

**Final Evaluation Report of the
National Summit on Libraries and Literacy:
Moving Forward**

Canadian Library Association

November 2006

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Greg Kelner for the Steering Committee of the National Summit on Libraries and Literacy – Moving Forward.

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I. Introduction

The introduction includes the purpose of this report, basic background information about the Summit to set the context for the evaluation, as well as the methods for evaluation.

A. Purpose of the Report

This report presents the findings from both the evaluations of the *National Summit on Libraries and Literacy – Moving Forward*. One set of evaluation data was gathered during the day of the Summit meeting. The final evaluation data were collected three months after the Summit. The consultant’s analysis examines the data against the goals of the Summit as set out by the steering committee and makes recommendations for moving forward in the future.

B. Background Information on the Summit

The Canadian Library Association’s (CLA) Action for Literacy Interest Group (AFLIG) organized and hosted the *National Summit on Libraries and Literacy – Moving Forward*. This one day working Summit, held on June 14, 2006, was a pre-conference connected to the annual CLA conference. In preparation for the Summit, the Steering Committee distributed a background paper, *Libraries and Literacy: A Decade in Review*, to all delegates (available at www.librariesandliteracy.ca). That report documented the developments in adult literacy in libraries across the country since the previous 1995 Calgary Summit: *Public Libraries and Literacy: Toward a National Frontline Strategy*.

i. Goals of the Summit

The goals of the 2006 Summit were to:

- develop strategies to increase information sharing among libraries and between libraries and literacy organizations;
- plan initiatives to increase collaboration;
- inform about existing library and literacy initiatives locally and internationally;
- create concrete tasks that will enable participants to move forward with a national vision for library/literacy initiatives and collaborations.

ii. Attendance and Format of the Summit

One hundred and nine delegates registered for the Summit representing all the provinces and two territories in the country. Forty-nine percent of delegates were from library organizations, 28% from literacy organizations, 9% were literacy learners and 14% were students or from other organizations including two representatives from the National Literacy Secretariat.

The Summit combined a mixture of plenary and keynote sessions with small group participatory working sessions. This format provided inspiration for a national vision as well as practical planning for follow-up action. The Steering Committee organized six small group working sessions which corresponded to the work of Vital Links in the U.K. and were of interest to Canadians. The six theme areas were:

- connecting libraries and basic skills agencies
- books for adult learners
- promoting reading
- family literacy initiatives
- staff training for skills development
- libraries and governmental/NGO relations.

C. Methods for Gathering Data for the Evaluation

The researchers gathered data for the evaluation of the Summit in two stages: during the day of the Summit itself and then three months later in September, 2006. The purpose of this two-step process was to capture initial reactions to the Summit and then post-Summit reflections and the implications for projects in adult literacy.

The first set of data comes from evaluation forms handed in by the delegates (see Appendix A for the Summit evaluation form). The second set of data was gathered through telephone and face-to-face interviews with library and literacy delegates. Ten librarians and 6 literacy delegates were interviewed. The researchers aimed for cross country representation as well as a mix of librarians who had attended the first Summit in 1995 and those who were attending for the first time. They also conducted two focus groups at this second stage, one with four members of the Steering Committee and one with seven learners who attended the Summit (see Appendix B for questions for interviews and focus groups). In total, the researchers spoke with 27 people who attended the Summit or 25% of the registered delegates.

II. Findings: First Stage - at the Summit Meeting

Evaluation forms (see Appendix A) were included in the delegates' packages at the Summit. Delegates were asked to complete the forms and hand them in before the end of the day so they could be part of a draw with book prizes. Sixty-seven evaluations were handed in for a return rate of 61%.

A. Initial Reactions

This first stage evaluation captured the respondents' initial reactions to the day by asking them what they gained from the Summit, what they liked best, what could be improved and what they would do differently as a result of the Summit. Finally, these delegates rated how useful the Summit was for them. On a scale of 1 – 10 (not useful to extremely useful), respondents rated the Summit between 6 and 10 with 68% of respondents giving it a rating of 8 or above.

