



## *In the Works*

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*A compendium of projects from across the country*

Dear Colleagues,

Movement for Canadian Literacy (MCL) has created this Compendium to capture a snapshot of the variety of projects currently taking place across the country. The information about each project has been supplied by the lead organization.

The projects have been grouped under “themes” rather than by location, timelines or start dates. It must be noted, however, that the classification of a project under any thematic heading has been somewhat arbitrary. For example, a project that has a strong research focus, but also includes a workshop or training event has been classified as “research” rather than professional development. A project that seems to have professional development as its main objective, but also includes a research component has been classified as “practitioner training and development”.

It is our hope that organizations will continue to send us information about projects. This will allow us to periodically update the Compendium. We may also publish the information in the next issue of *literacy.ca EXPRESS*.

If you would like to share information about a project please email Lindsay Kennedy at [lindsay@literacy.ca](mailto:lindsay@literacy.ca) for our submission guidelines. The project funding can come from any source (federal or provincial/ territorial governments, community foundations, etc.).

Please share this compendium with your colleagues.

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## ESSENTIAL SKILLS INTEGRATION

<b>Project Title:</b>	<i>Embedding Literacy and Essential Skills in the Workplace</i>
<b>Lead Organization:</b>	Literacy BC
<b>Funder:</b>	Government of Canada, Human Resources & Skills Development, Office of Literacy and Essential Skills (OLES) and three Provincial ministries
<b>Project Description:</b>	This three-year project will investigate the best practices for embedding literacy and essential skills in a variety of contexts. Four in-depth on-site consultations in four different sectors (Aboriginal services, corrections, employment training and healthcare facilities) will be held. The project aims to instil a culture of literacy orientation and discover, design and implement new policies, practices and content to facilitate embedding.
<b>Status:</b>	Started October 2009
<b>Contact:</b>	Dianna Twiss at <a href="mailto:dtwiss@literacy.bc.ca">dtwiss@literacy.bc.ca</a> .

<b>Project Title:</b>	<i>Embedding Literacy in Workplace Training in Northern Canada</i>
<b>Lead Organization:</b>	Nunavut Literacy Council (NLC)
<b>Funder:</b>	Government of Canada, Human Resources & Skills Development, Office of Literacy and Essential Skills (OLES)
<b>Project Description:</b>	<p>This project was developed to build the capacity of the northern Literacy Councils to provide training, resources, and support for employers and trainers to embed literacy and essential skills into workplace-based training and mentoring programs. In the first year, research, reports, and “grey literature” will be examined to gain an understanding of existing models for embedding literacy and models that can be adapted by employers and that are appropriate for the northern context.</p> <p>In addition to a culturally appropriate manual for practitioners, Workplace/ Workforce trainers, and instructors, the project will use a variety of methods to communicate information about the project results to a wide audience. The manual will include:</p> <ul style="list-style-type: none"> <li>▪ An overview of the benefits of workplace literacy and skills development and the concept of embedded literacy</li> <li>▪ Strategies for identifying employees with low literacy</li> <li>▪ Strategies for embedding literacy into existing skills development and mentoring programs</li> <li>▪ Delivery models</li> <li>▪ Strategies for developing or adapting in-house materials</li> <li>▪ Developing and instituting a plain language communications strategy for the workplace</li> </ul> <p>In the second year, two on-site workplace pilots will take place. In the third year a workplace and essential skills workshop will be delivered to employers and trainers who are interested in embedding literacy and essential skills into their programs.</p>
<b>Status:</b>	Starting in 2009
<b>Contact:</b>	Kim Crockatt at <a href="mailto:kimcrockatt@nunavutliteracy.ca">kimcrockatt@nunavutliteracy.ca</a> .

## FAMILY LITERACY

<b>Project Title:</b>	<i>Get Set Learn – After School</i>
<b>Lead Organization:</b>	Project READ Literacy Network, Waterloo-Wellington
<b>Funder:</b>	Kitchener-Waterloo Community Foundation and Government of Canada, Human Resources & Skills Development, Office of Literacy and Essential Skills (OLES)
<b>Project Description:</b>	<p>We will conduct initial development of an interactive family literacy model that involves low literate families (parents, school aged, and preschool aged children) in a unique learning program. In each class, the three age groups will focus on the same key messages with age appropriate curriculums (activities &amp; strategies) and engage in intergenerational learning. The 3 pilot locations will be located at elementary schools and community centres during the afterschool time frame. It is a model to encourage the whole family to become a “learning unit” and a proactive approach to ending the cycle of low literacy. Outcomes:</p> <ul style="list-style-type: none"> <li>▪ Increased knowledge &amp; skills among low literate families</li> <li>▪ Positive attitudes &amp; confidence in learning</li> <li>▪ Increased insights into supporting low literate families</li> <li>▪ Viable program delivery model that connects families and communities</li> </ul> <p>Final Product – Curriculum outline for the delivery of the program and final evaluation report.</p>
<b>Status:</b>	Starting in late 2009
<b>Contact:</b>	Lorri Sauve at <a href="mailto:familyliteracy@projectread.ca">familyliteracy@projectread.ca</a> .

