



New Brunswick Coalition for Literacy  
Fédération d'alphabétisation du Nouveau-Brunswick

Learning together/Apprenons ensemble  
Conference Report

2001

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## Acronyms

AIDS	Acquired Immunodeficiency Syndrome
ANBI	Alphabétisation Nouveau-Brunswick Inc.
BDAA	Base de données en alphabétisation des adultes inc.
CALS	Club d'anglais langue seconde
CAMA	Canadian Association of Municipal Administrators
CASP	Community Academic Services Program
CCNB	Collège communautaire du Nouveau-Brunswick
CHEA	City Hall Employees Association
DRHC	Développement des ressources humaines Canada
ESL	English Second Language
FANB	Fédération d'alphabétisation du Nouveau-Brunswick
FORA	Franco-ontarien de ressources en alphabétisation
GED	General Equivalency Diploma
GPS	Global Positioning System
HIV	Human Immunodeficiency Virus
IODE	Imperial Order of the Daughters of the Empire
LD	Learning Disabilities
LLNB	Laubach Literacy New Brunswick
LNBI	Literacy New Brunswick Incorporated
M.Ed	Maîtrise en Éducation, Masters in Education
NALD	<a href="#">National Adult Literacy Database</a>
NBCC	New Brunswick Community College
NBCL	New Brunswick Coalition for Literacy
NGO	Non Government Organizations
NLS	<a href="#">National Literacy Secretariat</a>
ONG	Organismes non gouvernementaux
PCRS	Programme communautaire de récupération scolaire
PPA	Partenaires provinciaux en alphabétisation
PPL	Provincial Partners for Literacy
RN	Registered Nurse (infirmière)
SIDA	Syndrome immunodéficientaire acquis
SNA	<a href="#">Secrétariat national à l'alphabétisation</a>
UNB	University of New Brunswick
UNESCO	Organisation des Nations Unies pour l'éducation, la science et la culture United Nations Educational, Scientific and Cultural Organization
US	United States
VIH	Virus d'immunodéficience humaine

**Note:** *Certain informations contained in this document have been translated from French.*

## Preface

When we began this journey, all of us involved realized very quickly that we were going to bring to you an exciting event of superior quality. Nothing less would do. Yes, it was extremely challenging to coordinate a conference of this magnitude while combining the two languages and cultures along with the two fields of adult and family literacy and the two major constituents that make up the field, practitioners and learners.

This conference was built on the belief of inclusion, not exclusion; integration not segregation. The intent of this conference was to demonstrate that regardless of language, ability, education level, culture or age, we could come together in unity and learn together. To separate the learners from the practitioners would enforce a stigma that we are attempting to get rid of. To separate us according to language would enforce the stigma that we are too different to get along. This conference was an opportunity for self-examination of the assumptions that underlie our beliefs and this hopefully leads to change. Learning together allows us to rise to the occasion and provides an environment where we can help each other and learn from each other and as we observed the interactions of the participants on April 6,7,8, 2001, we could see that it was working.

This report signals the completion of two years worth of work that was carried out by the Fédération d'alphabétisation du N.-B. and the New Brunswick Coalition for Literacy in order to bring you Conférence Apprenons ensemble - the Learning Together Conference. The purpose of this report is to provide you with a recounting of the events of the first bilingual literacy conference in Canada. What a testimony to literacy as we break in the new millennium!

An Executive Summary will bring to mind for you an overview of the Conference from its beginning to its emotional end. As you go through this final report you will find material almost in the order of the conference activities. You will find translated for you in both languages, remarks of the panelists, speeches from guest and keynote speakers, an outline and description of the workshops, the results of the family literacy consultations and the Learning Together Anthem.

In this document also are lists: of participants, sponsors, the summary of the evaluations and a report on the coverage from the media.

While it is impossible to capture the excitement people were feeling throughout the conference, we hope that we have effectively documented the event in way that brings to mind the learning you experienced.

## Acknowledgments

The planning committee of the Learning Together Conference - Conférence Apprenons ensemble wish to extend our gratitude to the [National Literacy Secretariat](#) for believing in the significance of this event. This conference demonstrates true partnership and collaboration between not only literacy organizations, but literacy organizations that work in a different

language and experience. The sharing that this event demonstrates will make a mark on the literacy movement in New Brunswick and Canada. A special thank you to Lynne Lalonde for her encouragement and also to France Matte Lebeau, both program managers with the [National Literacy Secretariat](#).

We truly appreciate the willingness of the participants to share in this event. We believe that the event promoted understanding and tolerance between the two official language groups in New Brunswick. The conference could not have been successful without each of you.

Many thanks to the staff of the Brunswick Hotel for accommodating us in a pleasant and efficient manner. Many demands were made throughout the event and you made every attempt to answer them.

## Executive Summary

***"We learned together and we shared our experiences. Things we missed in the past, we learn them now together and we reach for tomorrow."*** Alice Mothobo Mokoena, Adult Learner

"*Apprenons ensemble - Learning Together*," represents an important milestone in New Brunswick history. It is the first literacy conference of its kind in Canada and the 200 people who attended are the pioneers in this historical event. We could not have predicted at the beginning when we chose the name "*Apprenons ensemble - Learning Together*," that it would be the perfect slogan for it symbolizes the collective experiences that became the backbone of the conference.

Following the official opening, panel presenter and learner Denis St.-Pierre, expressed to us how growth through literacy frees you like a bird that works hard to gain the skills and courage to finally leave the security of the nest and take flight, "***to fly higher and farther, to become stronger, to feel freer and enjoy the beautiful vistas that life offers.***" This is the freedom and independence that literacy brings. Many of us who attended this event were like that bird coming to an event like this for the first time, immersing ourselves with people of another language and culture, speaking openly sharing things about ourselves in a public forum and by doing these things learning and growing together.

The presentations by the members of the panel gave an overview of the adult literacy movement in New Brunswick and this provided us with a foundation of understanding. With the group discussions that followed, we realized that a lot of work has been done. We came to realize that within our areas of literacy work there are similarities and differences faced by the two language groups and through our discussions we better understand the challenges and the work that lies ahead. These activities set the tone for the sharing that was to come.

Bringing together the fields of adult literacy and family literacy as well as the two official languages has given us an opportunity to learn together like never before. We were all touched by Mary Gordon's keynote address. She inspired us and validated and affirmed the literacy work that each of us undertake whether we work in the field of adult or family literacy; whether we are parent, teacher or learner.

Judging by the participants' comments, this event has been a great success. The quality of the workshops and the expertise of the workshop leaders and the speakers greatly contributed to this achievement.

Along with hearing each other's languages, we shared in each other's experiences, we shared our music, our comedy, our happiness and our tears. Barriers came down. Doors opened wide. Arms opened wide. Hands were clasped together in celebration and unity in solidarity as we sang the beautiful words of our anthem, "*I can feel self-esteem grow, all I want to be...independent, sharing, and all this from literacy!*"

When we left the conference, we took away with us a shared understanding and knowledge that we can use as we continue to make advances in the fields of adult and family literacy. No matter what our next actions will be, the experience of this conference has enriched our lives and will take us far...*together*.

## Message from the Presidents

It was such a pleasure for the staff and volunteers of both our organizations, la Fédération d'alphabétisation du N.-B. and the New Brunswick Coalition for Literacy to host each of you at the Learning Together Conference - Conférence Apprenons ensemble on April 6,7,8th, 2001, at Keddy's Brunswick Hotel in Moncton, New Brunswick.

We truly did learn together. It was the first time in Canada that such a diverse group of literacy volunteers, learners, practitioners and program administrators gathered together in a dual language and multi-cultural setting.

In New Brunswick we truly are progressive in literacy in many ways. We recognize that there are improvements to be made and challenges yet to meet but by working and learning together, by seeking and expecting program quality and equality for our citizens, by sharing resources on all levels, by celebrating and sharing our creativity and ingenuity and by embracing our similarities and differences, we will succeed in our efforts and be an example for others.

At the conference there was a heightened spirit among us that could be felt. We hope you were as invigorated, revived and regenerated by it as we were.

This conference report attempts to capture the vitality of the event. We hope that as you read it, many wonderful memories return and above all you remember the joy of learning in an atmosphere of good friends, good times, laughter and song.

Marian Zaichkowski  
President  
New Brunswick Coalition for Literacy

Gregory D'Souza  
President  
Fédération d'alphabétisation du N.-B.

## Panel

### Denis St-Pierre

Denis St-Pierre, literacy learner for the past five years in the Maltempec class. Denis is the learners' representative at the *Fédération d'alphabétisation du Nouveau-Brunswick*. He was the recipient of the *Prix de la francophonie 2000* and the Alpha Award 2001 from the New Brunswick Department of Education.

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I am pleased to be able to share with you my experience as a learner.

My motivation for attending an literacy class was undoubtedly my fragile health and also my desire to change some things that made me uncomfortable in life.

I started at the bottom, because I had communication, speech and behavioural problems. I had low self-esteem; I was very shy and withdrawn. I felt worthless. I came from an environment that didn't encourage learning, and where family violence and alcohol were the order of the day. Even at the age of 35, I still could barely read and write, and people could not understand me when I spoke. What did I have to lose?

To explain to you how I managed to make my way through life, I have decided to tell you a story, my story. Here it goes...

There once was an egg that was home to a little chick. As the little chick grew, his dwelling became smaller and smaller and he felt increasingly suffocated, a prisoner in his own house. So he decided to break free. He had to work very hard to make a small crack in his shell. He struggled very forcefully and using all the strength that he possessed, he finally broke the shell. He stuck his beak out and realized how good it was to breathe the pure air; then he stuck his head out and could see the sky, the sun and all the beauty of his surroundings. He had managed to take a small step forward by exerting a huge effort for such a small chick. As time went on, he grew and felt sheltered and secure in his beautiful soft nest.

With each passing day, he learned more about his nest. One fine day, he began to be bored and since he had big dreams, he wanted to leave his nest to explore the world beyond, because as he said: "When I was in the egg, I felt suffocated and when I broke my shell that set me free. Since I feel like a prisoner, I think that if I leave my nest, I will be even freer." So one day, he gathered all his courage and challenged his fears by flying away. Some of his friends teased him and laughed at him. They said to him: "What do you think you are doing? Who do you think you are?" The little chick did not let them discourage him, his buddies may have been afraid of adventure, but he dared to go after it. There were days when the little chick stumbled and fell, and sometimes hurt himself, but he always managed to pick himself up again, holding his head high, and he was able to carry on.

Today, the little chick has grown up. He has become a beautiful bird with beautiful wings and he can fly higher. Now he can help his own little chicks. Sometimes he runs into obstacles, such as mountains, thunderstorms, snowstorms, wind and cold. Exhausted by his efforts, he is sometimes forced to stop to catch his breath and to get some rest. He must find ways around such obstacles and confront new ones, in order to continue his flight and travel higher and farther, to feel freer and enjoy the beautiful vistas that life offers him free of charge. In this way, his wings will become stronger, more flexible and the beautiful bird will be able to discover the essence of his life.

I have succeeded in developing my potential through my various activities and commitments as a volunteer: as a member of my community, as a catechism leader, in literacy work and in the diocesan movement. I have also made progress on a personal level by trying to learn more about myself and to better understand myself. But without education, it would have been impossible for me to make all these dreams come true. That is why I am proud to have returned to school. I support all men and women who want to continue learning, because it's an ongoing process, regardless of our age or our social status. I would never have been able to do it all on my own, I learned with the help of other people.

In closing, a thought came to me when I was writing my text and I would like to share it with you: "The road to our dreams is a difficult one, but one day, I will arrive at the top of my mountain of Life."

Denis St-Pierre

## Alice 'Mothobo Mokoena. Learner at the Neil Squire Foundation CASP

My name is Alice 'Mothobo Mokoena. I attend the Educational Options CASP at the Neil Squire Foundation in Fredericton, N.B.

I lived most of my life in South Africa. I will first tell you how I came to be here today. I raised some orphans in Lesotho, which was hard to do, because I did not have much more to give them but LOVE. The best thing I could offer to them was to take them away from their job of shepherding and bring them to school. One of the teachers was from Canada. This teacher noticed that my children were from a poor background. By visiting me, she found that I needed help. She proposed to help me come to Canada. I agreed. Eleven years later, here I am.

I go to school now because I was not educated enough in my school age. I started school when I was twelve years old because the school was very far, so to keep up with the other children, one would have to be old enough to walk three miles to school and three miles back.

Also, I was a shepherd of my parent's flock, which meant I had to go to school every other week. This hurt my learning.

After I got married, I always felt I was not fit in the society because of inferiority complex. School helps me share my experiences and learn new things. I realize that I am a good person with many things to offer.

It is important to learn together. We share what we have missed in the past. I think it is the best thing to always work together. We learn from one another. We encourage each other.

In that way you don't feel you are alone in your studies.

## Margot Spencer

My name is Margot Spencer. What can I tell you about my experience as a facilitator at the adult education facility *La Source* in Aldouane?

"Adult educator", but not teacher! I have been working in the field of literacy and community academic services for 11 years and only now are we finally being called "teachers".

Instructor, group leader, teacher, monitor, facilitator, literacy worker and a host of other terms have been used to describe what I do. The label is not important; it is my role, my work that really matters. What is it that I do in this institution? Why am I still there after 11 years?

I have embarked on a wonderful adventure with my learners, these adults who have chosen to take charge of their lives in a courageous and determined manner. They all aspire to improve their situation.

They are the reason I am a teacher. I am at their service, attentive to their needs and to their own unique experience. My demeanour is as important to them as the subject I teach and the knowledge that I convey to them. I consider it my duty to be frank, authentic, honest and open with them.

These learners have varying needs, goals and aspirations. Some of them may want to improve their skills and their knowledge in order to find employment, while others are looking to complete their education in order to pursue college or even university-level studies.

Some also have goals of a more social or personal nature. They return to the classroom at all ages and for many different reasons. "One can learn at any age". Ages in my group range from 19 to 75 years, presenting quite a challenge for me and for the learners.

My job is not always easy, especially since levels 1 to 9 are now all integrated in the same group. The first step is to determine the best we can where to begin or to resume each individual's academic learning, then to ensure that they become personally committed to the learning process. These learners need very much to be listened to, supported, motivated, encouraged, and to learn self-discipline. Repeated failures breed discouragement. "Nothing succeeds like success". Since everyone has different abilities and learning styles, it is important to adopt flexible teaching

methods in order to reach everyone. I must be on the look-out for signs of learners' problems, such as:

- family crises
- illness
- fear of humiliation or being made to look ridiculous
- depression
- financial problems
- unemployment

Their emotional state determines their degree of openness, ability and desire to learn. I help them move towards autonomy by providing them with support and guidance, educational materials adapted to their needs, and by respecting the individual's own learning rhythms.

The world today is evolving very rapidly. Under-educated people find it difficult to keep up with the changes and believe that they have lost control of their economic future. In their eyes, the information and technological era is a threat rather than a positive development. Twenty-five years ago, it was possible for someone barely able to read and write to find a job and live a satisfying life. Today, it is extremely difficult to do so. Such people must now learn to make the most they can of their meager resources while living in a consumer society that exercises a powerful influence over them.

As a teacher, it is my duty to encourage these people to improve their literacy level so that their lives may be more satisfying, both on a spiritual and financial level. The adults who return to the classroom want to be better informed. But given their very limited vocabulary and serious reading problems, they find it difficult to understand information presented by the media and written materials. Too often, they live in an environment which keeps them isolated, a situation that makes them fearful of expressing themselves and of being held up to ridicule. As a result, many of these people rely on friends and family whom they trust in order to satisfy their information needs.

Encouraging these people to enjoy reading is therefore a matter of great urgency. "We learn to read in order to continue learning!" In my class, not a day goes by without a period devoted to individual reading. In this way, by increasing their vocabulary and knowledge and becoming better informed, the learners' self-confidence gradually develops and they venture into oral communication, and group activities. Moreover, reading even becomes the favourite pastime for some of them. Through reading, the learner keeps alive this thirst for learning, for discovery. Reading heightens curiosity and makes it possible for the magic of words to enrich the learners' knowledge base.

In my class there are no ordinary people. My students are unique and I encourage all of them to be proud of themselves as individuals. All of the learners who join the group have their own store of knowledge, however humble it may be. And gradually, bonds are formed, friendships blossom and everyone takes their turn as a teacher.

"Learning to learn" is in fact the theme of this conference and that is what my learners experience. We are not only learning mathematics and French; our education is far more comprehensive. We come to learn how to work together in a group, to find our place there while respecting others. We learn to help one another, to share our limited knowledge. We accept that while we may know many things, we still have a lot to learn. We learn to be humble by allowing others to help us and by publicly acknowledging our problems. We learn to listen to others who are experiencing problems in their daily lives. We learn to trust more and to be less suspicious of others. We learn to have fun, to laugh, to be positive. We learn to communicate, to be sociable. We discover our rights, our laws. We draw upon and develop strengths that we didn't know we had. We learn to trust ourselves, to listen to ourselves rather than always relying on the opinions of others. We learn to like ourselves more as people, to value ourselves. We learn to see ourselves as good rather than stupid people.

We dare to assert ourselves. We learn to be proud of who we are. We cast aside all the old fears and prejudices. We set realistic goals for ourselves, by taking into account our strengths and our limitations. We take charge of our lives, we become responsible, and we stop blaming others for anything and everything.

Education, for those who really want it, is all of that. It is a springboard towards autonomy, "a flight towards freedom...personal freedom!" Those who seek it find a measure of spiritual freedom without which life is hardly worth living.

It is obvious that autonomy is gained not only by acquiring purely academic knowledge but also by developing one's self-esteem. It is through the discovery of their values and internal resources that the learners learn to assert themselves, communicating first in small groups to become comfortable in expressing themselves and to develop their self-confidence. In this way, they will become an integral part of a functional community.

In conclusion, if I, as a teacher, have been able to help just one person live a better life, to get moving and take charge of his or her own destiny, I will have achieved the ultimate educational and literacy goal.

## Cynthia Adams

Good afternoon. My name is Cynthia Adams. I am the teacher/facilitator in Sackville at the Tantramar Adult Learning Centre, which is a Community Academic Services Program facility. Subsequently I shall refer to the Community Academic Services program by the acronym CASP. The Tantramar Adult Learning Center is one of the many Anglophone and Francophone CASPs which are scattered throughout the province of New Brunswick. The concept of an adult upgrading classroom which is owned and directed by a committee comprised of local representatives from key sectors of the community dates back to the early 1990s. The concept of meaningful local input into the areas of health and education is also an idea that has come of age with the present government.

CASPs are as varied as the needs within the communities they serve. The classrooms are found in rural areas and urban areas; they are located in the workplace, in the halfway houses and on native reserves. CASPs serve special interest groups - the hearing impaired, the physically handicapped, the mentally challenged, youth, English Second Language (ESL), single parents and full time workers who require night schooling to name but a few. At no financial cost to the student, CASPs serve the academic needs and the life skill needs of adult New Brunswickers.

