adult learning, identifying priorities and targets, building networks and piloting programs. Four areas of interest were identified: literacy, seniors' learning, arts and culture, and prior learning assessment and recognition.

**The third year (2007–2008)** focused on fine-tuning the programs, solidifying partnerships, and clarifying objectives.

**The fourth year (2008–2009)** built on previous work, continued to offer well-designed programs, developed mechanisms for sustainability and prepared for an organized shutdown of AdLKC as a CCL initiative.

### **2.3 Adult Learning Field**

AdLKC embraced the four dimensions of learning identified by UNESCO: learning to know, learning to do, learning to be and learning to live together. Learners are seen as having holistic learning needs. They hold multiple identities; learners are citizens, parents, family members, workers, consumers, creative beings, as well as unlimited other identities. AdLKC's philosophy of learning is based on the familiar mantra of adult learning: *every person a learner, every place a learning place.*

Adult learning takes place in the workplace, at home, in classrooms and in community settings. The field of adult learning encompasses a broad spectrum of activities ranging from formal to informal learning. **Formal learning** refers to learning activities that take place within an organized, structured and laddered context, designed to lead to a recognized credential. **Informal or self-directed learning** refers to loosely structured learning activities where the learner sets the goals and the learning activities are self-paced, and which do not normally lead to a recognized credential. Within these two points on the adult learning continuum are many learning activities where the degree of structure and the potential for recognized credential are variable. **Non-formal learning** activities—which are organized and structured, but are unladdered, and offered without a widely recognized credential—also fit within the adult learning spectrum.

Also included within the adult learning tent are community development initiatives that recognize the role of learning in improving the well-being, not only of individuals, but also of communities. The needs, opportunities and experiences of individuals are intrinsically connected to their communities. Adult learning is seen to be a positive force for development within marginalized and under-represented communities, particularly communities organized around geographic, cultural, demographic, racial, sexual and other identities. This component of adult learning resonates strongly among those familiar with the co-operative movement (credit unions, caisses populaires, housing co-ops, etc.) as well as post-colonialism, anti-imperialism, and anti-racism perspectives. Adult learning activities with a community development component place considerable importance on power relations, social values, equity issues and trust relationships.

The field of adult learning has a host of distinctive characteristics that sets the field apart from pedagogy for children. Adult learning is learner-centred, collaborative, grounded in real-life experiences and connected to a complex set of values and principles around inclusion, respect, and the common good. Adult learning invariably involves self-reflection and self-motivation. Learners are transformed by the process of learning. The transformation has a positive impact on learners' personal identities and their capacities for social contribution, civic engagement and individual fulfillment.

The adult learning paradigm acknowledges and seeks to overcome systemic barriers based on language, race, class, ethnicity and other inequitable markers of privilege. The concept of social justice is intrinsic to the construct of adult learning.

## **2.4 AdLKC's Key Areas of Interest**

It was quickly evident that the sheer breadth and depth of the adult learning field presented AdLKC with a daunting challenge. The delivery modes for adult learning are diverse, ranging from formal to informal, from community development to individual training, from civic participation to professional development, and from personal fulfillment workshops to post-secondary education. The range of instructional content is equally broad, encompassing literacy, creativity, training, skills development and many other areas. All of these activities are valuable, and all are essential to the advancement of adult learning. However, to be effective, AdLKC needed to target its activities.

Recognizing the broad spectrum that comprises adult learning, AdLKC selected four key areas of interest: literacy, seniors' learning, arts and culture and prior learning assessment and recognition (or skills and learning recognition). In addition, there was significant interest in Aboriginal learning and late-entry to post-secondary education.

AdLKC also chose to develop the grassroots networks by focusing on community-based initiatives. Adult learning has a strong tradition in community-based learning. Community-based activities offer opportunities for partnerships between educational institutes and communities, between theory-based and practice-based experts, and among learning stakeholders from a wide spectrum of sectors. The primary features of community-based learning are:

- It is grounded in, and responsive to, the needs, interests, issues and experiences of diverse communities of interest, organized around geographic, cultural, demographic and other identities.
- It is designed for, and takes place within, specific communities of interest.
- It has a positive impact on communities, as well as individuals.

## **2.5 Lessons Learned**

In its 46 months as a CCL initiative operating under the supervision of its regional consortium, with the guidance of its national advisory group, and with the active engagement of partners across Canada, AdLKC learned several important lessons.

### **LESSON #1: It is essential to have a consistent focus.**

AdLKC focused its efforts on clearly identifying a desired impact and reach:

**IMPACT:** AdLKC's intended impact is to foster an enhanced adult learning culture and infrastructure that is accessible, relevant and responsive to the needs and interests of all Canadians.

**REACH:** AdLKC's intended reach is pan-Canadian, across both official languages, and across the complex adult learning spectrum that includes formal, non-formal and informal learning.

### **LESSON #2: Good communication is critical.**

AdLKC's stakeholders included a regional consortium, a national advisory group, and diverse partners representing adult learning sectors across Canada with wide-ranging situations and

differing imperatives. To maintain a high level of engagement, trust and good working relations across distance and diversity, effective communication strategies are essential. AdLKC's strategies included a dedicated, password-protected website for active partners, a monthly newsletter posted on the public website and distributed by e-mail, and a blend of face-to-face and teleconference meetings.

**LESSON #3: Hallmark features reinforce the desired impact and reach.**

AdLKC developed distinctive characteristics salient to all of its activities:

- Pan-Canadian
- Bilingual
- Collaborative
- Community-based
- Focused on lifelong learning
- Building inclusive, broad-based networks
- Developing partnerships
- Linking learning with social justice and human rights
- Offering knowledge exchange around promising practices and policy development and implementation.

**LESSON #4: Programs are best developed and implemented with input from informed stakeholders.**

AdLKC relied heavily on knowledgeable partners to provide input to its programs. AdLKC established task-specific development committees and evaluation strategies to assist with all of its events, as well as adjudication committees to ensure that the selection process was well informed. The importance of a development process grounded in the practice cannot be over-emphasized.

### **3. Programs and Activities**

AdLKC developed many programs and activities in order to address key concerns with adult learning – fragmented systems, complex learning pathways, inequitable accessibility, inadequate benchmarks and monitoring methodologies, and the lack of public awareness of adult learning's role in a strong knowledge-based society and economy. These initiatives included:

- 3.1 Knowledge Exchange Program
- 3.2 Speakers Program
- 3.3 Human Rights Poster Initiative
- 3.4 Roundtables
- 3.5 Community Outreach Initiative
- 3.6 Research
- 3.7 Conceptual Framework for Adult Learning
- 3.8 Videos
- 3.9 Symposia
- 3.10 Partnerships and Networking Opportunities.

#### **3.1 Knowledge Exchange Program**

Beginning in February 2006, AdLKC initiated seven national calls for community-based knowledge exchange projects. The result of this program was 125 diverse knowledge exchange projects, sponsored by AdLKC and organized by organizations in every province and territory across Canada. *The complete list of projects is provided in Appendix 1, along with contact information for the grant recipient.* These projects benefited not only the recipients' organizations and communities, but also other organizations and communities who were apprised of the projects' outcomes and products. Each project generated a report that was shared with relevant organizations. Many of the reports and other products of the projects are available online.

#### **3.2 Speakers Program**

AdLKC's speakers program was designed to bring innovative and informed speakers to address the public about wide-ranging adult learning issues and to contribute to the culture of adult learning. All speaker events were free and open to the public. Thirty-two speaker events took place in communities across Canada. Topics were wide-ranging and included literacy, active citizenship, poverty reduction strategies, health literacy, adult learning-friendly educational institutes, and Aboriginal ways of learning. Among the many speakers were Paul Zakos (PLAR), Jacques Demers and Victorin Boudreau (literacy), Moses Znaimer (seniors), and Michèle Provost (arts and culture). *Details of the speaker events are provided in Appendix 2.*

#### **3.3 Human Rights Poster Competition**

In partnership with the Canadian Commission for UNESCO, AdLKC sponsored a poster competition to design a poster to celebrate the 60<sup>th</sup> anniversary of the Universal Declaration of Human Rights. Ten finalists were selected from 60 portfolios submitted by Canadian artists and graphic designers. The finalists were invited to submit poster designs around the theme

“Learning is a human right / L’apprentissage est un droit de la personne.” Three winning designs, selected by an adjudication committee comprised of artists, graphic designers, and adult learning experts, were launched during International Adult Learners Week in March 2009. The winning posters are available online for download.

[www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/AdultLearning/OurWork/HumanRightsPoster.htm?Language=EN](http://www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/AdultLearning/OurWork/HumanRightsPoster.htm?Language=EN)

### **3.4 Roundtables**

AdLKC organized regional and national roundtable events to discuss specific adult learning issues. *As indicated in Appendix 3, reports of these sessions are available online.*

#### **3.4.1 *Towards an Effective Adult Learning System: Report on a Series of Regional Roundtables – 2006 and 2007 (Halifax, Toronto, Montréal, and Calgary)***

Four regional roundtables were held in 2006 and 2007 (one for the Atlantic Region, one for Ontario, one for Quebec and other Francophone communities, and one for Western Canada). Over 100 government officials, educators, and researchers participated in this roundtable initiative. Participants at the roundtables discussed the findings of *Too Many Left Behind*, a report prepared by CPRN, which identified problems in the adult learning systems across Canada. Each roundtable discussed ways to improve adult learning within the relevant region. Each roundtable resulted in a report; and in November 2007, a summary report on the four roundtables was released. The summary report identified the key characteristics of an effective learning system, as well as specific actions to attain this vision.

#### **3.4.2 *Community Connections Circle – March 2007 (Moncton)***

In order to achieve a better informed AdLKC, the Community Connections working group created a space for the participation of Aboriginals, Francophones and other under-represented communities. The Community Connections Circle took place in Moncton, New Brunswick in March 2007, bringing participants together from communities across Atlantic Canada to discuss adult learning issues. This event eventually led to the Community Outreach Initiative, described below. The consultation meetings led to further follow-up initiatives, including a roundtable on learning issues among immigrants, in Halifax on February 27, 2009, and a roundtable on improving recruitment and retention among Aboriginal learners in post-secondary institutes in Fredericton on May 12, 2009.

#### **3.4.3 *Colloque Partenariats, ouverture, multimédia (POM) Learning and Communities in the Web 2.0 Era – May 2007 (Moncton)***

In partnership with Université de Moncton, the symposium was positioned at the crossroads of enterprise, institution and government sectors to debate the new learning technologies associated with an interactive web.

#### **3.4.4 *Roundtable on Practitioner Research – June 2007 (Halifax)***

A roundtable event was organized by AdLKC's Knowledge Mobilization working group in June 2007 to provide an opportunity for practitioner researchers to discuss common problems, issues, and approaches. The event attempted to address the question of what is the best form of research practice to build the capacity of community organizations to conduct or have access to research that is useful for their practice. In small group discussions, a number of issues and strategies were identified. In the concluding discussion, concerns were raised about some of the practical issues of academics working with community-based practitioners, such as unacknowledged costs. As well, issues were raised about both groups working together in an authentic, respectful manner and in a way that valued the contributions of community-based practitioners in the academic sphere. Participants identified four strategies for improving practice-based research. In 2008, a discussion paper on the practice of practitioner research in Canada was prepared; it is described below in section 3.6 on research reports.

3.4.5 ***Reaching for the Tipping Point in Literacy: An Invitational Pan-Canadian Roundtable – February 2008 (Ottawa)***

This roundtable event was a joint project of AdLKC and the Work and Learning Knowledge Centre. More than 80 experts attended the event in Ottawa in February 2008 and participated in an informed and insightful dialogue about how to achieve improvements in the area of literacy. Participants included representatives from the literacy movement, community-based organizations, business, labour, policy-makers, and researchers. A report highlights conclusions and recommendations from the two-day event. Starting with the premise that improving Canada's literacy record is a shared responsibility, the participants focused on developing ideas to inform diverse sectors, encourage tangible actions, and achieve progress. The emphasis was on reviewing the current state of literacy in Canada and on identifying effective actions.

3.4.6 ***Reclaiming the Learning Spirit – March 2008 (Saskatoon)***

In March 2008, AdLKC, in partnership with the Aboriginal Learning Knowledge Centre, sponsored a pan-Canadian invitational roundtable in Saskatoon to highlight Aboriginal adult learners' experiences and to explore promising approaches. Invited participants included experts and leading practitioners who shared their understandings and practices, and adult learners from various learning contexts - communities and institutional programs - who shared their stories of transformation, hope, and success in addressing the challenges affecting Aboriginal environments and communities.

**3.4.7 *2nd Pan-American and Francophone ePortfolio conference – May 2008 (Montréal)***

In partnership with Percolab and European Institute for E-Learning (EIFEL), the organized special event *Conversations sur les compétences: 8 portfolios numériques pour l'apprentissage tout au long de la vie, l'employabilité et les organisations apprenantes* was the trigger for discussions.

**3.4.8 *Forum consultatif francophone préparatoire à la 6<sup>e</sup> Conférence internationale de l'UNESCO sur l'éducation des adultes (CONFINTÉA VI) – October 2008 (Montréal)***

In preparation for the 6<sup>th</sup> *Conférence internationale de l'UNESCO sur l'éducation des adultes* (CONFINTÉA), which will take place in Brazil in December 2009 (originally scheduled for May 2009), a consultation meeting was organized by ICÉA (*Institut de coopération pour l'éducation des adultes*) and FCAF (*Fédération canadienne pour l'alphabétisation en français*). The purpose of the meeting was to discuss adult learning issues for Francophones in order to advise the Canadian delegation to CONFINTÉA. AdLKC sponsored the Francophone preparatory meeting.

**3.4.9 *In From the Margins: Promising Practices and Possibilities for Health and Learning – March 2009 (Richmond, BC)***

The forum was a collaborative initiative between the Adult Learning and Health and Learning Knowledge Centres. It took place in Richmond, BC, March 2–3, 2009. The purpose of the invitational workshop was to bring together healthcare professionals and service providers to identify promising practices in health literacy for marginalized communities.

**3.4.10 *L'alphabétisation en français à l'heure des réseaux et des communautés d'échanges – April 2009 (Montréal)***

This pan-Canadian Francophone symposium on research in adult literacy was co-sponsored by AdLKC, in partnership with the *Fédération canadienne pour l'alphabétisation en français* (FCAF) and the *Centre de documentation sur l'éducation des adultes et la condition féminine* (CDÉACF). The event led to the creation of the *Communauté pour la recherche en alphabétisme et littératie en français* (CORAL), a network for the interaction of knowledge, practices and expertise in the field of research in Canada.

### **3.5 Community Outreach Initiative**

Following the Community Connections Circle in March 2007 (described above in 3.4.2), consultation meetings were held with communities in Atlantic Canada to discuss adult learning needs, barriers to learning, and issues that are relevant to their communities. The community outreach initiative was guided by the adult learning principle that communities are their own best experts. In 2008, AdLKC initiated a community outreach initiative aimed at five identity-based

communities within Atlantic Canada: Aboriginals, African-Canadians, Francophones, immigrants, and adult learners with disabilities. With input from representatives of each community, reports were prepared which delineated the core adult learning issues. The reports provide a synopsis of the discussion, conclusions, and recommendations from the consultation meetings. The reports are available online.

[www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/AdultLearning/OurWork/CommunityOutreach/?Language=EN](http://www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/AdultLearning/OurWork/CommunityOutreach/?Language=EN)

While each of the five communities is distinct in its history, character, and concerns, each shares a desire to increase adult learning opportunities available to their communities, to expand their knowledge, understanding and skills, and to improve the future for themselves and their children. Each approaches adult learning issues from a distinctive perspective.

