

**Community Consultations
Report and Analysis**

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We are particularly indebted to all who participated in the sessions and who gave valuable time and thought to the good of the NSPLC. It was a demonstration of faith in the Coalition and we thank you.

Human Resource Development Canada provided the funding for the literacy consultations and the publication of this report.

The Department of Education staff agreed to spend an afternoon discussing the role the Coalition should have in the community. Thank you, Carmelle d'Entremont for hosting the meeting. We found it a valuable experience and it is good to know that the views expressed by government officials complement those of the literacy organizations the Coalition serves.

Sandra Craswell conducted most of the consultations across the province and organized the comments of participants into the key topics outlined in this report.

And finally, the Coalition gratefully acknowledges the contribution made by the many members of the Board of Directors who attended consultation sessions and participated in the discussions.

Eileen MacNeil,
Chairperson

March, 2002

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Section 1

Introduction and Overview

In March 2000, the Nova Scotia Provincial Literacy Coalition's Board of Directors identified the need for a comprehensive review of the Coalition to determine where the Coalition stood and the direction it must take to support the needs of its membership and the organizations and individuals it serves.

Over the summer and fall of 2000, Collins Management Consulting and Research Ltd. conducted a two-phase review of the organization. The first phase consisted of a review of the material related to the Coalition's organizational structure and operations; a series of meetings with the board of directors; and 40 interviews with past and current board members, past and present chairpersons, learners, government representatives, and representatives of related organizations. In phase two, the information gathered was analyzed to provide insight into the issues related to the governance, organizational structure and role of the Coalition within the literacy community. Finally, conclusions and recommendations were made regarding the effectiveness of the Coalition.

Twenty recommendations were made, which ranged from changes to the board structure to the qualities needed in an executive director. The most significant recommendations dealt with the role the Coalition must take in serving the literacy community in the province:

Literacy stakeholders that we interviewed envision the NSPLC as adopting a major role in literacy in Nova Scotia, providing advocacy and policy support for both practitioners and learners. Specifically, several interviewees proposed that the most appropriate role for the NSPLC is to provide a strong advocacy voice for community literacy organizations at both the provincial and national levels. As one interviewee stated: 'The role of the NSPLC should be to advocate on behalf of adult literacy and lobby for funds.' In essence, the NSPLC could make these

organizations greater than the sum of their parts.¹

Collins goes on to say that the role of the NSPLC extends beyond advocacy. The Coalition should develop a comprehensive communications strategy and work to facilitate new initiatives that support and promote literacy. These activities cannot take place, however, unless the NSPLC is clear about its purposes, goals and objectives. Eight recommendations point toward the path the NSPLC should take:

1. Clarify the mission, roles and objectives of the NSPLC so that it is clear why the Coalition exists.
2. Adopt a major role as a strong non-governmental provincial voice for literacy and get the support of other organizations using a developmental, consultative approach.
3. Provide advocacy and policy support for both practitioners and learners.
4. Encourage and support communication within the literacy community and be a catalyst for new initiatives.
5. Be the first stop for literacy information, including sources of information, program options, and reference materials for both practitioners and learners.
6. Define and clarify relationships with clients and stakeholders and address the NSPLC's lack of credibility with these groups.
7. Establish effective communication strategies between the NSPLC board and staff and the literacy community the Coalition serves.
8. Invite active participation of the literacy community to improve stakeholder belief in the work of the NSPLC.²

These recommendations indicate the NSPLC lacked credibility within and relevance for the literacy community. It is important to point out that some of the issues identified by the interviewees and reported by Collins as fact did not reflect the actual work and policies of the NSPLC. However, these comments point to the complexity around the NSPLC's efforts to serve better the literacy community. Clearly, the NSPLC had not communicated with the groups and individuals it serves to determine the programs and services they wanted. Nor had it demonstrated that the board and staff were interested in hearing from the literacy community.

¹ A Review of the Nova Scotia Provincial Literacy Coalition, Collins Management Consulting & Research Ltd., December 2000, Page ES-5.

² Collins, pp. 23-26.

Given that perception drives behaviour and performance, it was clear that the literacy community's perception of the NSPLC had to change. From this deep-seated consequence of poor communication came the idea to go the stakeholders in literacy and ask for advice on their specific requirements for a provincial organization that can serve literacy. The board of the Coalition had ideas that were and realistic and workable in the context of the recommendations made by Collins; however, to proceed without consultation would continue to reinforce the negative perception of the NSPLC in the literacy community.

The NSPLC embarked on a major restructuring project in the summer of 2001, which allowed the board to examine all the issues raised in the Collins report, as well as those identified by the current board. At the same time, the Coalition had to get on with the business of being a provincial coalition. The governance documents were reviewed and recommendations concerning changes to the board structure and by-laws were presented at the Coalition's 2002 annual general meeting.

The NSPLC held its first Literacy Action Week (an event that promotes literacy to government officials and the public) in the fall of 2001. The series of events over the week also helped the Coalition support the local literacy organizations inform government about their concerns by providing them with tool kits of background information, suggestions for activities, and media briefing information. The response was positive and twenty organizations joined in.

Meanwhile, the consultation process met with enthusiastic response in some areas and cynicism in others when the board chair contacted the literacy organizations to ask them to host meetings. Ten regional literacy organizations as well as the Department of Education agreed to host consultations. Sessions were held in Neils Harbour, Antigonish, Digby, Lawrencetown, Kentville, Sydney, Guysborough, Port Hawkesbury, Bridgewater and Halifax Regional Municipality. The Coalition reimbursed community groups for meeting costs.

The 130 participants in the sessions were drawn largely from instructors and administrators in the local networks; however, tutors, learners, library staff, organization board members, adult educators from the university, private trainers, elected government officials and officials of

government agencies were also represented. The session held with the Department of Education included 16 managers, adult education coordinators and other staff of the Adult Learning Section.

The participants had a general discussion regarding the relationship the NSPLC has now and should have in the future with provincial community-based literacy organizations and programs. Topics discussed included membership in the Coalition and how membership can assist and support literacy work; the services the Coalition should provide for resources and professional development; the role the Coalition should have with the three levels of government; and the supports the Coalition should provide to learners.

Each session was conducted in a similar way, with a brief introduction explaining the reasons the NSPLC was consulting with the community it serves; the background information on the report of the organization review; and the setting of the discussion questions. Either the whole group, or (in the case of larger gatherings) smaller groups, used the questions to initiate the discussion. Issues were identified and then recorded and discussed by the group during the latter half of the meeting. A record was kept of the comments and issues raised (see Appendix A). The groups were asked to discuss what they expected from membership in the Coalition; what support the Coalition could provide to family literacy, workplace education and adult learning in general; what role the Coalition should play in lobbying government; and what kind of professional development the literacy practitioners need from the Coalition. A few specific issues, including the Learn Line, annual conferences, and resource development and provision, were also discussed.

All the comments and recommendations have been analyzed and have been categorized in order of priority under the following seven headings:

- Funding
- Communications
- The NSPLC and Literacy Awareness
- Advocacy
- Professional Development
- The Relevance of the NSPLC
- Serving and Supporting Learners

The resulting conclusions that have been drawn will ensure that the Coalition will be responsive to the needs and interests of the literacy community it serves. This information will inform the strategic planning process for the next three years. The resulting strategic plan will provide a yardstick with which the literacy community will measure the relevance and commitment of the Coalition in the future.