Many of our students did not master basic numeracy and literacy skills in the elementary grades, and having very poor foundation on which to build, they fell through the proverbial cracks. CASPs offer a second chance to build a firm foundation in the non-threatening environment. The CASP experience empowers, motivates and provides much needed educational credentials.

Through what mechanism do students arrive in a CASP classroom? Some are referred by caseworkers from Human Resources New Brunswick, Human Resources Development Canada, Family and Community Services, parole boards, and high school counsellors. Some are attracted by advertising within the community while others learn about the opportunities offered in the CASP by word of mouth.

In any one CASP classroom the academic, social and personal needs of each student vary. The curriculum is customized to meet the needs of each student. Similarly the goals of each student vary and success is determined by the student himself or herself. One student may simply wish to learn how to write cursively rather than print; another may wish to learn how to read well enough to be able to read to his or her children or grandchildren; another may wish to obtain a GED in order to retain or to obtain employment. For them, the many years that it would take to obtain a high school diploma is simply not an option.

As a teacher, I stand in awe of those individuals who as children and youth found school daunting and a source of failure, and yet they have the courage to return to the classroom as adults determined to succeed.

Who are the CASP teachers/facilitators? The teachers/facilitators come from diverse backgrounds. At a meeting at the Memramcook Institute three years ago, it was determined that 87% of the Anglophone CASP teachers/facilitators had trained as professional educators. Some were teaching CASP while waiting for an opening of a permanent position in the public school system; others, like myself, have had decades of teaching experiences in the public school system and at the university level. We continue to teach because teaching is a joy. Creativity, flexibility, innovation, dedication and energy are the hallmarks of our classroom teachers.

Where do CASPs fit into the New Brunswick educational scheme? We are the very vital link between Laubach and the Community Colleges and employees.

What of the future of CASPs? Three things stand out for me. My fondest wish is that every child in New Brunswick be given a solid mastery of the foundation blocks in mathematics and in reading, comprehension, logical interpretation and writing skills so that each will graduate with a high school diploma worthy of the paper upon which it is written. If this were to happen, the services, which CASPs provide, would no longer be needed and the CASPs would have served

their purpose and thus would fade into obsolescence. However, unless mastery of material happens, and it is certainly not happening presently, the services, which CASPs supply, will continue to be in demand.

Presently, youth in ever-greater numbers are coming into our classrooms. Secondly, I mentioned earlier that the CASPs are a vital link between Laubach and the community colleges. I would like to see the link at both ends of the spectrum strengthened. I would like to see more student referrals from Laubach tutors to the CASPs and at the other end of the spectrum, I would like to see a closer affiliation between our students and the community college structure, so that our students, for example, would have at their disposal the expertise of the Guidance Department and the use of the physical education facilities. Thirdly, I would like to see assurances that the autonomy of the CASPs will be preserved as it is that very autonomy that guarantees that each CASP reflects the community's values and the specific interests of the groups with which it is partnered. These are my visions of and dreams for the CASPs as we enter the first decade of the twenty-first century.

## Paul-Émile Cormier

My name is Paul-Émile Cormier, and I am from the South Kent region. For the past 13 years, I have been an adult literacy volunteer. I am chairman of my region's literacy council.

Our group runs 12 dropout rehabilitation programs in eight rural communities. About 100 individuals benefit directly from our programs by taking the courses we offer, while others participate by supporting our fund-raising and promotional activities.

Working as a literacy volunteer allows me to rub shoulders with people who are looking for a second chance in life. It is a wonderful experience to share the efforts and successes of people whose lives have not always been easy! When I first became involved in this cause 13 years ago, the illiteracy rate in our county was estimated at more than 40%. So, as you can see, we faced an enormous challenge.

Our students acquire more than just book learning. They also gain confidence in themselves, discover their potential and take advantage of what they have learned to move forward in life. And, when the individual members of a community make progress, society as a whole benefits.

As a volunteer, I help to provide literacy programs to the communities served by our Council. In collaboration with local committees, we set up dropout rehabilitation programs for adult learners.

Because we recognize the importance of making people aware of our services, we held an information evening last fall with a guest list that included politicians, businessmen, students' families, school staff and the directors of libraries and community organizations. The 30 or so attendees who heard the stories of our illiterate students were then able to spread the word about our cause.

Literacy work presents a number of challenges. Fund-raising is always at the top of our list of concerns. Our leaders are always seeking operating funds to cover the costs of rent, maintenance, photocopies, snow removal, various activities and so forth. I think it is a shame that our teachers are obliged to organize fund-raising efforts. They are teaching professionals, after all, and not financial campaign managers. But do they have a choice?

We must also encourage the public to continue supporting our cause. It is essential to maintain the level of awareness that we have succeeded in developing. People often think that dropout rehabilitation programs are financed entirely by government agencies. We must remind them that only salaries are covered by such sources.

Another challenge is the fact that various government authorities can make life difficult for our students, who are subjected to a barrage of questions when they want to participate in our programs. We do our best to explain that, even while they're doing course work, our students are still available for employment. Nobody should be discouraged from taking advantage of a second chance for learning during periods of unemployment. Is there any way to sort this out?

I would also like to mention the concerns of our teachers. They would like to have access to the retraining, professional and personal development opportunities available to their colleagues in public school teaching. We must not forget that our teachers are often obliged to deal with students' personal problems and that they may be ill-equipped to offer solutions. These upgrading options would be very useful to them in this regard.

In conclusion, I would like to add that, despite the existing problems, our literacy work is highly rewarding. When we see individuals improve their quality of life and when we help them become more independent and self-assured, we know that our communities will continue to progress.

I leave you with this thought: we must put an end to the fact that people who don't have diplomas are illiterate. Often all they need is a second chance. My personal involvement in literacy volunteer work is based on my conviction that we must help these individuals make their dreams come true.

**Kathy DeWitt**

The City of Moncton believes corporations have a responsibility to help educate their employees. We believe in the past few years through education for our employees we have grown to understand the true meaning of "Learning Together".

So why do we feel we have this responsibility to our employees to become more educated? In light of changing workforces, we want to make sure they are able to understand and handle our changing technology since most of our positions require computer literacy and high school graduation or equivalent as minimum qualifications.

We recognize there are many means to do this: pay for outside training; to help employees gain special education or degrees in their fields, but our corporation asks as well; what about the basics, reading, writing, math and basic computer skills which some of our employees need?

One can image with a workforce of over 600 - which makes us one of the largest employers in Moncton, that the City of Moncton would have people who were hired prior to this requirement of High School graduation who couldn't read or write - let alone have basic computer skills. There is also a requirement to upgrade those employees who graduated many years ago when standards were different and skills have been lost if not maintained over the years.

The City of Moncton has recognized its responsibility in this area within the last 10 years and has tried to encourage employees to complete their Grade 12 Equivalency. The issue of basic education, graduation from grade 12 or equivalent affects citizens of Moncton from being considered for positions and it affects existing employees from being considered for promotions to more responsible positions. An employee may not even apply for a position because they don't want the employer to know they lack the basic skills. One can image what this does to an employee's confidence and self esteem.

As an example, as we develop testing procedures within the interview process, it becomes increasingly difficult for employee's or potential employees to complete these required tests.

None of the employees are immune to the advent of computer technology. Computers have even recently been introduced in our mechanical garage and in the future computers will be used in the field by Public works employees to carry out such tasks as, locating water main valves, geographical information systems and global positioning systems. This in turn creates an increasing need for statistical information and report writing for a labour work force not used to computer systems.

Three years ago the City of Moncton found a way to carry out our obligation to educate our employees to a level not dreamed possible since the Canadian Association of Municipal Administrators (CAMA), has been encouraging municipalities across Canada to get involved in workplace education as a way to reinvest in municipal workforces. Workplace education, as we define it, can include basic reading, writing and math and programs to keep skills current such as writing for work, basic computers and oral communications.

We approached NBCC Moncton for some direction with respect to forming a Literacy Program in the workplace. Jerry Hicks, from the New Brunswick Community College, provided excellent leadership. Contact was made with a NB Literacy Inc. Representative who met with our committee and was able to provide some funding for our program.

A committee was formed by the City of Moncton, which includes members from Management, CUPE Local 51 and City Hall Employees Association (CHEA) from various departments within the corporation. Jerry Hicks from NBCC remains as a member of our Committee and provides support and guidance to our instructors. Up until recently we had a representative from NB Literacy Inc. sit on our committee as well.

A Workplace Assessment was conducted to establish training needs, numbers and ultimate feasibility of the project. Once the assessment was complete, we were able to determine some real needs and were also able to decide on a direction for the program. As a result of this, two very well qualified instructors were hired October 26, 1998. This was the start of our present program.

At the beginning of the program, the committee felt if 15 students participated in the program, that we could call it a success. To date we have had 179 employees complete courses, some have completed more than one. As a committee, we think this is an incredible success! Most of our students come from various departments within the corporation or affiliates. One unique difference from other similar programs is that not only do we include our employees, but also their spouses or adult children living in the same household which has also extended our obligation for training our employees, right into our community.

Why? - they encourage one another to participate - it impacts on everyone involved.

The City of Moncton provides some funding, as well as, a home for our Instructors and program in the form of office and classroom space at our Operations Center. This facility primarily houses the Public Works and Community Services departments. Why on site? Employees are in a comfortable and familiar environment - they can drop in whenever it is convenient for them - sometimes up to 4 or 5 times a week.

As well, the City of Moncton has made six computers and printers available to the program. These came about as computers were upgraded in the corporation. The courses given include basic reading, writing, math, computer, parenting, income tax preparation, and other courses as the need arises. These courses are offered both in a classroom setting and one on one tutoring if needed. A unique aspect of the program is that students participate in the training sessions on their own time. Hours for the program run Monday to Friday - approximately 8:30 a.m. to 8:30 p.m., again depending on the needs of the employees.

The expertise, dedication, encouragement, and genuine caring for the learners provided by our instructors attribute greatly to the success of our education program. As well, the personal time and determination shown by the participants in such a program.

Most of the curriculum and training materials are developed by our own instructors. As well, they have access to NBCC and Provincial materials as needed.

We set the program up so that confidentiality is of paramount importance. The instructors are the only ones who know for sure which students are registered in the various programs. The instructors are responsible for advertising the programs via bulletin boards, computer emails, notes on pay stubs, word of mouth - whatever it takes.

The program runs from September to May and is broken down into 5 weeks sessions. At the completion of the program in May, we have a "Celebration of Learning" reception recognizing all participants in the program. This is put on by the City of Moncton and certificates are awarded indicating participation in the program - no course names are shown. This way confidentiality is maintained.

Once the employees have the confidence and knowledge resulting from our program, and wish to write the GED examinations, our instructors help them register. We are very pleased to inform you that we have two employees who have successfully completed their GED examinations. Presently, three are taking Laubach Training and eight are preparing to write in June.

What do we see are the Benefits of the program to the Corporation and Participants:

- self esteem of employees
- an increase in employees applying for positions
- applications for employment, as well as work order forms are more complete
- we notice a general improvement and interest of employees' participation and involvement in committees, union business, etc.
- improved morale we have noticed better employee/employer relations
- we have seen a development of an extremely cost effective educational program for our workforce
- more importantly, employees have a thirst for more knowledge, that extends to their families and community

Overall the development of this program has been a resounding success. We like to think our program could serve as a model for other employers. We could not have done this without our partners - NBCC and NB Literacy Inc. There has been a genuine caring by everyone involved to see that those interested in improving their skills be successful.

In May of 2000, as one of five pilot projects across Canada, the City of Moncton presented our program at the conference. Participants were invited from municipalities across Canada, as well as, representatives from provincial and federal governments. Included were union representatives interested in literacy. It is through such conferences as these, which include Literacy Program Representatives, Educators and Learners that make "Learning Together" such a success.

If we can instill a sense of literacy in everything we do, then it can't help but make a difference in the future of our communities. We take seriously our responsibility to keep educating our employees and we know it can't help but make an impact on our community. We hope to continue "Learning Together".

Thank you for the opportunity to participate in this panel and share our story. To Jerry Hicks, our mentor, NB Literacy Inc. Representatives and Marian Zaichkowski, who have been a great support to our program - I extend our sincere gratitude. Thanks to all those who have dedicated time to bring such a delegation together. Have a great conference!

**Cheryl Brown**

My name is Cheryl Brown and I work, along with Brenda Wright, at the Saint John Learning Exchange. My focus on this panel is to talk about family literacy. We, at the Saint John Learning Exchange, have been responding to community needs since 1984. We work directly with

learners to help them reach their goals through literacy. Through conversation with adult learners and research, we discovered barriers to learning that could be reduced through Family Literacy Programming. We have been developing family literacy programs and initiatives in partnership with families and other organizations over the past three years.

I feel Learning Together in the field of Family Literacy means finding out what works together. Every organization and every family we work with is different, has different goals, has different skills to build on, has different experiences, and all these differences are incorporated into what becomes Family Literacy for them. It also means making things happen together. In Saint John we have worked together to build a family literacy committee, to pilot family literacy programs, to run programs like Mother Goose, and to promote awareness through Festivals, book giveaways and story tents.

One example of how we are learning together in Saint John is our successful partnership with Early Intervention, an organization that works with at risk/priority families. We have developed a family literacy program in conjunction with Early Intervention's Developmental Playgroup, where EI works with the children, and Learning Exchange staff work with the adults at the same site. We ask parents what they want to learn about books and reading over the sessions, and incorporate this into the themes that the children are doing. More recently, we have partnered to do in-home family literacy sessions with Early Intervention families. Together, we are learning how to help families reach their goals and find success. We share resources, training and support each other while we deepen our understanding of family literacy issues together.

We are also learning together with the families. They are the resource for developing what information is shared and what the activities are, based on their interests and abilities. Every time we are involved in a program or have an in-home session, I feel that we learn just as much as the parents and children.

My wish or vision for the future of Family Literacy in New Brunswick is that there is an opportunity for all of us to partner and learn together. Partnerships like the one I've just described are possible everywhere. The only thing needed is the desire to reach the same goals and to learn together. It would be wonderful if business, community and government could work and learn together towards the goal of having a literate society. It would be wonderful if we could all have the awareness that learning to read is a process that starts at birth and is one that is most influenced by parents and caregivers. It would be my hope for the near future that we, as a society, come to the point where we value our youngest, most vulnerable citizens enough to make an investment in their future and learn what we need to do together to have a more literate society in New Brunswick.

## Brenda Wright

Good Afternoon, my name is Brenda Wright and I am the Executive Director of The Saint John Learning Exchange.

The Saint John Learning Exchange is a non-profit literacy education organization that strives to help people achieve their goals. We provide a positive supportive learner centered environment through respect for the individual and self-paced learning programs for English speaking adults, youth and families.

"Learning Together" is significant to the Learning Exchange, as it is the heart of what we believe as an organization. One of the Basic Adult Learning Principles, which we adhere to states, " Each person is non judgmentally accepted as someone with important ideas and valuable life experiences regardless of their background, beliefs and opinions." The Learning Exchange's philosophy is such that we have a non-judgmental respect for each learner. We see ourselves as more of a peer or colleague to the learner rather than an instructor who has all the answers. They learn from us, we learn from them, we learn from each other, we "Learn Together." We, as an organization, have a high success rate due to this belief.

Since 1984 The Learning Exchange has developed many wonderful partnerships with other organizations, individuals and communities in this province. Some of those partnerships have included: The John Howard Society, Family Services, Early Intervention, Family and Community Services, Human Development Council, Moms & Tots, The Saint John Flames, The Regional Library, The Atlantic Superstore, Fredericton Family Resource Centre, Family and Community Services Housing, Canada Post and many more. Each of these groups represents a different sector of the community, each have unique expertise, unique ideas and experience. Together we establish needs, build on assets, take opportunities to empower, share risks and successes. I am dedicated to this model of accomplishing goals, no matter how small or how large. I have watched many wonderful things happen to promote and encourage literacy in our community because many diverse groups have walked and communicated on equal ground.

My wish or vision for the future of literacy in this province is for all community, business and government, to "learn together" and "work together." How exciting it would be to have all of us accept and value ideas from each of our individual communities, to learn together about what might bring us closer to our goal in each of these communities and involve all participants in our communities. To empower adults to be active in their own learning using their own ideas and experiences. To value our diversity and provide an environment where we are all fully involved in becoming a more literate society.

## Mary Ann Stevens

Good afternoon, my name is Mary Ann Stevens and I am a volunteer with the Learning Disabilities Association of New Brunswick. This year we are celebrating our 30th year of advocating on behalf of children, youth, and adults with learning disabilities. We are affiliated with the Learning Disabilities Association of Canada and via that affiliation are partnered with associations in each province and territory. All of the national research and resource documents are produced in both official languages.

We have 10 chapters around the province offering support to persons with LD in those communities.

A learning disability is a distinct, lifelong, neurological condition. Learning disabilities interfere selectively with the acquisition, application and integration of verbal and/or non-verbal abilities and can affect learning and behaviour in a wide spectrum. Typically a learning disability affects academic functions such as reading, writing, spelling, and mathematics. 80% of persons with a learning disability have trouble reading. It is estimated that 1 in 10 person in Canada has a learning disability, which is approximately 70,000 New Brunswickers and 3 - 4 students in each classroom.

For success, persons with learning disabilities require early identification and specialized interventions appropriate to their individual strengths and needs, including direct skill instruction, teaching of compensatory strategies and appropriate accommodations.

Presently in New Brunswick, a child falls 3 full grade years behind before an assessment of the difficulty is reviewed. The longer a child struggles the more difficult it is to intervene successfully on his/her behalf.

Examples of accommodations which are appropriate is the opportunity to hear literature read aloud rather than struggling to decode the text with a disability that makes that process very difficult.

Persons with a learning disability have average or above average intelligence. They enjoy fine literature and complex information and yet struggle to be able to read it for themselves. Similarly a person with LD may be able to express themselves verbally with sophistication and yet be unable to spell the most common words. This uneven abilities is typical of a person with LD. In order to be successful, a person with a learning disability must maximize their strengths and have their disability accommodated.

We feel at this time in our history that we have seen an improved dialogue with the Departments of Education and Employment and Training Development. We have been unsuccessful thus far in our advocacy with the Departments of Health and Wellness and Family and Community Services.

Our goals are to encourage the Government of New Brunswick to provide a policy for comprehensive cohesive seamless services for persons with LD across this province. To promote early identification and assessment of learning disabilities in our children. To provide transition services from home to school; from school to the workplace for persons with LD.

Our association has been pleased with our inclusion in this conference and other conferences and symposiums during the last 10 years. We recognize that literacy advocates are our best partners in learning strategies to assist persons with this invisible and complex disability.