<b>Project Title:</b>	<i>Sharing Our Gifts: Family Literacy Portfolio Tool</i>
<b>Lead Organization:</b>	PEI Literacy Alliance
<b>Funder:</b>	Government of Canada, Human Resources & Skills Development, Office of Literacy and Essential Skills (OLES)
<b>Project Description:</b>	<p>In this two-year project, PEI Literacy Alliance will partner with two family resource centres (Mainstreet and CHANCES ) to create an easy-to-use Family Literacy Portfolio Tool that will empower parents to capitalize on and enhance literacy and essential skills within their own families. The target audience for this project is parents and caregivers, particularly those using Family Resource Centre programs, adult education programs and English as an Additional Language programs. The Family Portfolio Tool will help parents and caregivers learn about literacy and essential skills, to build confidence, and to identify current strengths and successes as they relate to building essential skills and literacy in the home. They will recognize learning challenges and identify ways to improve their skills and find support. They will learn to set family literacy goals that are attainable within the community setting.</p> <p>A Family Literacy Portfolio Tool and Facilitator’s Guide will be created and made available to Adult Educators and Family Resource Centre staff across the country.</p>
<b>Status:</b>	Starting in 2009
<b>Contact:</b>	Catherine O'Bryan at <a href="mailto:peila@eastlink.ca">peila@eastlink.ca</a> .

<b>Project Title:</b>	<i>Family Literacy for Families with Children 0-6 years old</i>
<b>Lead Organization:</b>	North West Territories Literacy Council
<b>Funder:</b>	Government of the Northwest Territories: Department of Education, Culture & Employment, Early Childhood Services
<b>Project Description:</b>	<p>The funding supports training, resource development, promotion of family literacy and support for family literacy projects.</p> <p><b>Training:</b> Develop and deliver a family literacy training institute for family literacy providers in the NWT and develop and deliver community-based workshops that include: program planning and proposal writing; facilitation skills; talking books; and bookmaking. A mentorship program for more experienced family literacy providers has been developed. Develop and deliver training programs for staff in early childhood programs on integrating literacy into their programs, and on running family literacy programs with parents.</p> <p><b>Resource development:</b> Develop a broad range of resources for parents and family literacy providers, including: a CD of rhymes and songs; a Let's Start Early kit, a Books in the Home Northern Book kit; a best practices northern family literacy program video; and four "How to" Kits each year. NWT will also administer and maintain a family literacy section on its NWTLC resource webpage.</p> <p><b>Promotion of family literacy:</b> A range of media activities and information packages that will be sent out during NWT Literacy Week, National Family Literacy Day and Aboriginal Languages month.</p> <p><b>Support for family literacy projects:</b> NWTLC administers funding for family literacy providers that have been trained to run community-based family literacy projects. NWTLC also assists community literacy providers to develop and deliver family literacy programs through onsite visits, phone and emails.</p>
<b>Status:</b>	Year 2 of a 3-year agreement with the Government of the NWT
<b>Contact:</b>	Helen Balanoff at <a href="mailto:helen@nwtliteracy.ca">helen@nwtliteracy.ca</a> .

<b>Project Title:</b>	<i>Family Literacy for Parents of School-aged Children</i>
<b>Lead Organization:</b>	North West Territories Literacy Council
<b>Funder:</b>	Government of Canada, Human Resources & Skills Development, Office of Literacy and Essential Skills (OLES)
<b>Project Description:</b>	<p>The program is intended to provide training, resources and support to communities to develop and deliver family literacy programs to families with school-aged children.</p> <p>The project will research existing models of family literacy programs for families of school-aged children and share the findings of that research with NWT family literacy providers. Based on their feedback, a model of family literacy relevant to the NWT will be developed. It will likely be based on existing programs, but adapted to the northern context. Possible components of the program will be family tutoring; information about the school system, schools and schooling; communicating with the school; communicating with your children; activities to do with your children; becoming Internet smart for your children; family math. The program will include multi-media resources to support parents.</p> <p>Four communities will field test the model. Once the program is available in a draft version, a workshop to introduce the program and the supporting resources for family literacy providers will be developed and delivered. Revisions to the program and supporting materials will be based on the feedback from the test sites. The final model will then be used to develop and deliver a training workshop for family literacy providers throughout the NWT. The model will become a part of NWTLCs ongoing work in family literacy.</p>
<b>Status:</b>	This project has been approved by OLES, but funding has not yet been received.
<b>Contact:</b>	Helen Balanoff at <a href="mailto:helen@nwtliteracy.ca">helen@nwtliteracy.ca</a> .