Section 2

ANALYSIS AND RECOMMENDATIONS

In the course of the consultative process, 10 regional organizations, as well as the Nova Scotia Department of Education, hosted meetings across the province. The meetings were unstructured and open, with participants encouraged to discuss issues of interest to them. While some individual organizations were found to have individual concerns, there were several issues (funding, professional development opportunities, information sharing, etc.) that were common to all discussions. These key issues also complemented those that had already been identified by the Coalition board.

The information gathered from the meetings was subsequently sorted into seven issue categories: Funding, Communications, The NSPLC and Literacy Awareness, Advocacy, Professional Development, The Relevance of the NSPLC, and Serving and Supporting Learners. These categories are prioritized in order of the frequency with which they were mentioned at the meetings. Each of the seven sections that follow includes a summary of the comments and recommendations made at the meetings, followed by some conclusions. The original wording of participant comments is found in Appendix A.

Funding

The issue of funding was found to be of major concern to all participants. The main comments and recommendations gathered throughout the consultative process are summarized below.

COMMENTS AND RECOMMENDATIONS

- Participants would like to receive information about scholarships and grants.

- In general, participants are extremely satisfied with the current Peter Gzowski Invitational grants because they can go directly to support learners (for transportation, daycare, etc.) However, organizations and individuals would like more specific information on what type of PGI application is successful.

- The current Community Learning Initiative grants are insufficient. Stakeholders would like a longer funding period (3 years) in order to do long-term planning.
- A lot of energy goes into acquiring grants, and writing proposals instead of being spent on daily activities that assist learners.
- A lot of administrative time is required to access funds.
- Stakeholders want access to proposal templates, funding avenues, research statistics, etc. concerning applying for grants.
- The NSPLC should provide information about funding sources and the criteria required for access to the funds. This information must come in a timely manner.
- The philosophy of all grant applications should be the support of learners.
- The Coalition should provide funding opportunities (i.e. scholarships and bursaries).
- Participants want the NSPLC to provide training workshops on proposal writing.
- Funding agencies need to provide information on what proposals are more apt to receive funding by identifying yearly priorities. For example, family literacy projects might be receiving more attention at the present time.
- The NSPLC should provide information on conducting a needs assessment prior to writing a funding proposal.
- Literacy groups need help to develop a solid infrastructure that will support their work. For example, groups need computers, IT training and electronic communication systems.
- The Coalition should also look at providing support for collaborative partnerships.
- The distribution of funds/grants becomes an issue when programs are not informed about the availability.

Conclusions

- 1) Information on funding opportunities should be provided by the Coalition via list serve, website, and newsletter. The provision of helpful information about funding sources would encourage membership in the Coalition.
- 2) The Coalition should become a clearinghouse of information about projects that have been done in the province.
- 3) The Coalition needs to coordinate province-wide projects that will benefit all literacy groups and organizations. In the same way, the Coalition must encourage and support regional programs.
- 4) In its role of literacy advocate, the Coalition needs to lobby for long-term funding for programs.
- 5) The Coalition can coordinate the distribution of information specific to proposal writing, including templates and descriptions of proposals that have been funded. The Coalition can also provide regional training sessions on such topics as proposal writing, conducting needs assessments, and the process of supporting grant applications through the funding system.
- 5) The NSPLC must aggressively seek out funding, including scholarships and bursaries, to support learners.
- 6) It is essential that the Coalition develop partnerships with corporations and other sources (a currently untapped resource) to help secure funding for literacy organizations.
- 7) The Coalition can find sources for one-time funding avenues for capital purchases.

Communications

COMMENTS AND RECOMMENDATIONS

- In order for networks to have a central body of information from which to draw, while also being able to share information among other networks, it is essential that a two-way communications system be established between the networks and the Coalition. The networks are instrumental in ensuring communications with the Coalition and the Coalition needs to be their strong ally.
- Literacy groups need the means to share information about successful projects and communicate information on resources (relevant websites, print publications, etc.). It was suggested that a lending library be established. Information about literacy events could also be shared electronically and via newsletter.
- Literacy groups need to be able to share information about literacy issues at a national level. The Coalition can facilitate electronic conferencing, where communication can be instantaneous. Literacy organizations and providers need to receive assistance and information from other literacy practitioners both provincially and nationally.
- The NSPLC could be a central source of volunteer opportunities.
- With a solid communications strategy, the Coalition could become a voice for the concerns of grassroots level groups. It could also provide opportunities for literacy organizations to communicate with each other about regional and provincial meetings that address issues of common concern.
- Coordinated communications will assist in the elimination of project and application duplication.
- Other information that could be shared includes information on community-based, family, and workplace literacy. A yearly calendar of events (Literacy Action

Day/Week - International Literacy Day, Family Literacy Day, workshops, conferences, etc.) could also be distributed. The Coalition could even coordinate discussion forums electronically.

- Part of the communications strategy should be to develop and promote a database of what is happening in literacy in Nova Scotia, including network information and contacts, project information, and information of interest to learners and potential learners. Statistical information that supports advocacy, program planning and learner support should also be included.
- Effective communications also mean that the Coalition and its members will really hear what people have to say, which in turn helps the Coalition help the stakeholders.
- The Coalition also needs to share information about the nuts and bolts of running a literacy organization or learning network. This includes information about governance, liability issues, organization management and administration.
- The Coalition can provide literacy organizations with the tools to put resources in plain language. These tools would include training sessions and materials.
- The Coalition should coordinate referrals to programs. This will aid learners when moving from one area of the province to another.
- Part of the Coalition's communications strategy should be to provide timely information and provide sufficient time to respond or prepare.
- The Coalition could also share information on current research by directing researchers and practitioners to the National Adult Literacy Database, a clearinghouse of research articles.

Conclusions

- 1) The Coalition needs to establish a database of exactly what each network is doing with respect to projects, family literacy, workplace literacy, and upgrading.

- 2) The Coalition should coordinate a bi-annual workshop in each region, providing an opportunity for advanced training and communication on each network's unique issues. This provides an opportunity to network, and to work out of isolation.
- 3) A regular newsletter and list serve could be utilized to provide information on resources, relevant websites, learner's success stories, successful projects, funding opportunities, and community literacy events.
- 4) The NSPLC should create a lending library of resources at the Coalition office of materials related to the administration and management of literacy programs, advocacy issues, program development, and professional development.
- 5) The Learn Line, a help line for literacy that provides information about program delivery, learner referrals, and general information about literacy in the province, can be coordinated out of the Coalition office.
- 6) The Coalition needs to coordinate discussion forums, either electronically or during conferences, to ensure that grassroots issues are constantly defined and heard.

The NSPLC and Literacy Awareness

An important issue that emerged in the course of the meetings is the fact that participants had no clear idea of what or whom the Coalition represented. All meetings pointed out the need for a visual map of the Coalition's relationships with the National Literacy Secretariat, the community learning networks, and the Department of Education, as well as the manner in which those relationships affected their own programs and organizations.

COMMENTS AND RECOMMENDATIONS

- Literacy programs need a higher profile.
- Literacy Action Week was beneficial in increasing awareness of local programs and projects.