On behalf of the Learning Disabilities Association of New Brunswick, I wish to thank the New Brunswick Coalition for Literacy and La Fédération d'alphabétisation du Nouveau-Brunswick for this unique opportunity for learning together on our mutual concerns to increase the literacy skills of persons in our province.

## Heather Harris

My name is Heather Harris. I am President of the Board of Directors for Laubach Literacy New Brunswick, the Each-One-Teach-One organization.

Laubach Literacy is the largest volunteer-based literacy organization in Canada with approximately 10,000 trained volunteers who are committed to helping adults acquire reading, writing, and numeracy skills.

Laubach Literacy New Brunswick follows in the tradition of the world-recognized literacy pioneer, Dr. Frank C. Laubach, whose Each-One-Teach-One methodology, is now being used successfully in over 300 languages around the world. Unfortunately, French is not one of these languages, so in New Brunswick, we currently operate only in English.

In New Brunswick, over 600 volunteer tutors work one-on-one with adults to improve their literacy skills. Laubach volunteers understand the importance of adopting a holistic approach to learning and often incorporate other lessons such as life skills into weekly sessions. With these combined skills, people gain self-confidence, knowledge, critical thinking skills and a greater degree of control over their lives. In turn, this self-development empowers individuals and contributes to the social and economic strength of our community.

In addition to the one-on-one tutoring of adults in reading, writing and numeracy, Laubach Literacy New Brunswick is actively involved in other literacy-related activities including:

- English Second Language (ESL) Training
- Family Literacy
- Peer Youth Tutoring
- Student advocacy
- Providing materials and assistance to various CASP programs

One source of great pride to us is active student involvement in every aspect of the organization from strategic planning and policy setting to sensitivity training for our newly recruited tutors.

Laubach Literacy New Brunswick is but one of the numerous players in the network of organizations and individuals who ultimately hold the key to reducing illiteracy in New Brunswick. We must work together, learn together and dream together, if we have any hope of overcoming the problems created by illiteracy in our province and nation.

We live in a time of constant change. The literacy bar is constantly being raised due to the advancements in technology, communication tools and globalization. New challenges face us daily: the reduction in government funding; increased competition for financial and human resources; liability issues; and the pressure to work in partnership with business and other community organizations, even when it appears to hinder our progress.

LLNB recognizes that building organizational strength and community capacity will require working together with all our constituents, including our clients, volunteers, funders, the government, and literacy partners, if we are to make a significant difference in the coming years.

While we like to dream of the time when we put ourselves out of business by eradicating the problem of illiteracy, we are still a long way from fulfilling that dream.

To maximize the impact of our efforts, Laubach Literacy New Brunswick envisions and advocates a more holistic or community approach to literacy-related issues.

Community problem-solving does not designate one person or group to find answers to social problems or issues. Rather, it is a process of finding a solution by engaging key players or stakeholders from different sectors to help make decisions and provide support for solutions. A community approach to raising literacy levels in New Brunswick is critical to our long-term success. Recruiting, training and promoting adults through a user-friendly system supported by numerous community partners is but one aspiration of Laubach Literacy New Brunswick.

As leaders in the literacy initiative, we must begin with values and vision grounded in democracy and empowerment and follow this with the application of technical knowledge and skills. We must never lose sight of our goal and our clients!

Annually, Laubach Literacy New Brunswick volunteers contribute over 41,000 hours in literacy-related work. This dedication of time not only enriches the lives of individuals and families but benefits our communities, social service systems and the economic vitality of New Brunswick.

Working together, learning together, we can make an even greater impact on the lives of New Brunswickers who need our help.

**Jolène LeBlanc**

Good afternoon,

I would first like to thank conference organizers, the New Brunswick Coalition for Literacy and La Fédération d'alphabétisation du Nouveau-Brunswick for inviting me to take part in this panel discussion. I would like to congratulate you as joint conference organizers on the wonderful job you have done in putting together a very interesting and useful program for so many in our provincial literacy community.

I am a relative newcomer to the literacy community. I became Assistant Deputy Minister of the Post-Secondary Education Division in the Department of Education just over a year ago. This division has lead responsibility for adult literacy at the provincial government level. It is a responsibility that we carry out in collaboration with many partners - in government and in the private and voluntary sector.

As Assistant Deputy Minister of the Post-secondary Education Division, I chair the Provincial Partners in Literacy or PPL. This group is comprised of representatives of the four main non-governmental literacy organizations in the province, our two conference organizers, New Brunswick Coalition for Literacy and La Fédération d'alphabétisation du Nouveau-Brunswick as well as Laubach Literacy New Brunswick and Literacy New Brunswick Inc. Also represented in the working group are adult learners, literacy coordinators and staff of the Department of Education's Learner Financial Assistance and Literacy.

PPL was re-structured in the fall of 1999 from the New Brunswick Literacy Circle that had been in place since the Literacy Roundtable held in 1997. PPL serves in an advisory capacity to the Minister of Education and is charged with developing an effective strategy to guide the province's overall literacy initiative.

In the last year and a half, PPL has taken its role very seriously and has demonstrated a fundamental commitment to those at the center of our literacy community - adult learners. PPL has been unfailing in its efforts to ensure that our literacy initiatives in the province are learner-centered and community driven. To accomplish this we need to support all the players - all those who assist learners to reach their goals and their potential.

PPL has taken the time to re-examine the principles underlying all our literacy initiatives in the province. The group developed a series of statements they called "Givens" - a list of more than thirty fundamental assumptions or building blocks on which literacy initiatives had been based since the beginning of the 1990s and earlier in some cases. In January 2000, these were taken to the Minister of Education who confirmed the government's support for them.

Last June, PPL developed a series of nine principles from the longer Givens document. These principles represented a consensus on the part of the group as to the thrust of the province's overall literacy strategy. Strategic planning sessions in the fall and this spring have resulted in a draft Literacy Framework Proposal that has been shared with the broader literacy community.

Reaching consensus amongst literacy players who have widely varied perspectives and approaches to the work they do, is an extremely demanding task. The PPL has continued to make progress because of the strong belief of the players in the importance of improving literacy levels in the province as well as their dedication to providing services for adult learners and all those who work with them.

PPL has provided common ground for several collaborative efforts over the last year and a half.

Last year, the Premier proclaimed the third Wednesday in April as New Brunswick Literacy Day - a day for the literacy community to celebrate in a uniquely New Brunswick way, the progress we are making in building a literate society.

This year, the Minister of Education's Alpha Awards will be held on the eve of the New Brunswick Literacy Day. It will be the eighth such celebration of learner achievement and the important contributions of volunteers, facilitators, non-profit organizations and corporate supporters to the cause of literacy throughout New Brunswick.

PPL member organizations have jointly planned Family Literacy Day celebrations on the 27th of January for the last two years. Plans are already underway for 2002.

PPL members served as part of the resource group for the Department of Education's Succès NB Success initiative. This web-based and web-free interactive program's slogan promotes sharp minds and healthy bodies. It helps children, youth and adults of all ages set reading and physical activity goals and then track their progress toward meeting them.

The theme of this conference—*Apprenons ensemble--Learning Together*—echoes the experience of PPL members. They have been working and learning together on several joint initiatives since the fall of 1999. And they have been working and learning together to develop a strategy that combines a wealth of experience and expertise in the literacy field and combines it with a dedication to find the best possible way to deliver quality literacy services throughout the province.

Throughout the conference sessions scheduled over the next two days, participants will all have many opportunities to gain new understandings, learn new skills and new ways of working together. Our province-wide literacy network will be strengthened and renewed and we will all benefit.

Thank you for including me in this opening panel discussion. I wish you well in your proceedings and I look forward to continuing to work with you in achieving our common goals.

## Adrien Charette

Thank you to the organizers who have put so much hard work into making this gathering a reality, and thank you too for the opportunity to be part of this panel. It's a pleasure to be here.

Let me first say a few words about the organization I represent – Literacy New Brunswick Inc. – and then I'd like to share some thoughts about the importance of this conference and its theme.

On April 19th, Literacy New Brunswick will celebrate its 10th anniversary. It is a most appropriate occasion for an organization to reflect upon its past experience and consider its future path. Literacy

New Brunswick began in 1990, International Literacy Year. It grew through its partnership with local communities, literacy organizations and the government. This collaboration gave birth to the CASP, the Community Academic Services Program, which has expanded to reach adult learners in 135 communities throughout the province.

A non-profit organization was needed to develop the CASP partnerships, by securing public and private financing and promoting literacy activities. Literacy New Brunswick took on this important role in 1991.

The spirit of partnership that brought LNBI into existence continues to guide our efforts today. Over the years we've enjoyed productive relationships with a broad range of local communities and volunteers, businesses and NGOs, government agencies and professionals - in short, with anyone and everyone who has a desire to see our province's literacy performance grow and improve.

It takes our combined effort to achieve this. I think we all can agree that New Brunswick is counting on us to be united in our shared mission.

I am sure that everyone in this room realizes that literacy and learning are collective responsibilities. We are a community and it is essential to work and learn together.

*In the present planning phase, Literacy New Brunswick has made a firm commitment to the CASPs. We are constantly looking for ways to strengthen this extremely valuable program. We are counting on the vast experience of our partners, including of course the volunteers, to help us keep improving the program.*

We look forward to learning first and foremost from the learners, facilitators and community volunteers who make the CASP possible. We also want to hear from our key partners - the Community Colleges' Literacy Coordinators and local partners such as Literacy Councils - along with others who may have an interest in the CASP. We look forward to this dialogue, this opportunity to learn from you, and with you, as we work together to build our province's literacy capacity.

"*Community capacity-building*" is a term that has been used a lot during the past few years. It's a term that refers to a process whereby citizens rediscover their power and become mobilized to act for themselves, with confidence in their own ability, skills and potential. Empowered by this kind of confidence, a community can respond to challenges in ways that are creative and custom-made for their own unique situation. This is the strength of the CASP and other grassroots approaches to community literacy. It's about the power that comes through collective action.

*We experience the same empowering process as individual learners. We have all known the feeling of joy and power that occurs when we can finally say (forcefully) "Ah, I understand!" when an idea that had seemed difficult and impossible to learn now appears crystal clear. It's the magic moment when the light bulb goes on in our brain, the moment that suddenly gives us the confidence and strength to live in freedom.*

When we experience that special moment, I believe that two things are then incumbent upon us:

First, we must respond with gratitude to the people and circumstances that made that moment possible. We don't learn in a vacuum. We all count on the support of fellow citizens, on the timely intervention of dedicated, caring teachers, and on trusted friends who encourage us as we learn. It's important to remember and thank the givers of the gift of learning.

Second, we need to act, to become in turn a giver of the gift, to put our learning into concrete actions that make our community a better place to live, a place that values learning and shares the opportunity to learn with others.

*The theme of this conference – Apprenons ensemble - Learning Together –emphasizes the view that learning is a dynamic and collective experience. It is a reciprocal process that allows individuals to build a community together, a community that in turn nurtures individuals. I applaud the community of adult learners in our province. And I am very happy to be able to participate in this conference and to share our individual and collective experiences.*

## Deborah Campbell

I work with University student volunteers in the city of Fredericton. We work mainly in English but we have a few volunteers helping children with French. We run an ESL Homework Club at the Multicultural Association of Fredericton helping youth who have recently arrived in Canada. Our homework club is very successful because the youth can relate easily to our volunteers who are close to the learners in age and interests. We have approximately 25 to 30 volunteers at the homework club and an equal number of learners.

For older youth we also run a Homework Club at Leo Hayes High School to help students who are at risk of dropping out of school. They require help with reading, writing and math.

Moreover we run a Homework Club at the Windsor Street Preschool for children aged 7 to 12. As well, several of our volunteers read with the younger children here in order to set a good example and show the children that reading can be fun.

Our volunteers also read with young pre-school children at Community Play care in Fredericton. They demonstrate to children that reading is a positive and enriching activity.

In addition, this year we have eight volunteers who go in pairs to read with the residents at the Veterans' Hospital in Fredericton.

We have a total of fifty volunteers in Fredericton this year and they are a wonderful and inspiring group of young people. They all attend university fulltime, some have part-time jobs, yet they all volunteer their time and talents to help others. Each one has touched the life of a learner and helped make it better.

We are grateful for the information sharing we receive from the New Brunswick Coalition for Literacy. It is essential that we all work together to improve literacy rates in this province.

I look forward to working with the NBCL to reach out to more community partners in the coming years.

## Marian Zaichkowski

The New Brunswick Coalition for Literacy's mission is to increase literacy in partnership with others. We are made up of a board that represents learners, various branches of the federal and provincial government, volunteer organizations, labour and business associations B agencies that have literacy as part of their mandate.

We offer a forum for ideas where projects and information are shared. It is through financial support from the National Literacy Secretariat, a Department of Human Resources Development Canada, that we are able to carry out our mandate.

Since 1988 we have developed and delivered projects across English speaking New Brunswick. Some of these projects include the first community round table discussions on literacy, held in seven communities across our province and we developed a report from these discussions. We produced Words, a short documentary featuring learners, established and continue to operate a toll free information and referral line and held the Literacy Power Forum for Learners, where they shared problems, needs and successes. A report was developed from this forum and presented by the learners to the Minister of State for Literacy.

The NBCL launched the Family Literacy stamp in New Brunswick and gave \$5000 worth of grant money from the sale of the stamp to various family literacy projects. We organized a round table on family literacy and began the set up of a family literacy network in New Brunswick.

The NBCL organized and held Celebrate Learning, a symposium that brought members of the literacy community together to share innovative styles of teaching. We brought Neil Griffiths, originator of Storysacks from the United Kingdom, to Canada in 1999. A number of workshops on this family literacy initiative were delivered across the province. Since then, we have had Storysack materials translated into french and plan to work with our colleagues at FANB to see Storysacks launched throughout the francophone areas of the province. And, we are working with our colleagues in other coalitions to take the Storysack initiative across the country.

NBCL participates with various government committees on literacy. We are a member of the Provincial Partners for Literacy, the NB success NB project and the Lieutenant Governor's Early Childhood Literacy Awards Committee. We also work with National literacy groups like ABC Canada, the Movement for Canadian Literacy and Frontier College.

NBCL initiated this conference and are now planning a collaborative family literacy and early childhood conference with Day Care workers that will be held in June in Fredericton.

Because of the make up of our board, every meeting is an experience of learning together. We have a go around in which each member talks about what they are doing. Through this dialogue we are able to draw on each others expertise and experience. By doing this we hope to prevent duplication of programs and activities. This open discussion has led to many new ideas being shared.

Our wish for the future of literacy is that honest open dialogue will exist between learners, practitioners, volunteers, communities and government; that funding will be available for research, for the development of new programs and that ongoing support continues for existing ones. We wish that learners needs will be met, not just in literacy and job training skills but life skills as well and that there will be a Public Relations committee in place, predominately made up of Learners advising the field on how to reach, motivate and keep Learners in programs.

We also wish to continue to work on cooperative projects with FANB as we both have the same belief that Literacy is the right of all New Brunswickers.

## Gregory D'Souza

The mission of the *Fédération d'alphabétisation du Nouveau-Brunswick* is to promote French literacy in New Brunswick, to raise public awareness and to maintain a dialogue between various stakeholders. The federation brings together 17 representative councils dealing with French literacy in their respective region.

Through its public awareness campaigns and activities, the FANB strives to reduce the still very significant illiteracy rate in francophone New Brunswick. In concrete terms, the federation makes literacy information available to Acadians and francophones, coordinates projects, publishes educational material, provides a literacy resource center for literacy participants and serves as a advocate in dealing with government bodies. In addition, the organization plays a role in promoting awareness of literacy issues to the general public and to decision-makers.

In the past 10 years, we have organized many conferences, consultations, symposias and seminars, on a variety of themes including simple writing, the family's role in preventing illiteracy, the role of volunteers, and the training of trainers, to name just a few. The media education guide (*Édukit médiatique*) was developed to help our member councils plan the many public awareness and promotional activities they organize each year in their regions. Our newsletter and our Web site establish links among the various francophone participants.

We have actively pursued the forging of new partnerships with many organizations such as Literacy New Brunswick Inc. (LNBI), Laubach Literacy New Brunswick (LLNB), the New Brunswick Coalition for Literacy (NBCL), the community colleges and the Department of Education.

These efforts led to the creation of an organization called Provincial Partners in Literacy (PPL). We are currently preparing a strategic plan that will guide the Minister of Education's literacy initiatives. In addition, we have undertaken efforts to set up a foundation that will, one day, be in charge of distributing literacy funds at the provincial level.

We are active members of various committees including *Succès NB Success*, the Lieutenant-Governors' Early Childhood Literacy Awards, the *Forum des organismes francophones et acadiens* and the *Réseau des ayants-droit*. We also work at the national level with the *Fédération canadienne pour l'alphabétisation en français*, the [National Adult Literacy Database](#) (NALD) and ABC CANADA.

Last year, in collaboration with LNBI and the NALD, we founded the *Réseau international des cercles d'études virtuels en alphabétisation en français*, financed by Industry Canada.

Moreover, we have given many learners the chance to get involved and to distinguish themselves on various occasions, for example:

Through his appearance on the television program *Code d'accès*, broadcasted in 1999 on *Télévision Quatre Saisons* and *Télévision française de l'Ontario*, Amède Brideau helped raise public awareness about the situation of our province's learners, reaching not only New Brunswickers, but also Canadians in other parts of the country.

During last year's *Semaine nationale de la francophonie*, Denis St-Pierre, the learners' representative in our federation, won the *Prix de la Francophonie* for his outstanding work and personal development.

We also ensure that learners are represented in the PPL by delegating François Mallet to that organization.

Thanks to the support of the [National Literacy Secretariat](#), strategic partner at the national level, we have received funding for all our projects over the past 10 years. We would like to take advantage of this opportunity and thank them publicly.

By forging partnerships and fostering local, regional, provincial and national cooperation in this field, we have on numerous occasions, including today, played an important role alongside our colleagues from the NBCL. We intend to continue building these partnerships.

We serve as a catalyst, not only for our member councils, but also for other literacy groups in New Brunswick, the Atlantic Region and in Canada.

We are still the only major voice of French literacy groups in our province, working to ensure that literacy remains on the front burner among the Acadian women and men of New Brunswick.

Over the years, we have talked, exchanged views, shared ideas, listened, cooperated, in short, we have learned together and we are keen to carry on in this way. Teamwork is essential in developing literacy, so that we may help learners improve their quality of life and take their rightful place in society. It is also important to develop new programs tailored to better meet their needs.

Our current projects include a meeting with the Atlantic stakeholders, a joint meeting of family literacy groups and the promotion of French literacy in collaboration with our members.

The conference theme "Learning Together" reflects what we want to accomplish in the years to come, so that we may grow and participate fully in a more literate society.