Following the release of the reports, actions were undertaken by the Adult Learning Knowledge Centre in three identity-based communities within Atlantic Canada:

- **Francophone:** A literacy summit took place in Moncton in September 2008, followed by a May 2009 roundtable which led to the creation of *Commission acadienne et francophone pour l'alphabétisation en Atlantique*. This work was undertaken in collaboration with *Société nationale de l'Acadie (SNA)*, who will continue to take the lead on the initiative. <http://www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/AdultLearning/OurWork/CommunityOutreach/Francophone.htm?Language=EN>
- **Aboriginal:** A roundtable took place in May 2009, which brought together representatives from post-secondary institutes in Nova Scotia and New Brunswick to learn about effective practices to recruit and retain First Nations learners. First Nations representatives described effective strategies based on existing programs. A roundtable report has been prepared. Each institutes indicated a commitment to continue with efforts to improve their capacity to recruit and retain First Nations learners. <http://www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/AdultLearning/OurWork/CommunityOutreach/Aboriginal.htm?Language=EN>
- **Learners with disabilities:** Independent Living Nova Scotia prepared an accessibility audit identifying physical barriers. The audit is intended to provide educational institutes with guidelines for ensuring that learning opportunities are available to learners with disabilities. <http://www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/AdultLearning/OurWork/CommunityOutreach/LearnersDisabilities.htm>

### **3.6 Research Reports**

Several research reports were commissioned by AdLKC to explore specific areas of adult learning in depth. AdLKC's research reports include the following, all available online:

3.6.4 ***Taking Account: A Report on the Number of PLAR Assessments Conducted by Public Post-secondary Institutions in Canada.***

This report, released in January 2009, was prepared by Joy Van Kleef of the Canadian Institute for Recognizing Learning. The research project collected statistics on the number of prior learning assessments conducted annually at 80 post-secondary institutes in Canada, and compared this level of activity with comparable activities in other countries.

3.6.5 ***A Survey of French-Language Research on Adult Learning in Canada: 1997-2007***

Released in September 2008, this 77-page report summarized 227 adult learning research projects in Francophone Canada published between 1997 and 2007. The research was undertaken by Claudie Solar and Nicole Anne Tremblay, professors in the Psychopedagogy and Andragogy Department of the Faculty of Education Science at the Université de Montréal. The researchers worked in close collaboration with the Centre de documentation sur l'éducation des adultes et la condition féminine (CDÉACF). The database was developed from the CDÉACF notes on adult education, training, and literacy, along with research found on the National Adult Literacy Database (NALD), and dissertations and theses gathered through PROQUEST. This study is the first review of adult learning research conducted in Francophone Canada.

3.6.6 ***Discussion Paper: Helping to Define the Practice of Practitioner Research in Canada***

This report was prepared for the Adult Learning Knowledge Centre's Knowledge Mobilization working group in June 2008. It was based on a roundtable held the previous year, which concluded that protocols for engagement between academics and community-based practitioners needed to be established. A set of principles was developed.

### **3.7 Conceptual Framework for Adult Learning**

A research study, entitled *Mapping the Field: A Conceptual Framework for Adult Learning*, was commissioned by AdLKC's Monitoring and Reporting working group to develop a conceptual framework to support future development of indicators, benchmarks, measurement tools and other tracking processes. It was prepared by Rick Williams, Praxis Research. The final report was the result of an extended process of research and consultation, and was presented at several regional and national events. The framework is available online.

### **3.8 Adult Learning Videos**

In 2008, AdLKC produced a set of six short videos illustrating examples of adult learning. The videos are available online and on YouTube.com. The response to the videos was extremely positive, and led to the 2009 production of an additional video on seniors learning.

**3.8.1 *Adult Education in the Fishing Industry: Conducting a Field Study on the Participation and Professionalization of Fishers***

Created in partnership with the Adult Education and Training Centre, this video is based on a field study looking at the participation and professionalization of fishers. It presents the challenges in meeting new licensing requirements along with positive actions that provided needed learning opportunities for young fishers in the Magdalen Islands. (French, available with English subtitles, 3:49 minutes)

**3.8.2 *PLAR: Working to Reduce Poverty: An Effective Tool for Poverty Reduction***

Created in partnership with the Northeast Avalon Community Action Network, this video focuses on using PLAR as an effective tool for poverty reduction in a community group in St. John's, Newfoundland and Labrador. (English, available with French subtitles, 3:49 minutes)

**3.8.3 *Challenging Literacy Prejudices through Theatre: Theatre to Unveil Prejudices Against Illiteracy***

Created in partnership with La Jarnigoine, Villeray Literacy Centre in Quebec, this video uses theatre to show some of the difficulties people encounter and to offer some solutions. The theatre project employed a type of guerrilla or invisible theatre, acted by people from the Literacy Centre, with the intent to make people aware of the reality of life for people who have literacy challenges. (French, available with English subtitles, 3:24 minutes)

**3.8.4 *Adult Literacy through Family Workshops: Picture It! Publish It! Read It!***

In partnership with Mount Saint Vincent University and Parents Place, in Nova Scotia, this video presents a program in which children were given cameras and produced books from their photos to share with their families. (English, available with French subtitles, 3:28 minutes)

**3.8.5 *Young Adults in the North Share their Stories: A Place All My Own***

In partnership with the Skills LINK Program in Inuvik Youth Centre, NWT, this video describes a process whereby a number of unemployed and out of school aboriginal youth (ages 15 – 29) participated in a program to tell their stories and look to the future, culminating in a publication. (English, available with French subtitles, 3:09 minutes)

**3.8.6 *The Benefits of PLAR in Canadian Universities: A meeting of minds: Issues and strategies of PLAR at Canada's universities***

In partnership with the Canadian Institute for Recognizing Learning and Thompson Rivers University – Open Learning, this video describes two think tanks that addressed quality assurance issues in PLAR. (English, available with French subtitles, 3:19 minutes)

**3.8.7 *Seniors Learning***

Inspired by the growing presence of seniors' colleges and Third Age Centres across

Canada, this video celebrates the power of seniors learning in both formal and informal settings. (English and French with subtitles, 8:56 minutes)

### **3.9 Symposia**

Each June since 2006, the AdLKC has hosted a national symposium focused on aspects of adult learning. Each symposium took place in a different province. Attendance at the symposia was free, and 200-250 participants attended each year. Symposium reports are available online.

#### **3.9.1 June 2006, Fredericton, New Brunswick**

##### ***Adult Learning in Canada: What? So what? Now what?***

[www.unb.ca/ALKCSymposium/2006/Report-E.html](http://www.unb.ca/ALKCSymposium/2006/Report-E.html)

More than 150 participants discussed challenges, successes, and next steps to enhance adult learning programs and activities across Canada at the first national two-day symposium held in June 2006 in Fredericton, New Brunswick. The first day focused on the State of the Field review - the first comprehensive documentation of adult learning research in Canada. On the second day, participants identified recommendations for actions in four broad areas: communities of practice, diversity of adult learning, community-based research, and university-community research alliances. The findings and recommendations from this symposium in large part guided the continuing work of AdLKC.

#### **3.9.2 June 2007, Halifax, Nova Scotia**

##### ***The Right to Learn***

[www.unb.ca/ALKCSymposium/](http://www.unb.ca/ALKCSymposium/)

The second annual symposium played host to over 200 people in Halifax, Nova Scotia in June 2007. The two-day symposium provided ample time for discussion, with access to interpretation services, and diverse presentations from researchers, administrators, and community-based practitioners. Abrar Hasan, with the Organisation for Economic Co-operation and Development, opened the symposium as keynote speaker. The symposium highlighted 32 research and knowledge exchange projects, and included various plenary sessions and a panel discussion. It demonstrated the diversity and breadth of adult learning. It made the point that the issue of the right to learn is closely connected to questions of available resources and equitable allocation of resources. Participants also heard plenary presentations on a conceptual framework on adult learning designed to aid data collection on formal and informal adult learning, the impact of literacy challenges on Canada's social capital and economic productivity, and a panel discussion on the right to learn with Paul Bélanger, Daniel Baril, and Ray Ivany, moderated by Aldéa Landry.

#### **3.9.3 June 2008, St. John's, Newfoundland**

##### ***Community Sustainability: Toward a Culture of Adult Learning in Canada***

[www.ccl-cca.ca/pdfs/adlkc/reports08/2008SymposiumReport\\_EN.pdf](http://www.ccl-cca.ca/pdfs/adlkc/reports08/2008SymposiumReport_EN.pdf)

The third annual symposium was held in St. John's, Newfoundland in June 2008, with 225 people in attendance. The symposium provided an occasion to participate in a rich and informed dialogue on the opportunities that learning offers to sustaining communities. It was a natural continuation from the theme of the 2007 symposium, *The Right to Learn*, which focused on the rights and responsibilities related to adult and lifelong learning. The

program was dynamic and diverse with a combination of plenary and individual sessions. Simultaneous interpretation was provided at all plenary sessions and an interpreter was assigned to each concurrent session to assist with both French-to-English and English-to-French communication. The program included two keynote speakers, three plenary sessions, and 32 presentations featuring researchers and practitioners. It reflected AdLKC's commitment to knowledge exchange with a broad, inclusive and pan-Canadian approach.

#### **3.9.4 June 2009, Montréal, Québec**

##### ***Linking Communities / Overcoming Barriers***

<http://www.ccl-cca.ca/AdLKCSymposium>

The fourth, and final, symposium was held in Montréal, Québec in early June of 2009. Its focus was on crossing the boundaries that exist among Canada's diverse communities, and overcoming the barriers faced by adult learners. This two-day event consisted of two keynote speakers, three plenary sessions, and five concurrent sessions. Each of the five concurrent sessions had four options, for a total of 20 concurrent presentations. Paul Cappon, President and CEO of CCL, and Paul Bélanger, Université du Québec à Montréal, delivered the keynote addresses.

### **3.10 Partnerships and Networking Opportunities**

One of AdLKC's most significant legacies is the partnerships and networks that were an outcome of the activities and focus of the organization during its four years of operation. The Knowledge Centre often played the role of matchmaker or facilitator, bringing key individuals and organizations together. While not products and events like the activities described previously, partnerships and networks are an important component of AdLKC's legacy.

Many of these partnerships will continue to bear fruit. Relationships have been formed, for example, between learning and human rights organizations, universities and community colleges, community-based organizations and post-secondary institutes, the arts and culture sector and community development groups.

AdLKC's work has helped to demonstrate that lifelong learning (i.e. learning that takes place throughout a person's lifetime) is intrinsically connected to life-wide learning (i.e. learning that takes place throughout a person's multiple roles). By revealing this connection, AdLKC has helped to establish that disparate organizations have common goals. This commonality has provided the *sine qua non* of partnership.

## **4 Featured Highlights**

So many innovative, informative, and useful products and activities resulted from AdLKC's work that it is challenging to choose only a small number to highlight. It is hoped that the knowledge exchange projects described below will whet the reader's appetite to continue further down the adult learning highway. Contact information for these projects is provided in Appendix 1.

### **4.1 Literacy**

The topic of literacy was a major area of interest, with many studies, reports, speaker events, and other activities facilitated by AdLKC. Four literacy-themed knowledge exchange projects are described below.

#### ***4.1.1. Saskatchewan Literacy Café : A Provincial Literacy Forum***

Sixty-two people attended this free event, organized to renew and strengthen networks within literacy and related fields, promote collaboration and cooperation, share information about current literacy programs and services, and identify and discuss opportunities for future action. It was put on by the Saskatchewan Literacy Network in partnership with the Saskatchewan Aboriginal Literacy Network Inc. and the Literacy Office within the Saskatchewan Ministry of Education on November 18th, 2008, in Saskatoon. The morning involved presentations and updates from provincial and national literacy stakeholders. In the afternoon, attendees participated in a Literacy Café based on the Café principles and format (see [www.theworldcafe.com](http://www.theworldcafe.com)) and conducted by an experienced facilitator. The motto of the World Café captured the goal for this forum: to “awaken and engage collective intelligence through conversation about questions that matter”.

#### ***4.1.2 Measurement of Learners Progress to Deliver Real Results***

Organized by the ABC Canada Literacy Foundation, this project collected information from literacy stakeholders in three jurisdictions: British Columbia, Ontario, and Scotland. The researcher was Ralf St. Clair, Senior Lecturer in Adult Education at the University of Glasgow. The resulting report, *The dilemmas of accountability: Exploring the issues of accountability in adult literacy through three case studies*, looked at systemic issues, the design of accountability, and the nature of data. The author was surprised to note that issues were quite similar in the three jurisdictions. All agreed that it was challenging to capture the diverse effects of adult literacy education in an easy to communicate measure. While the three jurisdictions are at different stages of developing accountability systems, they are all putting vast amounts of expertise and creativity into the issue. An additional aspect of the project involved conducting a ‘webinar’ with 45 participants. This electronic forum provided an opportunity for literacy stakeholders across the country to connect around the issue of measurement.

#### ***4.1.3 Speaking Out by Utilizing Learners (SOUL)***

This project, put on by the Literacy Coalition of New Brunswick, was designed to provide public speaking training and opportunities to volunteers who had been involved in literacy training. Participants were given 20 hours of training before their public speaking events. Mentors worked intensively in a personalized manner to assist the participants. A small honorarium was paid to participants for each speaking event, and they were provided with travel and childcare expenses. Participants were able to share their stories and present information on literacy issues in a variety of venues throughout the province. The project manager reported that “Though many of the learner participants indicated an initial fear of public speaking, they were eager to be ‘voices’ for the promotion of literacy programs...It was as if they said, How could they *not* participate, seeing that they had benefited from literacy programs themselves? Impelled to say *yes*, they seem willing to do whatever is necessary, to keep the wheels of adult literacy programming in motion.”

#### ***4.1.4 Base de données bibliographiques / Bibliographic Database***

The first phase of the project consisted of consulting with communities, collecting data, publishing a catalogue of resources, and an on-line website for four Francophone communities in the Northwest Territories - Fort Smith, Hay River, Inuvik and Yellowknife. The project improved the management and exchange of services and literacy resources among the Francophone communities. The second phase of the project was the creation of a computer database to serve as a bibliography of all Francophone literacy resources available in the Northwest Territories.

## **4.2 Skills and Learning Recognition**

Skills and learning recognition, also known as Prior Learning Assessment and Recognition (PLAR), is the process of identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through work experience, unrecognized training, independent study, volunteer activities, and hobbies. In addition to the many knowledge exchange projects on this topic, a number of speaker events and other activities were also carried out. Three knowledge exchange projects related to skills and learning recognition are described below.

### ***4.2.1 PLAR: Building Capacity and Support for Employment Services***

This project, undertaken by United Way of Quinte, introduced PLAR and project goals to United Way member agencies and other employment-focused agencies in and around Belleville, Ontario. It was achieved through a series of information sessions, with the objective of obtaining commitment from interested parties to move forward to the next phase, ‘train the trainer’ programs. Participants from 20 agencies identified many ways in which PLAR would be useful in their programs, particularly by providing benefits to their clients in terms of employability, self-esteem, and life planning. They also identified challenges in terms of obtaining recognition and educating agencies, post-secondary institutions, and employers, and committed to moving ahead to phase two.

#### ***4.2.2 PLAR – A Unique Way of Helping Ourselves and Others: Prior Learning and Recognition (PLAR) Regional Workshops***

Literacy Newfoundland and Labrador presented four regional workshops targeting literacy practitioners, tutors, service providers of clients with low-level literacy skills, administrators, adult learner leaders, and career development practitioners. In all, 47 participants attended one of four full-day workshops in January 2009. The workshops explored counselling methods including reflective journaling, mapping, and group discussion. The goal was to develop a process for use with clients in developing portfolios. Information was presented on PLAR research, PLAR practices in Canada, ways of using PLAR in workplaces, and much more. A series of action items for follow-up were identified by participants. In addition to the specific learning that took place, these workshops provided opportunities for networking and ongoing dialogue across various sectors at the regional level to support learners.