- A clear definition of the roles of the Coalition, the networks, family literacy, and workplace literacy is required. A clear understanding and a common definition of literacy is also essential. Literacy means many things, and if the Coalition is not clear about its definition, then the role it plays as literacy advocate will be a murky one at best. The Coalition's mandate and mission statement also require clarification.
- Who does the Coalition speak for - practitioners or learners, or both?
- Stakeholders require a clear definition of what membership in the Coalition means. If they are being asked to serve as members of both the Coalition and their local literacy network, then they need to understand the differences between the organizations and what they offer. A fee structure for membership in the Coalition should also be established.
- An advertising campaign should be launched to promote the Coalition and literacy in general and to let potential learners know what programs are out there for them.
- The roles of the NSPLC Board members should be more clearly defined. What is expected of the different representatives (e.g. Network representative, Learner representative) on the Board. Just who can be a member of the Board?
- Literacy organizations need to be made aware of what is happening on the literacy scene on both the provincial and national levels (i.e. the right hand should know what the left hand is doing).

Conclusions

- 1) Some of the awareness concerns could be addressed with an appropriate communications strategy. Potential tools include the Learn Line information, which can be retrieved from a database; an updated website; and brochures which explain the mission and mandate of Coalition, and which also include information on membership categories, requirements and benefits.

- 2) Clearly identify who the Coalition serves. The vision and mission of the Coalition can be worked out in conjunction with the board development process.
- 3) Continue on the Coalition's established path of increasing awareness of provincial literacy concerns through such avenues as Literacy Action Week, Word on the Street, International Literacy Day, and Family Literacy Day.
- 4) Launch an advertising campaign for the Learn Line.

Advocacy: Informing Government about Literacy

COMMENTS AND RECOMMENDATIONS

- The Coalition must continue to represent the issues and concerns of literacy practitioners and learners to government.
- The Coalition must ensure that all learners have equal access to learning opportunities. For example, Levels 1 through 4 should receive equal funding and access to space and resources.
- The Coalition can provide a collective voice, thus having more influence with larger representation.
- The NSPLC can promote lifelong learning by identifying gaps in programs and opportunities and then presenting solutions.
- The Coalition should assist in negotiating rent-free space for programs.
- The Coalition needs to coordinate discussions with the Department of Education, regarding the core standards that programs are required to meet and how literacy organizations can make the link to core funding.
- It is important for the NSPLC to advocate on behalf of practitioners and in particular with regard to such issues

as pay, pension plans, and benefits. This advocacy work could help lower the high turnover rate.

- It is important for the Coalition to lobby government to provide long-term funding (3 years) for literacy programs.
- The Coalition also plays a role in lobbying government to keep grassroots literacy issues a priority.
- The Coalition office can provide MLAs and other elected officials with up-to-date information about literacy programs and specific information about the programs in their constituencies. Literacy organizations should also be provided with tools to assist them in informing government about their local issues.
- The Coalition should become an ombudsman for learners.

Conclusions

- 1) The NSPLC will create a tool kit of information for literacy organizations to use locally when dealing with elected officials. This tool kit should include current statistics, program information, and suggested activities that will help promote the cause of the organization.
- 2) The Coalition board will set up regular meetings with officials from the education minister's office to provide information about the state of community-based literacy and to identify the concerns of the literacy organizations the Coalition represents. In this way, the Coalition will act as an effective umbrella organization for those groups providing community-based literacy.
- 3) The Department of Education administration should be kept up-to-date on such issues as free space for programs, the development of core standards, and accountability reporting. In addition, the Department should be informed about developments within regions and networks, and the benefits of longer-term funding and strategic planning.
- 4) An essential advocacy role for the Coalition is to encourage the voice of learners. Learners are the consumers of learning programs and they need to be consulted about the programs and services that are provided to them through public funding. They need to

network, they need to have their collective voice heard and they need a vehicle that will promote their interests.

- 5) Practitioners are professionals providing an essential service and they should enjoy the benefits of their profession, including such things as earning comparable pay to public school teachers, reasonable working conditions, and professional support.

Professional Development

COMMENTS AND RECOMMENDATIONS

- The Coalition must address the prevalent problem of isolation by providing opportunities for literacy organizations to share information. Practitioners would benefit from networking with other members who have dealt with similar problems and issues and can point to some tried and tested solutions. Stakeholders need access to information about all aspects of literacy, including family and workplace literacy projects.
- The NSPLC should hold an annual provincial conference. The theme and structure of the conference should be developed in consultation with Coalition members to determine their needs in terms of professional development and the issues they would like to address.
- The annual conference would provide learners with the opportunity to participate in relevant workshops. Tutors, coordinators and practitioners would also have the opportunity to share valuable information about the whys and wherefores of running a successful literacy project.
- Other useful elements of the conference could include displays of the latest resources available, new software, etc.
- Board development workshops for literacy organizations are needed. Workshops on such topics as conducting needs assessments and writing proposals could be provided at the annual conference; however, these workshops should also be

available regionally on a bi-annual basis, depending on the needs of that particular community.

- There is a need for network coordinators to have access to advanced training. The coordinators themselves can identify what that training will be.
- All projects, which result in handbooks or curriculum material, should be automatically available to all programs under the umbrella of the NSPLC. The Coalition office could function as a central clearinghouse for those materials

Conclusions

- 1) The NSPLC must coordinate an annual professional development conference. The tone of the conference will be decided based on a needs assessment that identifies those areas of interest to practitioners and learners. In order to keep literacy practitioners up to date, promoters of new projects will be invited to have representatives at the conference.
- 2) It is important for the Coalition to coordinate advanced training (professional development) workshops within each region. This training will be tailored to the individual needs of the different communities.
- 3) The Coalition office should develop a yearly schedule of regional professional development activities and workshops. This schedule could be included in a yearly calendar of events.
- 4) The Coalition website could be utilized to publish reviews of new materials and projects. Software could also be promoted and reviewed in cooperation with the Media Services Division of the Nova Scotia Department of Education.
- 5) As network coordinators generally work in isolation, the Coalition should facilitate professional development opportunities related to the operation of not-for-profit organizations, staff management, needs assessments, and funding.

- 6) Annual scholarships and bursaries should be made available to literacy practitioners who want to pursue further study in the field of adult literacy.
- 7) The Coalition needs to coordinate a system of electronic conferencing (like that which is available in other parts of the country) for the Atlantic Region that will put practitioners in touch with each other. Separate discussions on a wide range of current topics such as math methods, software recommendations, teaching adults with learning disabilities, etc. can be hosted.
- 8) The Coalition will collaborate with the Department of Education to provide training in the programs the Department has developed, such as tutor training, Think TV, DEAL (Developing Entrepreneurship by Addressing Literacy, plain language writing and the core adult learning curriculum at levels One and Two.

Relevance of the Coalition – A Fresh Voice

COMMENTS AND RECOMMENDATIONS

- The Coalition needs to review the regional representation on its board to ensure adequate representation across the province.
- If the Coalition does not function as an aggressive advocate in terms of lobbying government, then perhaps it should not exist at all. We do not need another passive organization.
- The current perception is that voices are not being heard.
- There should be collective strength through the Coalition.
- There is a need to recognize the importance the membership is to the Coalition. Members should be encouraged to participate in the work of the Coalition toward a clear purpose.
- The implications and benefits of membership in the Coalition require clarification.

- The Coalition needs more representation, both with the public and with networks. We didn't know you existed.