## Discussion groups

The following points represent the ideas of both linguistic groups.

### PREVENTION

Most people in the field of literacy agree that the way to really make a difference in the literacy levels of citizens is by making sure that children and parents engage in reading and other literacy activities together from the day a child is born, even before. Many organizations heard from on the panel are promoting and supporting family literacy. As an example, the IODE in New Brunswick gives books to every newborn, day cares support early language development in their settings, family resource centres carry out family literacy activities, early interventionists support literacy in homes, and family literacy activities are promoted and carried out by Laubach, the New Brunswick Coalition for Literacy, la Fédération d'alphabétisation du N.-B., Frontier College, Literacy New Brunswick Inc. and many other community based organizations. Yet the question remains, are we making a difference?

- Family literacy should Begin early; the name should be changed
- Prevention should begin at an early age, using pictures and drawings to avoid dropouts
- Insufficient human resources in public libraries
- Provide one-on-one assistance
- Financial resources should be better allocated
- Ability to conduct effective screening earlier
- It will be important to motivate children at home
- Increase parents' awareness and motivation
- Use the "discovery" approach with young people
- Review academic programs
- Prevention activities for teachers
- Hold literacy classes in schools
- Involve other partners
- Presentations in schools
- Develop young people's self-esteem
- Reduce class sizes
- Implement literacy activities at the government level
- Teachers should receive the same training they give to the children
- Know well what is being done
- Partner with all organizations with at-risk families
- Give a Family Literacy workshop series
- Encourage literacy at home
- Reach parents through family services and other community organizations
- Utilize word of mouth advertising
- Parents are the most important teachers and partners
- If a parent can't read, storytelling is important
- Families are important to solving the present issue

- Encourage parents and support them in every small thing that they do to engage the family in literacy activities
- Talk and interact with children - this is important
- Be a reading role model
- The message needs to be clear; they are sent, but are they being heard?
- Target young people
- Challenge the Department of Education
- Send a broader message; and the medium is essential
- Read to kids, listen to stories and music
- Strategies are needed to assist people that go into homes, and training is needed on how to help families
- Go where people are
- Teach reading to kids, and network in the community
- Schools are important partners; because of cutbacks, they need to consider tutors
- Students should be able to obtain credits from universities when they volunteer teach in literacy programs
- Partnership with industry (ex. City of Moncton)
- We need to begin early
- Partnership are needed in all community organizations
- Parenting skills and family literacy programs needed

## PARTNERSHIP

Expanding the field:

Literacy is everyone 's business. Every citizen of this province has a stake in literacy because literacy is the foundation to higher social and economic status and a higher quality of life for us all. If we are to improve literacy levels of New Brunswickers, we must work in concert with others by forging partnerships. This said... how do we do that?

- Various partnering opportunities exist
- The current situation must be improved
- Volunteers are exhausted from their efforts
- Too much is being asked from the private sector
- Too much dependence on volunteers
- Increase literacy funding
- Other departments besides education
- Renew selected partnerships
- Awareness, promotion and marketing
- NBCL to distribute responsibilities among network members

## NETWORKING, CONSULTING AND INFORMATION SHARING

Often it seems that we are going around in circles. Adult Literacy work has been going on in our province for many years since the first Laubach program in the early 70 's and also through the community colleges. Literacy has been recognized on the public agenda since 1990. Many literacy groups such as the groups you heard from on the panel have been working to promote literacy and improve literacy skills for over a decade. Yet, the statistics tell us that we are not making headway.

Why not?

[Literacy Skills Used in Daily Activities report said that 44% of NBers had difficulty with everyday literacy and numeracy. (1990) International Adult Survey says that 59% of NBers aged 16 and over have great difficulty with literacy and numeracy. (1995)]

- Few links with school boards apart from a few exceptions; more relationships among stakeholders should be established
- Literacy councils are not always in touch with classroom realities
- Learners can act as assistants for school-age children, and they can both learn from each other
- People learn about each other's realities when they work together
- School boards should give greater recognition to the reality of the CASPs
- There are too many preconceived notions about literacy
- A provincial promotion and marketing campaign should be conducted
- Certain regions have less access to services than others
- Responding to the specific needs of learners is important
- The term "literacy" should perhaps be changed
- Lack of household income is an obstacle to participating in programs
- Establishing links requires resources
- It is important to develop provincial links, although this can be difficult; many classes do not have basic resources
- Free use of community access centres by CASPs
- Establish partnerships with businesses to obtain additional financial and equipment resources
- Sharing and teamwork among teachers
- Establishing links between committees and municipalities
- We have to "deliver" before we undertake promotion and marketing
- Word of mouth; education
- Educate people that people with low literacy skills exist
- Show success stories in media
- Eliminate stigma
- Emphasis on literacy and not illiteracy
- Research is important, BUT \$\$ needed for programs ( books, updated curriculum)
- More money for students
- Students tutor students
- More resources needed that we can keep
- More Canadian books
- Students can't write and read after graduation

- Tutors to the needy
- Educate politicians to see reality; live one day in class
- Volunteers to provide help to fill out forms
- HRDC funding
- Train support staff to deal with student problems
- Share success between students
- Global approach: use high-profile people

## POLICIES AND PROGRAMS

Literacy programs and activities, from cradle to grave, must be community-based in order to be successful. Most people in the literacy field agree that programs and activities should be designed by communities with the needs of their learners and local citizens in mind. But these programs and activities need provincial and federal government support in order to carry out their programs and initiatives.

- Gap between what the government says and does
- Image problem = negative
- Differences among the various learning levels are too great
- Not enough promotion in terms of return on investment
- Change the terminology
- Francophones need to manage their own system; they need to catch up
- Develop adequate programs
- Any strategy should aim to help people regain their dignity
- The government needs to make a commitment to the programs
- Partnerships between literacy and the educational system
- Create effective mechanisms for assessing impact
- Convince politicians about the importance of literacy and get them engaged in solutions
- Government should make programs known to people and be user-friendly
- Consider good models that have been developed elsewhere
- Intergovernmental committees should be used
- Change communication strategy
- Specific indicators are needed to assess the results

## OVERVIEW

- Partnership and cooperation
- Promotion of what is being done
- Modify the terminology
- Promote the initiatives
- Target resources
- Improve the image

## Address given by guest speaker, Roch Carrier

Thank you very much for the wonderful introduction. It's a great pleasure for me to be here tonight. Suddenly some memories are coming back to me. As it was mentioned, I was a student in Edmundston when I was 18 years old. We were travelling by train, it was long trip, you know from Quebec City to Edmundston, New Brunswick. It wasn't long enough because with us there were beautiful girls coming to Moncton. And I guess let's say we were 17, 18, 19 years old. I guess we were using our time chasing the girls, I don't remember. But not a long time ago, last year, at a gathering similar to this one, a person came to the microphone and said to me: "Sir, I must apologize." I said, "What did you do?" She said: "I told you, you are a damned liar!" A terrible damn liar. I said: "When did you tell me that?" So she told me: "In 1956, on the train." In fact, what I had told her was that I was a student and my dream was to become a writer, and I guess it's what I became. So I was thinking about that.

I am so happy to see that both organizations, French and English, are getting together and I am sure that everybody will benefit from it. When I was a very young playwright, there was a famous actor, Jean Gascon. He was the director of Stratford and Jean gave me a piece of advice. He is an impressive man. Jean gave me then perhaps some of the best advice I ever got. And it's simple, he told me 'you just have to bring different people together and watch out for the results.' It's a wonderful idea, and I applied that everywhere. Please don't repeat that but, no I will not say it, it's a bit vulgar, but I like to bring different people together. And you bring them, you listen, you watch and it's wonderful. So I hope that is how you will feel.

Why did I come here? Because you invited me and I thank you for the invitation. This afternoon, I met a young journalist and he asked: "Why are you here?" I think it's a good question because I don't have specific qualification, I don't have your experience, so I don't think I have a lot to teach, but as Administrator of the National Library of Canada, I think it's important to be with people who are doing something in order to teach people how to read. It is so important. Some months ago, I was in California and we're travelling in the desert, that is "desert" yeah, not "dessert", desert, and we're far away in this out-of-the-way place and there was a newspaper box. I like newspapers, so I opened the newspaper box and the title was - and we were lost, there was nothing, there were not even cactuses, there was nothing around but on the front page there was this sentence - "Let's Give Our Kids the Gift of Reading." It was coming back to my mind when I was coming here and I think it's quite wonderful that everything is there, let us, together, let's give the kids the gift for reading.

Of course, you listen to my presentation; the nice presentation they made of it and me looks all O.K. You know, he's a writer, he's an intellectual, he was a university teacher. "He was a nerd," you probably think to yourself. But it's not exactly how it was. And of course, I've had a truly fascinating life. I feel like prevailers to have had and still have the kind of life I am having. But I am not supposed to be here, when I look where I come from: Saint-Justine, Dorchester. A very simple family. There was zero books around and it's amazing to think that some years later, as National Librarian, I am responsible for 20 million books. That's kind of ironic. My dad, he didn't go to school. I think he left when he was 11 to work as a lumberjack so I can see my youth.

I saw a photograph of him. He has a cigarette, you know 11 years old with a cigarette and his axe. He's helping the family and his dream for me was to be a strong boy who at 11, 12 would go back to the forest because there is nothing as great in the world as being a lumberjack.

So, my father wanted me to become a lumberjack and he considered it an accomplishment because a lumberjack is a strong person, someone who works, chops wood for heating and building houses. But they sent me to school and I got interested in writing little words, reading. I remember, the first day when I was able to read a few words, I came running home, so I knew how to read my first sentence in English, and with my book I said "Mom, look what I can do!" and I read. And they were just flabbergasted, and I could not understand why. It was because our teacher, Sister Brigitte, was an Irish woman. There were many Irish people in our area and she spoke French with an accent. So Sister Brigitte was talking French with a heavier accent than my English accent and when I was reading in my book, I was reading the way Sister Brigitte was talking, so it was not O.K. for my parents. But anyway, my dad didn't like school a lot, yet he understood that since you are suffering the pain to go to school, then O.K. you go to school but you have to become Prime Minister of the country. And it was his ambition, so lumberjack or Prime Minister was O.K. "He doesn't feel like he will become a lumberjack, so let's give him some books." And when I was 8 ½ or 9, I received what we call Youth Encyclopedia and I never saw so many books in my life, you know, it's 13 books, 14 books! There were so many books with pictures, with stories, with poems and with questions such as why don't the fish drown in water? That's quite a question. Why is the sky blue? What a question! And so on.

I think for me, it was my real birth and I never stopped being interested in the world since that time. Thanks to my dad who bought this encyclopedia I discovered the magic of reading. I was visiting, not so long ago, a school library. I always ask the question "Kids do you read books?", and when the kids answer yes, I ask: "Why do you read books?" One of the kids, 7 years old, gave me the most beautiful definition of a book: "A book brings me places my feet can not." Seven years old and it is so right. Just imagine when there aren't any books, when somebody can not read, you are in a closed room, you don't know that there is light, worlds, skies, planets, knowledge, people, because you are locked in there. And what you are doing, you're giving the key to go out of that room. What you're doing is important.

If my poor dad was coming back, he would be disappointed. I didn't become Prime Minister, nor a lumberjack. All that I could say to him would be, "Dad, think of all those trees that they had to cut to do my books."

So you're giving keys to the world. It is so important. My friends from Saint-Justine were not exposed to books. They didn't have that same opportunity. They became honest citizens. They are good fathers, honest people. They work hard. They pay their taxes. They have children. They educate their children. I know they were bright. I know that they could have done wonderful things for their country, but because they were not exposed to reading, they didn't develop their curiosity, they didn't develop this connection with the world, they had a limited life. And I say that with great respect. I say limited because I think that if I could do the little things I did, imagine what Bibianne or other kids in my school could have done.

So reading is a gift and as National Librarian of Canada, I think that I have the right to say that we must be concerned about our situation. Based on a Statistic Canada Study in 1994 they did with UNESCO, it was determined that 48% of people in Canada cannot read a newspaper. Forty-eight percent, meaning that they can read the title but they cannot read the article under the title. They will have difficulty, they will take time, they will make mistakes and they would not understand well. Perhaps you have better information, but if it's not 48%, if it's 45%, that's too much. And if it's 35, that's still too much. But the 1994 figures are 48% and that means that 48% of people don't have all the opportunities that they should have. That means that they will not be or that they are not as developed as they could be and that means that what you're doing is really important.

I was talking at our table with Denis. He was telling me about his incredible story. There are, I'm sure all over the country, stories like his. Some years ago, I was in Toronto and somebody, a young man, looking well-educated, wearing a tie and using good language picked me up from the airport to drive me to the meeting in downtown Toronto. As we were driving next to a park, he said to me: "Sir, you see the bench over there? That was my bench." "What do you mean, it was your bench." "It's where I've been living for awhile." "What do you mean? What were you doing on a bench?" And he told me his story. He was going to school and wasn't interested so he left school. He told me, "I never saw my parents reading a magazine, a book or a newspaper. I left school at 14 and did odd jobs at McDonald's. My friends continued to go to school. One day, I saw my friends buying a motorcycle and I didn't have a penny. I didn't have a great job, I stole, I was caught, got out, found a little job at McDonalds. Many of my friends had cars now, and I had nothing. I stole one television, two televisions, three televisions and then I understood that drugs were a better business, so I went into that. Finally, I was on the bench until somebody from a literacy organization picked me up." And this young man at the time when I met him had become an instructor and he was doing on the streets the same work that others had done to save him.

You have all kinds of wonderful stories, and I am sure that you could tell me some of those. What you are doing, I repeat, is wonderful. Wonderful support. You deserve all our congratulations. I would like also to congratulate the librarians. There is, across this country, a wonderful network of 21,000 libraries, and in most of them they do, again, wonderful activities. I saw for example, in the Yukon, in a small library, a little corner, where there was a bathtub with cushions for the kids. So you see the kids who are 5, 6, 8 years old, they are tired and they go to the bathtub in the corner and they sit on the cushions and they read books. So you have to make reading a nice interesting experience. I saw elsewhere in a school, they decided to challenge the principal. Together, he and the students decided to read one million minutes during the year and they were doing the accounting. The agreement was that if the students succeeded, the principal would go on the roof and spend one day on the roof of the school, whatever the weather. So there are all kinds of initiatives all over the country just to make reading interesting.

Reading starts at home with parents. Parents have an important role. If kids never see parents reading, kids won't read. You have to see your parents reading. School has important work to do, but schools cannot do everything. Libraries have something to do, but they cannot do everything. It's very difficult for libraries in Canada at this moment because the administrators in some places believe that we don't need books anymore. Books are gone. Everything is on the Internet.

If we look at the history, I don't think our technology will push away books. We have to use both because books and technology are both very important and very essential. It's not because we have Internet that we don't need books and in many places in Canada now, they don't even have the budget to buy books for their libraries because the notion is that everything is on the Internet and for free. There is nothing free, Internet communication is not for free and there is still something to do with books.

Reading is something very close and very personal. It's very good to start reading a book and from there you can go elsewhere. So, congratulations to the librarians and congratulations to people like you who are doing something for the individuals. When we think of what's coming, the world that's coming, the world that already is, the main asset is knowledge and if 48% of our people can't read properly from a book or on the screen, their development will be limited. And society will pay a high cost. Because society needs every individual to reach his or her potential. And if we, as a rich country, one of the richest in the world, cannot give our citizens the means to reach their potential, then there will be a cost on the other side.

There is a lot of advocacy to do, there is a lot of lobbying to do. We have to explain this thing that is so familiar to you but that seems not to be understood higher where they make decisions, where they have the money. So you have to find ways, I guess, of explaining what you are about, what you're doing. I know and I understand what you're doing, you're just helping people to reach their potential.

People who are in touch with you are the lucky ones. I'm sure they put a lot of commitment, but they are lucky to be in touch with your various organizations. But there are many others out there who don't have that luck. So if, with the National Library of Canada, we can build some partnership, I will be very happy to explore what we can do together. Because again, it's as you said before me, it's all together that we can do what should be done.

It's a great pleasure to speak to you and to be here among you. Thank you very much.

## Keynote address given by Mary Gordon

I'm not going to talk that long. I didn't know we had the long introduction, I really apologize. What they didn't tell you is that I'm the mother of a hockey player and the mother of a rock musician and I was so intrigued when I heard how many people Her Honour has had through her home. So my fantasy was at the time, that they probably would come very politely and very quietly and sedately. I haven't had the quantity but let me assure you, I've had the volume. So we meet on this point and I think we meet on very many points.

You folks here are so blessed. I heard the Premier's wife this morning address you, and now your Lieutenant-Governor. Your leaders understand the core of what it takes to make a successful society. To hear the messages of the importance of the early years from the mouths of your leaders is quite remarkable. Normally, you have to get to people like these by ratcheting up the rant to help people understand at higher levels, what really counts in life. The family is the

ground zero from which little children can learn their place in the world and how to view the world and far too often our families struggle just to get food on the table. For those of you who are working in the literacy field...for too long our illiterate families have been invisible. They need to be glow-in-the-dark so that we can find them, honour their contributions, work with them. If you're in the dark too long, you forget what the sun looks like. So we have a marvellous opportunity here, and this group is quite exceptional, because the marriage of early childhood here with literacy is a dynamic duo because you have the opportunity here to make profound change. This intersection of jurisdictions or knowledge bases, if you like, really gives us the opportunity to move the agenda to make significant changes for families in New Brunswick and then you have this additional blessing the diversity of language.

This morning in the group I was speaking with, we were talking about how it was the first time that the two groups had worked together collaboratively in two languages and it was quite beautiful and remarkable to watch...but when you blend two languages, you are not just blending two languages, you are blending two cultures. And the richness of the fabric of society rests in the culture of the people who live in that society. Language and culture are inextricably linked. You know, we have 6,000 languages in the world right now, and about half of them are being used at home with the little children. By the year 2021, it is predicted that there will be 500 languages left. Now that is a devastation because with every language that disappears, you are losing a worldview. You are losing a perspective on how you might solve our collective problems. And it's wonderful that here in New Brunswick you honour and value and maintain and protect the two main languages and cultures that you have, because those are gifts and once they're gone, they're gone. You can't retrieve them.

The whole idea of legacy occurred to me as Her Honour was speaking. When you work with families in literacy, or whether you care for their children, or whether you do both, you leave a legacy that throbs in the mind. You touch the future. You can have a profound impact.

The privilege of being able to work with parents and little children is not remunerated in our society at the level that it should be. Because in North America, we do not value the child. Our policies do not tell us we value the child. You folks are challenging that. You folks are doing things here that absolutely throw up flags saying we do honour our children in New Brunswick. We are meeting about them. We are learning about them. We are working with families.