The delegates' comments line up with most of the goals for the Summit and indicate that the day's activities advanced these goals: increasing information sharing and collaboration; informing people about innovative and inspiring library and literacy initiatives locally, nationally and internationally; and infusing their new knowledge and commitment into concrete plans and future projects. A detailed summation of the delegates' reactions follows.

i. Gains and achievements

One third of the respondents said the greatest gain for them was the chance to network and make new contacts with learners and with agencies (other than libraries) involved in literacy. Approximately a quarter of delegates felt that sharing ideas and best practice was valuable because of the inspiring, new and different perspectives that they encountered at the Summit. These respondents also said this sharing validated their current projects and gave them useful ideas for future work. Twenty percent emphasized what they learned about adult literacy projects, events, opportunities and challenges at both the national and provincial levels. They also felt that joining forces was important to overcome fragmented approaches and gain serious attention from funders. Finally, 15% of responding delegates said they gained a greater understanding of the interests, issues and services of libraries and other literacy organizations, including shared interests across institutions.

ii. Best part of the day

Just over half the literacy and library delegates said the best part of the day was the sharing, participation, and collaboration with literacy colleagues and learners in the working group sessions. In these sessions delegates encountered new challenges to address and new ideas to consider for advancing adult literacy in libraries. Forty-two percent of respondents rated the “excellent” keynote address and information from Genevieve Clark on Vital Links as the best part of the Summit for them. Eighteen percent cited new contacts, new partnerships and networking and 15% felt the presence of learners, the learner speaker and the meaningful contribution of learners was the best aspect of the Summit.

iii. Improvements

The large majority of delegates’ comments focused on the room and the setup for working group sessions. Suggestions included using smaller rooms, having smaller groups, putting microphones around the room and at each table, and maintaining a more comfortable room temperature. Many delegates were aware that the venue change could have influenced the room set up.

Other suggestions for improvements were aimed at the content of the Summit such as having more stories from learners and ways that libraries can meet their needs; defining literacy and the levels in the International Adult Literacy and Skills Survey (IALLS); and completing the working sessions with resolutions and plans for moving forward.

iv. Impact of the Summit on current work

The trend among delegates was to focus on internal work within libraries to integrate adult literacy and extend connections and partnerships with literacy organizations. Twenty percent of respondents said they want to develop strategies to support adult literacy in their libraries through upgrading staff training, improving branch services, removing barriers to participation and access, using clear language and improving and expanding literacy programs and collections. Sixteen percent of respondents from both the literacy community and the libraries said they would continue to do outreach and work more closely with each other, sharing resources and developing partnerships for future work. Learners said they would use the library more, encourage others to do so, and offer to volunteer in their libraries. Others said they would use NALD more extensively now and promote it within the library community. Several respondents said they would seek more input from learners about their experiences in libraries and find ways to coordinate the needs of learners.

III. Findings: Second Stage – Reflections on the Summit

In September, 2006, three months after the Summit, researchers interviewed 10 librarians and 6 representatives from literacy organizations who attended the Summit and held focus groups with the steering committee and seven adult literacy learners who participated in the Summit. In total, the researchers spoke with 27 people or 25% of the registered delegates. These interviews and focus groups gave delegates another opportunity to reflect on the experience and its impact on their work. Interview and focus group questions focused on the goals of the Summit with additional questions about increasing access to libraries for adult literacy learners, addressing the challenges of integrating literacy into libraries, and the impact of the Summit on current work.

A. Trends in Reflections

There was a strong sense of “we can do it.” A turn around and powerful transition from the first Summit. (library delegate)

The Summit gave people an opportunity to move into the future and be relevant in the future. (library delegate)

Overall, the steering committee members and the majority of delegates and learners were positive about the process and results of the Summit, and felt that the goals had been met or even exceeded. They praised Genevieve Clark’s presentation and felt inspired, re-assured, and affirmed by the work of the Vital Link. Most people expressed enthusiasm with the friendly collaboration and the opportunity to meet or reconnect with colleagues involved in adult literacy. Some librarians also said the presence of learners “made a big difference” for them in considering access issues.