#### ***4.2.3 Clarifying the Relationship between PLAR, Essential Skills and Canadian Language Benchmarks***

The Canadian Association for Prior Learning Assessment (CAPLA) and the Centre for Canadian Language Benchmarks (CCLB) collaborated on this project to clarify the distinction between essential skills, language competency, and the identification of personal competencies through PLAR. The outcome of this project was a two-page schematic, available at [http://www.language.ca/display\\_page.asp?page\\_id=809](http://www.language.ca/display_page.asp?page_id=809) providing an overview of the aspects of an individual PLAR profile and an advisor checklist for working with clients to develop their profiles and learning plan.

### **4.3 Seniors' Learning**

Seniors' learning recognizes the adage that "You don't stop learning when you grow old; you grow old when you stop learning". Research has shown the importance of lifelong learning to keep the mind active and agile, and the brain healthy. Sample knowledge exchange projects related to seniors learning are described below.

#### ***4.3.1 Giving Back in Retirement: Informal Learning through Volunteering***

A one-day think tank took place at the Sheridan Elder Research Centre in Oakville, Ontario, attended by 55 participants. The goal was to investigate the role of civic engagement as a non-traditional way to promote lifelong learning and learning for personal development in retirement. In particular, it was intended to exchange information, share perspectives and personal experiences, identify factors that enhance or impede the volunteer experience, and produce guidelines to encourage seniors (age 62 and older) to volunteer. As a result of these deliberations, a promotional brochure was developed and made available to organizations for volunteer week. A small consortium of think tank participants has been formed who are continuing to explore research and practice opportunities.

#### ***4.3.2 Profile of Senior Learners in Public Housing***

This project was undertaken to begin a dialogue to educate community organizations about the learning needs of seniors and to make seniors more aware of available learning opportunities. Door-to-door and telephone interviews in a subsidized housing area in Vancouver, BC led to an increased understanding of seniors' needs and a number of recommendations. It was noted that some learning is not recognized as such by seniors. Learners wanted inexpensive and accessible programs close to home. Informal learning opportunities were most desired. Some of the recommendations included involving seniors in developing follow-up actions, increasing awareness of seniors' issues, connecting with intergenerational groups, and encouraging other stakeholders (e.g. local businesses) to get involved. A report documenting findings, recommendations, and references was prepared. It is hoped to use these findings to design further research and identify areas for work with seniors in social housing.

#### ***4.3.3 Community Building for Seniors: Atlantic Seniors Learning – Best Practices Conference***

Seniors College of PEI hosted a three-day conference in August 2007. More than 40 participants from seven provinces attended the conference, aimed at increasing communication between organizations, educational institutions, and individuals to enhance and develop programming that addresses the needs of adult learners by sharing best practices and expanding the peer-learning model into new areas. The conference focused on learning at similar organizations and best practices, with the intent of helping both existing and new organizations to flourish. Several events have taken place subsequently to expand opportunities for seniors learning. Further information about Seniors College of PEI and a report describing the conference is available online at the following website:

<http://seniorscollege.blogspot.com/search?q=At%3Blantic+Caucus>

### **4.4 Arts / Culture**

It is not always recognized that arts and culture play a vital role in Canada's economy and society. From a financial perspective, artists play a significant role as economic producers in industries related to visual arts, performing arts, tourism, commercial arts, and communications. Arts and culture are also valuable for creating and maintaining a stabilizing and positive sense of identity and heritage within communities, especially linguistic, racial, and geographic communities. In addition, arts and culture play an important role in the development of critical thinking for a fully functioning democracy. Ongoing learning opportunities are essential for the arts and culture sector. Sample knowledge exchange projects related to arts and culture are described below.

#### ***4.4.1 Indigenous Knowledge and Cultural Identity Initiative***

This project was intended to facilitate arts and culture-based knowledge exchange opportunities, keep local traditions alive for future generations, while contributing to the 2008 Chevery Festival of the Arts, Conference & Trade Show (Chevery FACTS) held on

the lower north shore of the Gulf of St. Lawrence, Quebec. Twenty-five partnerships were established as a result of this initiative. Twenty lectures and demonstrations of local skills were put on at Chevery FACTS. Participants were surveyed before and after about their knowledge of traditional arts and culture, their attitudes, and their satisfaction with the event. The results showed a lot of new learning, recognition of the importance of preserving local culture, and a strong interest in participating in similar future workshops. A key output of the project was documentation of these events. Each event was photographed, videotaped, and archived on DVD. The resulting DVDs were disseminated to local schools and libraries. A Chevery Arts and Culture Compendium, cataloguing arts and culture-based knowledge and skills of adults in the community, was created. In addition, a new Arts and Culture Guild was established to assist members to form partnerships with other regional, provincial and national arts-based organizations.

#### ***4.4.2 Citizenship Education and the Building of Local/Global Solidarity: Taking a Documentary Film Festival on the Road***

A sub-group of the Antigonish International Film Festival organized and presented two documentary film festivals in Cape Breton Island, Nova Scotia: one in Sydney (two days) and one in Inverness (one day) in March 2009. Both festivals were free and open to the public. The project was intended to stimulate discussion on a range of topics using the medium of film. The film festivals provided opportunities for collective reflection and exchange, and for developing a sense of solidarity both locally and internationally. The project was also successful in building audiences and generating interest in future documentary films and film festivals. Presenting documentary films in a free public venue and encouraging discussion is not a typical format for adult learning, but it proved an effective one.

#### ***4.4.3 Labrador Innu Community Archive: Learning New Uses for Cultural Materials***

As part of the development of an Innu community cultural archive, photographer-writers from the Quebec-Labrador Foundation taught the use of Internet technology for book-making and online publishing to members of the Innu community of Sheshatshiu, in Labrador. Original material for this work consisted of stories and photographs produced and collected in the community. Other activities included two workshops to discuss building a cultural centre and developing consensus on how to approach this complex undertaking. This initiative has already had a number of successful outputs, including two books that have been published using Internet technology and a movie script under development. One of the books that was published is entitled *Text We Have Collected in Labrador to Date*. It includes scripts, personal writings, interviews and conversations. The following excerpts discuss the impact of photographs of earlier times, shared because of the project.

“The pictures woke people up. The mind came back. At first I didn’t understand. But then I started to see the pictures; I knew the

people. I was surprised and shocked. I saw the man in the video and I called my husband. It was his father. He was so young.”

“The pictures can bring back your memory, like when I did live in a tent. There is a lot of change from when I was young and what I see today....When you look at those pictures, it brings back your memory from years ago.”

#### **4.4.4 *Forum de concertation sur les arts, la culture et le mieux-être pour le 3<sup>ième</sup> âge de la région du Grand Caraquet / Consultation Forum on Arts, Culture, and Wellness for Seniors in the Grand Caraquet Region***

A forum was planned, organized, and presented for seniors living in the Acadian Peninsula region of New Brunswick interested in arts, culture and wellness. It was planned and executed in partnership with the Collège Communautaire du Nouveau-Brunswick-Campus de la Péninsule acadienne and the Third Age University. A number of preparatory activities were carried out, including consultations and sessions with workshop facilitators and scribes. Twenty-seven people participated in the day-long event, which included break-out sessions and a plenary, and developed recommendations for follow-up. The forum was successful in defining specific ideas and training needs in four areas: creative writing, wellness, film, theatre and TV, and the visual arts, along with a plan for moving forward.

## **4.5 Other**

Some of the knowledge exchange projects cut across several major themes. Sample cross-cutting projects are described below.

### **4.5.1 *Plain and Clear Language Training: A Traveling Roadshow***

Workshops on plain language training were presented in five northern British Columbia communities: Vanderhoof, Valemount, Prince George, Burn's Lake and Quesnel, in October 2008. The workshops brought the principles and practices of Plain and Clear Language in writing to these communities and their outlying areas. Participants were taught skills to support the inclusive nature of writing by examining new document techniques, such as layout, design, and building space. In addition, the workshops provided many networking opportunities. Participants were encouraged to share what they had learned with others in their communities and work places.

### **4.5.2 *Breaking Barriers***

The Breaking Barriers Resource Centre, which promotes popular education, sponsored a workshop called *Focus on Change for Youth Wellness*, with the goals of better understanding the situation for youth in central Kent County, New Brunswick and beginning to develop a strategic plan for addressing youth issues. Canadian and Aboriginal specialists in inclusive education, literacy, anti-racism work, community development, and

social work provided guidance and support to the workshop, attended by 38 people. Among other outcomes, a graphic of the situation for youth was created - a Tree of Hope cracking the Barrier Wall - which included underlying issues, challenges, desires, and goals.

#### ***4.5.3 Reaching Across Our Land***

This project identified and catalogued First Nations community-based initiatives across Canada that target late-entry learners. A report, available online, was produced by Sandra Germain, entitled *Report on Successful Community Based Efforts to Recruit and Retain Late-Entry Learners into Colleges and Universities*, which looked at a number of factors that impact First Nations learners. The report also discussed the significant barriers to Aboriginal postsecondary success. It described and analyzed a number of initiatives and strategies across Canada aimed at increasing recruitment and retention of adult and late entry Aboriginal learners. It pointed out some of the more promising strategies, such as access and transition programs and community delivery options, and indicated how such initiatives could be built upon and strengthened.

#### ***4.5.4 Petites histoires de grandes réussites / Little stories of big successes***

The project consisted of creating a DVD to tell the stories of adults who have had a significant and inspiring journey in the field of learning. Participants presented a positive, realistic portrait of their learning journeys, showing how learning activities have allowed them to meet their objectives and attain their personal goals. The stories emphasize the importance of finding a personal motivation for learning.

## **5 The Road Ahead**

The Adult Learning Knowledge Centre was established by the Canadian Council on Learning as a centre of expertise and action for adult learning, with a mission to foster a rich, informed, and coordinated pan-Canadian culture of adult learning – accessible, relevant, and responsive to the needs and interests of all Canadians. Working with government, educational institutions, and community organizations, AdLKC has worked tirelessly to develop knowledge exchange and to develop networks among adult learning organizations across Canada. It has endeavoured to create a better understanding of the role of lifelong learning in economic productivity, social equity, and civic engagement. The closure of the Adult Learning Knowledge Centre on July 6, 2009 has ended this phase of the work.

Nevertheless, adult learning stakeholders across Canada have indicated a strong interest in finding ways to maintain the network. As a result, a new initiative was created in August 2009, designed to develop a pan-Canadian forum for exchanging knowledge, sharing strategies, and developing methods related to adult learning. The forum will demonstrate the following features: national, bilingual, focused on knowledge exchange and network-building, collaborative, and grounded in key adult learning issues. The network will be linked through distance technologies as well as face-to-face events. It is expected that the forum will be operational by April 2010.

The focus of the forum will reflect the network's evolving concerns, and will include literacy and essential skills, labour force development, seniors learning, arts and culture, immigration issues, Aboriginal learning issues, late-entry learning, skills and learning recognition, civic engagement, and human rights.

Targeted participants will include researchers, practitioners, educators, government agents, policy advisors, social movement advocates, and other organizations and individuals involved in the broad spectrum of adult learning across Canada. With the guidance of a national advisory committee, the initiative will work in partnership with CCL as well as other adult learning organizations and agencies, governmental and NGOs across Canada.

In addition, the initiative may develop leveraging opportunities to support ancillary activities such as: links to international activities, funding for research and knowledge activities projects, advocacy work, and special awards for achievements.

It is expected that the network will share the costs of the forum through membership and registration fees. If necessary, possible supplementary funding sources may include federal, provincial, research, educational, and other agencies.

Using the work of the Adult Learning Knowledge Centre as a foundation, the forum will continue the work of building a road map in order to create connections on the 'lost highway' of adult learning.

## Appendix 1: Knowledge Exchange Projects Funded by AdLKC

<i>Project Name</i>	<i>Description</i>	<i>Contact Information</i>
A Lifelong Endeavour	This project conducted a survey on a sample group of older learners in Halifax to obtain information about learning preferences, barriers and motivators for learning, and available resources. The research findings were shared with other organizations.	Saint Mary's University, Division of Continuing Education Halifax NS Linda MacDonald <a href="mailto:Linda.macdonald@smu.ca">Linda.macdonald@smu.ca</a>
A Meeting of Minds: Issues and Strategies of PLAR at Canada's Universities	This project brought together representatives from ten Canadian universities to discuss challenges related to the implementation of Prior Learning Assessment Recognition (PLAR) policies, and to develop strategies to address these challenges. The meeting was designed to provide a clear picture of practical issues around PLAR that face universities, to increase the understanding of PLAR, and to create opportunities for inter-institutional communication.	Canadian Institute for Recognizing Learning Toronto ON Joy Van Kleef, Jan Donio <a href="mailto:inquiries@cirl.org">inquiries@cirl.org</a>
A Meeting of Minds II: Quality Assurance and Academic Integrity Issues in PLAR for Adult Learners in Canadian Universities	This project was a sequel to the AdLKC-funded Meeting of Minds (MoM) held in 2007. That project brought together representatives from 10 universities across Canada to exchange knowledge and develop strategies to address the challenges associated with PLAR implementation. MoM II will again convene a cross-Canada meeting of university representatives to focus on the Quality Assurance issue.	Thompson Rivers University – Open Learning Kamloops BC Christine Wihak, Joy Van Kleef <a href="mailto:cwihak@tru.ca">cwihak@tru.ca</a>
A New Tomorrow	This project developed a program on violence and learning. The program distributed information about family violence through the public libraries, as well as counselling and employment agencies. The program also developed a research-in-action project to study the impact of violence on learning.	Niagara West Employment and Learning Resource Centre Beamsville ON Margaret Maynard <a href="mailto:margaret@nwelrc.ca">margaret@nwelrc.ca</a>
A Review of Health and Literacy Needs	This review was conducted through a combination of survey techniques. By contacting stakeholders within the field of health and literacy, investigation will highlight new organizations to be included and future collaborations that will enhance health and literacy needs.	PEI Literacy Alliance Charlottetown PE Norman Finlayson <a href="mailto:literacy@eastlink.ca">literacy@eastlink.ca</a>
Aboriginal Adult Learning Circle	This was a pilot project designed to bring Aboriginal literacy practitioners/instructors together to identify common challenges and share pedagogy and practices. This is the first step in developing a province-wide network of instructors of Aboriginal adult learners to share research and other knowledge exchange activities.	Manitoba Education Research Network Winnipeg MB Barbarah Wynes <a href="mailto:Barbara.wynes@gov.mb.ca">Barbara.wynes@gov.mb.ca</a>
Aboriginal Literacy Database Development Project	This project contacted Aboriginal literacy programs across Canada to obtain their permission to include material related to their programs (program descriptions, curriculum materials, best practices, etc.) on the database of the National Indigenous Literacy Association. As well as providing extremely valuable information, this project will facilitate the development of partnerships among like-minded organizations.	National Indigenous Literacy Association Winnipeg MB Doug Bartlett <a href="mailto:bartlett.nila@mts.net">bartlett.nila@mts.net</a>