## PRACTITIONER TRAINING AND DEVELOPMENT

<b>Project Title:</b>	<i>Learning Disabilities in Adult Literacy Settings: A professional Development Strategy for Literacy Practitioners</i>
<b>Lead Organization:</b>	Literacy BC
<b>Funder:</b>	Government of Canada, Human Resources & Skills Development, Office of Literacy and Essential Skills (OLES)
<b>Project Description:</b>	<p>This is a two year project based on a “whole life” approach to learning disabilities. The project employs “research in practice” and “train the trainer” approaches to develop and embed a regionally-based infrastructure in BC that can effectively address learning disabilities in adult literacy settings. The project includes a Training Fair, set for Vancouver in November 2009.</p> <p>The whole life approach is organized around six areas of practice: building relationships of trust, professional development and reflective practice, taking care of the spirit, changing how the world thinks about LD, building awareness about LD, and teaching many minds.</p>
<b>Status:</b>	May 2009-2011
<b>Contact:</b>	Emily Hunter at <a href="mailto:ehunter@literacy.bc.ca">ehunter@literacy.bc.ca</a> .

<b>Project Title:</b>	<i>Multimedia Approach to Training Adult Learning Practitioners</i>
<b>Lead Organization:</b>	Literacy Nova Scotia (LNS)
<b>Funder:</b>	Government of Canada, Human Resources & Skills Development, Office of Literacy and Essential Skills (OLES) with significant in-kind support from LNS and project partners: NS Department of Labour and Workforce Development, NALD, NS Provincial Library, Nova Scotia Community College.
<b>Project Description:</b>	<p>The training will reflect current research, knowledge, and practice, including the latest available statistics, changing economy and labour force needs, and the increasingly complex needs of today's adult learners. Several media will be explored as possible delivery modes, including face-to-face workshops, study circles, videoconferencing, and an on-line discussion group and classroom platform which do not depend on broadband access.</p> <p>The goal is to make foundational training available to all literacy programs in the province in ways that fit their circumstances. The program will include nine modules:</p> <p>Based on the fundamental belief that adult learners have a right to literacy education and therefore to well-trained practitioners who are able to meet the needs of today's adult learner, the new training will be available to any practitioner (paid or volunteer) working in community programs with adult literacy/essential skills learners at Nova Scotia's Adult Learning Program Levels I, II, and III, as well as practitioners working in seniors' literacy programs, workplace education programs, and special needs settings.</p>
<b>Status:</b>	In process, completion date February 2011
<b>Contact:</b>	Jayne Hunter at <a href="mailto:jayne.hunter@nsc.ca">jayne.hunter@nsc.ca</a> OR Ann Marie Downie at <a href="mailto:annmarie.downie@ns.sympatico.ca">annmarie.downie@ns.sympatico.ca</a> .

<b>Project Title:</b>	<i>A New Approach to Essential Skills Professional Development in Atlantic Canada</i>
<b>Lead Organization:</b>	PEI Literacy Alliance
<b>Funder:</b>	Government of Canada, Human Resources & Skills Development, Office of Literacy and Essential Skills (OLES)
<b>Project Description:</b>	<p>The PEI Literacy Alliance will present professional development workshops based on a program developed in Manitoba by a group called Igniting the Power Within.</p> <p>This program focuses on essential skills and prior learning assessment and recognition (PLAR.) Although the program was developed explicitly for Aboriginal people, the Alliance will present it to a mixed audience of adult educators. The project will determine if the process is effective and useful to the field at large as a way to incorporate essential skills and PLAR into adult education programs.</p> <p>A series of four 2-day professional development workshops will be provided over the course of 18 months using the “Igniting the Power Within” program.</p>
<b>Status:</b>	The first workshop has been held; the remaining three workshops will be held in coming months.
<b>Contact:</b>	Catherine O'Bryan at <a href="mailto:peila@eastlink.ca">peila@eastlink.ca</a> .