Two representatives from literacy organizations and one librarian were disappointed in the Summit and had hoped for a sharper focus and opportunities to learn more and “get something in return.” One literacy delegate said that without a working definition of literacy in its broad and multi-faceted form, the Summit lacked a foundation and lost an opportunity to educate librarians about the scope of literacy. A librarian felt that “we really hadn’t made that much progress” and libraries were still following a traditional and “fragmented model of agency-by-agency relationships.” Overall, she feels her philosophy is now centred on serving the community rather than counting how many people come into the library building. “I can’t measure my success in isolation from the community. It doesn’t matter if we create, lead or follow. We have to serve and, if not, we are not doing our job. Sometimes we [the library] step up, sometimes we step back [so others can lead] to serve the community. “

B. Positive Results of the Summit

i. Most important results

The Summit brought together a diversity of perspectives on a wide-ranging issue and we found common ground. (library delegate)

Most delegates and the steering committee said that bringing together committed people from across the country to begin a serious dialogue on adult literacy resulted in a strong desire to work together and an inspiration to move forward. The work of libraries and literacy organizations over the last decade has produced a cohesiveness which will support that direction. Delegates discovered colleagues who had similar ideas and goals and could offer support to each other. The committee felt it provided a first time opportunity for some delegates to think about other perspectives in the literacy and library dialogue and collaboration. Delegates also thought that the NALD connection would be an important vehicle for sharing information and collecting library-related literacy information such as the Summit documents.

Others said the Summit “allowed people to hear things they didn’t know and ask themselves what they have been overlooking”, especially in relation to learner involvement. Delegates expressed gratitude to the learners and the opportunity to hear their reactions and concerns. One librarian said that the learners made her realize that with the promotion of computer technology in the library and in education “we’ve encouraged a huge digital divide between the haves and the have nots.”

Several librarians mentioned how positively literacy was presented at the Summit both in the plenary sessions and in the workshops “as a holistic process from childhood to adult. Adult literacy is not a separate section in the library but integrated.” Another felt the approach to literacy in the UK model encouraged libraries to see themselves in a stewardship role, serving the whole community, not just themselves.

Two literacy representatives felt there were no important results for them or for their organizations.

ii. Goals met

We exceeded our goals and now we have to fertilize further action and seed projects. (library delegate)

Regarding the stated goals of the Summit, the steering committee identified three important national outcomes from the Summit: the establishment of a CLA advisory body

on literacy, the library NALD site for information sharing at www.librariesandliteracy.ca and the literacy and library focus at the 2007 Summer Institute at the Centre for Literacy in Montreal. These outcomes are central in fulfilling the goals of the Summit: NALD provides a national vehicle for sharing information and helping librarians discuss and network among themselves and with literacy organizations; the CLA advisory body will work on an inventory for adult literacy as one of the initiatives; collaboration and information exchange will be fostered through the Summer Institute.

Two concrete tasks frequently mentioned were a literacy audit and staff training in adult literacy which might provide a focus for future action. While these initiatives were spotlighted, the committee as well as several delegates felt that the program was “too ambitious” around these concrete tasks and another half or full day was needed to flesh out plans and identify those who would take a leadership role. One delegate described the afternoon sessions as having “huge energy in the room and we could see clear steps.” Another thought a debriefing of the facilitators afterwards would have helped the committee set priorities and move forward on those steps.

In addition to these national outcomes, most delegates said the Summit met its goals for informing people about local and international projects and for fostering collaboration and information exchange.

iii. Partnerships and collaboration strengthened

The structure of the event with different perspectives modeled collaboration. We can't do it alone. We need community partners.
(library delegate)

Most delegates and the steering committee said that building collaboration and partnerships were highly positive results of the Summit. The CLA through the steering committee developed new national partnerships even in the planning stages with such organizations as Canada Post, NALD and the Movement for Canadian Literacy. These national organizations and others such as Libraries and Archives Canada, AlphaPlus, and major urban libraries “all worked together in a new way to put the Summit on.”