<i>Project Name</i>	<i>Description</i>	<i>Contact Information</i>
Adult Learners Week – Focus on Literacy Awareness in the Deaf Community	To celebrate Adult Learners' Week in Canada, Deaf Literacy Initiative (DLI) set up an arts competition. One piece of artwork was selected and used as a postcard or small poster to promote the IALW event. DLI will give \$250 to thirteen deaf literacy programs to host a workshop or event in their literacy communities, and to support the needs of deaf adult learners. The size of local areas will dictate these events. Activity in small rural areas will be 'hands on', while programs in larger urban areas will be a workshop or an event.	Deaf Literacy Initiative Peggy Anne Moore <a href="mailto:peggyann@deafliteracy.ca">peggyann@deafliteracy.ca</a>
Adult Learners Week: A Focus on Literacy	The purpose of this project was to enhance public awareness, throughout Adult Learners Week, about literacy issues and available service providers in Northwestern Ontario. A series of seven articles were developed, one for each day of the week beginning on March 3, 2008, and submitted to the region's daily newspaper. Each article focused on a different literacy topic and included a fun activity/clue to encourage readers to read the full series of articles, which culminated on March 9, 2008.	Northwestern Ontario Literacy Network Thunder Bay ON Annemarie Wesolowski <a href="mailto:director@literacynorthwest.on.ca">director@literacynorthwest.on.ca</a>
Adult Learning Friendly Institutions Canada (ALFICan) – Next Steps in Implementation	This project brought together the 15 study partners including government, labour, colleges, universities and community-based providers that participated in a recently completed national ALFICan project for a two-day strategic planning session. The purpose of this meeting was to identify next steps and resources needed to implement six recommendations from the ALFICan study. The study confirmed the applicability of several principles including outreach, life and career planning, assessment of learning outcomes, teaching-learning process, student support, technology, and strategic partnerships. At the conclusion of the project, study partners expressed keen interest in expanding the reach of the ALFICan tool and building a “grassroots” community of practice across Canada.	First Nations Technical Institute Tyendingaga Mohawk Territory ON Paul Zakos <a href="mailto:paulz@fnti.net">paulz@fnti.net</a>
Adult Learning Week	Adult Learning Week was celebrated in Nova Scotia from April 3 - 9, 2006. This event promoted and celebrated adult learning activities in Nova Scotia. Sponsorship of this project by the Canadian Council on Learning's Adult Learning Knowledge Centre allowed for the promotional materials for the event to be disseminated in French as well as English.	Metro Council on Continuing Education Dartmouth NS Susanna Burns <a href="mailto:mcce@ns.sympatico.ca">mcce@ns.sympatico.ca</a>
Advancing Adult Education on Prince Edward Island: A Meeting of Minds Location	The purpose of this project was to bring together educational practitioners and related stakeholders who share an interest in promoting student success and positive educational outcomes for late entry-learners. The meeting explored several topics including the exchange of current ideas and initiatives related to research, highlighting promising practices of late-entry learners in relation to issues of recruitment, transition, instruction and retention. This workshop also acted as a forum to develop strategies for engagement and retention of late-entry learners in adult education programs.	Holland College Charlottetown PE Audrey Penner <a href="mailto:apenner@hollandc.pe.ca">apenner@hollandc.pe.ca</a>
Apprendre pour s'épanouir / <i>Fulfillment in Learning</i>	Thanks to a partnership among three New Brunswick organizations and the community, five workshops were delivered to adults 55 years of age and older in rural southeastern New Brunswick communities by promoting personal growth through learning. The workshops presented real-life themes from the regional,	Centre d'études du vieillissement Université de Moncton Moncton NB Suzanne Dupuis-Blanchard

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	national and global community. The project created a database of retired teachers interested in this initiative. The project results were presented at the Canadian Association on Gerontology's national conference and at the annual meeting of the Third Age University in New Brunswick.	<a href="mailto:suzanne.dupuis-blanchard@umoncton.ca">suzanne.dupuis-blanchard@umoncton.ca</a>
Apprentissage et communication chez les personnes âgées de Rimouski-Neigette / <i>Learning and communication among seniors in Rimouski-Neigette</i>	This project dealt with seniors' learning needs in the field of learning and communications technologies (ICT) in collaboration with the Le Centre de Ressources en intervention Populaires de l'est (CRIPE) (Eastern region popular intervention resource centre). A new interactive website allows seniors in the entire lower St. Lawrence River Valley region to share among themselves and to support each other; a permanent learning project is established; and seven senior learners are becoming learning catalysts among their peers. The beta site was launched as part of the activities for International Adult Learners' Week in Canada from March 3 to 9, 2008.	Centre Polyvalent des Aînés, (Seniors' Multi-purpose Centre) Rimouski QC Gaëtan Ross <a href="mailto:centrepolyvalentdesainés@globetrotter.net">centrepolyvalentdesainés@globetrotter.net</a>
Apprentissage interactif efficace dans le cadre d'ateliers contre la fraude destinés aux 50 ans et plus / <i>Effective Interactive Learning in the form of Anti-fraud Workshops for Seniors 50+</i>	The primary aim of this project was to perform an in-depth review of the L'ABC de la Fraude (The ABC of Fraud) workshops to make sure that the interactive learning methodology was properly adapted to senior learners. Training the trainers, mentorship, developing practical, easy-to-administer measurement tools and analyzing the transferability of the methodology were also part of the project.	Fédération des Aînés et Retraités Francophone de l'Ontario Ottawa ON Michèle Guay <a href="mailto:dg@fafo.on.ca">dg@fafo.on.ca</a>
As the Elders Guide Us: An Indigenous Knowledge Symposium	March 2009 was identified as the UN International month in celebration of indigenous languages. A symposium was designed to bring together Indigenous Elders, academics, language educators, and policy makers, to disseminate a research study of ' <i>How Indigenous Knowledge informs Indigenous language certification in Alberta</i> '. A key priority of this symposium was to facilitate regional language planning based on the findings of the research study, as well as highlighting the role of Elders as vital to the continuity of indigenous language transmission.	Blue Quills First Nations College St. Paul ON Diana Steinhauer <a href="mailto:dianas@bluequills.ca">dianas@bluequills.ca</a>
Base de données bibliographiques / <i>Bibliographic Database, Phase 1</i>	This project consists of consulting with communities, collecting data, publishing a catalog of resources and eventually an on-line site for the four francophone communities in the Northwest Territories. The project aims to improve the management and exchange of services and literacy resources between Fort Smith, Hay River, Inuvik and Yellowknife.	Fédération Franco-Ténoise Yellowknife NT Léo-Paul Provencher <a href="mailto:alpha@franco-nord.com">alpha@franco-nord.com</a>
Base de données bibliographiques / <i>Bibliographic Database, Phase 2</i>	The intent of this project is to create a computer database that will serve as a bibliography of all Francophone literacy resources available in the Northwest Territories. The project development will include designing the database, graphics work, and launching it online for communities to easily access and share resources.	Fédération Franco-Ténoise Yellowknife NT Léo-Paul Provencher <a href="mailto:alpha@franco-nord.com">alpha@franco-nord.com</a>
Best Practice Models for Literacy Interventions in GED Adult Education Classrooms	This was a one day workshop which brought together literacy practitioners, researchers, government and college administrators to share the results of Holland College's reading research project and to define a best practice model to apply these results in GED classrooms	Holland College – Institute for Adult & Community Education Charlottetown PE Audrey Penner, Jake Baird

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		<a href="mailto:apenner@hollandc.pe.ca">apenner@hollandc.pe.ca</a>
Breaking Barriers	This project provided a workshop on literacy, dropout issues, substance abuse, suicide, underemployment and the need for community leadership. The event was organized by a cross-cultural group that included educators, faith leaders, youth, and other community members. The workshop was intended to develop a research plan to submit for funding consideration to Community-University Research Alliance. The research plan was based on participatory action research methodologies and popular education programs.	Breaking Barriers Resource Centre Bass River NB Ann Pohl <a href="mailto:annpohl@nb.sympatico.ca">annpohl@nb.sympatico.ca</a>
Bringing Adult Literacy into Focus in Newfoundland & Labrador	This project brought literacy providers in western, central, eastern, and northern Newfoundland and Labrador together in four regional roundtable discussions to share, discuss, and develop ideas for implementation of the information published in the national report on best practices for literacy practice in <i>Focused on Research: A Framework for Adult Literacy</i> in Canada.	Community Education Network St. John's, NL Sharon Park <a href="mailto:tcen@nf.aibn.com">tcen@nf.aibn.com</a>
Building on Success : Sharing the Secrets of a Successful Seniors College	The Department of Continuous Learning, Mount Allison University invited a representative from the Prince Edward Island Seniors College to help initiate the formation of the Sackville Seniors College. Seniors from the community were invited to a luncheon to learn more about the concept of peer teaching and learning within a senior's college framework. This event was held during Adult Learner's Week in Canada on March 6, 2008.	Mount Allison University Sackville NB Heather Patterson <a href="mailto:hpatters@mta.ca">hpatters@mta.ca</a>
Building Resilient Communities in Atlantic Canada: Integrating Emerging Knowledge of Literacy as a Determinant of Health	This project proposed to advance knowledge of literacy that was shared and developed during the 2008 Atlantic Summer Institute on Healthy and Safe Communities (ASI). One of the objectives recently identified in the post-Institute evaluation was the need for the ASI Board to incorporate the lessons learned about literacy into future programming of the ASI. This project would support the collaboration of a multi-sectoral group to exchange lessons learned and ensure that literacy is embedded in the program being developed by the Atlantic Summer Institute.	Atlantic Summer Institute on Healthy and Safe Communities Inc. Charlottetown PE Patsy Beattie-Huggan <a href="mailto:patsy@thequaich.pe.ca">patsy@thequaich.pe.ca</a>
C'est le temps d'agir...pour un future viable / <i>It's Time to Act for a Viable Future</i>	This project included planning and coordinating activities promoting literacy in French during International Adult Learners Week. Stakeholders from Francophones literacy groups across Canada will organize awareness and promotional activities on the importance of lifelong learning. The activities will be published on the FCAF's website. A national promotion campaign will support these initiatives. Over 8,000 posters will be distributed through 3,743 distribution points and a radio message will be broadcast by all member stations of the Association of Community Radio Broadcasters.	Fédération canadienne pour l'alphabétisation en français (FCAF) Normand Lévesque <a href="mailto:directiongenerale@fcaf.net">directiongenerale@fcaf.net</a>
Capacity Development for Aboriginal Adult Learning	This project was to plan and carry out a three-day active training program within a 15-month literacy program in Northern Labrador. Initiatives include community based literacy and language training, planning, managing and organizing of volunteer groups, and the training and mentoring for literacy professionals and tutors. The communication fostered between organizations through this program will provide the groundwork for future projects.	Lake Melville Literacy Council Happy Valley-Goose Bay NL Maxine Budgell <a href="mailto:mbudgell@nf.aibn.com">mbudgell@nf.aibn.com</a>

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Caring for your Ill Spouse at Home: A Workshop for Senior Caregivers	The goal of this project was to provide seniors who are caring for a chronically or acutely ill spouse with the knowledge and skills they need to be proficient as care givers. These seniors are often faced with isolation as the health of their spouse deteriorates. This trial project included a workshop on “Seniors Caring for Ill Spouses at Home”. Beyond the initial workshop, the project will begin to develop a network of workshop leaders and make the workshop material available online.	Athabasca University Athabasca AB Dr. Margaret Edwards <a href="mailto:marge@athabascau.ca">marge@athabascau.ca</a>
Celebrating Adult Learners	The PEI Literary Alliance published a special edition newsletter profiling eight adult learners. It was launched at a reception at the Charlottetown Holland College campus, during which five bursaries will be awarded with money raised from the PGI Golf Tournament for Literacy. Three hundred copies of the newsletter will be distributed, and it will be available online. On Saturday, February 28th, the Guardian newspaper will print a feature article profiling one adult learner. The following week, The Guardian and Journal Pioneer (PEI's two largest papers) will print articles profiling a different learner each day of the week.	PEI Literacy Alliance Charlottetown, PEI Jinny Greaves <a href="mailto:project@eastlink.ca">project@eastlink.ca</a>
Changing the Way We Teach Basic Math to Adults	This project brought together 25 adult education instructors from the local community college, high school system, alternative education programs, and workplace in a workshop which will share new research and techniques for teaching basic math to adults. A follow-up report based on evaluations provided by the attendees will report on if they have used the teaching techniques described in the workshop and how useful they have been for teaching and learning.	PEI Literacy Alliance Charlottetown, PEI Catherine O'Bryan <a href="mailto:peila@eastlink.ca">peila@eastlink.ca</a>
Citizenship Education and the Building of Local / global Solidarity: Taking a documentary film festival on the road	This project is an extension of five documentary film festivals that have taken place over the past four years. Documentary film festivals create public space for alternative media and a place to share films by international and local documentary filmmakers. The programming of this film festival reflects the diversity of a community. Most films selected offer a balance between exposing problems and documenting actions taken to improve situations. Taking the film festival on the road allowed two communities in Cape Breton to experience the power of a documentary film festival in a community setting.	Department of Adult Education, St. Francis Xavier University Antigonish NS Dr. Carole Roy <a href="mailto:croy_iberville@hotmail.com">croy_iberville@hotmail.com</a>
Clarifying the Relationship between PLAR, Essential Skills and Canadian Language Benchmarks	This project provided a schematic and key questions checklist, as well as a resource list, to clarify the relationships and distinctions between essential skills for the workplace and language benchmarks or competencies (CLB) for those assessing and advising adult learners about their prior learning assessment (PLAR) and career development, employment, and educational plans.	Canadian Association of Prior Learning Assessment (CAPLA) Ottawa ON Bonnie Kennedy <a href="mailto:b.kennedy@quicklinks.on.ca">b.kennedy@quicklinks.on.ca</a>
Clear Language Information Project (CLIP)	This project was designed to produce short explanatory abstracts (or CLIPs), in both French and English, of Statistics Canada research reports to post on the National Adult Literacy Database (NALD) website along with the complete	NALD Inc. Fredericton, NB Katherine d'Entremont

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	research reports. The CLIPs succinctly and clearly summarize the essence of the research findings enabling literacy practitioners and researchers to determine the usefulness and relevancy of a document quickly and efficiently.	<a href="mailto:katherine.dentremont@nald.ca">katherine.dentremont@nald.ca</a>
Collaborative Development with the Nicola Valley Museum and Archives First Nations Gallery	The Nicola Tribal Association (NTA) Research Department partnered with the Nicola Valley Museum and Archives (NVMA) to develop six educational display panels for the museum's newly renovated First Nations gallery. A team of knowledgeable professionals, including a cultural historian, an anthropologist and archaeologist, a First Nations Traditional Land Use and Occupancy specialist and a linguist, all contributed their knowledge of the cultures, traditions and history of the First Nations communities in the Merritt area in the development of these panels.	Nicola Tribal Association Merritt BC Bernadette Manuel <a href="mailto:bmanuel@nicolatribal.org">bmanuel@nicolatribal.org</a>
Community Arts, Museums, and Adult Literacy : Consolidating Knowledge, Collaborating in new Contexts	The intent of this project was to consolidate knowledge about diverse literacy and museums initiatives over the past 15 years from the national Reading the Museums project and community writing projects, and to engage new partnerships with groups from urban and outlying regions. Through a knowledge exchange event in Montreal linked to three remote Community Learning Centre sites across Quebec, it will share information and stimulate engagement through the creation of an updated and expanded Community Arts and Adult Literacy online portal on The Centre for Literacy web site.	The Centre for Literacy of Québec Montréal, QC Linda Shohet <a href="mailto:literacycntr@dawsoncollege.qc.ca">literacycntr@dawsoncollege.qc.ca</a>
Community Building for Seniors Learning	This project planned and hosted a Best Practices Conference on seniors learning in order to organize an active working group involved in peer learning for seniors in the Atlantic region.	Seniors College of PEI Charlottetown PEI Ian Scott <a href="mailto:scotts@pei.sympatico.ca">scotts@pei.sympatico.ca</a>
Completing the Circle: Teaching Our First Teachers – Enabling Best Practice	This project enabled a broader distribution of 'Completing the Circle: Teaching Our First Teachers - Literacy and Learning for Aboriginal Families (LLAF)', a federally funded family literacy project specifically designed to support the cultural needs, traditions and values of the Aboriginal community. This resource was designed to help parents and other caregivers learn positive parenting skills in a culturally appropriate, interactive and supportive environment.	Ontario Native Literacy Coalition Owen Sound ON Ellen Paterson <a href="mailto:onlcinfo@bellnet.ca">onlcinfo@bellnet.ca</a>
Creating an Annotated Bibliography on Best Practices for Late Entry Learners into College Academic Upgrading Programs	This project identified what is currently known about best practices in academic upgrading by producing an annotated bibliography of related literature. In addition, Bow Valley College solicited internal or unpublished documents related to best practices in upgrading from public colleges across the country. Material in the annotated bibliography was categorized by practitioners and decision-makers, who identified key themes. These were used to develop recommendations to support decision-making and policy development by post-secondary colleges relating to programs for adult learners.	Bow Valley College Calgary AB Charles Pankratz <a href="mailto:cpankratz@bowvalleycollege.ca">cpankratz@bowvalleycollege.ca</a>
Creative Compositions by Literacy Learners to Celebrate Adult Learners Week in Nova	In celebration of UNESCO's 60th anniversary of the Declaration of Human Rights, Literacy Nova Scotia supported adult learners in celebrating their right to learn and their freedom of expression by putting words to paper. Six writing	Literacy Nova Scotia Truro NS Jayne Hunter