<b>Project Title:</b>	<i>Preparing Educators to Use and Integrate Free Web Tools into Practice</i>
<b>Lead Organization:</b>	AlphaPlus Centre
<b>Funder:</b>	Ontario Ministry of Training, Colleges and Universities
<b>Project Description:</b>	<p>AlphaPlus Centre is in the process of launching a new project to deliver a series of free face-to-face and web-supported professional development workshops to educators across Ontario focusing on foundational training in internet skills and integrating free web tools into practice.</p> <p>The professional development training, which can be customized to participants' needs, will concentrate on helping educators explore and integrate into practice new Web 2.0 technology and tools such as blogs, wikis, podcasts, social-bookmarking tools and more.</p> <p>The sessions will be designed to help educators who might not be comfortable with the new technology or don't have access or time to try out new tools and resources, and to offer hands-on experience for learning about, sharing, and using these web-based resources.</p> <p>In October 2009, AlphaPlus will be connecting with literacy organizations across Ontario to offer the training to programs and agencies.</p>
<b>Status:</b>	In process, completion date May 31, 2010.
<b>Contact:</b>	Monika Jankowska-Pacyna at <a href="mailto:mjankowska@alphaplus.ca">mjankowska@alphaplus.ca</a> .

<b>Project Title:</b>	<i>Essential Skills for Literacy Practitioners</i>
<b>Lead Organization:</b>	Laubach Literacy Ontario (LLO)
<b>Funder:</b>	Ontario Ministry of Training, Colleges and Universities
<b>Project Description:</b>	<p>This project will focus on identifying Essential Skills for Practitioner Training and Certification. Tutor and tutor-trainer competencies required by all levels in LLO's current certification system will be identified. An analysis of the competencies as they relate to the current Employment Ontario environment, and the expectations that places on LBS programming, would ensure that tutors and trainers meet expectations in this rapidly changing environment.</p> <p>Current tutor-trainer workshop segments will be converted to an e-platform to make delivery of this workshop flexible to those who cannot attend a full live workshop. The online trainer workshop will be made available to all literacy practitioners across the province.</p> <p>LLO is the only LBS organization with a tutor and trainer certification system in place. Updating this system to encompass Essential Skills will provide greater transparency in the larger Employment Ontario system. The deliverables from this project will be useful to not only LLO's apprentice trainers and certified trainers, but all literacy practitioners. All programs utilizing volunteer tutors will benefit from being able to review the system even if they are not part of the certification process.</p> <p>The updated certification system will be launched on the LLO website.</p>
<b>Status:</b>	September 2009-August 2010
<b>Contact:</b>	Robyn Cook-Ritchie at <a href="mailto:ritchieg@execulink.com">ritchieg@execulink.com</a> .

## RESEARCH

<b>Project Title:</b>	<i>Information Sharing and Resource Development</i>
<b>Lead Organization:</b>	NWT Literacy Council
<b>Funder:</b>	Government of the Northwest Territories: Department of Education, Culture & Employment, NWT Literacy Strategy
<b>Project Description:</b>	<p>New resources for adult educators are developed, based on their input. In the current year of this project a number of resources are being developed, including: a novel study for a graphic novel; a teaching and learning resource on northern poetry; and three math workbooks – home math, money math, kitchen math, plus a basic math skills book. An interactive online tool on Literacy and Essential Skills in the North is also being developed.</p> <p>In each year of the project, workshops are provided at the regional adult educators’ professional development sessions. This year the training will be on the new math resources and our non-academic outcomes research project.</p> <p>This project also funds the NWTLCs information sharing activities, including: website, weekly E-news, and biannual newsletters.</p>
<b>Status:</b>	Year 2 of a 3-year agreement
<b>Contact:</b>	Helen Balanoff at <a href="mailto:helen@nwtliteracy.ca">helen@nwtliteracy.ca</a> .

<b>Project Title:</b>	<i>Aboriginal Literacies Research</i>
<b>Lead Organization:</b>	NWT Literacy Council
<b>Funder:</b>	Government of the Northwest Territories: Department of Education, Culture & Employment, NWT Literacy Strategy and Social Sciences and Humanities Research Council of Canada (SSHRC)
<b>Project Description:</b>	For a number of years, NWTLC has been conducting research into Aboriginal literacies. The research has looked at ways to repatriate stories and indigenous literacies through objects that are in the British Museum in London, England. During the current phase, community-based researchers are working with elders to collect their stories of the objects. These are then placed on an interactive database. Later, the elders from the participating communities will travel to London to view the objects.
<b>Status:</b>	Year 2 of a 3-year agreement.
<b>Contact:</b>	Helen Balanoff at <a href="mailto:helen@nwtliteracy.ca">helen@nwtliteracy.ca</a> .