Conclusions

- 1) The concern about regional representation needs to be addressed during the review of the Coalition's governance model.
- 2) The Coalition's work must be defined and framed within the literacy community. Once that is done then the work needs to be promoted.
- 3) Communication, advocacy and lobbying are all interconnected. These are the most important functions of the Coalition.
- 4) Information is the key. The Coalition must provide good information to the public, to government, and to the organizations and individuals it serves.

Serving and Supporting Learners

COMMENTS AND RECOMMENDATIONS

- The NSPLC would benefit from having more effective learner representation on the Board. In this way, learners could have more ownership of their programs.
- Learners should have direct input on all aspects of the operations of the Coalition, including the coordination of the annual conference, or the development of a learner-only conference.
- Learners need to achieve ownership of their literacy programs.
- Barriers, such as transportation and childcare, are a problem when it comes to learner participation in literacy programs. Some learners have special needs and access to buildings is a problem.

- Learners need many different supports including bursaries and scholarships, information, lobbying assistance, networking, childcare and transportation.
- It is essential for the Coalition to advocate for all Nova Scotians who want to learn. Don't just emphasize the Community College or higher-level literacy.
- A Learner's Council should be established in each region.
- The Coalition needs to make referrals for learners, or for those interested in becoming learners, to programs. Learners need up-to-date information about those programs and services that suit their needs.
- There is a gap in services for learners in the age group of 16 to 19 years. The Coalition could advocate for suitable programs for this age group.
- Learners need to be able to access a variety of programs, such as family literacy and workplace education. The Coalition needs to provide information about these programs.

Conclusions

- 1) The Coalition has a responsibility to speak for learners and this can only be done if it is inclusive of learners.
- 2) Learners need to have the requisite supports in order to participate in the work of the Coalition board as well as in the work of their local literacy organizations. The Coalition needs to provide training opportunities to learners that will help them have a voice in promoting their own literacy development.
- 3) Learners should be included in all conferences sponsored by the Coalition.
- 4) The Coalition should create a way to support learners at the local level through networking opportunities.
- 5) Government needs to hear learners' concerns. The Coalition must have a role in ensuring the learners' voice is heard.

- 6) All learning is important. No level is more important than another. The Level One learner needs to be celebrated, as should the learner achieving a high school diploma. The grants and bursaries program needs to reflect this belief.
- 7) The Coalition needs to address with government the issues of access to programs and providing a continuum of learning for learners.

Appendix A

Attendance Lists and Participant Comments

Explanatory Note

The information contained in this appendix consists of the attendance lists and verbatim comments made by participants in the course of the consultations. Attendance lists are provided for all ten meetings, with the verbatim comments of participants appended. To lend some overall structure to the appendix, participant comments are grouped, where possible, according to the issues under discussion.

Sydney, October 12, 2001

Attended By:

Vic Foster Sydney	Laubach Literacy Council
Fred Deveaux	Laubach Regional Coordinator
Donna Anderson	Cape Breton Literacy Network (Promotions Project)
Murdock Moore	CBLN, Board Chair
Linda Johnston	Cape Breton Literacy Network (Coordinator)
Kathryn MacCuish	CBLN, Administrator
Erin Columbus	Cape Breton Literacy Network
Julie Zaisman	Cape Breton Literacy Network
Lisa Galanov	Cape Breton Literacy Network
Dawn Dugandzic	NSPLC Board Learner Representative for Cape Breton
Susan King	Laubach Literacy of Canada - Nova Scotia, staff person
Ann Marie Downie	NSPLC, Board Chair
Eileen MacNeil	Cape Breton Literacy Network, NSPLC Board

Participant Comments

Membership in the Coalition: What's in it for me?

- Members from local literacy/learning networks
- Adult education representative from School Board

- Representatives from other special interest literacy groups (i.e. Laubach, Family Literacy Groups)
- Community organizations (i.e. disabled groups, ethnic rep., seniors, family resource centre)
- Government representative (i.e. Social Services, Mental Health, Justice)
- Learners
- Special interest groups (i.e. Group Homes, Clients of Mental Health Services, Brain Injury Association of Nova Scotia)
- Regional libraries
- Provincial MLAs and elected municipal government officials
- Healthcare professionals
- No membership fee
- No restrictions on membership - open to anyone who is interested
- No categories of membership - a member is a member. Membership advantages - networking, information, staying current, opportunities, learning, partnerships, accessibility to funding
- Any member should be able to invite others to join
- People/organizations should be targeted to join
- Continue providing assistance to members with lower-level skills
- Re: networking -presently inadequate
- Better understanding of N.S. Literacy Programs
- Joining list serve - optional
- Seamless service delivery
- Improved communication tools
- Framework understanding (of coalition) to be developed
- Grassroots represented

Who should be members?

- Anyone with an interest or stake in literacy
- Status - hierarchy - no conclusion?
- Consensus building body

Why be a member?

- Advocacy
- Researchers/support
- Professional support - tutors/teachers/learners
- Collaborative partnerships

Who does the Coalition serve?

- Community Literacy Networks
- Laubach
- Frontier College
- Organizations with literacy in their mandate
- Exclude from membership: School boards, NSCC, Universities, Private trade schools (but maintain professional relationship and remain collaborative)
- Learners
- Tutors
- Family Resource Centres, John Howard/Elizabeth Fry
- Wear two hats - serve broader literacy goals and members

What services should the Coalition provide to its members?

- 7) Services - Information
- 8) Advocacy
- 9) Professional Support - tutors/students
- 10) Public Relations
- 11) Reliable Nova Scotia (specific to N.S.) data - interpreted
- 12) Collaborative partnerships
- 13) Avoid duplication
- 14) Funding - avoid duplication. Offer funding where gaps exist - committee/guidelines
- 15) Look under Learn (services for learners)
- 16) Ombudsman for Learners
- 17) Incentives for learners - scholarships, rewards, certificates
- 18) Interprovincial network for learners
- 19) Annual conference
- 20) Materials - professional development for materials. What's new, innovative - tried, tested and true - review system
- 21) Library for teacher materials - integrated library catalogue
- 22) Newsletter
- 23) Electronic conferencing
- 24) New sources of funding - information for members
- 25) Membership - services available to anyone who wants to access them
- 26) Regular service users should be encouraged to become members
- 27) Possible services - speak for literacy
- 28) Lending library - books, periodicals, video, software, audio
- 29) Scholarships/bursaries

- 30) Purchase resources through Coalition - utilize benefits of purchasing by bulk
- 31) Website
- 32) Interest group - list serves
- 33) Advocacy - ombudsman for individuals and organizations
- 34) Grants - organizations and individuals
- 35) Event organization
- 36) Research
- 37) Statistics
- 38) Public awareness
- 39) Place to discuss ideas - discussion forums
- 40) Newsletter - paper and electronic
- 41) Toll free phone - where listed?
- 42) 'Watch dog' organization
- 43) Technology recycling
- 44) Reviewer of new resources/publications
- 45) Provide education/workshops/in-services for practitioners
- 46) Referral service
- 47) Clearinghouse - literacy point of entry - information - provide direction - take under advisement
- 48) Provide support and endorsement
- 49) Should not do curriculum development - don't do literacy programming
- 50) Who should coalition speak for? Literacy - Broad definition

What you get for your membership (ideally!)