Many librarians and literacy representatives praised the structure of the Summit which modeled collaboration with different perspectives present at the table, valuing all the comments people made, and recording main points from the discussions. While some felt the Summit was just the “initial handshake” and the beginning of a dialogue, others felt deeper inroads were made with cross country contacts established, the first meeting of a

new CLA special interest group (Libraries and Community), and valuable ongoing personal contacts.

Despite the positive tone of most delegates, some pointed to drawbacks in the design of the Summit which hindered future collaboration. They mentioned the need for a list of delegates with contact information in the Summit package and more opportunities for people to get together and further their common interests. One librarian identified the “biggest roadblock: funding and time to build these partnerships.” For instance, one librarian noted that she has not had the time to follow up on any of the contacts made at the Summit.

Many delegates as well as the steering committee felt that building on the current momentum was crucial for maintaining credibility, searching for funds and tying Summit efforts into the Centre for Literacy’s 2007 Summer Institute.

iv. Contributions to own work

Libraries are part of the solution for improving adult literacy.
(library delegate)

All the librarians interviewed and half the literacy representatives said that their experiences at the Summit have influenced their current work, especially in proposals and reporting. For instance, one delegate is developing two proposals (CLA conference and materials development) based on Summit experiences; another said the Summit informed her report to an adult literacy committee on the need for collaborating with the wider community; and a third designed promotional materials for International Literacy Day, integrating all the libraries’ literacy offerings from child to adult.

Other librarians found the Summit contributed new ideas or renewed commitment to their daily work. Learners helped delegates examine how they are serving people, designing materials and organizing their collections. Some delegates found that outreach ideas and programs to “take the library outside the library” and to attract non-users were stimulating. The Vital Link program affirmed for some the new directions they are pursuing in community collaboration and services. The Summit’s concentration on different aspects of adult literacy helped inform people who were new to the field. Finally, the high energy and enthusiasm broke the isolation that some librarians work in on a daily basis.

Half the representatives from literacy organizations said the Summit has not had an impact on their current work. Two felt that they have developed deep collaborative relationships with their libraries and shared some of their positive experiences at the Summit but

received nothing in return from the other delegates. One said that her organization has stopped all future planning and may close because of the recent (Fall, 2006) federal cuts to adult literacy.

v. Better access for adult learners

Movement for change is afoot and libraries will put it into practice.
(literacy delegate)

Most delegates mentioned the important contributions of learners in understanding how libraries could be more attractive and more accessible for adults with literacy challenges. Librarians focused on ideas for offering services, collections and how their facilities are designed. Several librarians mentioned the Working Together project as a model for moving out into the community and not waiting for people to come into the library. One said the library adopted an amnesty for fines based on the Working Together program. Another wrote an article for a newsletter to sensitize library staff about improving access for adult literacy learners. One library delegate said the best way to address these challenges was to use a framework to integrate adult literacy into what libraries do, set goals and make overall plans. Commenting on libraries being accessible and attractive, one person said, “Libraries think they do this but they don’t. Learners helped people get a little closer.” According to this librarian, the questions to ask are: “What kept you away from the library? What brought you in?”

Most literacy representatives thought these discussions were balanced and valuable, with many ideas from the learners which were flagged by librarians. They found the librarians generally open to learners’ comments, willing to consider making changes, and realize they can do more for wider accessibility. Only one literacy representative said some librarians were not receptive to what learners were saying and didn’t express a desire to change.