One of the questions this morning was how do we change it around so that everybody can understand what the important issues are. Well, it's groups like this that will move the agenda along.

For far too many families living with illiteracy there's a whole history of bottled up horrors, cumulative losses, wounded hearts, and my privilege to work with many families in the past, is that I have always been encouraged by their resilience. I've been absolutely inspired by their laughter and very angry about their suffering. And I think a certain amount of anger is appropriate because it motivates us to take action.

If we want to live in a civic society, we must provide the ways and means for solidarity and empathy. If we don't understand the suffering of the other person, we can't do anything to change

it. And you can do that on a family basis, a school basis, or a societal basis, but if we don't raise the floor of understanding and if we don't try and create a caring society where every person deserves a seat at the table, we don't have the visions. We need civic umbrellas that cover every single citizen, so that those on the outside don't get rained on and nobody is marginalized. Because if we do marginalize, I promise you we will pay. We will have the kind of society where people want to get even. Because when you're left out, whether it's through poverty or through bullying or whatever it is, people get even and you end up with the kind of communities we see in many US cities that are gated communities. The haves on one side and the have nots on the other. And that is certainly not a sentiment we hold in Canada.

It should be enough in Canada to wake up and breathe to have an entitlement for a fair chance at life. Poverty clips wings. Poverty ruins the hearts of little children. And when little children are fractured, yes they can heal, but you always have the scar tissue. So it behooves us as a group to do whatever we can collectively to give people the skills and certainly literacy is the way out.

We are at an interesting cross section now. We have an incredible convergence of interest in the young child and as Her Honor was saying about the primacy of the first three years because of what happens in the first three years. The brain is so receptive or plastic that all the experiences that the child has create the context for later learning behavior and for their health, even. So if children live in adversity in those first three years, they will never reach optimal development. We are absolutely inhibiting their chances. So we need to come together through the childcare community and family literacy issues to advocate for every child in New Brunswick and every other province in Canada. And actually because this neuroscience is such a powerful message, it melts down borders, it allows us to discuss the life chances of children of the world, not just yours and mine, but the children of the world, because this should not be just the interests of us here in New Brunswick.

I was invited to the World Bank earlier this year to a conference on investing in early childhood. Now can you imagine that the World Bank would have a conference that anywhere had in its title "children"? So the whole idea is that in Third World countries the way they are strategizing to turn around long-term economic disadvantage is to invest upfront in the youngest children. We know that children live in the orbit of the family. That means that you have to come in and shore up the family because nobody can do it like the family. It is only the family who will lay down their life for that child. It is only the family who cares long enough and deep enough to make significant changes. It means we have to reach out a hand to the family to help them. Let them tell us what they need, we shouldn't be telling them what they need. Just because families are poor doesn't mean they're stupid. Everybody knows what they need. We just don't ask the right questions and sometimes we don't listen.

So it's a wonderful opportunity with this confluence of interest from many, many sectors of society. I used to make the pitch for investing in little children and their families based on a social justice ethic because I felt the economic justification for investing in children was vulgar. How dare we put a price tag on our youngsters! But, I guess I have become a bit hardened because now when I go to Bay Street, when the audience is wearing 3-piece suits, I talk my economics-World Bank- argument of economic justification. And when I've got them on that message, then I hammer them with the social message. So, it's a bait and switch.

But, if we want to have compassionate, caring societies where you're happy to have your children grow up and play with and work with and share with all of the other citizens, we better be pretty clear that all those other people your children are going to grow up with have a fighting chance because we will all inhabit the same space, and breathe the same air, and your quality of life and their quality of life will absolutely depend on who they are spending their moments with, who they are riding the elevator with.

In South Africa, I was warned not to ride elevators, because you can't trust being in an elevator. Can you imagine if we reached that level of mistrust? But I can tell you what I did see in South Africa...in the tin shacks with no electricity and no water, where you are welcomed into someone's home, however humble, to see a mother cradling her baby who would not see its first birthday because he would be dead of AIDS by then. What they have in common with us is, we are all families. We all care about our children in the same ways. We are just lucky enough in this society to be able to reach out and help one another. And I think we have an amazing opportunity and an obligation to take the baton and run with it.

It's just, to me, an incredible sadness that we have the toxic stain of child poverty in this country that we do. It's the burden of suffering on the children you see. The sins of the society fall on the children. Stitching a life together is not an easy thing to do, if you're challenged with not having enough money in your bank balance to put the food on the table. It's very difficult to be dignified in poverty.

Community relationships are everything. The relationship of the child to the parent, the parent to the neighbor, relationships are key. That first relationship, the attachment of the infant to the parent is the most important relationship in life. We must come together to make sure that it has absolutely full support. People don't care how much you know until they know how much you care, and that is the mantra in the family literacy movement. It's not enough to know stuff. You have to care. You can't bluff it. And that is the wonderful thing about this...these two groups who are here together. The important work they do, you cannot bluff. Children see right through falsehood. In early childhood, children who know, know who will love them. And the adult learners who are so vulnerable in the trust they put in you, they know if you care or not and if you don't care they vote with their feet. So, it's no surprise...those who are successful in the area and those who are in it for a job. The people who are in it for a job rather than a vocation, they're gone by tomorrow. So you are dealing with a group of people with integrity and passion and conviction, a vocation, because it certainly doesn't pay well. But let me tell you, it pays day after day. The influence, the ripple effect you have on the future, you cannot put a price tag on it. Care doesn't come with a price, but if you don't care, we pay big dividends.

I'd just like to say that without opportunity, there is no hope. And hope is that feather that rests in the souls so delicately. And with hope, you can banish despair just as light chases dark. And I think we are perfectly poised at this point and time to make significant differences. You have the political support here. Look at the size of this group in the room. New Brunswick is not such a big place. You all touch lives in your personal circle of influence. These are messages that need to be shared in the supermarket line, waiting in the doctor's office, in the halls of justice, in the halls of wherever you are, in the apartment halls. These are messages that every person who lives

in the society needs to hear. We must care about and for one another if we want to have a civic society.

I'd like to share with you a few words from Gabrielle Mistral, who was a Chilean poet. She won a Nobel prize, she was a mother and a grandmother. And you know how those mothers and grandmothers are, they carry the babies in the belly for nine months, on the hip for three years and in the heart for life. And she captured that essence when she said, "Many of the things we need can wait. The child cannot. To him we cannot answer tomorrow. His name is today. And that is the case as it was 25 years ago, but today doesn't come for a lot of children. They're not just part of our future, they are 100% of our future. They show the caliber of who we are. They are the canaries. The bullying we put up with. The cruelty that we allow. We have to call a halt to it. We live in a cause and effect world. We can't do much about the weather, but we sure as goodness can change the climate and here is where we should start."

I'd just like to finish by saying the moral future of this universe rests on the breath of our little children. So hold on to your child's heart.

## Lorraine Savoie Miss Teen Canada International 2001

"The literacy movement is very important because it gives a second chance to people who quit school when they were younger. Now, they can get a good education for their future.

Mother Theresa said: 'You can do big things, but still if you do small things with great love, with peace and a sincere heart, you can do whatever you want in your life.'

Learners in literacy programs may think they do simple things, but they are the models of life. Their courage and their determination is a great source of inspiration for everyone around them.

Dear learners, never stop believing in yourself, because in you hide someone who's special and unique.

I'm very proud of the people who participate in literacy programs, of the facilitators who make a huge difference in the lives of their learners and of the volunteers who give their time and energy to make sure everyone gets a second chance to improve their personal and family lives.

This is why I am honoured to talk about the literacy cause every chance I get. "

"My involvement in the literacy movement dates back several years. I was participating in public awareness and fund-raising activities in my region. This helped me understand what literacy was all about. I was also able to see how important it was because it gave a second chance to people who had quit school when they were younger.

Many people hold themselves back in life, when it is in fact important to go forward. No matter how much time it takes or how old we are, it is by doing that we gain confidence. I believe very strongly in the literacy cause including, among other things, the support it gives to people who are taking the academic services course and the confidence they gain from the program.

I consider the literacy movement to be a big family. Tonight, I would like to take the time to offer my heart-felt congratulations to all the learners for their courage, their perseverance and especially their role as models to others. I would also like to congratulate the many people who work in the literacy field because their efforts help bring about important life changes.

I believe that literacy is a door, which opens within each human being, allowing them to discover their potential and make their dreams come true. My own experience has taught me about meeting challenges, giving all that we have to reach the goal we believe in so strongly and want to achieve more than anything else in the world!

If you don't have a goal, how can you attain it and push yourself forward? All it takes is confidence, and to believe in yourself and in your dream; then everything is possible. And I'm not just saying that lightly! Many people say that anything is possible and we think that it is easy to say. Let me tell you that I truly believe in you and your potential and anything is possible when you believe in yourself.

Congratulations to all the facilitators for the love, understanding and respect they have shown these wonderful learners. I am very proud of the work of the literacy teachers. Your contribution is inestimable.

Congratulations to all the volunteers who give their time to the literacy cause. I am very proud of you and urge you to continue your work. You offer a second chance to those who need it and I think that society must believe in these very talented people.

We must act now. We all need to continue raising awareness among young people, the government and the people we know. You, dear learners, have shown courage. Thanks to literacy, you have improved your personal and family lives. It is essential now to spread the word to help other people improve their life."

## English Workshops

### **Math 101 in the Adult Literacy Program - Judith MacManus, Teacher Associate, Math Centre U.N.B. (3 hours)**

This workshop, developed with the help of CASP facilitators, focuses on "starting where the learner is" and provides strategies and hands-on, functional, duplicable materials that you can put to immediate use in your own setting.

### **Health Issues for Women - Sylvia Smith, R.N.**

Learners, like most of us, need to know more about health. Many of us may be too shy to ask questions. This workshop will address common health concerns such as heart health, diabetes, cholesterol, cancer, HIV, AIDS and sexual health. If you have questions you want answered but may be too embarrassed to ask, submit them ahead of time to the NBCL by mail or e-mail or by calling the toll-free number, and they will be given to the workshop leader prior to the conference. Limited to 12 participants; women only.

### **Health Issues for Men - Stephen Cober, R.N.**

Learners, like most of us, need to know more about health. Many of us may be too shy to ask questions. This workshop will address common health concerns such as heart health, diabetes, cholesterol, cancer, HIV, AIDS and sexual health. If you have questions you want answered but may be too embarrassed to ask, submit them ahead of time to the NBCL by mail or e-mail or by calling the toll-free number, and they will be given to the workshop leader prior to the conference. Limited to 10 participants; men only.

### **Volunteers Are Vitality - Rick Hutchins**

Volunteers are the life of the literacy movement. They have the strengths and skills you need to help further your literacy program. In return, their contribution must be recognised. This workshop teaches you how to get and keep volunteers, beginning with recruitment right through to recognition, and all the steps in between!

### **Learning Disabilities and Strategies - Jane Drover, M. Ed.**

Many adults in literacy programs have learning disabilities. This workshop will discuss learning disabilities and suggest strategies that literacy practitioners, learners and tutors can use in different settings to overcome them.

### **Marketing Your Literacy Message - Rick Hutchins**

You know that literacy is important, but do other people in your community know it too? To get students to join your program, they have to know you are there. This workshop will show you how to send a message that gets the results you want.

## **Writing Proposals for the National Literacy Secretariat - Lynne Lalonde**

Writing effective proposals could help your program obtain much needed funding for vital literacy initiatives. Find out how to write a proposal that will get the attention of the [National Literacy Secretariat](#).

## **Fundraising for Results - Rick Hutchins**

Fundraising! Motivation and tools are the key to success. How do you raise funds? Who do you ask? How do you ask? Where do you go to get funds? All these questions and more will be answered in this workshop. You will gain concrete, substantial fundraising ideas that can be implemented in your community.

## **National Adult Literacy Database - Charles Ramsey and Lorette Chiasson**

**Part 1** - Use of the [NALD Web site](#) to celebrate the achievements of learners and encourage them to write. The Web site will display the different types of stories written and posted by learners. The steps that were taken to reach a particular result will be examined, with emphasis on how to introduce these "best practices" into your own learning environment. This session will be presented over the Internet.

**Part 2** - Over a two-year period, NALD, with funding from the Department of Advanced Education and Training, created the NALD-New Brunswick Web site. This site focuses specifically on the needs of the New Brunswick literacy community. This session will examine the concept of this Web site and whether it should be started up again and updated.

## **Self-esteem - Workshop leader to be announced**

Self-esteem affects learning, and learning affects self-esteem. Once you are secure in your self-esteem, you can meet challenges head on! This workshop will help you find ways to feel good about yourself so that you can make positive changes in your life.

## **Laramac Reading Workshop - Patricia Huggard and Candy Comeau**

Hundreds of children have learned to read the Laramac way kids who could not learn to read in the school system. Although developed for younger students, these concepts can be adapted for use with adults. This is a phoneme-based strategy.

## **Clear Writing - Jerry Hicks**

Literacy organisations must practice what they preach! Learn how to adapt your writing style so that it is clear enough for most people to read and understand. This is a skill we all need to learn and use.

## **Psychological Disorders and Learning - Workshop leader to be announced**

Some adults come to our programs with mental, emotional and psychological challenges that affect their ability to learn. This session will examine some of these challenges and give advice on how to work with them. The effects of medication on learning will also be addressed.

## **French Workshops**

### **Self-esteem Fernand Thibodeau**

The purpose of this workshop is to provide you with the tools you need:

- to become the person you want to be;
- to live in harmony with other people;
- to learn to love yourself so that you can learn to love others;
- to accept and forgive yourself.

### **Alice and Alex in Wonderland! ... or the World of Learners with Learning Disabilities Bonnie Chevrier and Fabienne McKay (3 hours)**

A practical workshop that will give you an overview of learning disabilities, including definitions, indices and characteristics as well as intervention strategies aimed mainly at reading.

### **Volunteer Responsibilities Pauline Pelletier**

A panel of experts provides information on the legal aspects of volunteer involvement in literacy programs, including the legal obligations of volunteers who agree to run a CASP or a board. What are their financial responsibilities? What are the volunteer's responsibilities as an employer? Get the answers to these and lots of other questions. The panel will also answer questions from the audience.

### **Services Provided by the *Centre FORA* Renée Boucher**

The *Centre franco-ontarien de ressources en alphabétisation* [the franco-Ontarian centre of literacy resources] is the only publishing and marketing centre in Canada. Learn about their services and publications; find out what's new and what the centre has to offer.

### **Marketing Marc Leblanc**

You'll learn basic techniques of effective marketing to help you promote your activities and/or the services your organisation provides.

## **Motivation in the Volunteer Environment Donald Arsenault**

You'll learn to develop the skills you need to help you reach not only your own goals but also those of your organisation.

## **The *Comité national des apprenants* [National Learners' Committee] Amède Brideau**

Amède Brideau, a learner from the Pont La France region, is a member of the national learners' committee. He'll tell you about his experiences and what this group is trying to accomplish.

## **Let's All Learn How to Complete Our Education Bernard Nadeau**

A plan for the basic and continuing education of adult trainers. We want one, we need one, and we've got to have it now! Could this turn out to be a development proposal? Let's find out together!

## **The [National Adult Literacy Database](#) (NALD) Charles Ramsey and Lorette Chiasson - Bilingual workshop**

**Part 1** - Use of the NALD Web site to celebrate the achievements of learners and encourage them to write. The Web site will display the different types of stories written and posted by learners. The steps that were taken to reach a particular result will be examined, with emphasis on how to introduce these "best practices" into your own learning environment. This session will be presented over the Internet.

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## **How to Prepare a Grant Application France Matte-Lebeau**

This workshop aims to give volunteers the tools they need to fill out grant applications that meet all the necessary requirements.

## **The Role of the Illiterate Parent in the Child's Ability to Learn to Read and Write Anne-Marie Dionne**

Some results are presented from a doctoral study seeking to identify the characteristics that distinguish illiterate parents whose children successfully learn to read and write from those whose children find these subjects hard to learn.

## **Community Access Centres Stéphane Leclair**

Find out about the services that community access centres can offer literacy groups.

## **Learn How to Learn Charline Vautour**

With audience participation, this workshop presents an overview of a course called " *Apprendre à apprendre: c'est pour la vie*" [learn how to learn: it's for life]. This course, developed by the *Conseil Alpha Bathurst-Chaleur* [Bathurst-Chaleur literacy council] in 1997, was designed to provide dropout rehabilitation for adults at an intermediate level. Workshop participants will act out parts of the course: they will play the role of adult learners, carrying out certain key (interactive) course activities and becoming familiar with the Internet version of the course.

## **Clear Writing Diane Pouliot**

Why not simplify your writing? You'll enjoy being read and understood! Learn techniques for writing simply, presenting your written messages in a more visually compelling way and avoiding common mistakes.

## **Family Literacy**

### **Strand Introduction**

Practitioners from the family literacy/early childhood field participated in a day of family literacy workshops. The following remarks were made by Diane Lord, chair of the Family Literacy Day Provincial Committee and they set the tone for the day.

### **Remarks from guest speaker, Ms. Diane Lord**

I would like to thank the organizers for inviting me to say a few words here today. I would also like to congratulate them on organizing this special day devoted to family literacy. It is a day that will give you the opportunity, as individuals working with preschool-age children, to reflect and exchange ideas on the work you do on a daily basis with these children in terms of family literacy. Most of what you take away with you at the end of this session will probably already be quite familiar to you. However, it is essential, as it is in any area of work, that we refresh our memories, exchange ideas, reflect on our own activities and, especially, to gain a greater understanding of the effects of the work we do in family literacy. The greater our understanding of the literacy process in young children, the more effective we will be in our work in literacy.

I am pleased to be able to speak today about family literacy for three major reasons:

- Family literacy has great importance in my daily life, both as a volunteer and as a mother.
- Family literacy is an extremely powerful tool in the overall development of our children, their families and, as a result, our communities.
- Through your work with a great number of these children and their families, you play a key role in the development of family literacy.

Evidently, the most crucial part of this session is the second one, as that is when you will have a chance to share your ideas and opinions. For that reason, the role of this first part is simply to drive the exchanges that are to follow.

What is Family Literacy? If you go through documents, research articles, project descriptions in the field of family literacy, you will soon find out that there are several terms to describe that concept. It's enough to enrich our own vocabulary! The following terms are often used:

- Early childhood literacy
- Family literacy
- Intergenerational literacy
- Emergent literacy
- Natural literacy

In terms of Francophone literacy, we can add:

- Awareness of reading and writing
- Literacy among young children (increasingly commonly used term)

The definitions of these terms are often slightly different, but they are all closely related. It allows us to identify common aspects that help us to understand what is family literacy.