- 51) Communication network i.e. newsletter. Eliminate redundancy. Website, information kits
- 52) Professional development for learners, practitioners/volunteers (i.e. conferences, workshops, etc.) - in communities
- 53) Awareness and increased access to resources - lending library
- 54) Ongoing publicity regarding literacy in general and specific programs
- 55) Learn line: 1-800 number for learners and volunteers - non-judgmental
- 56) Accreditation of programs - seal of approval - accountability to assure compliance with minimum (core) standards
- 57) PGI grant selection should remain with coalition

Who to provide services to?

- Organizations and individuals
- Services - networking
- Financial support i.e. grants/bursaries
- Information/statistics/database/learn line
- Advocacy - lobbying with government/tools to approach local government
- Conferences/professional development
- Referrals
- Providing information on activities of all organizations
 - project awareness
- Act as lobbying group
- Supportive role
- Advisory group - to government - assisting in identifying gaps and how to address - higher profile
- Networks give information to Coalition - increasing awareness

Antigonish, November 19, 2001

Attended By:

Pamela Fry	St. Francis Xavier University,
Health	
Robena Stewart	
Jenny MacDonald	Disability Coalition of
	Antigonish/Guysborough
Diane Walsh	ACALA (Instructor)
Raylene Bowman	ACALA (Assistant Coordinator)
Dorothy Thompson	ACALA (Board Member)
Allan Quigley	St. FX University, Dept. of Adult
	Education
Judy Cairns	ACALA (Coordinator)

Participant Comments

What is the relevance of the Coalition? (General discussion)

- Find their support with their Network (Judy Cairns). Currently do not go beyond the Network; do not see the need.
- Still need Network - they do know the Coalition exists.
- Social/Professional Development/Advocacy
- Conferencing - to share learner's writings
- Coalition - credibility defining areas of concern
- Currently do not feel that voices being heard.
- Collective Strength - Coalition
- If the Coalition wouldn't act on the lobbying perspective - maybe it should not exist - do not need another passive organization.
- Human rights - not equal access (i.e. - Levels 1-2, 3-4 depending on Network)

WHAT DOES MEMBERSHIP GIVE YOU?

- Access to resources, local contacts, call for proposals/funding (Research)
- Access to knowledge of bursaries and grants
- support/funding for learners
- Should recognize importance of members to Coalition (encourage participation towards a clear purpose)
- Avoid duplication of services
- Clarify implications of membership
- Process of getting members - focus and improvement
- Offer professional development to all members
- Role - may need to have priority over membership
- Access to new information and programs as it comes available
- The coalition needs to facilitate input and output of relevant information
- Provide funding/conference opportunities for learners
- Lightning rod for social justice action/research
- Identification of perspectives embraced/rejected by the coalition (through mission statement?)
- Definitions provided: What is "literacy" "coalition"
- Avoid exclusivity
- Achieve 'learner' ownership
- Membership - increases with information re: grants for (who qualifies) - guidelines
- Providing support when writing proposals; avoid re-inventing the wheel

- Clarify role vis a vis the Dept. of Education (flow chart) - mission statement
- Coordinate annual literacy conference
- Defining the range of membership
- Strong need for local networking opportunities, NSPLC is provincially mandated
- Shouldn't "core standards" mean core funding? Can NSPLC lobby for this?
- NALD, NSPLC, DEPT OF ED., NETWORKS, CLI ADVISORY COMMITTEE, AND REGIONAL PLANNING TEAMS - Redundancy - project duplications - NSPLC monitor and coordinate (accountability)

Lawrencetown, December 12, 2001

Attended By:

Collene Cyr	Maritrain Limited
Simon Micklethwaite	Annapolis County Learning Network
Gail Penney	Tutor
Lisa Talbot	Annapolis County Learning Network (Coordinator)
Frances Clements	Bridgetown Library
Julia Moore	Community Learning Centre
John Lee	Annapolis County Learning Network
Linda Thorsen	Community Learning Centre
Bilynda Whiting	NSCC - Annapolis Valley Campus

Participant Comments (Note: PLC refers to NSPLC)

- PLC information needed for public knowledge
- Defining and distribution of information
- Information for whom? How? Why?
- Outreach for all literacy

What can members expect of Coalition?

- 5) What are the duties, mandate, responsibilities, officers/directors, bylaws?
- 6) How can Coalition legitimize/recognize Networks? - Criteria to become a Network
- 7) How can literacy "defragmentize?" (a big concern for this group)
- 8) Advertising campaign: Get to grassroots (i.e. - service organizations) - ease of transition

- 9) Funding creates fragmentation of education. Levels 1-4 are under the same roof, yet are funded differently. Community Learning Centre in this area is a good model
- 10) How can the Coalition help funding? Identify available funds/template/newsletters/updates
- 11) Central body that shares information - eliminate competition for dollars
- 12) Liaison among networks - coordinate communication
- 13) Liaison among provinces
- 14) Specific roles for PLC (Coalition) roles - general meeting, Executive Director, Assistant, committees
- 15) Funding - what does the PLC get? From whom?
- 16) Budget projections - AGM
- 17) Members need to know about how the Coalition is managed.
- 18) Asking members to be involved twice - networks and Coalition

What can membership provide you?

- Access to software for learners (resources)
- Provide assessments for people suspected of learning disabilities
- Provide workshops on learning disabilities for tutors, instructors, etc. (Hands-on resources)
- Advocacy for sustained funding - too much energy - possible 3-year funding - 20 % of funding up front
- Sharing of ideas, proposals, etc. by networks through Coalition
- Eliminate duplication
- Standards for network structure
- Annual provincial conference with funding for participants to attend - networking
- Lawrencetown has a Literacy Support Worker funded through HRDC - which assists a student with support for all agencies.
- Concerns about liability insurance

Digby, December 11, 2001

Attended By:

Joanne Donnelly	DCEC
Taunya Harris	DCEC

Heather Lombard 1	DCEC Student Council
Janice Boudreau	Western Counties Regional Library
Robert LeBlanc	DCEC
Rod Franklin	Digby Co. Adult Learning Association
Scott Robinson	SPIN
Brock Smith	HRDC
Dave Irvine	DALA (Board of Directors)
Roberta Journeay	DALA (Board of Directors)
Tammy Reyno	DALA (Executive Assistant)
Ann Gillis	DALA (Student Council)

Participant Comments

GENERAL DISCUSSION

- Membership - learners, instructors, resources personnel - librarians, etc., networks
- Delivery of other avenues/opportunities
- Awareness of resources (provincial library of resources)
- Issue of reliable transportation and childcare - purchasing of resources a problem
- Professional development at all levels(e.g. Tutor training certification) - affordable St. John's Ambulance, WHMIS
- Support for provincial conferences
- Bursaries/scholarships for learners
- Assisting learners with special needs - access - transportation - physical as well - buildings adapted
- Cutting red tape between learners and funding agencies
- Standardizing between counties - addressing barriers - territorial
- Reference Material - educational counselling, community services, etc. (Learn Line)
- Included on list of people who receive this information
- Access to bursaries and scholarships - information about
- Internet addresses to associated members (networking)
- Provincial council for representation by individuals - adult learning centres
- Funding information
- Clarify mandate and membership
- Should be a coalition of associations, with network representation on Board
- Divide PGI funds equally - no application for funds - cost-effective