<b>Project Title:</b>	<i>Learner Services in the Community-based Sector</i>
<b>Lead Organization:</b>	Literacy Nova Scotia (LNS), in partnership with the Department of Labour and Workforce Development
<b>Funder:</b>	Province Of Nova Scotia: Adult Learning Division of the Department of Workplace and Labour Development
<b>Project Description:</b>	<p><i>Learner Services in the Community-based Sector is a two year project in which</i> Literacy Nova Scotia (LNS), in partnership with the Department of Labour and Workforce Development and with cooperation from adult learners, literacy practitioners, and with expert advice from Nova Scotia Community College, will look at the serious issues that affect learners' success in their programs.</p> <p>LNS is doing research to find out which barriers have the greatest impact on learner retention and success, and which interventions could make a difference. The project will use focus group discussions and surveys to canvass those who know the issues from the inside out – learners, practitioners and coordinators. Participants will examine internal and external supports currently available, identify barriers that affect learner retention, help to identify appropriate assistive technology, and recommend strategies and initiatives that will influence better labour market access.</p> <p>Recommendations will be included with the final report. It is hoped that the recommendations will be used to inform policy and program options for provision of learner support services at the community-based program level which will help more adult learners in Nova Scotia improve their lives through education.</p>
<b>Status:</b>	In process, completion date May 30, 2010.
<b>Contact:</b>	Benjamin Gale at <a href="mailto:ben.gale2@gmail.com">ben.gale2@gmail.com</a> OR Ann Marie Downie at <a href="mailto:annmarie.downie@ns.sympatico.ca">annmarie.downie@ns.sympatico.ca</a> .

## PROGRAM DEVELOPMENT

<b>Project Title:</b>	<i>Literacy and Essential Skills Development in a Cultural Context</i>
<b>Lead Organization:</b>	Nunavut Literacy Council (NLC)
<b>Funder:</b>	Government of Canada, Human Resources & Skills Development, Office of Literacy and Essential Skills (OLES)
<b>Project Description:</b>	<p>The objectives of this project are:</p> <ul style="list-style-type: none"> <li>▪ To create greater understanding of the promising practice program models that embed literacy and essential skills within context-based programs for youth and adults through community-based and academic research.</li> <li>▪ To support program administrators and project facilitators to embed literacy and essential skills into existing and new context-based programs for youth by developing and sharing resources and offering training.</li> </ul> <p>This project will enable the NLC to support community-based groups and organizations in their efforts to use culturally-based programs as a vehicle to engage learners and to increase their literacy and essential skills. The types of program models we will be researching and analyzing are especially effective at reaching marginalized Inuit youth. It is the youth for whom programs will have the greatest impact now and in the future.</p> <p>Using an evaluation framework based on credible evaluations of other context-based literacy programs and designed with the assistance of an experienced research advisor, the NLC will conduct research into the outcomes of these programs.</p> <ol style="list-style-type: none"> <li>1. <b>Programs:</b> Reclaiming Our Sinew, Somebody’s Daughter and the Traditional Arts &amp; Literacy Program  <b>Location:</b> Rankin Inlet, Nunavut  <b>Research Category:</b> Culturally-based programs with embedded literacy that have taken place previously.</li> <li>2. <b>Program:</b> Kitikmeot Heritage Society’s Traditional Skills Program</li> </ol>

<b>Project Title:</b>	<i>Literacy and Essential Skills Development in a Cultural Context</i>
	<p><b>Location:</b> Cambridge Bay, Nunavut</p> <p><b>Research Category:</b></p> <ol style="list-style-type: none"> <li>a. A new cultural program with no LES component. Using the evaluation framework this program will be used to gather baseline data. Outcomes of this program will be compared with outcomes of the three previously administered programs which include an LES component as well as the pilot program (see 2.b. below)</li> <li>b. Pilot a culturally-based program developed by the NLC that integrates LES into the program described in 2.a. above.</li> </ol> <p>The results will be analyzed and key program elements that support learner achievement and success will be identified. The information used will form the development of resources and training that the NLC can use to assist other groups across the territory to embed literacy and essential skills into their own culturally-based programs.</p>
<b>Status:</b>	2010-2012
<b>Contact:</b>	Kim Crockatt at <a href="mailto:kimcrockatt@nunavutliteracy.ca">kimcrockatt@nunavutliteracy.ca</a> .