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Scotia	workshops for adult learners in literacy programs were coordinated throughout the province. The participants submitted their written work to a selection committee for publication in the Literacy Nova Scotia's The Learning Beacon. Three selected authors were invited to Halifax to present their writing to Premier MacDonald at Province House on March 6th and were guests of honour at the ALW Reception where they will have a chance to read from their story.	<a href="mailto:Jayne.hunter@nssc.ca">Jayne.hunter@nssc.ca</a>
Creative Resistance: Women Write From Their Lives	This project was a four-day, intensive writing and publishing workshop for adult women in marginalized communities. The women wrote, edited, collaborated and prepared a literary zine of poetry, vignettes, drawings and black and white photographs of their experiences on the margins. The workshop ended with the publication of the zine and a public reading of the women's work. The zine had a one-time print run of 100, and was distributed to other adult learning centres, libraries, and resource centres that specialize in adult learning. The publication and reading of the women's work will coincide with International Adult Learners' Week and International Women's Day 2009.	University of Winnipeg, The Institute for Women's and Gender Studies Winnipeg MB Dr. Roewan Crowe <a href="mailto:r.crowe@uwinnipeg.ca">r.crowe@uwinnipeg.ca</a>
Developing Effective Methods for Welcoming Late-entry Learners to Colleges and Universities	This two-day roundtable brought together researchers, educators, college administrators, and mature adult learners across Canada to look at the experiences of late-entry learners in colleges and universities. They examined the resources and strategies needed to develop effective methods for welcoming late-entry learners into formal post-secondary institutions. The researchers produced a video and a booklet which focus on ways to help these learners adapt to post-secondary institutions. The project highlighted the unique needs of late-entry learners, and emphasized these needs to higher education administrators.	Algoma University Sault Ste. Marie ON Julian Hermida <a href="mailto:Julian.hermida@algonau.ca">Julian.hermida@algonau.ca</a>
Development of a Dyslexia Screening Tool for New Brunswick's Adult Literacy Programs	This project researched, developed, and tested a screening tool for adult dyslexia for use by adult literacy programs and organizations.	Meighen Centre for Learning Assistance and Research, Mount Allison University Sackville NB Dr. Alexander (Lex) Wilson <a href="mailto:lwilson@mta.ca">lwilson@mta.ca</a>
Développement de la contribution des conseillers d'orientation dans le domaine de la reconnaissance des acquis et des compétences / <i>Developing the Contribution of Guidance Counselors to the Field of Recognition of Prior Learning and Skills</i>	A one-day forum allowed professional counselors, researchers and university students an opportunity to share their knowledge, expertise and practices. This project promoted understanding of how the specific and complementary contribution of guidance counselors can encourage adult learning and specify their role in the various stages of recognizing prior learning and skills. A report was published and it should be possible to establish an action plan.	Ordre des conseillers et conseillères et des psychoéducateurs et psychoéducatrices du Québec (OCCOPPQ) Montréal QC Martine Lacharité <a href="mailto:mlacharite@occoppq.qc.ca">mlacharite@occoppq.qc.ca</a>
Dr. Tom Sticht Seminar Tour of Ontario – Regional Literacy Networks	Dr. Tom Sticht has focused his research on the application of cognitive science to the literacy, education and training needs of under-served youth and adults. He provides seminars around the world, charging only the cost of his travel and accommodations. He was in Toronto in January and eight regional literacy	Literacy Link Niagara Niagara ON Gay Douglas Broerse <a href="mailto:Gay.Douglas@literacylinkniagara.org">Gay.Douglas@literacylinkniagara.org</a>

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	networks in Ontario had indicated interest in having him conduct seminars – Thunder Bay, Timmins, Oshawa, Niagara, Toronto, Kitchener/Waterloo, London and Walkerton. These seminars were to be scheduled during UNESCO's International Adult Learners' Week, March 3-9, or during Adult Learners' Week.	
Ébauche d'un modèle de support réciproque intergénérationnel dans un processus d'apprentissage / <i>Building a Reciprocal Inter-generational Learning Process Support Model</i>	This community-based literacy group's project consisted of analyzing the effects of forming intergenerational teams to carry out local cultural and artistic initiatives aimed at encouraging the acquisition of new skills and knowledge. The project developed a model of alternative teaching strategies that can be shared with community literacy and social integration organizations. The target groups include seniors with little education or basic education, and young adults who have dropped out of school or are at risk of doing so.	L'ABC des Hauts Plateaux Montmagny- L'Islet St-Pamphile QC Manon Leclerc <a href="mailto:abcsud.manon@globetrotter.net">abcsud.manon@globetrotter.net</a>
Échanges sur le dépistage des difficultés d'apprentissage / <i>The Detection of Learning Difficulties and Intervention Methods</i>	This project involved a three day workshop in French with the intent to offer new perspectives, information on screening and recommended approaches to deal with people with learning difficulties. The objective was also to identify French resources for adult learning.	Collège Éducentre College Vancouver BC Erick Plourde <a href="mailto:erickplourde@educacentre.com">erickplourde@educacentre.com</a>
Effective Practices for Intergenerational Environmental Learning	This project conducted research on seniors' learning through a multigenerational project in which retired citizens, children, and young adults worked together throughout the school year to grow vegetables and learn about sustainable growing practices and healthy lifestyles. The research was used to produce a handbook on intergenerational learning through environmental programs for use by other interested groups.	Faculty of Education, University of British Columbia Vancouver BC Jolie Mayer-Smith <a href="mailto:jolie.mayer-smith@ubc.ca">jolie.mayer-smith@ubc.ca</a>
E-Folios for Immigrant Clients	The intent of this project was to create workshops to facilitate participant access to Prior Learning and Recognition (PLAR). New immigrants are often confronted by barriers to entering the work force, including career mobility and the continuation of their post-secondary studies. Through the participation in a three-day e-folio workshop, sixteen participants were able to assemble, select and organize their foreign documents by illustrating their prior learning and experience. Following the workshop, participant e-folios were made available to targeted career and academic counselors and potential employers.	Carlton Trail Regional College Wynard SK Kara Loy <a href="mailto:loyk@ctrc.sk.ca">loyk@ctrc.sk.ca</a>
Electronic Catalogue of PLAR Training Offerings	This project presented an electronic form of the templates for compiling information on available PLAR training and consolidated submissions into an electronic catalogue available on CAPLA's website. It also created a network of PLAR training providers.	Canadian Association of Prior Learning Assessment (CAPLA) Ottawa ON Bonnie Kennedy <a href="mailto:b.kennedy@quicklinks.on.ca">b.kennedy@quicklinks.on.ca</a>
Engaging Aboriginal Seniors in Learning Cree Syllabic Literacy	This project provided Aboriginal seniors with a 6-week introduction to the Cree syllabic writing system. The elders, fluent Cree speakers, provided oral texts to be used for literacy purposes, and mentor volunteers from the Cree Language Instructors Certificate Program. This project aimed to determine learning needs of Aboriginal seniors, examine the effectiveness of traditional literacy delivery models for this demographic, and facilitate the development of partnerships	Blue Quills First Nations College St. Paul AB Dr. Leona Makokis <a href="mailto:leonam@bluequills.ca">leonam@bluequills.ca</a>

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	among senior learners, practitioners and researchers.	
Engaging Adults in Learning about Homophobia	This was a working meeting, intended to develop an educational plan on homophobia and networking strategies for groups and individuals active in educating adults in PEI about homophobia. The educational plan will include information about curriculum and workshop design, credentials and teaching styles of educators, and a speakers' bureau.	PFLAG PEI Charlottetown PE Ray and Pat Malone <a href="mailto:rpmalone@eastlink.ca">rpmalone@eastlink.ca</a>
Essential Skills: What They Are? How to Incorporate Them into Training Plans and Programs?	This project involved a three-day interactive and hands-on practitioner workshop by a trained facilitator with expertise in the area of Essential Skills for approximately 15 staff and volunteers with the Community Centre Alliance.	Community Centre Alliance St. John's NL Kenneth Kavanagh <a href="mailto:kkavanagh@ccanl.ca">kkavanagh@ccanl.ca</a>
Étude terrain sur la scolarisation et la professionnalisation des pêcheurs	This project was based in the tiny fishing village of Grande-Entrée in the Magdalen Islands. The project focused on the barriers to learning faced by fishermen and their helpers who are required to complete training courses in order to obtain a mandatory vocational diploma in fishing.	Commission scolaire des Îles, Centre de formation et d'éducation des adultes Îles-de-la-Madeleine QC Raymonde Gauthier <a href="mailto:ragauthier@csdesiles.qc.ca">ragauthier@csdesiles.qc.ca</a>
Experiential Art Exchanges	This project involved four experiential art exchanges in connection with visiting artists to the gallery in the spring of 2008. Each workshop linked the expertise of the visiting artist to the gallery's members and the larger cultural community through a series of technical and group exchanges. These exchanges created a cross-pollination and appreciation of art between contemporary Canadian and Newfoundland and Labrador artists.	Eastern Edge Gallery St. John's NL Elayne Greeley <a href="mailto:elaynegreeley@yahoo.ca">elaynegreeley@yahoo.ca</a>
Focal Point on Seniors' Learning: A Compass to Guide Us	This project involved hosting a forum to exchange knowledge and experiences about the learning needs and interests of older adults and raise public awareness about later life learning. This 1½ day roundtable brought together researchers, educators and older learners (65+) to exchange knowledge about the learning experiences of this demographic and build linkages for future collaboration and ongoing knowledge exchange.	Sheridan College Institute of Technology and Advanced Learning Oakville ON Pat Spadafora <a href="mailto:pat.spadafora@sheridan.on.ca">pat.spadafora@sheridan.on.ca</a>
Formation : agir pour l'avenir / <i>Act for the Future</i>	This project brought together 15 members of the "FANB" for a two-day training session in an attempt to better equip them to manage community literacy programs in French and to meet the specific needs of the French-speaking regions of New-Brunswick.	Fédération d'alphabétisation du Nouveau-Brunswick (FANB) Bathurst NB Solange Basque Rhéaume <a href="mailto:fanbdr@nb.aibn.com">fanbdr@nb.aibn.com</a>
Forum atlantique sur l'alphabétisation francophone / <i>Atlantic Forum on Francophone Literacy</i>	This project was an opportunity to bring together stakeholders (organizations, provincial departments, practitioners, researchers) in the field of literacy from the Atlantic Provinces to exchange knowledge and news, facilitate networking and develop a five-year action plan. The goal of the September forum, scheduled over two days and bringing together around forty persons, was to increase awareness among government agencies and influence public policies.	Société Nationale de l'Acadie Dieppe NB Lucie LeBouthillier <a href="mailto:lucie.lebouthillier@nb.aibn.com">lucie.lebouthillier@nb.aibn.com</a>
Forum de concertation sur les arts, la culture et le mieux-être pour le 3 <sup>ème</sup> âge de la région du	The project was to plan, organize and set up a forum involving all seniors interested in the arts, culture and wellness sectors in the Acadian Peninsula. This initiative will define the role of a learning centre through a partnership with	L'Association des anciens, anciennes et ami-e-s du Collège Communautaire du N.-B. – Campus de la Péninsule acadienne

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Grand Caraquet / <i>Consultation Forum on Arts, Culture, and Wellness for Seniors in the Grand Caraquet Region</i>	CCNB-PA, and the Third Age University in the Caraquet region.	Caraquet NB Liette Roussel <a href="mailto:liette.roussel@gnb.ca">liette.roussel@gnb.ca</a>
Forum en alphabétisation - Se mobiliser et se regrouper pour mieux agir / <i>Literacy Forum: Mobilize and Connect to be Better Able to Act</i>	The objectives of this project were to: (i) involve PEI's Acadian and Francophone population in the cause of literacy in French; (ii) communicate the results of recent literacy research to the Acadian and Francophone community; (iii) inform the population about the work accomplished on the literacy and family literacy strategic plans; (iv) create a provincial Francophone literacy coalition in PEI.	La Société éducative de l'Î.-P.É Wellington PE Elise Arsenault <a href="mailto:elise@socedipe.org">elise@socedipe.org</a>
Génies en apprentissage/ <i>Geniuses in learning</i>	The project, set for International Adult Learners Week, increased the visibility of Apprentissage pour adultes Chaleur and promoted adult learning. The local newspapers promoted its services and many activities. Scholarships were awarded to the winning team of a quiz game, <i>Génies en apprentissage</i> , for learners. Various initiatives were used to raise funds to buy learning tools. By creating new partnership networks, the organization will be better able to meet the learning needs of the public in the Chaleur area.	Apprentissage pour adultes Chaleur Inc. Bathurst NB Audrey Faubert Berthiaume <a href="mailto:CAA.BathurstCCNB@gnb.ca">CAA.BathurstCCNB@gnb.ca</a>
Giving Back in Retirement : Informal Learning through Volunteering	The focus of this project was to generate a heightened interest in, and awareness of, the 'learning' benefits inherent in civic engagement. This project brought together active volunteers and those interested in volunteering, aged sixty-two and over, with researchers, service providers and educators in a 'think tank' environment. The project allowed for retired men and women to use their knowledge and skills, while continuing to learn and connect with social networks often left behind at retirement.	Sheridan Elder Research Centre (SERC), Sheridan College Institute of Technology and Advanced Learning Oakville ON Pat Spadafora <a href="mailto:pat.spadafora@sheridanc.on.ca">pat.spadafora@sheridanc.on.ca</a>
Ideas into Action	This was a one-day workshop designed to enhance proposal development skills, in order to build research capacity within the networks and sectors of adult literacy providers in Ontario. The workshop information will be shared with other organizations across Canada.	Ontario Association of Adult & Continuing Education School Board Administrators (CESBA) Toronto ON Brenda King
Increasing Awareness of Essential Skills at the Community Level	This project promoted public interest and encouraged participation in learning about and increasing Essential Skills levels. The target audience included employed and unemployed individuals, employers and service providers (career counsellors, educators, job developers). This promotion and awareness campaign targeted the predominantly rural communities of the college's Stratford campus. Additional opportunities to heighten this message included newspaper and radio advertising, and web site links.	School of Career and Academic Access, Conestoga College Institute of Technology and Advanced Learning Kitchener ON Andrea Leis <a href="mailto:aleis@conestogac.on.ca">aleis@conestogac.on.ca</a>
Indigenous Knowledge and Cultural Identity Initiative	This project within the remote community of Chevery promoted arts and culture by offering educational sessions. The project created opportunities for members of the community to strengthen local artistic traditions between adults and seniors. It is expected that investment in the sector will foster the arts and culture industry within the region.	Netagamiou Community Centre Chevery QC Ana Osborne <a href="mailto:netagamiouclc@hotmail.com">netagamiouclc@hotmail.com</a>