- Coalition representative of all literacy concerns - not just adults e.g. Workplace, Family Literacy
- Database of funding resources
- Awareness campaign - after clarification of PR needs
- Coalition could come together with networks - communication between Coalition and networks
- Provincial advocacy - lobbying - addressing barriers
- Job search reference materials and connections
- Financial aid/information
- Tutors for adult learners (list of volunteers)
- Access to affordable PCs
- Complete representation from each literacy group in every community to ensure provincial coverage for the purpose of networking
- Note - How will or is this information (i.e. the information gathered at all the consultations) being advertised?
- How will it be provided? (i.e., library, pamphlets, email, memos)
- Plain language

Kentville, November 22, 2001

Attended By:

Peter Gillis	Kings County Learning Association
Lisa Hammett Vaughan	The Flower Cart
Belinda Tupper	HRDC Kentville
Toni Langille	Kings County Learning Association
Jack Bearsten	Nova Scotia Community College
Jerry Atwater	Coastal Communities Foundation
Graham Rich	C@P Sites of Kings & West Hants
Lisa Best	Valley African Nova Scotia
Development Centre	
Jerusha Young	CMHAO (Operation Educate)
Larry Kemp	Consultant - Kentville
Bonnie MacDermott	Annapolis Valley Work Centre
Sherry Seller	Career Resource Centre
Mann Davies	Black Educators Association (Kentville)
Sharon Criss	Black Educators Association
Sherri Jackson	Kings Community Economic Development Agency

Participant Comments

- 6) Provide professional development for network coordinators
- 7) Connect communities/agencies etc. networking
- 8) Isolation is a problem
- 9) Awareness of bursaries/scholarships
- 10) Dissemination of information - Literacy Action Day
- 11) Definition of literacy

WHAT CAN NSPLC DO FOR US?

- Lobby - represent Networks to government - re: funding needs - advocacy for Learners and Networks - Public information re: Literacy - Promote good will for the cause and the projects,
- Plain Language
- Advise government - help them re-focus on the Nova Scotians who want to learn (not just Community Colleges, etc.)
- Support by providing access to resources and funding for Networks and for learners (Big Scholarships and Bursaries - lots!)
- Printing pamphlets and Plain Language guides that could be used by all Networks (sharing these things from Network to Network)
- Central office to connect Nova Scotians who are looking for Literacy help to appropriate programs
- A consultant (not dollars; give advice and guidance; help in the development of policies and procedures to guide us)
- Support Network Boards/Coordinators to do needs assessments for their areas and make decisions re: appropriate programming
- Networking - connecting networks to maximize strengths and fill gaps - share resources, info; ideas - reduce redundancies (e.g. When one group has figured out how to do something, let other groups know how it was done)
- Need a forum for networks (funded by Coalition) Need to share ideas re: funding, resources, what works in

programs, transportation for learners, child care, etc -
Learners' Council in each region

WHAT WE NEED?

- 9) More visibility in the Networks, public education (we did not know you existed)
- 10) Access to information on services across the province (a gateway to information) - profile of each network,
- 11) Learn Line.
- 12) Promote how each network is organized
- 13) Lobbying
- 14) Advocate to government
- 15) Professional development
- 16) Continue current services
- 17) Information gathering - information on all local networks - information on funding opportunities - information on past funded projects
- 18) Information distribution - email list (list serve) - membership sign-up, web site - either housing or providing links to existing information - 1-800 - learn line for networks and clients
- 19) Public relations
- 20) Networking
- 21) Partnerships
- 22) Easier access to information/resources
- 23) Access to provincial stats/research/funding
- 24) Stronger voice - for region (i.e. Annapolis Valley)
- 25) Improved resources
- 26) Clearinghouse for any requests - practitioners
- 27) Would like feedback on this process (i.e. the consultation process)
- 28) Sharing at a conference - networking at gathering

WHAT DO WE SEE THE COALITION DOING FOR/WITH US?

- Develop a mission statement so we know what they are there for. Need a clear set of objectives.
- Provincial Resource Centre to assist with information on funding sources; funding criteria
- Database for projects already approved. What's going on in the Province? This could connect networks with projects already done somewhere else and not repeat

projects but to better manage, distribute, etc. things already done

- Clearinghouse (library) for NLS projects
- Central nervous system between the left hand (feds) and the right hand (prov.)
- Should or does Coalition have reps from NLS and CLI? Who is on the Coalition? Just networks? Providing a framework for networks
- Providing a membership list of Community Learning Initiatives (CLI) in the Province

Bridgewater, November 16, 2001

Attended By:

Nancy Stewart	Harbour House
Debbie Smith	Family Support Centre
Sue Kaulback	Lunenburg County Adult Learning Network
Sandra Beckwith	Lunenburg County Adult Learning Network
Gina Freeman	Lunenburg County Adult Learning Network
Barbara Wellsford	Technology Centre

Participant Comments

GENERAL DISCUSSION

- 4) Innovative practice
- 5) Information on research and grants
- 6) Sharing of information
- 7) Giving you a bird's eye view
- 8) Place to call - What is happening around us (Learn Line)
- 9) Lobby on behalf of members
- 10) Federal representation
- 11) Funding - informed decisions re: projects based on community needs
- 12) Professional development
- 13) Like the idea of Coalition distributing PGI grants
- 14) Posting of who and what type of project receives grants
- 15) Telling what grants are available
- 16) Assisting networks with receiving dollars for resources
- 17) Distribution of information about Coalition

- 18) Distribution of funds/grants becomes an issue when programs are not informed
 19) What is out there?

DO WE NEED THE COALITION?

- Feel that there is a reinvention of the wheel - networks already doing what is necessary - right hand not knowing what the left hand is doing
- Need a vision
- Awareness
- Networks should be supported
- I need to know what is a network - definition - what is the role of a coordinator - what is a network coordinator - what is adult learning?

Port Hawkesbury, December 3, 2001

Attended By:

Charlotte Campbell	Community Services
Elizabeth MacInnis	Port Hawkesbury Literacy Council (CLI Instructor)
Nicole Mann	Inverness County Literacy Network (Assistant Coordinator)
Gwen O'Neil	Inverness County Literacy Network (Coordinator)
Shirley Miller	Inverness County Literacy Network (Instructor)
Johnnie Cotton	Municipality of Inverness Co., Recreation
Anna Lee MacEachern	Inverness County Literacy Network
Robert MacDonald	Department of Community Services
Kelly Yorke	Career Resource Centres
Nancy Stone	Richmond Academy, Strait Board- Guidance
A.J. MacDougall	Warden, Inverness County
Anne Levesque	Community Services, Port Hood
Stephanie Fitton	Children's Aid Society
Cyril MacDonald	Department of Community Services, Port Hood
Millie Hatt	Richmond County Literacy Network
Lana MacLean	NSCC Regional Librarian- Cape Breton
Wendy Macomber	Inverness Co. Literacy Network, Instructor

Heather Halliday	Port Hawkesbury Literacy Council - volunteer
Ann Marie Downie	NSPLC (Board Chair)
Gordon DeWolfe	NSPLC Learner Representative

Participant Comments

WHO CAN BE MEMBERS?