**Aspect #1: The development of literacy skills is a NATURAL PROCESS that begins at BIRTH.** If the development of these skills is a natural process for all children, and if that process begins at birth, why do we observe significant differences in older children's literacy skills? In the United States, it is common to find within a kindergarten classroom a five-year range in children's literacy-related skills and functioning (Riley 1996). What this means is that some children in kindergartens may have skills characteristic of the typical three-year-old, while others might be functioning at the level of the typical eight-year-old. **What makes the difference?** That process will develop more or less according to the quality of the environment in which the child will grow.

**Aspect #2 : The literacy process is influenced by the degree and the quality of the child's literacy interactions with his or her environment.** A wide exposure to literacy material and interactions will allow the child to build his or her understandings and skills essential for reading and writing success. The development of literacy skills is a process that is already underway within the child. The literacy material and the family literacy interventions must or should be used to: guide, nurture, motivate, enrich, stimulate, and influence what is already there within the child and his or her family. So we have to acknowledge and build on what is already going on in the child's development.

**How can we do that?** We can provide the young child an environment filled with print, language and literate play, storybook reading, singing and rhyming activities, and writing opportunities (doodling, invented spelling).

Why is the development and promotion of family literacy important? Although people develop their reading and writing skills on an ongoing basis throughout their lives, everyone makes their greatest advances with regard to these skills as young children (from birth through age 8). A lack of literacy experiences during young childhood can have a profound effect on the formal learning of reading and writing skills. As a result, literacy activities play a key role in the development of reading and writing skills, by helping children to do things such as:

- develop their vocabularies and decontextualized conversation
- become aware of the similarities and differences among various sounds and syllables
- manipulate books and pretend to read
- distinguish pictures from text
- become aware of the presence of symbols
- become aware that text contains a story to be told or needed information
- understand how text flows (left to right, top to bottom)
- become aware that series of letters separated by spaces are words
- manipulate writing instruments and pretend to write (scribbling), etc.

**However, family literacy activities do much more than that: they assist in intellectual, emotional, social and physical development.**

### **1- Intellectual development**

Studies confirm that demonstrating caring to young children and stimulating their development encourages the brain to "wire" itself in a more optimal way. Literacy activities are an ideal means of stimulating young children and enhancing the development of their brains.

### **2- Emotional development**

a) Family literacy activities create opportunities for significant adult figures to establish positive emotional contact with children, whether by reading books to them, making rhymes, playing counting games, singing songs while changing diapers, giving baths or even during meals. When children ask adults to read them stories, they are also asking for affection (Anecdote: Jasmine needs "consoling.").

b) Books for young children also offer a wide range of affective vocabulary and depict the emotions children experience at their age.

### **3- Social development**

Literacy activities play a crucial role in the development of social and life skills among children.

a- Books for young children often present problem solving and social situations that will allow the child to:

- discover basic problem solving, social and, life skills
- discuss those skills and situations with an adult

- imitate those skills Almost every child story refers to how a little bunny, an elephant, a little boy or girl reacts to a problematic situation and find ways to workout his or her challenges in a positive way.

b- The contact that is being establish with the adult and with other children, the conversations surrounding the literacy activity will also help the child develop socially.

**Physical development and promotion of health** there is a strong link between literacy and health. A literate family will be a healthier family. Of course, this will have a strong effect on the physical development of the child or the children. In closing ...**Learning to read and write is one of the most important and powerful achievements in life. And the school system does not have the monopoly to facilitate the development of these skills. I believe that it is the responsibility of all adults who are in a position to influence a young child's learning and development. And we all have the privilege of being in that position!**

I wish you the best and hope you will fully take advantage of this special day.

## Appendix

## Organizing Committee

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## List of panelists and workshop leaders :

### Panelists:

Denis St-Pierre, Learner, Maltempec CASP  
Alice Mathobo Mokoena, Learner, Neil Squire Foundation CASP  
Marguerite Spencer, Facilitator, La Source Aldouane CASP  
Cynthia Adams, Facilitator, Tantramar Adult Learning Center CASP  
Paul-Émile Cormier, President, Kent-South Literacy Council  
Kathy Dewitt, Workplace Literacy, City of Moncton  
Cheryl Brown, Family Literacy Coordinator, Saint John Learning Exchange  
Brenda Wright, Executive Director, Saint John Learning Exchange  
Mary Ann Stevens, President, Learning Disabilities Association of New Brunswick  
Heather Harris, President, Laubach Literacy New Brunswick  
Jolène LeBlanc, Chair, Provincial Partners for Literacy  
Adrien Charette, President, Literacy New Brunswick Inc.  
Deborah Campbell, Fredericton Regional Coordinator, Frontier College  
Marian Zaichkowski, President, New Brunswick Coalition for Literacy  
Gregory D'Souza, President, Fédération d'alphabétisation du Nouveau-Brunswick

### Workshop leaders:

**Math 101:** Judith MacManus, Teacher Associate, Math Centre University of New Brunswick  
**Heath Issues for Women:** Sylvia Smith, R.N., Bayshore Health Care  
**Health Issues for Men:** Stephen Cober, R.N., The Moncton Hospital  
**Volunteers are Vitality:** Rick Hutchins, Tourism Excellence Inc.  
**Learning Disabilities and Strategies:** Jane Drover, Learning Specialist, Mount Allison University  
**Marketing your Literacy Message:** Rick Hutchins, Tourism Excellence Inc.  
**National Adult Literacy Database:** Charles Ramsey and Lorette Chiasson  
**National Literacy Secretariat Proposal Writing:** Lynne Lalonde and France Matte-Lebeau  
**Fundraising for Results:** Rick Hutchins, Tourism Excellence Inc.  
**Self Esteem:** Anne Marie Hartford, Professional Development  
**Laramac Reading Workshop:** Patricia Huggard, Founder of the Laramac program and School and Candy Comeau, Laramac Teacher.  
**Clear Writing:** Sally McBeth, Clear Language and Design from the East End Literacy Program.  
**Psychological Disorders and Learning:** Greta Doucet, Mental Health Nurse  
**Estime de soi:** Fernand Thibodeau, literacy facilitator  
**Aline et Alex aux Pays des Merveilles!...ou le monde des apprenants atteints de troubles d'apprentissage :** Bonnie Chevrier and Fabienne McKay, Learning Disabilities Association of New Brunswick  
**Les responsabilités des bénévoles :** Pauline Pelletier, Provincial literacy coordinator, Department of Education  
**Les services offerts par le Centre FORA :** Renée Boucher, Centre FORA  
**Le marketing :** Marc LeBlanc, Université de Moncton  
**Dynamisme en milieu bénévole :** Donald Arsenault, Université de Moncton

**Le Comité national des apprenants** : Amède Brideau, Learner from Pont La France

**Apprenons ensemble à parfaire notre formation** : Bernard Nadeau, Université de Moncton

**La Base de données en alphabétisation des adultes** : Charles Ramsey et Lorette Chiasson

**Comment rédiger une demande de subvention** : France Matte-Lebeau et Lynne Lalonde,  
National Literacy Secretariat

**Le rôle du parent analphabète dans l'apprentissage de la lecture et de l'écriture de son enfant** : Anne-Marie Dionne, Université de Moncton - campus de Shippagan

**Les centres d'accès communautaire à votre service** : Stéphane Leclair, Connect NB Branché

**Apprendre à apprendre** : Charline Vautour, Literacy New Brunswick Inc.

**L'écriture simple** : Diane Pouliot, Fédération canadienne pour l'alphabétisation en français



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Riverview SUPERSTORE

Don Cherry's Grapevine Restaurant

**Thank you! / Merci!**



# Program

SI = Simultaneous Interpretation  
B = Bilingual

F = French  
E = English

Friday, April 6, 2001

Room

9:00am	Registration (B)	Lobby
1:00pm	Opening ceremony (SI)	Carleton
	<ul style="list-style-type: none"> <li>• Special message from <b>Gregory D'Souza</b>, president of the Federation d'alphabétisation du Nouveau-Brunswick and <b>Marian Zaichkowski</b>, president of the New Brunswick Coalition for Literacy</li> <li>• Welcoming remarks by <b>Brian Murphy</b>, Mayor of Moncton</li> <li>• Remarks by the Honorable <b>Claudette Bradshaw</b>, Labour Minister Canada</li> </ul>	
1:45pm	<p>Panel "The reality of literacy in New Brunswick" (SI)</p> <p><b>Denis St-Pierre</b>, Learner <b>Alice Mathobo Mokoena</b>, Learner <b>Cynthia Adams</b>, Facilitator <b>Marguerite Spencer</b>, Facilitator <b>Paul-Emile Connier</b>, Volunteer</p> <p><b>Heather Harris</b>, Laubach NB <b>Jolene LeBlanc</b>, PPL <b>Adrien Charette</b>, LNBI <b>Deb Campbell</b>, Frontier College <b>Marian Zaichkowski</b>, NBCL <b>Gregory D'Souza</b>, FANB</p> <p><b>Kathy DeWitt</b>, Workplace Literacy <b>Cheryl Brown</b>, Family Literacy <b>Brenda Wright</b>, Saint John Learning Exchange <b>Maryanne Stevens</b>, Learning Disabilities Association of NB</p>	Carleton
3:00pm	Break	Lobby
3:30pm	Discussion groups:	
	<p>Group 5 <b>Prevention (E)</b> 902</p> <p>Group 6 <b>Partnership (E)</b> 901</p> <p>Group 7 <b>Networking, Consulting and Information Sharing (E)</b> Charlotte</p> <p>Group 8 <b>Policies and Literacy Programs (E)</b> Northumberland</p> <p>Group 1 <b>Prévention (F)</b> Albert</p> <p>Group 2 <b>Partenariat (F)</b> Fundy</p> <p>Group 3 <b>Réseautage, consultation et partage d'information (F)</b> Kent</p> <p>Group 4 <b>Politiques et programmes d'alphabétisation (F)</b> Executive</p>	
4:30pm	Ice Breaker Activity (B)	Carleton
5:00pm	Plenary session (SI)	Carleton
6:00pm	Cocktail (B)	Carleton
6:30pm	<p>Dinner (B)</p> <p>Keynote address – Mr. <b>Roch Carrier</b>, Canada's National Librarian</p>	Carleton

## Saturday, April 7, 2001

## Room

<b>7:30am</b>	<b>Registration (B) Breakfast</b>	<b>Lobby Carleton</b>	
<b>9:00am</b>	<b>Workshops</b>		
	I.a Estime de soi (3 heures) <b>(F)</b>	<b>Northumberland</b>	
	I.b Troubles d'apprentissage (3 heures) <b>(F)</b>	<b>Executive</b>	
	I.c Les responsabilités des bénévoles <b>(F)</b>	<b>Kent</b>	
	I.d Math 101 (3 hours) <b>(E)</b>	<b>902</b>	
	I.e Health Issues for Women <b>(E)</b>	<b>Albert</b>	
	I.f Health Issues for Men <b>(E)</b>	<b>Charlotte</b>	
	I.g Volunteers are Vitality <b>(E)</b>	<b>901</b>	
<b>10:30am</b>	<b>Break</b>	<b>Lobby</b>	
<b>11:00am</b>	<b>Workshops</b>		
	I.a Estime de soi (suite) <b>(F)</b>	<b>Northumberland</b>	
	I.b Troubles d'apprentissage (suite) <b>(F)</b>	<b>Executive</b>	
	2.a Les services offerts par le Centre FORA <b>(F)</b>	<b>Charlotte</b>	
	2.b Le marketing <b>(F)</b>	<b>Albert</b>	
	I.d <b>Math 101</b> (continued) <b>(E)</b>	<b>902</b>	
	2.c <b>Learning Disabilities and Strategies</b> <b>(E)</b>	<b>Kent</b>	
	2.d <b>Marketing Your Literacy Message</b> <b>(E)</b>	<b>901</b>	
<b>12:30pm</b>	<b>Lunch (SI)</b>	<b>Carleton</b>	
	Special guest: <b>Her Honor Marilyn Trenholme Counsell</b> , Lieutenant Governor of New Brunswick Keynote address: <b>Mary Gordon</b>		
<b>2:00pm</b>	<b>Workshops</b>		
	3.a Dynamisme en milieu bénévole <b>(F)</b>	<b>Kent</b>	
	3.b Le Comité national des apprenants <b>(F)</b>	<b>Albert</b>	
	3.c Apprenons ensemble à parfaire notre formation <b>(F)</b>	<b>Executive</b>	
	3.d <b>National Literacy Secretariat Proposal Writing</b> <b>(E)</b>	<b>902</b>	
		<b>Fundraising for Results</b> <b>(E)</b>	
	3.e <b>National Adult Literacy Database</b> <b>(B)</b>	<b>901</b>	
	3.f <b>Self Esteem and Learning</b> <b>(E)</b>	<b>Charlotte</b>	
	3.g	<b>Northumberland</b>	
<b>3:30pm</b>	<b>Break</b>	<b>Lobby</b>	
<b>4:00pm</b>	<b>Plenary session (SI)</b>	<b>Carleton</b>	
<b>6:30pm</b>	<b>Cocktail (SI)</b>	<b>Carleton</b>	
	Banquet and entertainment Guest speaker - <b>Lorraine Savoie</b> , Miss Teen Canada International Entertainment - <b>Mr. Marshall Button</b> . a.k.a. Lucien & <b>Marie-Soleil et compagnons</b>		

## Sunday, April 8, 2001

		Room
<b>7:30am</b>	<b>Breakfast (B)</b>	<b>Carleton</b>
<b>9:00am</b>	<b>Workshops</b>	
	4.a Comment rédiger une demande de subvention (F)	<b>Albert</b>
	4.b Le rôle du parent analphabète (F)	<b>901</b>
	4.c Les centres d'accès communautaires à votre service (F)	<b>Charlotte</b>
	Apprendre à apprendre (F)	
	4.d L'écriture simple (F)	<b>Kent</b>
	4.e <b>Laramac Reading Workshop (E)</b>	<b>902</b>
	4.f <b>Clear Writing (E)</b>	<b>Executive</b>
	4.g <b>Psychological Disorders and Learning (E)</b>	<b>Fundy</b>
	4.h	<b>Northumberland</b>
<b>10:30am</b>	<b>Break</b>	<b>Lobby</b>
<b>11:00am</b>	<b>Plenary Session (SI)</b>	<b>Carleton</b>
<b>11:30am</b>	<b>Summary of the conference (SI)</b>	<b>Carleton</b>
	<b>Closing remarks</b>	
	<b>End of the conference - Evaluation</b>	

# MINISTER CLAUDETTE BRADSHAW



**Hon. Claudette Bradshaw**  
**Minister of Labour**  
**Member of Parliament**  
**Moncton-Riverview-Dieppe**

The Honourable Claudette Bradshaw was appointed to Cabinet as Minister of Labour on November 23, 1998 and **Federal Coordinator on Homelessness** on March 23, 1999.

First elected to the House of Commons on June 2, 1997, Mrs. Bradshaw was appointed Parliamentary Secretary to the Minister of International Co-operation and Minister Responsible for the Francophonie on June 10, 1997.

Mrs. Bradshaw has been an active community leader in Moncton. In 1974 she founded the Moncton Headstart Early Family Intervention Centre, where she served as Executive Director from 1974 to 1997. Mrs. Bradshaw has served as Girl's Program Director at Moncton's Boy's and Girl's Club from 1968 to 1974. She has been an active member of several organizations, including: the Provincial Housing Task Force, the Moncton Housing Coalition and the Provincial Task Force on Early Childhood. In addition, Mrs. Bradshaw has represented New Brunswick on the National Crime Prevention Council and was the Atlantic representative on the Canadian Welfare Council.



**ROCH CARRIER** OC, BA, MA, D ès L (Paris), FRSC, NDC

Roch Carrier was born in Sainte-Justine, Quebec, on May 13, 1937. He received a bachelor of arts degree (1957) from the Université Saint-Louis in Edmundston, New Brunswick, a master of arts degree (1964) from the Université de Montréal, and a doctorat ès lettres degree (1970) from the Université de Paris.

In 1964, he joined the French Department of the Collège militaire royal de Saint-Jean (CMR), where he taught literature until 1970. In search of new challenges, he continued his teaching career at the Université de Montréal (1970-1971). He was appointed secretary general of the Théâtre du Nouveau Monde in 1971. He returned to CMR as director of the French Department (1973-1980) and coordinator of the undergraduate program in Canadian studies.

In 1986, he became dean of the Faculty of Administration and Humanities. In August 1989, he was named acting rector, and in March 1990, he was appointed rector.

Several novels written by Mr. Carrier are considered classics and are used in schools and universities around the world, in both French and English. Some have been translated into foreign languages. He has also written plays that have been produced both in Canada and abroad.

Roch Carrier also wrote screenplays for the cinema, including *Le Martien de Noël* and *Le Chandail*.

In addition to teaching, administrative responsibilities and writing, Mr. Carrier has been active in such prestigious cultural organizations as the Canada Council for the Arts and the Théâtre du Nouveau Monde, where he served on the board of directors, in various capacities over a period of 12 years. He also acted as a consultant to the Canadian Film Development Corporation for six years. He was the director of *Quebec 10/10*, a collection of Quebec literature published in paperback by Stanké, and was advisor to the Quebec Minister of Cultural Affairs.

Roch Carrier is a Fellow of the Royal Society of Canada, an Officer of the Order of Canada, and a recipient of the Stephen Leacock Medal. He holds honorary doctorates from the Université de Moncton in New Brunswick, York University in Toronto, Memorial University in Newfoundland and the Royal Military College of Canada in Kingston, Ontario.

From 1994 to 1997, he was director of the Canada Council for the Arts, after which time he turned his focus to travel, studying and writing. Mr. Carrier became Canada's fourth National Librarian on October 1, 1999.

## Lieutenant-Governor of New Brunswick Marilyn Trenholme Counsell

**MARILYN TRENHOLME COUNSELL** passed her childhood years in the beautiful coastal village of Baie Verte, New Brunswick, where she grew up secure in the family values of her parents, the late Mildred Baxter Trenholme and the late Harry Frederick Trenholme. Her brother Harry and his family still live in Baie Verte.

**SHE RECEIVED HER HIGH SCHOOL EDUCATION** at the Port Elgin Regional Memorial School where she graduated as valedictorian before moving on to earn a Bachelor of Science (Home Economics - magna cum laude) at Mount Allison University in nearby Sackville in 1954. This was followed by an M.A. (cum laude) in 1960, and the degree of Doctor of Medicine (cum laude) in 1967, both from the University of Toronto. She took additional courses at the University of New Brunswick, Cornell University, and the Royal Victoria Hospital in Montreal. She is a member of the Alpha Omega Alpha Honour Medical Society. In 1953, she attended a World University Service Canada (WUSC) seminar in India.

**AS A FAMILY PHYSICIAN**, Dr. Trenholme Counsell practiced in Toronto on the staff of the Toronto General Hospital, and in Sackville and Port Elgin on the staff of the Sackville Memorial Hospital. She also worked as a nutritionist for the governments of New Brunswick and Ontario and during her early years in Toronto, as a free-lance journalist. During her career she had a number of articles published in professional journals.