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Information Sharing and Partnership Building	This project trained volunteer board members of Community Care of South Hastings Inc. to identify strong points and future opportunities within their organization. The goal is for the board members to be better equipped in order to improve senior services.	Community Care for South Hastings Inc. Belleville ON Joanne Jenkins <a href="mailto:ccsh@ccsh.ca">ccsh@ccsh.ca</a>
Inuvik Youth Creative Literacy Publication	This project created and published a learner-written and edited collection of stories by 12 Aboriginal youth participants who are in the Skills LINK Program in the community of Inuvik. The project aimed to preserve the oral story telling traditions of the North and to improve the written literacy skills of youth by involving them in oral and written storytelling.	Skills LINK Program, Inuvik Youth Centre Inuvik NU Johanna Skibskrud
La citoyenneté : du savoir à l'action / <i>Citizenship : From Knowledge to Action</i>	This project consisted in preparing training guides in simplified language on the legal themes of family, labour and collective engagement. The guides were intended to provide legal information accessible to persons with low literacy skills, and to create a dialogue among learners as well as between literacy facilitators and learners.	La Jarnigoine, Centre d'alphabétisation de Villeray Montréal QC Amélie Bouchard <a href="mailto:jarnigo@cam.org">jarnigo@cam.org</a>
La littératie en santé : Réflexions sur les compétences essentielles chez les professionnels francophones de la santé et des services sociaux en Ontario / <i>Health literacy: Reflections on essential skills for Francophone healthcare and social services professionals in Ontario</i>	The objective of this project was to create an opportunity for key Francophone players in the fields of healthcare and social services to exchange knowledge. During an interactive workshop, researchers and stakeholders identified best practices for health literacy in a linguistic minority milieu. The project allowed the development of a Francophone network to exchange knowledge and resources and will explore possible collaboration with partners from various sectors, such as education, health and the community. The workshops took place in the Toronto, Sudbury and Ottawa areas. A maximum of 20 persons participated in each session to maximize interaction among participants.	Le Regroupement des intervenants francophones en santé et en services sociaux de l'Ontario Toronto ON Christiane Fontaine <a href="mailto:cfontaine@rifssso.ca">cfontaine@rifssso.ca</a>
Labrador Innu Community Archive: Learning New Uses for Cultural Materials	As part of the development of an Innu community cultural archive, photographer-writers from QLF Canada taught the use of internet technology to create books and large exhibit banners using stories collected in the community and photographs made by the students. This exercise will demonstrate possible uses for the community's cultural materials and the accessibility of book publishing for Innu artists and storytellers. In addition, several workshops were held to begin the development process for a professional archive and cultural centre in Sheshatshiu, Labrador. A preliminary report was produced that describes community attitudes about a cultural centre and the initial steps necessary to develop one.	Quebec-Labrador Foundation Montréal QC Simone Hanchet <a href="mailto:ShHanchet@qlf.org">ShHanchet@qlf.org</a>
Laubach Literacy New Brunswick Provincial Workshops Literacy Project	This project provided workshops as a collaborative partnership among adult learners, volunteer tutors, workshop leaders, individual donors, and corporate sponsors, to increase knowledge of effective methods/resources to improve adult literacy skills. This initiative facilitated the exchange of information regarding literacy needs and effective ways to address these needs, quality standards for assessing/teaching literacy skills, and how to confront everyday literacy challenges. Adult learners met to discuss particular needs and possible solutions, share experiences, and engage in special interest workshops. Tutors exchanged	Laubach Literacy New Brunswick Deanna Allen <a href="mailto:laubachliteracynb@nb.aibn.com">laubachliteracynb@nb.aibn.com</a>

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	information regarding issues they encounter and problem solving ideas as related to training and tutoring methods, and resources for adult literacy.	
Le théâtre pour dévoiler les préjugés sur l'analphabétisme / <i>Theatre to Unveil Prejudices against Illiteracy</i>	The objective of this project was to highlight the prejudices, causes and consequences of illiteracy through the use of theatre as a tool for social expression and intervention. The project included workshops in oral and theatrical expression for learners, two improv performances in public places and a conventional play or forum to which the public, elected officials, the media and community organizations was invited. This innovative approach was designed to emphasize the importance of tackling social questions through artistic activities.	La Jarnigoine, Centre d'alphabétisation de Villeray (Villeray Literacy Centre) Montréal QC Amélie Bouchard <a href="mailto:jarnigo@cam.org">jarnigo@cam.org</a>
Learner's Voice: Writings by Literacy Learners to Celebrate Adult Learners Week in Nova Scotia	To celebrate Adult Learners' Week, Literacy Nova Scotia held a series of creative writing workshops and an essay contest. The workshops were free to learners in the Nova Scotia School for Adult Learning (NSSAL). The essay contest included a short video category, and contest winners presented their writing to an audience in Halifax. The contest theme for both written and video submissions was "Living and Learning for a Viable Future - The Power of Adult Learning". Entries will be included in an electronic booklet on the Literacy Nova Scotia website ( <a href="http://www.ns.literacy.ca">www.ns.literacy.ca</a> ) as well as submitted to the National Adult Literacy Database for inclusion in their on-line learners' stories ( <a href="http://www.nald.ca">www.nald.ca</a> ). The video submission will be available on You-Tube.	Literacy Nova Scotia <a href="mailto:Jayne.hunter@nssc.ca">Jayne.hunter@nssc.ca</a>
Learning from our History: Building a Better Literacy Future by Discovering our Literacy Past	This project sought to document and, thus, to develop a history of adult literacy education in Ontario. It brought new teaching content and an awareness of past literacy successes to practitioners and learners by sketching literacy through the ages to present day programming. The overall goal was to provide a history of literacy program founders and early learners; articling the foundation of literacy, for Canada and beyond.	The Ontario Literacy Coalition Toronto ON Lesley Brown <a href="mailto:Lesley@on.literacy.ca">Lesley@on.literacy.ca</a>
Learning in Later Life: Choice and Opportunity	This project consisted of learning circles aiming at developing a framework for navigating later life learning by offering choice, opportunity and flexible solutions. Retired faculty members from Sheridan Institute of Technology and Advanced Learning were first invited to participate in a survey then participate in the learning circles to review models of later life learning. Research results will be available on an interactive website.	Sheridan College Institute of Technology and Advanced Learning Oakville ON Pat Spadafora <a href="mailto:pat.spadafora@sheridan.on.ca">pat.spadafora@sheridan.on.ca</a>
Learning Programs Directed at the Creative Arts	The program developed a 5-day residential certificate course. Participants had the opportunity to exchange knowledge and learn how to include the creative arts into their educational programs. The training also provided the participants with the understanding of how they are part of a community of collaborating educators and artists.	Tatamagouche Centre Tatamagouche NS Wayne Edgar <a href="mailto:wedgar@tata.ca">wedgar@tata.ca</a>
Literacy Increased by Networking Knowledge and Skills (LINKS)	This project provided six information workshops for parents facilitated by local community resources and literacy organizations. The project aims to develop adult-child literacy skills within workshops related to the topics of early childhood development, speech/language development, nutrition, learning and	Neighbours Alliance of North York (NANY) Keswick Bridge NB Margaret Cummings

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	reading skills, writing development and math skills.	
Literacy Needs of Hispanic Immigrant Women	A workshop session was held to help women with Hispanic background living in the Halifax area to solve literacy and adult learning needs and problems. A short video based on their experiences and presenting existing resources will be produced. The objective is to help other Hispanic refugees integrate into Canadian society while attaining their learning goals. The video will be distributed to NGOs and research groups across Canada.	Dept. of Modern Languages, Mount Saint Vincent University Halifax NS Dr. Florencia Carlino <a href="mailto:Florencia.carlino@msvu.ca">Florencia.carlino@msvu.ca</a>
Literacy NL Learner Network Launch : For International Adult Learners Week	To celebrate Adult Learner's Week in Canada, Literacy Newfoundland and Labrador promoted a newly established learner support network and bursary program. Activities to support these initiatives included a launch of the learner network and announcement of bursary recipients at four regional media conferences. The primary focus of these activities was to raise awareness around late-entry learning issues and adult learner needs.	Literacy Newfoundland and Labrador St. John's NL Caroline Vaughan <a href="mailto:cvaughan@literacynl.com">cvaughan@literacynl.com</a>
Literacy Sensitivity in the Community	A two-day workshop offered training on how to deal with the sensitivities and feelings of adult low-skilled readers. These hands-on participant focussed sessions brought together 30 individuals from communities across Newfoundland and Labrador. Topics included causes and effects of illiteracy, the impact of not be able to read or write, recognizing speech disabilities barriers to adult learning, and partnering in the community.	Bay St. George Literacy Council Inc. Stephenville NL Linda Collier <a href="mailto:bsgliteracy@hotmail.com">bsgliteracy@hotmail.com</a>
Literacy Tutor Learning Circles	This project aimed to enhance knowledge and resource sharing within volunteers tutoring adults in literacy by creating resources and assisting in locating resources. Tutors were brought together for a workshop on Adult Literacy to share resources, ideas and learning practices. Participants were given electronic documentation with a list of available resources to further their ability to tutor adult literacy.	Halifax Community Learning Network Halifax NS Denise Morley <a href="mailto:hcln@ns.sympatico.ca">hcln@ns.sympatico.ca</a>
Literacy, Seniors' Learning and Prior Learning Assessment	This project will invite stakeholders to a workshop on the development of a learning and resource centre. These stakeholders will include current and former Regina Open Door clients, the centre's management, board of directors and instructors, government representatives, funders, and community representatives. The purpose of the meeting is discuss and review the requirements, timelines, costs and resources needed to develop a learning and resource centre.	Regina Open Door Society Inc. Regina SK Tracey Peterson <a href="mailto:lifework@rods.sk.ca">lifework@rods.sk.ca</a>
Low German Mennonite Recipe Book	This project brought together Low German Mennonite women with limited education and weak English skills to produce a book of their favourite recipes. The project enabled the women to practice speaking, reading and writing English, and to develop pride in their language, food and place in the community.	County of Lethbridge Literacy Program Coaldale AB Sue Wilkie <a href="mailto:Litpro2@telus.net">Litpro2@telus.net</a>
Maintaining the Momentum	This project offered a communication vehicle for literacy practitioners and program coordinators to facilitate the sharing of ongoing research activities and findings. The research groups were formed at a workshop in March 2006, which was designed to help diverse literacy groups develop action research projects.	Literacy Nova Scotia Truro NS Ann Marie Downie <a href="mailto:annmarie.downie@ns.sympatico.ca">annmarie.downie@ns.sympatico.ca</a>

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	Maintaining the Momentum provides dedicated space in Literacy Nova Scotia's quarterly newsletter, an action research fact sheet, and a web forum.	
Mapping the Pathways: Creation of an On-line and Hard Copy Directory for Anglophone Adult Learning Resources in the City of Moncton	The City of Moncton has become the largest municipality in New Brunswick. Its rapid growth has meant an influx of workers of varying literacy and educational levels. There are services available to learners but they are not organized under any guiding principle or organization. To address this issue, a group was formed to make available to learners and providers a comprehensive directory of Anglophone learning services in Moncton.	Moncton Partners in Adult Learning Moncton NB Heather Patterson <a href="mailto:hpatters@mta.ca">hpatters@mta.ca</a>
Measurement of Learners Progress to Deliver Real Results: A Comparison of Different Approaches in Action	This project assessed the expectations and measurements of learner achievement in British Columbia, Ontario and Scotland. It examined the impact of measurement policy on literacy outcomes and disseminate that information to Canadian literacy practitioners and policy makers. It made recommendations on preferred measurement and reporting of learner progress in workplace and community programs. The recommendations will be communicated through publications, the ABC Canada website, and a Toronto roundtable in 2009.	ABC Canada Literacy Foundation Toronto ON Margaret Eaton <a href="mailto:meaton@abc-canada.org">meaton@abc-canada.org</a>
Mentoring Training Program for Seniors	This project aimed at creating a video-based training program to assist seniors in organizing and leading small group discussions among their peers. The project included a DVD, an explanatory booklet and the development of a process of network building and collaboration with program administrators in senior's centers and not-for-profit senior's organizations. One important outcome was senior's ongoing engagement in educational opportunities.	Continuing Studies, Simon Fraser University Vancouver BC Shirley Stockdill <a href="mailto:Shirley_Stockdill@alumni.sfu.ca">Shirley_Stockdill@alumni.sfu.ca</a>
Needs Assessment of Health Professionals When Communicating Health Information	This project was a needs assessment of health professionals in communicating health information to their patients. A researcher gathered information from health professionals, to help the PEI Literacy Alliance make informed policy recommendations to the provincial government.	PEI Literacy Alliance Charlottetown PE Norman Finlayson <a href="mailto:literacy@eastlink.ca">literacy@eastlink.ca</a>
Pain and Dementia Educational Tool Kit	This project aimed at assisting healthcare professionals by developing an educational workshop tool kit. The tool kit will help them to educate relatives of patients with dementia to distinguish pain and how to use the PAINAD and pain logbook. The goal is for relatives to be better able to communicate their observations with the staff at the continuing care facilities.	Faculty of Rehabilitation Medicine, University of Alberta Edmonton AB Cary A. Brown <a href="mailto:cary.brown@ualberta.ca">cary.brown@ualberta.ca</a>
Participation in your Environment	This project planned and carried out a two-week recycled materials festival coordinated by visual arts groups and environmental action groups in St. John's, Newfoundland. The project aimed to generate public interest and participation in learning about and taking action on environmental issues.	The Anna Templeton Centre for Craft Art and Design St. John's NL Beverly Barbour <a href="mailto:bevbarbour@hotmail.com">bevbarbour@hotmail.com</a>
Petites histoires de grandes réussites / <i>Little stories of big successes</i>	The project consisted of creating a DVD to tell the stories of adults who have had a significant and inspiring journey in the field of learning. Participants presented a positive, realistic portrait of their training journeys, showing how learning activities have allowed them to meet their objectives and attain their goals. The thread linking their stories brought out the importance of believing in	Adult Training Centre, Commission scolaire des Îles L'Étang-du-Nord, Îles-de-la-Madeleine QC Ginette Poirier

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	one's dreams, the motivation underlying action, the personal empowerment, the difficulties faced and the creative problem-solving. The DVD was launched during the Québec Adult Learners' Week at the end of March 2009 and a distribution plan will ensure wide distribution.	<a href="mailto:gpoirier@csdesiles.qc.ca">gpoirier@csdesiles.qc.ca</a>
Picture It! Publish It! Read It!	This was a collaborative, community-based learning experience. Community partners are the Tri County Regional School Board and Parents' Place, a non-profit community-based organization that provides programs for parents and children in Yarmouth, Nova Scotia. The focus is on improving the literacy skills of parents so that they can support their young children's literacy development. With this project, parents and their children create high-interest, non-fiction books as they visit community sites such as the library, adult learning centers, museums and used bookstores. The researchers and participating community organizations will gain insights into how best to support parents in their literacy development and, hopefully, increase participation in school/daycare/community literacy activities.	Faculty of Education, Mount Saint Vincent University and Parents Place Yarmouth NS Jane Baskwill <a href="mailto:Jane.baskwill@msvu.ca">Jane.baskwill@msvu.ca</a>
Plain and Clear Language Training: A Traveling Roadshow	This 'traveling roadshow' was designed to take a Plain and Clear language workshop into five Northern British Columbia communities. Workshop locations were selected to reach the maximum number of participants. The workshop was intended teach Plain Language principles, such as clear design, layout methods, simple writing techniques, and the use of concise words and phrases to participants. It demonstrated how the use of plain and clear language promotes greater understanding and avoids confusion of the intended message. A goal of the project was to teach plain language techniques to a significant number of professionals, who will then be able to take their knowledge back into their communities.	Community Literacy Coordinators / Literacy Now Prince George BC Helen Domshy <a href="mailto:clc@pgnfc.com">clc@pgnfc.com</a>
PLAR – A Unique Way of Helping Ourselves and Others	The intent of this project was to develop the human capital of literacy practitioners. Through the introduction of the principles of Prior Learning Assessment and Recognition (PLAR), the project used national frameworks such as the National Occupational Code (NOC) system and Essential Skills and Employability Skills profiles to assist practitioners explore their knowledge, skills and abilities from the perspective of helping professions. The focus of this project was to clarify and simplify PLAR for these practitioners, bring to life their 'learning from experience', and offer them strategies to assist learners.	Literacy Newfoundland and Labrador St. John's NL Caroline Vaughn <a href="mailto:cvaughn@literacynl.com">cvaughn@literacynl.com</a>
PLAR – An Effective Tool for Poverty Reduction	This project provided a series of foundational workshops on the elements of PLAR (Prior Learning Assessment and Recognition) to assist community agencies and representatives working in employment counselling, career development, human resources and adult education in integrating the prior learning assessment process into their work in the community.	Northeast Avalon CAN! (Community Action Network) St. John's NL Kim Gillard <a href="mailto:kgillard@ccanl.ca">kgillard@ccanl.ca</a>
PLAR and Portfolio Development, Practitioners Certificate Program – Building	This project provided training to 12 Career and Employment Counsellors within the Avalon Region of Newfoundland and Labrador as PLAR practitioners. The Prior Learning Assessment (PLA) Centre in Halifax provided the training.	Community Centre Alliance St. John's NL Amy Percy