## LEARNER RESOURCES/CURRICULUM DEVELOPMENT

<b>Project Title:</b>	<i>EmployAbility Success!</i>
<b>Lead Organization:</b>	QUILL Literacy Network
<b>Funder:</b>	Ontario Ministry of Training, Colleges and Universities
<b>Project Description:</b>	<p>The new curriculum will give learners the opportunity to learn more about Essential Skills and practise their skills with authentic materials and scenarios. The curriculum modules follow four adults who have moved on to employment after upgrading their literacy and essential skills. Each person has a specific job, however, the emphasis in all of the modules is on transferability of skills.</p> <p>Literacy learners using the <i>EmployAbility Success!</i> curriculum will be able to explore the world of work and practise transferable skills for their own employment goals. The curriculum will be particularly suitable for clients who are interested in entry level jobs. It will be available in both print and online formats.</p>
<b>Status:</b>	In process, completion date summer 2010.
<b>Contact:</b>	Debera Flynn at <a href="mailto:debera.quill@bmts.com">debera.quill@bmts.com</a> .

<b>Project Title:</b>	<i>Recognizing Life's Work</i>
<b>Lead Organization:</b>	QUILL Learning Network
<b>Funder:</b>	Government of Canada, Human Resources & Skills Development, Office of Literacy and Essential Skills (OLES) with support from the Ontario Ministry of Training, Colleges and Universities
<b>Project Description:</b>	<p>This project aims to provide credibility, validity and recognition to the Essential Skills adults develop and strengthen through daily leisure and home-based activities. Adults with limited work experience still have a wealth of knowledge, skills and experience to bring to the workplace. This project recognizes that the pastimes, hobbies, volunteering, and overall life management tasks that adults are involved in require all the Essential Skills that are also needed in the workplace.</p> <p>Through in depth interviews with over 100 literacy learners the project has learned the most common activities in which they participate (reading for personal pleasure, fishing, gardening , computers for personal interest and social networking, playing cards, and playing board games, to mention only a few).</p> <p>The most common Essential Skills (ES) used in these activities are now being identified. Once the ES have been identified, these activities will be matched to occupations that use the same skills. Research into the local labour market will be conducted to assess hiring potentials in these cross linked occupations and local employers will be asked to validate the Essential Skills required. Learning activities will also be developed and field tested by literacy programs.</p> <p>A final package of materials that link the home to the workplace will be distributed to literacy programs next spring. A training session based on the materials will also be offered in 2010.</p>
<b>Status:</b>	In process, completion date 2010.
<b>Contact:</b>	Debera Flynn at <a href="mailto:debera.quill@bmts.com">debera.quill@bmts.com</a> OR Cindy Davidson at <a href="mailto:cindyda@bmts.com">cindyda@bmts.com</a> .

## LITERACY AWARENESS

<b>Project Title:</b>	<i>Literacy Promotion, Information Sharing, and Adult Supports</i>
<b>Lead Organization:</b>	NWT Literacy Council
<b>Funder:</b>	Government of the NWT
<b>Project Description:</b>	<p>This project aims to promote literacy, share literacy information and provide supports to adult educators in the form of training and resource development.</p> <p><b>Literacy promotion</b> For special literacy dates, such as International Literacy Day, NWT Literacy Week, National Family Literacy Day, Adult Learners' Week, Aboriginal Languages Month, the NWTLC produces press kits and media releases, posters, advertisements, and public service announcements. Press releases to react to specific literacy news items, such as the release of the IALSS findings are also used.</p> <p>To promote literacy, community information kits for special literacy days and events are developed. These contain information on the event, ideas for communities to host their own events, and promotional materials. The NWTLC also hosts special literacy events.</p> <p><b>Information sharing</b> To keep people up-to-date on current literacy issues that affect them, the NWTLC website is maintained and updated regularly, a weekly e-news is developed and distributed, as are two print-based newsletters. NWTLC maintains and enhances a resource centre and its literacy resource webpage.</p> <p>This year the NWTLC will also be developing a family literacy and an adult literacy blog.</p>
<b>Status:</b>	Year 2 of a 3-year agreement
<b>Contact:</b>	Helen Balanoff at <a href="mailto:helen@nwtliteracy.ca">helen@nwtliteracy.ca</a> .