The majority of learners felt that they had a good opportunity to talk about their experiences in libraries and that they were well received. For instance, one learner said her “group was excited to have her input and everyone was on the same page especially for the action plans.” Only one learner felt that people were “not tuned into adult learners” and there were not enough opportunities for learners to give their impressions of libraries.

vi. Information exchange

Almost all the delegates commented positively on the opportunities to exchange information, meet new colleagues, make new contacts which have remained active, and “open up avenues for personal sharing.” By providing a gathering with “diverse participants, different perspectives, and different degrees of engagement” the Summit met the needs of the library and literacy community in different ways. Many delegates applauded the involvement of NALD as the electronic hub for library and literacy topics and looked forward to updates, discussions and using the posted information. They want the NALD site to be active, with regular notifications of important information available. One delegate felt that “an easy way to find out what resources are available in different libraries” was an important first step in designing an electronic information system.

C. Drawbacks of the Summit

A few literacy and library delegates interviewed who felt the Summit did not meet their expectations or fell short of its goals were disappointed overall with the process and results of the day. It is worthwhile noting their ideas for future gatherings because they are experienced professionals, active players and vocal supporters of literacy and libraries. Most people who were interviewed had some suggestions for change but were positive overall about the proceedings. Both types of comments are included below.

i. Comments from delegates

Not enough focus or details about specific activities happening in Canada. (literacy delegate)

One literacy representative said she was interested in innovative programs such as the ones described in the background paper but found the table discussions and facilitators didn’t necessarily give details on them. One third of the library and literacy delegates interviewed expressed this same disappointment with the Summit: the limited opportunity to “showcase our own good examples” and learn the details of these projects in question/answer or workshop settings. Other delegates also thought they had exemplary collaborative projects to present but no forum to do so. Overall, this literacy representative felt that she received little in return for all the information and advice she offered.

Another active literacy representative said the conference was a disappointment because of the lack of education about literacy and how to offer services to low literacy users. She felt the Summit needed to be grounded in a broad, multifaceted definition of literacy that would open up new possibilities and alternatives for libraries to pursue. She feels that many

librarians still see literacy as reading alone, are not familiar with what caregivers can learn in family literacy programs, and did not hear enough about how libraries can be more attractive and accessible for adult learners.

Finally, a librarian with long-term involvement in adult literacy commented on making libraries more accessible – “I think it’s the wrong goal. More of what’s in it for us. We should be talking about libraries going out to learners, helping tutors, assisting them. We’re not as effective as we think we are.”

ii. Further comments

Addressing challenges in adult literacy

Just over half the literacy and library delegates interviewed said that the challenges to serving adult learners and to collaborating with literacy organizations were recognized but were not addressed in any meaningful way at the Summit.

Community development

One delegate said community development should have been defined at the beginning of the Summit, especially since delegates were asked to thread it into all the small group working sessions. If there had been a theme table for community development delegates would then have “the right idea, be able to talk about what’s different, and introduce non-traditional methods” into a traditional institution like the library.

Other comments

Respondents made other comments about the process and results of the Summit.
(Comments made by one person unless otherwise noted.)

- less national thinking than expected; more interest in local issues and projects
- more new ideas for literacy projects needed
- solutions to funding problems not discussed
- more political presence needed
- summation of working groups vague, not focused
- theme groups too big for meaningful discussion
- working sessions too short for the number of people in each group
- room setup discouraged participation (8 respondents)

D. Suggestions for the Future from Delegates, Learners and Steering Committee

We need a powerful vision to increase awareness, develop a national strategy and plan for sustainability. (library delegate)

Delegates and learners made suggestions for improving any future event, proposing and mounting library-literacy projects, sharing information, and coordinating the interest and enthusiasm from the Summit.

i. Suggestions for improving future meetings

A literacy representative and librarian both mentioned the need for more representation from the aboriginal community in future events. They focused on different ways of knowing, of envisioning resources (not just words and numbers), and of deciding about what is to be preserved.

Both librarians and literacy representatives said the committee should find and showcase the leadership in Canadian communities for another Summit. In addition, delegates requested question and answer periods in sessions describing innovative projects. They want to discuss how these projects handled the challenges, pitfalls, resources, and process of building partnerships.

Other comments:

Initials after each item refer to the person(s) who made the comment.