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Capacity and Support for Adult Learners		<a href="mailto:amy@ccanl.ca">amy@ccanl.ca</a>
PLAR: Building Capacity and Support for Employment Services	This three-stage project aimed to create a community of practitioners who have the specific skills in PLAR needed to assist adult learners in their community agencies. The project started with information sessions introducing the Prior Learning Assessment and Recognition (PLAR) Project and its goals to United Way of Quinte member agencies, and other employment focused agencies. The project sought a commitment from interested parties to move forward into stage two using a train-the-trainer type program. Interested agencies will participate in PLAR training so that each agency has a trained PLAR practitioner on staff.	United Way of Quinte Belleville ON Bob Cottrell <a href="mailto:bcottrell@belleville.unitedway.ca">bcottrell@belleville.unitedway.ca</a>
Podcasts for Literacy Research Exchange	This project was intended to develop new interactive multi-media content to enhance and expand an existing website for literacy practitioners and researchers. Short audio podcasts highlighting key findings and issues in literacy research were created for the website to draw practitioners and researchers into dialogue about adult literacy research in practice. Podcasting, although new to the literacy field, is a proven method of creating access to new information and fostering dialogue and further exploration of topics.	Festival of Literacies, University of Toronto Toronto ON Sheila Stewart <a href="mailto:ssewart@oise.utoronto.ca">sstewart@oise.utoronto.ca</a>
Portfolio Learning for Newcomer Integration	This project was a one-day working session between staff of the Edmonton Mennonite Centre for Newcomers and the Halifax Prior Learning Assessment Centre, to develop a program on portfolio learning intended for newcomers to Edmonton. The resulting program description was to be shared with other organizations through the Adult Learning Knowledge Centre.	Edmonton Mennonite Centre for Newcomers Edmonton AB Emily Coyle <a href="mailto:ecoyle@emcn.ab.ca">ecoyle@emcn.ab.ca</a>
Prior Learning Assessment and Recognition in the Aboriginal Community: An Investigation	This project formed a working group of experienced adult educators to design a culturally-appropriate method to survey literacy practitioners and adult Native learners about the use of PLAR in existing essential and workforce skill programs. The project outcomes may be used to develop a comprehensive PLAR plan for use in Native adult education.	Ontario Native Literacy Coalition Owen Sound ON Marnie McIntosh <a href="mailto:oncladm@bellnet.ca">oncladm@bellnet.ca</a>
Professionalization in Adult Literacy Practice in Ontario	This project researched the issue of professionalization for literacy educators, including a comparative investigation of existing training and certification models, and their potential for improving outcomes in adult literacy. The research findings were shared with the Adult Learning Knowledge Centre, as well as other adult learning organizations.	Ontario Literacy Coalition Toronto ON Annette Chawla <a href="mailto:anette@on.literacy.ca">anette@on.literacy.ca</a>
Profile of Adult Learners	This project undertook to develop a demographic profile of adult learners who took evening courses at the University of Manitoba between 1996 and 2005. The research framework and data analysis was shared with other university programs to assist with the replication of the study at other sites.	University of Manitoba Winnipeg MB Lori Wallace <a href="mailto:L.Wallace@umanitoba.ca">L.Wallace@umanitoba.ca</a>
Profile of Senior Learners in Public Housing	This project connected isolated, low-income seniors to community learning resources and services. The project was designed to educate community organizations about the learning needs of seniors in public housing, to inform	Little Mountain Neighbourhood House Society Vancouver BC Susan Schacter

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	seniors about opportunities available to them, and to act as a catalyst for further research on seniors' learning.	<a href="mailto:susan_schachter@lmnhs.bc.ca">susan_schachter@lmnhs.bc.ca</a>
Promoting Mi'kmaq Arts and Culture (PMAC): Engaging Adult Learners in Storytelling Through Visual Media	This project involved adult learners in the community of Paq'tnkek First Nation in workshops designed to facilitate the creation of a visual community history through photographs, written narratives and digital stories. The use of narrative and digital media can be seen as a natural, modern day expression of traditional storytelling. Adult members of Paq'tnkek First Nation were invited to use family photographs and stories to create narratives and digital stories in workshops provided during Adult Learners' Week. At the end of the week, there was a celebratory event to share the historical artifacts created during Adult Learners' Week.	Mount Saint Vincent University Halifax NS Dr. Mary Jane Harkins <a href="mailto:maryjane.harkins@msvu.ca">maryjane.harkins@msvu.ca</a>
Reaching Across Our Land	The goal of this project was to identify and catalogue First Nations community based initiatives across Canada which target late-entry learners. The focus was on recruitment strategies targeting First Nations persons and identifying post-secondary institutions that will assist them make the transition to student life. It also determined the most effective retention strategies for the First Nations clients. Information collected will be used to design a sustainable educational plan for First Nations communities in the Miramichi region of New Brunswick.	Metepenagiag First Nation, NBCC Mawi tan etj Miramichi NB Doug Dolan <a href="mailto:Doug.dolan@gnb.ca">Doug.dolan@gnb.ca</a>
Read with Me: Family Literacy Program	This project took place in a community school with a high number of unemployed parents. The focus was on increasing the reading levels of students through increasing adult awareness of literacy. Parents/guardians were taught how to help their children learn to read and how to bring literacy into their homes. For the first three weeks, the focus will be on Grades Pre-K to Four. The second three weeks will focus on parents of Grades Five to Eight. Twenty families in total will have the opportunity to participate in the program.	Ken Jenkins Community School Regina SK Angela Hutton <a href="mailto:angela.hutton@rbe.sk.ca">angela.hutton@rbe.sk.ca</a>
Re-engaging the Adult Learner in First Nations Communities	This was a cooperative effort of three First Nation communities to gather information, develop and implement a logic model to engage adult learners. Two roundtable discussions were held to identify the barriers to literacy facing unemployed First Nation people on Reserve, potential solutions to these barriers, and the resources needed to implement the solutions.	Marieval Enterprise Center Grayson SK Cherylynn Walters <a href="mailto:cherylynn@marieval.com">cherylynn@marieval.com</a>
Saskatchewan Literacy Café: A Provincial Literacy Forum	Following on the success of three Literacy Cafés held in the spring of 2008, several participants expressed the desire to share information through a province-wide network. Three partners, the Saskatchewan Aboriginal Literacy Network Inc., the Literacy Office within the Saskatchewan Ministry of Education, and the Saskatchewan Literacy Network held a provincial Literacy Café in November 2008. The café model provided an excellent opportunity for networking, sharing research findings, understanding challenges and successes, and ultimately provides a forum for knowledge exchange. The goal was to draw on the collective intelligence of literacy practitioners and learners, and share	Saskatchewan Literacy Network Lisa Erickson <a href="mailto:sln.executivedirector@sasktel.net">sln.executivedirector@sasktel.net</a>

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	their knowledge, in order to build the foundation for enhanced collaboration in the field of literacy.	
Seniors Interactive Workshop on the Abuse of Older Adults	This was a one-day workshop on the abuse of older adults. The workshop disseminated research findings, developed strategies for further education and intervention, and facilitated the development of partnerships among senior learners, practitioners, and researchers in seniors abuse.	PEI Senior Citizens' Federation Inc. Charlottetown PE Irene Larkin <a href="mailto:peiscf@pei.aibn.com">peiscf@pei.aibn.com</a>
Seniors Learning and Knowledge Exchange – A National Senior Abuse Response / Prevention Project	The goal of this project was to directly exchange knowledge about promising approaches in seniors learning, the experience of senior abuse, barriers to reporting to police, and effective interventions for response and prevention. The project launched a new police network and an interdisciplinary network, and included five teleconferences. Results of the teleconferences were posted on various websites and shared with project collaborators, to be used for further network development, policy development and the development of education and training.	BC Association of Community Response Networks (BCACRN) Vancouver BC Alison Leaney <a href="mailto:ALeaney@Trustee.bc.ca">ALeaney@Trustee.bc.ca</a>
Seniors' Aboriginal Literacy Project	Building on the Aboriginal Health Literacy research findings, the Seniors' Aboriginal Literacy project reviewed resources newly available to seniors from the Native Community of Toronto. Selected resources were used by seniors to promote literacy in their community by sharing them with children from the First Nations School in Toronto and by creating an annotated bibliography of specific recommended learning resources. A theme running through the project data was participants' interest in reclaiming Native traditions, language and culture, and the need to pass this knowledge to their grandchildren. The bibliography was disseminated to literacy practitioners across the country by mail, email, and through a proposed website.	Ontario Institute for Studies in Education, University of Toronto Toronto ON Dr. Eileen Antone <a href="mailto:Eileen.antone@utoronto.ca">Eileen.antone@utoronto.ca</a>
Share Essential Skills	This was a four-week, on-line forum entitled "Essential Skills: What do they mean to my literacy program?" The forum provided an opportunity for educators in grassroots literacy programs to examine how essential skills research relates to their practice and how they can incorporate essential skills into their literacy programs. The forum program is a partnership between Literacy Alberta and National Adult Literacy Database.	Literacy Alberta Calgary AB Janet Lane <a href="mailto:jlane@literacyalberta.ca">jlane@literacyalberta.ca</a>
Sharing Our Regional Culture Through Theatrical Exchanges	This project involved three performers visiting seniors' organizations and municipal offices in the Maritimes to hear stories and create theatrical segments based on local historical and social themes. Those performances were presented and videotaped and a manuscript of plays was created as a final project. The second component of the project was a three day personal stories workshop for adults in which they created and performed monologues based on their lives for the purpose of developing their story writing/telling and acting skills.	Festival by the Marsh Sackville NB Ron Kelly Spurles <a href="mailto:festival@mta.ca">festival@mta.ca</a>
Sharing Our Stories Video	This project produced a ten-minute training video for adult literacy learners to prepare them for speaking with the media about their experience. Sharing personal stories of the impact of low literacy on learner's lives is an effective	Saskatchewan Literacy Network Saskatoon SK Debbie Griffith

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	way to attract other learners to literacy programs and to increase awareness of literacy needs, issues and opportunities. This video, intended to be available to literacy organizations across Canada, assists learners in preparing for the realities of speaking to the media about their struggles with literacy.	<a href="mailto:debbie.griffith@sasktel.net">debbie.griffith@sasktel.net</a>
Speaking Out by Utilizing Learners (SOUL)	The SOUL project was a three and half month initiative (Feb.15-May 30, 2008) that provided opportunities for six to 10 New Brunswick adult literacy students to receive training in public speaking and leadership. This project provided students a forum for their voices to be heard, to tell their stories and to make the case for literacy.	Literacy Coalition of New Brunswick Fredericton NB Penelope Pacey <a href="mailto:pennypacey@nb.aibn.com">pennypacey@nb.aibn.com</a>
Street Life's Creative Turn: Knowledge Mobilization and Dissemination of Community Arts-based Learning for Homeless Women	This project used a participatory research approach to disseminate and evaluate lessons learned through a community arts-based project involving homeless and street-involved women. Marginalized women discussed and analyzed the findings of their initial art project, using this knowledge to create collective art pieces that show their understanding of the inter-connectedness of health, violence and identity. An exhibit of the art pieces fostered an exchange of knowledge between homeless women and the wider community, as well as service agencies.	Our Place Society and Faculty of Education, University of Victoria Victoria BC Corinna Craig, Darlene Clover <a href="mailto:clover@uvic.ca">clover@uvic.ca</a>
Student/Tutor Adult Literacy Conferences	This project resulted in three student/tutor conferences in Alberta in 2007, designed to provide knowledge exchange between organizations and individuals involved in adult literacy. The conferences created opportunities for collaboration and facilitated the development of networks and partnerships with local colleges, literacy agencies, and community-based learning centres. Adult literacy students and tutors from each region were involved in planning the events.	Literacy Alberta Calgary AB Berniece Gowan <a href="mailto:bgowan@literacyalberta.ca">bgowan@literacyalberta.ca</a>
Tapihtitat animuna – Relier les mots / <i>Connect the Words</i>	The goal of this initiative was to share knowledge and literacy initiatives within the Mouvement des centres d'amitié autochtones (Native Friendship Centre Movement) in Québec aimed at those Natives who wish to benefit from them. The goal was to disseminate the results of the research <i>Portait de la littérature dans le Mouvement des centres d'amitié autochtones du Québec</i> and promote the initiatives undertaken in the Centres through a promotional campaign in the Centres d'amitié autochtones du Québec network. A poster was produced and unveiled during International Adult Learners Week.	Regroupement des centres d'amitié autochtones du Québec (RCAAQ) Wendake QC Josée Goulet <a href="mailto:infos@rcaaq.info">infos@rcaaq.info</a>
Teacher's Manual to be used in conjunction with the new textbook for learning Braille entitled "Celebrating Braille, a Canadian Approach"	This project involved the development, printing, distribution and information exchange of a Teachers' Manual to accompany a new textbook, <i>Celebrating Braille: A Canadian Approach</i> . This Braille literacy textbook is a resource for people who lose their vision in adulthood. It was scheduled for launch in January, 2009. The Teachers' Manual followed in March, 2009, and will give rehabilitation teachers working with newly blinded adults the tools to assist their students in developing fluent Braille skills.	Canadian National Institute for the Blind (CNIB) Toronto ON Myra Rodrigues <a href="mailto:myrarodrigues@rogers.com">myrarodrigues@rogers.com</a>
Teaching the Teachers	This project developed and delivered two workshop series designed to introduce volunteer tutors to the basic concepts, theories, best practices, and tools for	Halifax Public Libraries Halifax NS