- 8) John Q. Public
- 9) Youth representatives
- 10) Anyone who has an interest
- 11) Government organizations
- 12) Learners
- 13) CLI districts
- 14) Smaller geographic areas represented
- 15) Minority groups representation
- 16) To summarize - if they have an interest in literacy and wish to support literacy initiatives/programs learners

Advantages of Membership

- Apply for PGI funding - paramount to address needs of learner - direct help to student
- Professional development - learning disabilities - getting together for networking most important
- Fostering family literacy - make sure there are appropriate programs - be inclusive
- Finding learners - referrals
- Get more long-term core funding
- Lobby and advocate
- Point of contact for literacy issues
- Assisting - general resources for literacy organizations
- Organizing public awareness events
- Promotion of literacy
- Public awareness (network to network)
- PGI - Who is eligible? Public libraries?
- Scholarships/Bursaries?
- Learner Involvement - participation - regions - network supports
- Division of Province re: Regions covered by the NSPLC - too large perhaps?
- List serve - Who?
- Professional development for networks.

- More information!
- Long-term funding!!
- Dissemination of research/pilot projects (different venues)
- Fee structure for membership i.e. Learner \$\$
- Annual conferences

WHAT ARE THE BENEFITS OF MEMBERSHIPS?

- Community calendar of events
- Professionalize Adult Education teachers: accreditation and certification, salary issues, title: teacher vs instructor.

WHO SHOULD BE MEMBERS?

- Why would someone want an individual membership - especially if you belong to a network
- Concerns: Would being a member of the coalition give us a more collective voice at the national and provincial level?
- Especially regarding present distribution of funds
- One-shot project ideas are valuable - long-term funding
- Could money be better spent - example - instructional hours, resources
- On-going funding - is there a need to reapply every year - use year end stats
- Want up-to-date information on local programs/services/contracts/ so learners can be made aware of what's available for them
- Schools/Department of Community Services/CareerCentres should be members
- Why does it have to be non-profit groups that can apply for funding - CLI? (i.e. Dept of Community Services - paid staff to write proposals)
- More opportunities for networking
- Interaction between networks and NSPLC - sharing
- Funding and NSPLC - direct link
- Change from Cape Breton Literacy Network to Cape Breton County
- Want the NSPLC to be the contact for any concerns dealing with the Dept. of Education
- Want all networks to know what others are doing Re: NLS Projects

- NSPLC could funnel money so networks can meet on their own - not acting in isolation
- NSPLC can be an advocate for networks to Dept. of Education – collective voice – advocacy.

HALIFAX, DECEMBER 06, 2001

Attended By:

Cathy Gaudette	Cunard Centre coordinator
Gerry Clarke	Black Educators Association
Brian Foran	Metro Deaf Literacy Network
Frank O'Sullivan	Metro Deaf Literacy Network
Elaine Piper	Dartmouth Literacy Network
Tylor McDuff	Halifax Community Learning Network
Avril Lewis	Bedford/Sackville Literacy Network
Denise Morley	Bedford/Sackville Literacy Network

Participant Comments

MEMBERSHIP/GENERAL DISCUSSION

- Awareness
- Coordinate approaches to literacy (functions, issues) – communicate options - family literacy - updated website
- Project awareness - provincial bird's eye view
- Communicating resources
- Coordinate - completed successful projects news
- Electronic newsletter
- Urban-geographical larger now
- Conferencing
- Advocacy - issues like Level 3 not available (no equality of access)
- Schedules not flexible
- Babysitting - transportation - time-challenged (PGI helps address these issues)
- Province-wide standards - what should they be able to expect (students) - uniformity
- Professional development
- Learn Line
- Collective voice - advocacy- has to come from a non-government official
- Information on national level - has to be back and forth in order to properly/adequately represent province on a national basis

- A lot of energy goes into obtaining funding (survival)
- Three-year planning - long-term strategic proposal
- Important: Provincial advertising - spokesperson - campaign - do not want a kit - provide time to receive information - give chance to collaborate
- Literacy Action Week - hope it continues - November a good time frame
- Age 16-19 a gap of services
- Would like to receive money (PGI) in September - can't wait financially until November - do understand that P.R. can happen at that time
- AGM - Dec 15 - not a good time
- Automatic distribution of scholarship/bursary applications
- Notices of funding opportunities (i.e. scholarships/bursaries/PGI)
- Provide what you need in the way of professional development - so that it can be transferred to conference (i.e Learning Disabilities) - pay for expertise - assessment - general assessment
- More training for learning disabilities assessment, teaching, etc.
- Sharing of information
- Coalition should create partnerships (organizations that have identified literacy as their concern)
- Higher profile
- Administration support - lending hand - dissemination of information to ease the time-challenged administrator
- Volunteer opportunities (Learn Line)
- Promotion of life-long learning - continuing education
- Look into the NMDA monies (HRDC)- avenue of supportive initiative on behalf of Networks
- Coalition needs to operate on a grassroots basis
- Provide opportunity for networking
- Accessibility - deaf community (TTY) for Learn Line - Society for Deaf and Hard of Hearing
- Roles clearly defined
- Help negotiate free space - on behalf of programs - (i.e. community colleges)

Guysborough, November 20, 2001

Attended By:

Wanda O'Handley	Guysborough County Business Development
Sheila Pelly	Antigonish/Guysborough Black Development
Dorothy Bennett	Guysborough County Regional Development
Sister Helen MacPhee	Guysborough County Adult Learning Association
Lesley Carruthers	Eastern Counties Regional Library
Annette Chisholm Tearmann	Outreach for Guysborough County
Grail Sangster	Guysborough County Adult Learning Association, Coordinator
Marie David	Guysborough County Adult Learning Association, NSPLC Board Representative
Leonard Oracheski	Eastern Guysborough Pastoral Charge
Mary Connolly	HRDC Antigonish
Philip Hochman	Guysborough County Community Health Board
Mayor Fraser	Town of Canso
Shaunna Scott	Guysborough County Business Development Centre

Participant Comments

MEMBERSHIP/GENERAL DISCUSSION

- Information from coalition sent to all organizations directly so that communities could be more aware
- Coalition could be a more active lobbyist - government (i.e. - 3 year project funding instead of annual funding)
- More input into school system - children graduating who are not literate
- Work with school boards to utilize school space for adult education courses
- Provide more opportunities for "Professionals" - training on how to motivate adults who are illiterate to become more literate
- Define literacy
- Lobby Department of Education - use of English test prior to graduating Grade 12
- Life-long learning - Coalition can promote
- Coalition become more aware of provincial programs
- Lobby corporations - gas and oil industry - for funding for programs

- Direct funding from government based on royalties from gas, oil revenues
- Email all their networks, monthly what all the other networks are doing! (Learn Line - database)
- Annual provincial professional development conference
- Means of influencing school boards/Dept of Education
- Current - regional includes learner reps
- Concerns, support, comprised of literacy organizations
- Dept. of Ed rep - Movement for Canadian literacy
- Perhaps membership could provide environment where concerns, issues, are voiced/shared to the government bodies by the Coalition (i.e. transportation, health)
- Connect with the learning networks
- Needs to be a coordinated effort
- Should be advocacy ... one loud booming voice!
- Independent of government ... can influence government decisions
- Funding possibilities documented by Coalition
- Perhaps Coalition could work with government to ensure fair funding/criteria - rural issues vs urban issues

Supports - what we would want:

- Information
- Awareness
- Facilitator for communication - across province - to Networks/frontline workers - to government bodies
- Collection and distribution of materials/information
- Standards (provide support for implementation)
- Professional development training/instructor support
- Networking
- Partnerships - assist in developing
- Information sharing as to what is going on in other areas (projects/resources)
- Funding specific programs or helping people to access services (literacy programs) - i.e. money for childcare and transportation expenses (bring issue to funders)
- Resource materials (more access) - Library
- Advocacy - lobby Department of Education NSCC to bring NSSAL to rural areas
- Provide MLAs with information about literacy program

Ingonish, November 30, 2001

Attended By:

Suzanne Stevenson	CLANS (Instructor)
Lee Ashfor	CLANS (Learner)
Marcella Coones	CLANS (Learner)
Gladstone MacKinnon	CLANS (Learner)
Faye Fricker	CLANS (Administrator)
Mary Sue MacKinnon	CLANS (Administrative Assistant)
Linda Symes	CLANS (Learner)
Betty Pembroke	CLANS (Strategic Planning Coordinator)
Rhonda Fricker	CLANS (Strategic Planning Coordinator Assistant)

Participant Comments

WHAT IS IN IT FOR ME?