**IN 1972, SHE MARRIED KENNETH WALTER COUNSELL**, a journalist and public relations manager who also served as a Citizenship Judge. They chose to raise their two children in Sackville, New Brunswick, where they could enjoy the richness of small town life and the benefits of a university community. Their son, Giles, graduated in Biology from the University of King's College, Halifax, Nova Scotia, and has also studied at the Information Technology Institute in Halifax. Their daughter, Lorna, is a graduate of the University of Ottawa and is presently studying law at the University of New Brunswick. Mr. Counsell died in 1981, following a long battle with cancer.

**HER HONOUR WAS FIRST ELECTED** to the New Brunswick Legislature in 1987, to represent the riding of Tantramar. She won re-election twice, in 1991 and 1995. As a member of the Legislature, she served on numerous committees and chaired the Committee on School Integration. Her years of service in government culminated in her appointment as New Brunswick's first Minister of State for the Family. As minister, she presented the report "Foundations for the Future: A Proposed Framework for Family Policy in New Brunswick". She played a leading role in organizing the first "Atlantic Symposium on Community Action for Children and Youth", which drew 1,100 participants from across Atlantic Canada. She also participated in the Canada-U.S. Women's Health Forum in Ottawa. In recognition of the initiatives of her ministry, the United Nations presented the Province of New Brunswick with an International Year of the Family Award in 1995.

**FAITH, FAMILY AND COMMUNITY** have been central to Marilyn Trenholme Counsell's life. Her Christian religious convictions are deep and strong. Her devotion to community has been evident in her active support for projects such as the Sackville Food Bank and the Sackville

recreation program for special populations. Children are especially precious to the Lieutenant-Governor. She believes the nurturing and education of young children is one of the most important means by which individuals, and society as a whole, can rise to achieve their full potential.

**DR. MARILYN TRENHOLME COUNSELL** was installed on April 18, 1997, as New Brunswick's 28th Lieutenant-Governor. In her installation address, she made three promises. She pledged to represent Her Majesty Queen Elizabeth II with devotion. She promised to encourage pride and harmony in New Brunswick. And she committed herself to promote enhanced opportunities for children through early childhood initiatives, and to challenge New Brunswick society to ever greater efforts on behalf of children and youth.

### *Organizations*

The Hon. Marilyn Trenholme Counsell takes pride in being associated with a number of community and charitable organizations:

#### ***CHAIR:***

Duke of Edinburgh Awards  
Dame of Grace - The Most Venerable Order of the Hospital of St. John of Jerusalem

#### ***PATRON:***

- New Brunswick Lung Association
- Canadian Corps of Commissionaires - (N.B. & P.E.I. Division) Inc.
- New Brunswick Home Support Association
- New Brunswick Safety Council Inc.
- The Canadian National Institute for the Blind - New Brunswick Division
- Canadian Bible Society - New Brunswick District
- The Royal New Brunswick Rifle Association Inc.
- The Royal Life Saving Society - Canada - New Brunswick Branch
- Laubach Literacy New Brunswick
- New Brunswick Negev Forest
- St. John Ambulance

#### ***DISTINGUISHED PATRON:***

- The National Music Festival
- The New Brunswick Competitive Festival of Music, Inc.

#### ***HONOURARY DEGREES:***

- Honourary Doctorate in Family Studies, Universite de Moncton
- Honourary Degree (Doctor of Letters) from Mount Allison University

***HONORARY PATRON:***

- The Great Irish Famine - 150th Anniversary Commemoration (until end of celebration)
- Heart and Stroke Foundation of New Brunswick
- Early Family Intervention Foundation - Moncton Headstart Inc.
- Institute of Public Administration of Canada (IPAC ) - Fredericton Branch
- The Air Cadet League of Canada - New Brunswick Committee
- Multicultural Association of Fredericton
- Learning Disabilities Association of New Brunswick
- The National Ballet of Canada
- Victorian Order of Nurses - New Brunswick
- Belfast Children's Vacation - Saint John Inc.
- Salvation Army - Red Shield Campaign
- The Army Cadet League of Canada (New Brunswick)
- Canadian Red Cross - New Brunswick Region
- The Nature Trust of New Brunswick. Inc.
- The Alpha Awards
- St. Andrews Arts Council. Inc.
- Osteoporosis Society of Canada - Fredericton Chapter
- New Brunswick Block Parent Association Inc.
- Alzheimer Society of New Brunswick
- Cape Jourimain Nature Centre Project
- New Brunswick Special Olympics (Board)
- Schizophrenia Society of New Brunswick
- Yorkshire 2000 (Tantramar Heritage Trust Inc.)
- Imperial Theatre Inc.
- New Brunswick Women's Institute
- Partners For Youth, Inc.
- New Brunswick Association for Community Living
- International Taekwon-do Federation of New Brunswick
- Historica Council (Patron & Honourary Member)
- Atlantic Salmon Federation, New Brunswick Council
- Saint John Chorale
- The O'Brien Foundation

***HONOURARY CAMP DIRECTOR:***

- Mosaic '99 - Girl Guides of Canada (Woolastook Park)

***PROVINCIAL PATRON:***

- Scouts Canada

***HONOURARY AMBASSADOR:***

- UNICEF New Brunswick

***HONOURARY CHAIR:***

- Saint John Family Literacy Advisory Committee
- New Brunswick Youth Orchestra
- Old Government House Committee
- Canada Day Committee (Canadian Heritage - Moncton)
- AFSTART (AFrican STudent ART - Restigouche Museum)

***HONORARY PRESIDENT:***

- Girl Guides of Canada - New Brunswick Council
- Provincial Chapter of New Brunswick IODE

***HONORARY VICE-PRESIDENT:***

- The National Chapter of Canada IODE

***HONOURARY MEMBER:***

- Rotary Club of Fredericton
- Paul Harris Fellow awarded by Rotary Club of Shediac
- The Fredericton Garrison Club Inc.
- Canadian Capital Cities Organization
- Citizens for Fort LaTour
- New Brunswick Medical Society

***OTHER MEMBERSHIPS AND ASSOCIATIONS (PAST & PRESENT)***

Alpha Omega Alpha Honour Medical Society  
Academy of Medicine, Toronto  
Order of the Eastern Star  
Main Street Baptist Church, Sackville  
St. Paul's Anglican Church, Sackville  
Canadian Parents for French  
University Women's Club  
Sackville Curling Club  
Chamber of Commerce, Sackville  
Coastal Business Association, Port Elgin  
Canadian Diabetes Association, Sackville

## Mary Gordon - Bio-sketch

Mary Gordon was the founder and administrator of Canada's first and largest school-based parenting and family literacy program. Her model of parental engagement in education has been shared in many countries of the world. Most recently she consulted in South Africa through the Nelson Mandela Children's Fund and The Canadian International Development Agency (CIDA).

Ms. Gordon is the Founder/Director of the Roots of Empathy program, a parenting program for elementary school students designed to teach human development, emotional literacy and nurture the growth of empathy. This program is poised for national and international implementation. England, Japan and Australia have requested Roots of Empathy for their schools as they see the program addressing their concerns around bullying, aggression and violence.

Ms. Gordon speaks nationally and internationally. She is frequently interviewed in the press, radio and television for her perspective on educational issues, parenting, and children. She presented to the Organization of Economic Cooperation and Development (OECD) in Paris, France. Ms. Gordon also presented to the U.S. Government, Department of Education, in Washington D.C., to help shape the national research agenda for early childhood development programs. The office of U.S. Vice-President Al Gore invited Ms. Gordon's participation at his Family Reunion Conference to contribute information on parenting education in schools.

In November Ms. Gordon presented Roots of Empathy to the European community. She gave keynote presentations in Luxembourg, at a conference co-sponsored by the World Health Organization, and in London, England at the Royal College of Physicians.

Ms. Gordon has written several parenting courses, designed for parents of infants up to adolescents, and has developed materials for family literacy and numeracy instruction. The multi-lingual book lending libraries, which she initiated in the early eighties, have served as a model across Canada. Ms Gordon developed a pilot language-training program for immigrant women with babies, which has been replicated and funded by the government of Canada.

Ms. Gordon was a member of the Ontario Early Years Study chaired by Dr. Fraser Mustard and the Honorable Margaret McCain.

Ms. Gordon has been a teacher of children, a teacher of parents, and a teacher of teachers. In 1998 she received the Community Services Award from the Psychology Foundation of Canada. She is a recipient of the Distinguished Educator award, 2001, given by the University of Toronto. She has recently left her position of Administrator of Parenting Programs at the Toronto District School Board and has established Roots of Empathy as a charitable organization. Her current focus is on building civic and peaceful societies, classroom by classroom through the Roots of Empathy program.



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**Marshall Button** is currently the artistic director of the Capitol Theatre in Moncton, New Brunswick. Previously, he was the artistic director of the Upper Canada Playhouse in Morrisburg, Ontario where he spent nine years developing new Canadian plays and dividing his time as a writer, director, actor and dramaturge. Best known for his original creation *Lucien*, he has toured to every Canadian province since the show premiered as a full-length solo play in 1986. Over the years, he has made several visits to CBC Radio, specifically for Morningside with Peter Gzowski and *Sunday Morning* with host Ian Brown, where his commentaries have covered every topic from the Quebec Referendum to Frank McKenna's resignation. Marshall has made many appearances on television in drama, commercials, and has been the featured story for the *CTV National News*, CBC's *Midday* and *The National*. Early in 1997, he co-wrote the East Coast Music Awards Television Show where as an actor, he opened and closed the show before a national audience. *Lucien* has appeared several times on the *Halifax Comedy Festival* and *Madly Off In All Directions* both aired on CBC TV and radio. Currently he is actively developing a television version of the *Lucien* stage play.

Marshall's very recent MC hosting appearances include: CMHC in Halifax, the Federal Governments Middle Management Forum in St. Andrews by the Sea, PWGSC Leadership Council in Fredericton as well as hosting the Flakeboard Company Annual General meeting held in St. Andrews. Marshall works comfortably in both official languages.

*Check out Lucien's web site:* [www.lucien.nb.ca](http://www.lucien.nb.ca)

### *Author's Note Lucien & Lucien's Labour Lost*

*Lucien* began innocently enough, as a character played for friends at parties and to pass the time at various jobs in the paper mill in Dalhousie, N.B during my university days. After some reluctance, I was convinced by fellow theatre professionals to develop the character further. In 1984, the Comedy Asylum Theatre Company put together a satirical musical revue celebrating the 200th anniversary of New Brunswick's incorporation. The show *Maritime Mixed Grill* enjoyed a terrific one-year run, throughout which the character seemed to expand both in stage time and dimension. In March of 1986, the solo show *Lucien, A Labour of Love in Two Acts* received its premiere in Fredericton. Since then it has been performed well over six hundred times across Canada. The sequel, *Lucien's Labour Lost*, premiered for Theatre New Brunswick in October of 1993. The first show now plays like a period piece, and reflects a time when jobs were plentiful, unions were strong and job security was not a dirty word. The second show has our anti-hero

buying in to Frank McKenna's dream of a self-sufficient entrepreneurial work force, able to leap tall buildings at a single bound-- but with less-than-profound success. In both shows, I have attempted only to portray a working man from Northern New Brunswick.

## Lorraine Savoie Miss Teen Canada International 2001

Lorraine Savoie is 17 years old, a grade 12 student from Pokemouche and the daughter of Livain and Lydia Savoie. As Miss Teen Canada International 2001, her purpose is to promote tourism, to assist different charities and organizations, to attend events across Canada as a special guest and to be a role model for the young people of today. She lives with her family who are the most important people in her life. Her closeness to her family is one of her best qualities.

Lorraine's interests include sewing, dancing, modelling and helping people. She enjoys romantic movies and loves to travel and meet new people.

Before she became Miss Teen Canada International 2001, Lorraine won the Miss St-Irénée, a local pageant which provided her with the chance to participate in the Miss Teen New Brunswick International 2000 Pageant in Moncton.

As Miss Teen Canada International 2001, Lorraine travels all across Canada. She is also the spokesperson for Caroline Cosmetics and she appears in magazines everywhere in Canada.

# Learning Together Conference

## Lists of the Participants

Bonnie Ahearn	Donald LeBlanc
Cynthia Adams	Oliver LeBlanc
Dave Anderson	Paulette LeBlanc
Joel Arseneault	Kelly Lee
Rita Arseneault	Anne MacLennan
Marion Barrieau	Alice Mathobo Mokoena
Tony Beaulieu	Sheri McAuley
Katherine Borgal	Fabienne McKay
Murray Bourne	Holly McLean
Rowena Brooks	Joan Meade
Aristide Brideau	James Mitton
Valene Brideau	Kim Moyer
Cheryl Brown	Sharon Morrissey
Jennifer Burry	Ella Nason
Barb Byers	Catherine O'Bryan
Roger Cameron	Joan Paul
Bonnie Campbell	Linda Paul
Deb Campbell	Peter Sawyer
Lorraine Cairns	Lori Scott
Gordon Dewolfe	Arnie Shaw
Renee Duguay	Dorothy Silver
Dianne Fitzpatrick	Mylon Silver
Roger Fournier	Cathy Simon
Juanita Fowler	Chris Stevens
Chuck Frigault	Linda Stevens
Robert Gaudet	Barbara Upham
Edmee Gautreau	Dawn Urquhart
Grace Gibbs	Eva Vinneau
Ruby Guitard	Yvonne Westall
Margaret Harriman	Brenda Wright
Heather Harris	Marian Zaichkowski
Jerry Hicks	Amede Brideau
Susan Hillman-Bourne	Annette Beaulieu
Agnes Holland	Annette LeBlanc
Lynda Homer	Annie Mireault
Nicola Jardine	Barbara Daigle
Cathy Kay	Bernard Boisvert
Julie Kean Marks	Brenda Wright
Connie Keating	Carmen Bossé
Cathy King	Cecilia Richardson

Daniel King  
Lisa Kinney  
Jan Greer Langley  
Yvon Lagacé  
Lona Langley  
Claudine Béland  
Conrad Duguay  
Cynthia Dury  
Danielle Michaud  
Dave Witzell  
Denis St-Pierre  
Denise Lagacé  
Denise Pellerin  
Diane Brunet-Duclos  
Diane Desroches  
Diane Guitard  
Diane Perron  
Diane Ross  
Doris LeBlanc  
Elda Doucet  
Fabienne McKay  
Fernand Thibodeau  
Geraldine Bouchard  
Gerarda Robichaud  
Gilda Michaud  
Gisèle Gionet  
Gisèle Hebert  
Gregory D'Souza  
Joanne Ferguson  
Jocelyne Lavoie  
Joël Thériault  
Julie Hickey  
Laurence Gignard  
Linda Godin  
Linda Haché  
Lise Légère  
Lisette Godin

Chantal Gionet  
Chantal Robichaud  
Claire Breau  
Claire Comeau  
Claudette Audet  
Lorraine Bossé  
Lorraine Haché  
Marguerite Spencer  
Marie Doiron  
Marie-Jeanne Aubin  
Marianne Duguay  
Mary Burke  
Maurice Thorburn  
Mérilda Labrie  
Monique Bouchard  
Monique Gauvin  
Nadine Couturier  
Noëlla Blagdon  
Noëlla Castonguay  
Normand Duguay  
Normand Chiasson  
Olida Thériault  
Paul-Émile Cormier  
Pauline Pelletier  
Pierre Gionet  
Pierre St-Laurent  
Rachelle Malenfant  
Réjeanne Cormier  
René Boucher  
Rita Godin  
Rita Witzell  
Rosalice LeBlanc  
Simonne Maillet  
Valéda Lanteigne  
Yolande Clément  
Yvette Doiron  
Yvon A. Lagacé

# Family Literacy Strand

Jennifer Ayer  
Cheryl Brown - NBCL  
Anna Marie Colpits  
Sally Crawford  
Glenda Dickinson  
Adele Earner Lynda Homer - NBCL  
Jan Greer Langley - NBCL  
Anne Leslie  
Janet Longaphie  
Diane Lord  
Joan Meade  
Elizabeth Melanson  
Lori Scott - NBCL  
Bob Stranach  
Joanne Westall  
Fleurette Landry  
Micheline Levesque  
Yvette Levesque  
France Audet  
Mona Normandeau  
Cynthia Dury  
Nicole Bourgeois  
Germaine Maillet  
Lise Maillet  
Murielle Caissie  
Florian Levesque  
Jeanne d' Arc Doucet  
Lucie Gosselin  
Sylvie Losier  
Kelly Ann Leonard  
Carole Muise Mazerolle  
Carole Bourque Légère  
Brigitte Landry  
Yvette Doiron  
Linda Godin  
Chantal Robichaud  
Annie Mireault

## List of panelists and workshop leaders:

### Panelists:

Denis St-Pierre, Learner, Maltempec CASP  
Alice Mathobo Mokoena, Learner, Neil Squire Foundation CASP  
Marguerite Spencer, Facilitator, La Source Aldouane CASP  
Cynthia Adams, Facilitator, Tantramar Adult Learning Center CASP  
Paul-Emile Cormier, President, Kent-South Literacy Council  
Kathy Dewitt, Workplace Literacy, City of Moncton  
Cheryl Brown, Family Literacy Coordinator, Saint John Learning Exchange  
Brenda Wright, Executive Director, Saint John Learning Exchange  
Mary Ann Stevens, President, Learning Disabilities Association of New Brunswick  
Heather Harris, President, Laubach Literacy New Brunswick  
Jolène LeBlanc, Chair, Provincial Partners for Literacy  
Adrien Charette, President, Literacy New Brunswick Inc.  
Deborah Campbell, Fredericton Regional Coordinator, Frontier College  
Marian Zaichkowski, President, New Brunswick Coalition for Literacy  
Gregory D'Souza, President, Fédération d'alphabétisation du Nouveau-Brunswick