<i>Project Name</i>	<i>Description</i>	<i>Contact Information</i>
	tutoring adults in literacy and English as a second language (ESL) respectively. The workshops created a model to improve the quality of the knowledge sharing and training of volunteers.	Tracey Jones <a href="mailto:jonest@halifaxpubliclibraries.ca">jonest@halifaxpubliclibraries.ca</a>
Telling our Literacy Story – A Forum for Literacy Providers in Kamloops, BC	This project involved a morning-long Literacy Forum for all literacy providers in Kamloops, as well as adult learners, members of the various Kamloops Indian Bands, and members of the business community and community at large. The forum began with an opening presentation by three key speakers (Telling Our Literacy Story), followed by a panel discussion of literacy providers and learners responding to two key questions regarding the programming available to adults and the challenges faced with regards to the accessibility and outreach of such programs. It finished with small group discussions on ways in which literacy providers can collaborate to improve the delivery of literacy programs in our community.	Literacy in Kamloops Kamloops BC Maureen Hove <a href="mailto:mhove@shaw.ca">mhove@shaw.ca</a>
The Significance of Lifelong Learning for Everyone - MCCE International Adult Learners' Week Conference	Metro Council on Continuing Education (MCCE) hosted a free, one day knowledge exchange conference. The objectives were to discuss current issues related to lifelong learning, to promote lifelong learning in all its forms, and to encourage networking and lasting partnerships among individuals, organizations, and professional groups. Visual and audio aids and an ASL interpreter were incorporated into presentations to ensure accessibility. MCCE also initiated a promotion campaign to inspire individuals and organizations to host their own events during International Adult Learners' Week.	Metro Council on Continuing Education Dartmouth NS Adrienne Chapman <a href="mailto:mcce@ns.aliantzinc.ca">mcce@ns.aliantzinc.ca</a>
Traditional Skin Preparation and Sewing Project	In keeping with traditional Inuit principles and practices, the Kitikmeot Heritage Society designed, developed, and implemented a traditional skin preparation and sewing project for elders and adults. Two local elders were hired and trained to work part time. They showed adults how to prepare animal skins (caribou, rabbit, seal, and wolf), using traditional tools such as ulus and scrapers, and how to make patterns. Using traditional sewing techniques, they created kamiks and mittens. In exchange, the adults shared their knowledge and experiences with the elders.	Kitikmeot Heritage Society Cambridge Bay, NU Renee Krucas <a href="mailto:heritage@qiniq.com">heritage@qiniq.com</a>
Un apprentissage au goût des baby-boomers / <i>Adapting Learning to the Baby-Boomers' Tastes</i>	The main objective of this project was to perform a market analysis of the training needs of seniors in south-eastern New Brunswick. The study was looking for answers to questions such as: What subjects are of interest to this group? Which service delivery methods does this group prefer? What is the ideal length of a course for this group? What is the ideal time to offer training to this group? What cost for training does this group consider to be acceptable?	Continuing Education and Development, Collège communautaire du Nouveau-Brunswick Dieppe NB Pierrette Melanson <a href="mailto:pierrette.melanson@gnb.ca">pierrette.melanson@gnb.ca</a>
Visual Media as a Tool for Community Development	This project creates cross-discipline and cross-cultural knowledge exchange through a learning circle that used visual media as a tool for community development. Workshops on video photography, publishing, pod casting and other web-based media as tools for community-based learning assisted local citizens and organizations in telling their own stories and documenting their struggles.	Bay of Fundy Marine Resource Centre Cornwallis Park NS Arthur Bull <a href="mailto:arthbull@tartannet.ns.ca">arthbull@tartannet.ns.ca</a>

<i>Project Name</i>	<i>Description</i>	<i>Contact Information</i>
Weaving a Web	This project created an interactive website on research into the impact of violence on learning. It is well established that violence has a significant negative effect on the ability to learn. The website was designed to provide a site for exchange between researchers and practitioners, in order to enhance both the research and practice of learning for those who have experienced or are at-risk of violence.	Parkdale Project Read Toronto ON Jenny Horsman <a href="mailto:jenny@jennyhorsman.com">jenny@jennyhorsman.com</a>
Webographie-bibliographie francophone en formation à distance	This project updated an online bibliography of French-language reference material related to distance education. The material included articles available in print and digital formats in French, such as monographs, government publications, institutional publications, academic articles, as well as links to additional related material. The online bibliography was intended to facilitate pan-Canadian information exchange.	REFAD (Réseau d'enseignement francophone à distance) Montreal QC Alain Langlois <a href="mailto:refad@sympatico.ca">refad@sympatico.ca</a>

## Appendix 2: Speaker Events Supported by AdLKC

<i>Date</i>	<i>Speaker Name</i>	<i>Organization</i>	<i>Location</i>	<i>Contact Information</i>
March 31, 2006	Dr. Mechthild Hart	Mount Saint Vincent University	Halifax NS	Nancy Taber, <a href="mailto:nancy.taber@msvu.ca">nancy.taber@msvu.ca</a>
June 1, 2006	Dr. Christine Holland	NS Federation of Labour	Halifax NS	Linda Wentzell, <a href="mailto:linda.wentzel@ns.sympatico.ca">linda.wentzel@ns.sympatico.ca</a>
September 28, 2006	Dr. Janice Keefe	Third Age Centre, St. Thomas University	Fredericton NB	Jo Ann Fellows, <a href="mailto:3rdage@stu.ca">3rdage@stu.ca</a>
October 19, 2006	Karen Myers	Metro Council of Continuing Education	Halifax NS	Joan Hicks, <a href="mailto:mcce@ns.sympatico.ca">mcce@ns.sympatico.ca</a>
November 3, 2006	Dr. Ruth B. Phillips	NS College of Art and Design University	Halifax NS	David Howard, <a href="mailto:dhoward@nscad.ca">dhoward@nscad.ca</a>
November 7-8, 2006	Doreen Parsons	University of New Brunswick, Dept. of Adult Education	Fredericton NB	Liz Burge, <a href="mailto:burge@unb.ca">burge@unb.ca</a>
November 10, 2006	Judy Rebick	Tatamagouche Centre	Tatamagouche NS	Margaret Tusz-King, <a href="mailto:margaret@tatacentre.ca">margaret@tatacentre.ca</a>
December 7, 2006	Malcolm Saulis	Mi'kmag/Maliseet BSW Program	Sackville NB	Sandra Germain, <a href="mailto:sgermain@nbnnet.nb.ca">sgermain@nbnnet.nb.ca</a>
February 3, 2007	Dr. Claude Baillargeon	Dalhousie Art Gallery	Halifax NS	Susan Gibson Garvey, <a href="mailto:art.gallery@dal.ca">art.gallery@dal.ca</a>
September 14, 2007	Dr. Normand Wener, Dr. Gilbert Leclerc	Association acadienne et francophone des aînées et aînés du Nouveau-Brunswick (AAFANB)	Bas-Caraquet NB	Roger Doiron, <a href="mailto:aafanb@nb.aibn.com">aafanb@nb.aibn.com</a>
October 3, 2007	Barbara Waterfall	Mi'kmag/Maliseet BSW Program	Sackville NB	Sandra Germain, <a href="mailto:sgermain@nbnnet.nb.ca">sgermain@nbnnet.nb.ca</a>
October 3, 2007	Ron Farris	Literacy Nova Scotia	Bible Hill NS	Jayne Hunter, <a href="mailto:jayne.hunter@nsc.ca">jayne.hunter@nsc.ca</a>
November 22, 2007	Michèle Provost	Dalhousie Art Gallery	Halifax NS	Peter Dykhuis, <a href="mailto:Peter.Dykhuis@dal.ca">Peter.Dykhuis@dal.ca</a>
March 7, 2008	Dr. Patricia Gouthro	Mount Allison University	Sackville NB	Heather Patterson, <a href="mailto:hpatterson@mta.ca">hpatterson@mta.ca</a>
April 18, 2008	Paul Zakos	Atlantic Provinces Association for Continuing Education	Fredericton NB	Marilyn Carkner, <a href="mailto:mcarkner@unb.ca">mcarkner@unb.ca</a>
May 9, 2008	Françoise Cadieux	Fédération d'alphabétisation du Nouveau-Brunswick	Miramichi NB	Linda Haché, <a href="mailto:fanb@nbnnet.nb.ca">fanb@nbnnet.nb.ca</a>
May 12, 2008	Michael Rachlis	Third Age Centre, St. Thomas University	Fredericton NB	Dr. Connie Bothwell, <a href="mailto:cbm@unb.ca">cbm@unb.ca</a>
May 13-14, 2008	Dr. Jan Eldred	The Centre for Literacy of Quebec	Montréal QC	Dr. Linda Shohet, <a href="mailto:lshohet@dawsoncollege.qc.ca">lshohet@dawsoncollege.qc.ca</a>
June 1, 2008	Dr. Paul Bouchard	Canadian Association for the Study of Adult Education (CASAE)	Vancouver BC	Andre Grace, <a href="mailto:agrace@ualberta.ca">agrace@ualberta.ca</a>
August 19, 2008	Victorin Boudreau	University of Prince Edward Island	Charlottetown PE	Patsy Beattie-Huggan, <a href="mailto:patsy@thequaich.pe.ca">patsy@thequaich.pe.ca</a>
September 15, 2008	Jacques Demers	Apprentissage pour adultes Sud-Est inc.	Grande-Digue NB	Paul-Émile Cormier, <a href="mailto:cormiepe@nbnnet.nb.ca">cormiepe@nbnnet.nb.ca</a>
September 19, 2008	Jacques Demers	Moose Jaw Literacy Network, Moose Jaw Chamber of Commerce	Moose Jaw SK	Sharon Bourdeau, <a href="mailto:bourshar@yahoo.com">bourshar@yahoo.com</a>
October 3, 2008	Earl Shorris	University of Calgary	Calgary AB	Janet Groen, <a href="mailto:jgroen@ucalgary.ca">jgroen@ucalgary.ca</a>
October 16-17, 2008	Moses Znaimer	College of Extended Learning, University of New Brunswick	Fredericton NB	Beth Paynter, <a href="mailto:bpaynter@unb.ca">bpaynter@unb.ca</a>
November 7, 2008	Ningwakwe	University of Saskatchewan	Saskatoon SK	Sheila Carr-Stewart, <a href="mailto:sheila.carr-stewart@usask.ca">sheila.carr-stewart@usask.ca</a>
November 21-22, 2008	Dr. Ian Martin	Mount Saint Vincent University	Halifax NS	Patricia Gouthro, <a href="mailto:patricia.guthro@msvu.ca">patricia.guthro@msvu.ca</a>

<i>Date</i>	<i>Speaker Name</i>	<i>Organization</i>	<i>Location</i>	<i>Contact Information</i>
November 28, 2008	Eunice Abaga	PEI Literacy	Charlottetown PE	Norman Findlayson, <a href="mailto:literacy@eastlink.ca">literacy@eastlink.ca</a>
December 10, 2008	Shelley Robichaud Barbara Losier Debbie McInnis Micha Fardy Miigama'gan Jean Lambert	Bass River Country Fair Hall	Bass River NB	Ann Pohl, <a href="mailto:annpohl@nb.sympatico.ca">annpohl@nb.sympatico.ca</a>
January 24, 2009	Sheree Fitch	Colchester Adult Learning Association	Bible Hill NS	Debbie Farrell, <a href="mailto:X0000368@nsc.ca">X0000368@nsc.ca</a>
March 23–April 3, 2009	Dr. Tom Sticht	Literacy Link Niagara	Thunder Bay, Timmins, Oshawa, Niagara, Toronto, Kitchener/Waterloo, London, Walkerton ON	Gay Douglas Broerse, <a href="mailto:Gay.Douglas@literacylinkniagara.org">Gay.Douglas@literacylinkniagara.org</a>
March 26, 2009	Scott Murray	Literacy Nova Scotia	Halifax NS	Ann Marie Downie, <a href="mailto:annmarie.downie@ns.sympatico.ca">annmarie.downie@ns.sympatico.ca</a>
May 24, 2009	Leona English Nancy Taber Kjell Rubenson	Canadian Association for the Study of Adult Education (CASAE)	Ottawa ON	Maurice Taylor, <a href="mailto:mtaylor@uottawa.ca">mtaylor@uottawa.ca</a>
June 4, 2009	Danny Soucy	Centre Vie Autonome Péninsule Acadienne	Shippagan NB	Émilie Haché, <a href="mailto:emilie.hache@cvapa.ca">emilie.hache@cvapa.ca</a>

### Appendix 3: Roundtable Events Supported by AdLKC

<i>Roundtable</i>	<i>Location</i>	<i>Date</i>	<i>Link to Report</i>
<i>Towards an Effective Adult Learning System: Atlantic Roundtable *</i>	Halifax	November 13, 2006	<a href="http://www.ccl-cca.ca/NR/rdonlyres/81F50700-A094-4779-A3A3-EBC674ADC7E7/0/ReportonHalifaxRoundtableNov132006.pdf">www.ccl-cca.ca/NR/rdonlyres/81F50700-A094-4779-A3A3-EBC674ADC7E7/0/ReportonHalifaxRoundtableNov132006.pdf</a>
<i>Towards an Effective Adult Learning System: Ontario Roundtable *</i>	Toronto	January 12, 2007	<a href="http://www.ccl-cca.ca/NR/rdonlyres/4E4BD793-F947-4F05-902F-B6B841C18F42/0/ReportonTorontoRoundtableJan1207.pdf">www.ccl-cca.ca/NR/rdonlyres/4E4BD793-F947-4F05-902F-B6B841C18F42/0/ReportonTorontoRoundtableJan1207.pdf</a>
<i>Towards an Effective Adult Learning System / Vers un système efficace d'éducation et de formation des adultes Québec Roundtable*</i>	Montréal	February 16, 2007	<a href="http://www.ccl-cca.ca/NR/rdonlyres/34C06121-CE62-4AA1-8187-09433FAD84B6/0/ReportonMontrealRoundtableMay07.pdf">http://www.ccl-cca.ca/NR/rdonlyres/34C06121-CE62-4AA1-8187-09433FAD84B6/0/ReportonMontrealRoundtableMay07.pdf</a>
<i>Community Connections Circle</i>	Moncton	March 29-30, 2007	<a href="http://www.ccl-cca.ca/NR/rdonlyres/877CB10D-5FCD-4B10-BFE6-DC67B4DED8BD/0/CommunityConnectionsCircleENG.pdf">www.ccl-cca.ca/NR/rdonlyres/877CB10D-5FCD-4B10-BFE6-DC67B4DED8BD/0/CommunityConnectionsCircleENG.pdf</a>
<i>Towards an Effective Adult Learning System: Western Roundtable*</i>	Calgary	April 16, 2007	<a href="http://www.ccl-cca.ca/NR/rdonlyres/EDA9CFB8-7EBC-4F3F-A266-C1E33CC9DB90/0/ReportonCalgaryRoundtableApril1607.pdf">www.ccl-cca.ca/NR/rdonlyres/EDA9CFB8-7EBC-4F3F-A266-C1E33CC9DB90/0/ReportonCalgaryRoundtableApril1607.pdf</a>
<i>Colloque Partenariats; ouverture, multimedia (POM) / Learning and Communities in the Web 2.0 Era</i>	Moncton	May 2007	-
<i>Roundtable on Practitioner Research</i>	Halifax	June 9, 2007	<a href="http://www.ccl-cca.ca/NR/rdonlyres/35EA79BD-EF1F-4A46-B14D-7CAABFEA06F0/0/ReportPractitionerResearchRoundtable.pdf">www.ccl-cca.ca/NR/rdonlyres/35EA79BD-EF1F-4A46-B14D-7CAABFEA06F0/0/ReportPractitionerResearchRoundtable.pdf</a>
<i>Reaching for the Tipping Point in Literacy</i>	Ottawa	February 4-5, 2008	<a href="http://www.ccl-cca.ca/pdfs/AdLKC/Reports08/TippingPointReportEN.pdf">www.ccl-cca.ca/pdfs/AdLKC/Reports08/TippingPointReportEN.pdf</a>
<i>Reclaiming Our Learning Spirit</i>	Saskatoon	March 12-14, 2008	To be posted
<i>L'alphabétisation en français à l'heure des réseaux et des communautés d'échanges</i>	Montréal	Avril 2008	<a href="http://compas.cdeacf.ca/colloque.php">http://compas.cdeacf.ca/colloque.php</a>
<i>2<sup>nd</sup> Pan-American and Francophone ePortfolio</i>	Montréal	May 2008	<a href="http://www.percolab.com/conversations2008/">www.percolab.com/conversations2008/</a>
<i>Forum consultatif francophone préparatoire à la 6<sup>e</sup> Conférence internationale de l'UNESCO sur l'éducation des adultes (CONFINTÉA VI)</i>	Montréal	October 2008	<a href="http://www.icea.qc.ca/nos-actions/forum-francophone.html">www.icea.qc.ca/nos-actions/forum-francophone.html</a>
<i>In From the Margins: Promising Practices and Possibilities for Health and Learning</i>	Richmond, BC	March 2009	To be posted

\* For overall report, see: [www.ccl-cca.ca/NR/rdonlyres/EB7A1C34-CFC4-469A-A604-F3BF0727C74D/0/OverallReportonRoundtablesENG.pdf](http://www.ccl-cca.ca/NR/rdonlyres/EB7A1C34-CFC4-469A-A604-F3BF0727C74D/0/OverallReportonRoundtablesENG.pdf)