- Networking opportunities among all the networks and anyone with an interest
- Know what's going on
- Activities - other opportunities
- Website - links
- Clearinghouse of information - kinds of proposals
- Funding opportunities - how to access them
- Annual report on what projects are funded in the province
- Family literacy
- Professional development - know about the opportunities; be able to attend; provide funding to attend - Coalition should provide professional development

WHAT KIND OF PROFESSIONAL DEVELOPMENT?

- Program delivery methods - board development - strategic planning for organization - how it is done
- Big picture planning

WHAT SERVICES SHOULD THE COALITION PROVIDE?

- Sustainability for program
- Family Literacy - expand Coalition's role to include this
- Learners - scholarships and bursaries
- Find other sources to fund further training for students - through the College?
- Day care for learners - transportation
- Money for resources - books - resources - Could class sets be funded through PGI grants?
- Resources should reflect adult education interests
- The resources reflect the value we place on adult education
- Networking for learners - issues and concerns
- Learner conference
- Advocacy for teachers - underpaid - pension services - respect - benefits - retention of teachers - lack of stability
- Convince the registrar at Department of Education re: teacher service

WHO SHOULD BE MEMBERS OF COALITION?

- All who are interested in literacy
- Learners
- Literacy organizations - 27 networks
- Government reps
- Volunteers for literacy
- Others who serve potential learners

WHAT IS THE ROLE OF THE COALITION?

- Role - advocacy
- Department of Education should have a provincial strategic plan for coordination
- PGI grants - yes!
- Scholarship and bursaries to learners - promote it more - put more \$ in it
- List serve for literacy organizations
- Get more timely information out
- Do a calendar of events
- Database
- Website - post information
- Newsletter - make getting information easier
- Put a face on the NSPLC by regular communication

- Hear what people have to say - speaking, supporting, sharing
- Professional development

**Department of Education (Halifax) November 27,
2001**

Attended By:

Martha Shinyei	Adult Ed. Coordinator (Southwest Region)
Isabel Madeira-Voss	Adult Ed. Coordinator (Valley Region)
Shannon Kelly	Halifax Office
Joelle Desy	Adult Ed. Coordinator (Acadian Community)
Nora MacDonald Plourde	Adult Ed. Coordinator (Mi'kmaq Community)
Barb Moreton	Adult Ed. Coordinator (Strait Region)
Donna MacGillivray	Adult Ed. Coordinator (Northern Region)
Bobbie Boudreau	Head Office
Victoria Bruce	Special Projects Officer, Halifax Office
Jo-Ann Campbell	Halifax Office
Lisette Cormier	Halifax Office
Ann MacDonald	Adult Ed. Coordinator (Cape Breton Region)
Lynne Wells- Orchard	Adult Ed. Coordinator (Metro Region)
Joyce Pugh	Adult Education Section (Halifax Office)
Carmelle d'Entremont	Manager, Head Office
Jean Smyth	Manager, Head Office

Participant Comments

WHAT SHOULD THE COALITION BE DOING FOR LITERACY?

- Training: contract out the training. Kinds of training? Proposal writing (budget; etc.) - clear thinking - develop

idea – creating more distance between Department of Education staff and group (more objectivity),

- Promote plain language
- Think tank – learning together
- Train the trainer – establish and maintain standards
- Board development – Liability – role of boards – financial management – strategic planning – how an organization works
- Advocacy
- Public information
- Take a larger role. Be a leader in Family Literacy and Workplace Education, as well as community-based programs
- Promote professionalization of literacy – work at all levels including professional development, instructors, volunteers
- Group facilitation
- Resources
- Database – NALD, NLS, LMDA – list of projects, for example
- Website – including information for other groups

MEMBERSHIP – WHO ARE YOU?

- Community-based organizations/reps (board members, tutors, coordinators, etc.)
- Adult learners
- Educational institutions
- General population – interested in the cause of adult literacy – creating balance
- Business/labour
- Government agencies/funding
- Special populations – targeted groups

WHAT DO "WE" GET FROM COALITION?

- Clearly defined and recognized community-based advocacy body
- Learner profiles/learner information
- Coordinating body for distribution of information between Department and community or within community
- Detecting trends/issues
- Fund raising body – corporate connection (corporations untapped)
- Resources/tools/training re: community-based organizational development

- Linkages between international/national/provincial and regional bodies
- Professional development - board development, governance, program evaluation
- Clearly defined roles - Coalition and government - Lobbying body
- PGI grants
- Networking at community-based level - meetings, IT, electronic communication, forums/conferences/newsletters
- Supports for adult learners - scholarships, grants, lobbying, networking, transportation, child care
- Public awareness and strategic promotion of literacy
- Documenting learner success/stories
- Provincial coordination re: research/professional development, etc.
- No curriculum development
- No literacy program delivery (Coalition should be involved with facilitation and collaboration)
- Brokering/facilitating partnerships
- Recognition (awards) celebration

Membership

- Categories of membership (to avoid potential conflict of interest) - i.e., learner, non-learner problematic in voting and funding
- Membership on the Board by County rather than regional
- Board should reflect diversity (i.e. cultural)
- Should be open to anyone interested in literacy
- The Board should reflect who they represent (stakeholders)
- Membership should support the mission of the organization
- Membership should be exclusive to networks
- Learners and delivers of programs
- CLI networks
- Laubach, Frontier College - other community based delivers of literacy
- Libraries
- Other community organizations and agencies that support literacy (MISA, Family Resource Centres, IWK/Grace)
- Stakeholders
- Corporate sponsors
- Interested people from general public
- Employers and unions involved in workplace education

- NSCC, universities, school boards, Educational institutions

SERVICES

- Board development and support
- Professional development (some but not all) - requires a definition of professional development
- Support of the stakeholders - including Boards of the 27 networks that require support and resources -recruitment that relates to the effectiveness of the Board - addressing issues involving ethics and standards
- Make sure that research is accessible to people who work in literacy - linking
- Share best practices

What should the Coalition do to support the Department?

- Data collection
- Consistent message/definition of literacy
- Dissemination of information
- Promote literacy
- Advocate - to government, corporations, learners, families, schools
- Way for us (Department) to get feedback/inform policy
- Provide direct service to learners (referrals, program availability)
- Gaps to be addressed
- Professional development to practitioners and learners
- Learner/tutor etc. appreciation activities/awards
- Special projects - research, etc.
- Grants to learners (bursaries, scholarships)
- International Literacy Day celebration and activities
- Key to support - to be quite strategic
- Research may not be the priority
- Establish the Coalition as a legitimate player
- List serve - better to have it - avenue of information