### Workshop leaders:

**Math 101:** Judith MacManus, Teacher Associate, Math Centre University of New Brunswick  
**Heath Issues for Women:** Sylvia Smith, R.N., Bayshore Health Care  
**Health Issues for Men:** Stephen Cober, R.N., The Moncton Hospital  
**Volunteers are Vitality:** Rick Hutchins, Tourism Excellence Inc.  
**Learning Disabilities and Strategies:** Jane Drover, Learning Specialist, Mount Allison University  
**Marketing your Literacy Message:** Rick Hutchins, Tourism Excellence Inc.  
**[National Adult Literacy Database](#):** Charles Ramsey and Lorette Chiasson  
**[National Literacy Secretariat Proposal Writing](#):** Lynne Lalonde and France Matte-Lebeau  
**Fundraising for Results:** Rick Hutchins, Tourism Excellence Inc.  
**Self Esteem:** Anne Marie Hartford, Professional Development  
**Laramac Reading Workshop:** Patricia Huggard, Founder of the Laramac program and School and Candy Comeau, Laramac Teacher.  
**Clear Writing:** Sally McBeth, Clear Language and Design from the East End Literacy Program.  
**Psychological Disorders and Learning:** Greta Doucet, Mental Health Nurse  
**Estime de soi:** Fernand Thibodeau, literacy facilitator  
**Aline et Alex aux Pays des Merveilles!...ou le monde des apprenants atteints de troubles d'apprentissage:** Bonnie Chevrier and Fabienne McKay, Learning Disabilities Association of New Brunswick  
**Les responsabilites des bénévoles:** Pauline Pelletier, Provincial literacy coordinator, Department of Education  
**Les services offerts par le Centre FORA:** Renee Boucher, Centre FORA  
**Le marketing:** Marc LeBlanc, Université de Moncton  
**Dynamisme en milieu bénévole:** Donald Arsenault, Université de Moncton

**Le Comité national des apprenants:** Amede Brideau, Learner from Pont La France

**Apprenons ensemble à parfaire notre formation:** Bernard Nadeau, Université de Moncton

**La Base de données en alphabétisation des adultes:** Charles Ramsey et Lorette Chiasson

**Comment rédiger une demande de subvention:** France Matte-Lebeau et Lynne Lalonde,  
[National Literacy Secretariat](#)

**Le rôle du parent analphabète dans l'apprentissage de la lecture et de l'écriture de son enfant:** Anne-Marie Dionne, Université de Moncton - campus de Shippagan

**Les centres d'accès communautaire a votre service:** Stéphane Leclair, Connect NB Branché

**Apprendre à apprendre:** Charline Vautour, Literacy New Brunswick Inc.

**L'écriture simple:** Diane Pouliot, Fédération canadienne pour l'alphabétisation en français

## Evaluation from English participants

Evaluation of the overall event	Positive	Negative
Overall impression	100 %	
Content	100 %	
Satisfaction	100 %	
Effectiveness	100 %	

### A few comments:

- *Absolutely terrific and inspiring. I learned a great deal and had a lot of fun doing it while fostering new friendships. Such a bold and innovative initiative bringing these two groups together...needs to serve as a role model across Canada. Bravo! Two thumbs up and congratulations.*
- *Thank you so much. I am leaving with so much in my head and in my heart. I am full! Actually, overflowing. I enjoyed the mixed groups – both French and English and the many different groups working toward a common goal. Thank you!*
- *I want to express my congratulations and appreciation to you and all the members of you committee for the outstanding conference, "Learning Together – Apprenons ensemble." You are so devoted, so visionary and you are achieving so much. Congratulations! I love my beautiful inscribed wooden pen. It will always be a very special souvenir. Fond wishes for a wonderful spring, Sincerely, Marilyn Trenholme Counsell, Lieutenant Governor of New Brunswick*

Workshop: Math 101	Positive	Negative
Content	100%	
Satisfaction	100%	
Effectiveness	100%	

### A few comments:

- *Not enough time. We need a full day "hands on" workshop for our area CASP facilitators.*
- *Judith McManus is an excellent facilitator. Using manipulatives was a great method to show various concepts.*

<b>Workshop: Health Issues for Women</b>	<b>Positive</b>	<b>Negative</b>
Content	100%	
Satisfaction	100%	
Effectiveness	100%	

**A few comments:**

- *I really liked the topics in blood pressure. She was very clear in speaking. Health issues are a great concern to me. I wish it could have been longer.*
- *Everything about the workshop was great including discussions about blood pressure, cholesterol, diabetes, breast and cervical cancer and sexual health. Felt comfortable asking questions.*

<b>Workshop: Health Issues for Men</b>	<b>Positive</b>	<b>Negative</b>
Content	100%	
Satisfaction	100%	
Effectiveness	100%	

**A few comments:**

- *The openness and informal atmosphere made it easy to ask questions and voice opinions. Topics were well prepared and relevant. Excellent content*
- *I was pleased that this workshop covered everything from blood pressure and cholesterol to AIDS and sexually transmitted diseases and that we could ask lots of questions in a relaxed atmosphere.*

<b>Workshop: Volunteers are Vitality</b>	<b>Positive</b>	<b>Negative</b>
Content	100%	
Satisfaction	100%	
Effectiveness	100%	

**A few comments:**

- *The way the explanation was put towards us was very real. As a volunteer I have learned a lot. It is true, Learning Together is very important.*
- *I really liked the structure of the content, how it was presented and a*

*tool/mechanism to bring information back to the literacy community so that we can take a serious look at how to effectively recruit and sustain volunteers.*

<b>Workshop: Learning Disabilities and Strategies</b>	<b>Positive</b>	<b>Negative</b>
Content	100%	
Satisfaction	100%	
Effectiveness	100%	

**A few comments:**

- *Topics were great and very helpful. Would have been nice to have a session just for students.*
- *Very informative, liked the emphasis on reading strategies and how the workshop targeted some surprising points of misunderstood characteristics of someone with L.D.*

<b>Workshop: Marketing your literacy message</b>	<b>Positive</b>	<b>Negative</b>
Content	100%	
Satisfaction	100%	
Effectiveness	100%	

**A few comments:**

- *Totally enjoyable. Wonderful, clear presentation. Presenter was totally knowledgeable and professional and was respectful of all participants. Learned a great deal and am now armed with some ammunition to use back in my community.*
- *Rick did a great job. Got lots of great ideas to get things started. We need to have more sessions on Marketing Your Literacy Message.*

<b>Workshop: NLS Proposal Writing</b>	<b>Positive</b>	<b>Negative</b>
Content	100%	
Satisfaction	100%	
Effectiveness	100%	

**A few comments:**

- *I liked the content. It was the first time I ever attended as a student, so I found out how things, the funds for projects are chosen...how many people question what they have to do to apply for funds for literacy. Very interesting.*
- *Good information presented. Good use of overheads. Suggest that some hands-on activities be included. For example, use an actual application.*

<b>Workshop: Fundraising for Results</b>	<b>Positive</b>	<b>Negative</b>
Content	100%	
Satisfaction	100%	
Effectiveness	100%	

**A few comments:**

- *I really liked EVERYTHING!*
- *Really good presentation. Lots of helpful hints.*

<b>Workshop: National Adult Literacy Database</b>	<b>Positive</b>	<b>Negative</b>
Content	100%	
Satisfaction	100%	
Effectiveness	100%	

**A few comments:**

- *I really liked the otherwise unknown information. From now on I will send student's stories and upon GED graduation send their photographs. Mr. Ramsey is an excellent speaker.*
- *I really liked that it was presented in both English and French. I will use resources from the site.*

<b>Workshop: Self Esteem and Learning</b>	<b>Positive</b>	<b>Negative</b>
Content	100%	
Satisfaction	100%	
Effectiveness	100%	

**A few comments:**

- *I liked your spirituality and caring. You are bringing up my weekend.*
- *Lately I've been feeling very depressed concerning family matters. You have lifted me up somewhat. Thanks for the help.*

<b>Workshop: Laramac Reading</b>	<b>Positive</b>	<b>Negative</b>
Content	100%	
Satisfaction	93.75%	
Effectiveness	93.75%	

**A few comments:**

- *Enthusiasm! Energy! Ability to understand and teach at the level of beginning learners. This was the best of the conference! Take it on the road, please do in house workshops for teachers in schools.*
- *I really liked it. I could have listened all day.*

<b>Workshop: Clear Writing</b>	<b>Positive</b>	<b>Negative</b>
Content	91%	
Satisfaction	91%	
Effectiveness	91%	

**A few comments:**

- *Very worthwhile seminar, fun and informative. Good examples.*
- *Effective use of language, charts and demonstrations were clear and easily understood. The presenter clearly demonstrated her knowledge. Would have liked more time.*

<b>Workshop: Psychological Disorders and Learning</b>	<b>Positive</b>	<b>Negative</b>
Content	100%	
Satisfaction	96%	
Effectiveness	96%	

**A few comments:**

- *Thank you! Nurturing, empowering. Wow! Powerful stuff! I felt close to tears many times.*
- *Lot's of interesting, easy-to-understand ideas. Informative presentation related to literacy and mental disorders, all of which I am interested and involved in.*

**Evaluation from French participants**

<b>Event as a whole</b>	<b>Positive</b>	<b>Negative</b>
Overall impression	100 %	
Content	100 %	
Satisfaction	100 %	
Effectiveness	100 %	

**A few comments:**

- *To the organizing committee:  
On April 6, 7 and 8, I had the opportunity to attend the "Learning Together" Conference held in Moncton. My college administrators had urged me to attend. I did go, but only after trying to find all kinds of reasons to stay home! Let me congratulate you on the organization of a very informative and interesting conference! With remarkable ease and sensitivity you managed to bring together the two major linguistic groups, not only from this province, but from Canada as a whole, to take part in a wonderful event. All the participants seemed to enjoy themselves, even if the days were very full and sometimes exhausting. Everything was interesting: the invited speakers (who would have thought that Miss Teen Canada was interested in literacy?), the panel members, the workshop leaders and especially the learners' personal accounts, which always brought tears to my eyes! I take my hat off to you, members of the organizing committee, who worked tirelessly for more than a year to produce this successful event!*

- *I wanted to congratulate you on the conference held last weekend. Bravo to the organization; the workshops were interesting, as were the discussions. The learners from our area enjoyed it very much. The warm and supportive atmosphere at the conference was an extension of our everyday classroom experience of literacy. Thank you again for offering us this delightful experience, and bravo for all your efforts.*
- *I want to thank you once again for your warm welcome and congratulate you on the success of your "Learning Together - Apprenons ensemble" Conference. I greatly value the dedication shown by all the members of your committee. My personally inscribed pen is a souvenir that I will always cherish. Thank you from the bottom of my heart. Sincerely, Marilyn Trenholme Counsell, Lieutenant Governor of New Brunswick.*

<b>Workshop: Self-esteem</b>	<b>Positive</b>	<b>Negative</b>
Content	100 %	
Satisfaction	100 %	
Effectiveness	100 %	

**Sample comments:**

- *This was an extraordinary workshop. Everyone should have a chance to share the experience we had today.*
- *This was a workshop filled with humour and emotion. Within half an hour, everyone was 100% involved.*

<b>Workshop: Alice and Alex in Wonderland! ... or the World of Learners with Learning Disabilities</b>	<b>Positive</b>	<b>Negative</b>
Content	100 %	
Satisfaction	100 %	
Effectiveness	100 %	

**Sample comments:**

- *Excellent! Well done! Dynamic, and I've come away with tools to help my learners!*
- *It would be good to have a workshop like this in the continuing education section offered to trainers.*

<b>Workshop: Volunteer Responsibilities</b>	<b>Positive</b>	<b>Negative</b>
Content	93 %	
Satisfaction	100 %	
Effectiveness	93 %	

**Sample comments:**

- *Some very good ideas were presented about how to better define the tasks of committees and councils. There should be some follow-up on these suggestions.*
- *I really think that discussions will allow us to clarify and identify shortcomings. The solutions appear to me to be feasible. The suggestions put forward will probably be key to the success of future literacy efforts.*

<b>Workshop: Services Provided by the Centre FORA</b>	<b>Positive</b>	<b>Negative</b>
Content	100 %	
Satisfaction	100 %	
Effectiveness	100 %	

**Sample comments:**

- *Informal presentation. Workshop leaders were very friendly and open to suggestions.*
- *It's very useful to have a centre that publishes literacy materials for francophones.*

<b>Workshop: Motivation in the Volunteer Environment</b>	<b>Positive</b>	<b>Negative</b>
Content	100 %	
Satisfaction	100 %	
Effectiveness	100 %	

**Sample comments:**

- *Very interesting workshop! A very humane, interesting workshop leader who knows his subject and knows how to convey his material in a way that is simple and easy to understand. It's a shame that it*

*wasn't longer!*

- *The workshop leader is a very good communicator and he knows how to present his subject in a dynamic manner. He used very good visual aids.*

<b>Workshop: Marketing</b>	<b>Positive</b>	<b>Negative</b>
Content	91 %	9 %
Satisfaction	91 %	9 %
Effectiveness	91 %	9 %

**Sample comments:**

- *The subject and the presentation were very relevant to our role as literacy promoters.*
- *A practical and interesting workshop. The workshop leader knows his subject very well and presents it in a way that is simple and easy to understand. This will be useful to me in my work with volunteers*

<b>Workshop: The <i>Comité national des apprenants</i> [National Learners' Committee]</b>	<b>Positive</b>	<b>Negative</b>
Content	100 %	
Satisfaction	100 %	
Effectiveness	100 %	

**Sample comments:**

- *The workshop leader is very good and he taught us a lot about the *Comité national des apprenants*.*
- *We need more financial support from our governments.*

<b>Workshop: Let's All Learn How to Complete Our Education</b>	<b>Positive</b>	<b>Negative</b>
Content	100 %	
Satisfaction	100 %	
Effectiveness	100 %	

**Sample comments:**

- *Well done! I learned that one must always be open to learning about oneself and others and that the learners come to us with their own stock of knowledge!*
- *Very interesting, good tips to help us in our work. Good examples drawn from our everyday experience*

<b>Workshop: How to Prepare a Grant Application</b>	<b>Positive</b>	<b>Negative</b>
Content	100 %	
Satisfaction	100 %	
Effectiveness	100 %	

**Sample comments:**

- *Very clear and precise presentation. France knows what she is talking about and conveys her material effectively. We get the feeling that she is here to help us. Reassuring!*
- *Very fine presentation that gave me a much better understanding of the grant application process. A clear and well-explained presentation. Well done, France!*

<b>Workshop: The Role of the Illiterate Parent in the Child's Ability to Learn to Read and Write</b>	<b>Positive</b>	<b>Negative</b>
Content	67 %	33 %
Satisfaction	67 %	33 %
Effectiveness	67 %	33 %

**Sample comments:**

- *I would like to see the results presented later to the francophone participants in a way that would be easy for everyone to understand.*

<b>Workshop: Community Access Centres at Your Service</b>	<b>Positive</b>	<b>Negative</b>
Content	100 %	
Satisfaction	100 %	
Effectiveness	100 %	

**Sample comments:**

- *The workshop leader answered all our questions. I learned a lot, and he even got me to enjoy the computer.*

<b>Workshop: Learn How to Learn</b>	<b>Positive</b>	<b>Negative</b>
Content	100 %	
Satisfaction	100 %	
Effectiveness	100 %	

**Sample comments:**

- *Another tool!*
- *A very interesting workshop. Very good leadership and activities. The content was very complete. It's very satisfying to realize that these tools could help many learners.*

<b>Workshop: Simple Writing</b>	<b>Positive</b>	<b>Negative</b>
Content	100 %	
Satisfaction	100 %	
Effectiveness	100 %	

**Sample comments:**

- *Simple sentences: Great! Well done! Thank you!*
- *I really appreciated your dynamism, your smile, your simplicity and your concrete examples. It was brief but excellent!*

## Media Coverage

The *Learning Together Conference* received coverage from the following media outlets :

### Newspaper :

- Moniteur Acadien
- Times & Transcript

### Radio :

- CJSE - FM

### Television :

- Global TV
- 

## Song

### *Apprenons ensemble / Learning Together*

The following thumbnail images display the graphical content/sizes of the various pages of the sheet music, "*Apprenons ensemble / Learning Together*" which are displayed on the following six pages.

Click on each of the thumbnails below to view the full sized version.

					
<b>Page 1</b> 83KB	<b>Page 2</b> 108KB	<b>Page 3</b> 109KB	<b>Page 4</b> 102KB	<b>Page 5</b> 102KB	<b>Page 6</b> 110KB

pour la Fédération d'alphabétisation du Nouveau-Brunswick/  
for the New Brunswick Coalition for Literacy

# Apprenons ensemble/ Learning together

Paroles françaises par  
Marie Doiron et Fernand Thibodeau  
English translations and music by  
Alasdair MacLean

The musical score is presented in three systems, each with a Voice staff and a Piano staff. The first system starts at measure 1, marked with a tempo of quarter note = 100. The piano part begins with a mezzo-forte (*mf*) dynamic. The piano accompaniment features a steady eighth-note bass line and chords in the right hand. The voice part is currently silent. The second system covers measures 6 to 11, showing the piano accompaniment continuing with similar rhythmic patterns. The third system covers measures 12 to 17, where the piano accompaniment includes some longer note values and rests. The voice part remains silent throughout the entire score.

Apprenons ensemble 2 Learning together

17 **Chorus:**

mf

Voice

Nous sommes tous ré-un-is pour res-ser-ner nos liens, Ren-cont-ner des a-mis, se

Piano

20

Voice

pré-par-er pour dem-ain. ai-ons ap-pren-ons, ap-pren-ons, ai-ons ap-pren-ons

Piano

24

Voice

ap-pren-ons en-semble.

Piano

29 **Solo:**

Voice

On y voit l'es-time de soi, le part-age, la com-mun-i-ca-ti-on.

Piano

33

Voice

l'in-dép-end-ance, être a l'aise av-ec soi, tout ça en Al-pha-bét-is-a-ti-on.

Piano

37

Voice

I can feel self-es-teem grow, all I want to be...

Piano

41

Voice

in-dep-end-ent shar-ing, and all this from Lite-rac-y.

Piano

45

**Chorus:**

Voice

Get-ting to-gether we op-en up doors so

Piano

Apprenons ensemble 4 Learning together

49

Voice

mak - ing\_ some new friends\_ we reach for\_ to - mor - row. Learn - ing, eve - ry day

Piano

52

Voice

learn - ing\_ Learn - ing, eve - ry day learn - ing\_ to - geth

Piano

57

Voice

er.

Piano

63 Solo: *mf*

Voice

Op - en wide\_ the learn ing door, on a page find a new\_ dom - ain.

Piano

*mf*

Apprenons ensemble 5 Learning together

67

Voice

Our lives will change... we'll grow and then... our hope will shine... a - gain...

Piano

71

Voice

En - ouv - rant grands les portes... de la route... du sav - air... Ta vie ser - a

Piano

75

Voice

trans - form - ée... et ren - ait - ra ton es - poir...

Piano

81 **Chorus:**

Voice

Nous sommes... tous ré - un - is pour res - ser - rer nos liens, mak - ing... some new friends... we

Piano

Apprenons ensemble 6 Learning together

84 *ff*

Voice  
reach for to-mor - row. Al - ors, ap - pren - ons, ap - pren - ons, Learn - ing, eve - ry day

Piano

88

Voice  
learn - ing, Al - ors, ap - pren - ons, ap - pren - ons, en - sem - ble, to -

Piano

93

Voice  
geth - er, en - sem - ble, nous pou - vons faire la

Piano

98

Voice  
dif - fèr - en - cel

Piano