(lib = librarians; lr = literacy representatives; lrn = learners; sc = steering committee)

Sessions and meeting times

- include sessions on funding, working collaboratively, sharing space (lib, lr)
- encourage sessions on adult learning, working with adult learners to educate librarians (lr)
- make some sessions more practical with ideas and activities for adult literacy learning (lr)
- include ESL in the discussions with practical ideas for serving them (lib)
- arrange time for people to meet others in their own regions and provinces to make connections for future work (lr)
- need a meeting of a working group or facilitators to pull the ideas and action plans together to help set priorities (lib)
- engage skilled facilitators who bring out ideas, record info but don't offer own comments (lib)

- introduce learners at the beginning so they are visible and assign them in pairs to groups (lrn)

Invitations and promotion

- invite publishers to display their adult literacy collections (lib)
- have more media present for national publicity (lib)
- make clear that the topic is **adult** literacy in promotional materials (lib)

Additional time

- plan for 2 days to address more topics, discuss more, create full plans (2-lib, sc)
- hold a Summit every two years (lib)

ii. Suggestions for literacy projects

- need a national incentive for family literacy to make it an integral part of library board policy so integrated action can follow (lib)
- libraries gain knowledge and experience in family literacy by working with literacy organizations that already do it (lr)
- libraries be more sensitive and work harder to understand and respond to needs of adult learners (lrn)
- include ESL in literacy proposals, projects and discussions (lr)

iii. Suggestions for coordination

Librarians, literacy representatives, learners and the steering committee all recognize that the energy and commitment to adult literacy displayed at the Summit needs leadership, vision and a strategy to move forward. They suggested these strategies for next steps.

Strategy for next steps

- create a vision to raise awareness and build enthusiasm (lib)
- CLA convene a “library only” group to debrief the Summit and address challenges of adult literacy (lib)
- identify group or individuals for stewardship and leadership in adult literacy (sc, lib)
- secure funds to pay staff to keep project(s) moving forward (sc)
- identify projects for immediate development that require minimal effort and few resources (sc)
- consider mounting frequently mentioned projects: literacy audit and guidelines for staff training (sc)
- review other data from crime prevention and health for integrating literacy (lib)

Use of NALD

- get existing library resources up on NALD (sc)
- identify resources and agencies that can contribute to resource bank (lr)
- establish a forum for ongoing reporting and discussion (lib)
- use NALD to house documents for networking meetings (lr)
- use email alert to notify people about new items on NALD (lib)

Communication

- report Summit results to delegates, learners and libraries across the country (lrn)
- keep up regular communication between AFLIG and delegates to Summit (lr)
- promote adult literacy to small libraries where there is less information and exposure to adult literacy issues and resources (lib)
- learners present their experiences and the Summit report to their libraries and request feedback (lrn)
- contact politicians to include literacy and libraries in their platforms (lrn)

IV. Consultants' Analysis

Both sets of data confirm that the delegates, learners and steering committee members judge the Summit a success. Overall, the Summit met the goals set out by the steering committee although the emphasis of the delegates was local rather than national in most of their discussions on issues, projects and vision. The initial set of data gathered on the day of the Summit and the follow-up data on reflections are consistent in that the large majority of respondents in both cases spoke positively of the Summit, its impact on their work, and their desire to keep up the momentum.

Since the second set of data was gathered three months later, all the respondents had an opportunity to reflect on the proceedings and judge the impact of the Summit on their own thoughts and work. This set of data offers an in-depth look at the positive aspects of the Summit and areas for improvement, giving details and suggestions to support opinions.

While the committee anticipated discussions and plans on the national level, delegates in fact were focused on local projects, making contacts and connections, and adapting the good ideas and work of their colleagues. With a ten year gap between Summits and little opportunity for sharing information nation-wide, their local concerns were understandable and perhaps predictable. Creating a national vision for adult literacy in libraries will have to build on local awareness, local developments and trained, knowledgeable staff who push the agenda forward. National outcomes such as the CLA Advisory Body on Literacy, the use of NALD for electronic information sharing, and literacy and library focus for the next Summer Institute were driven by the energy around the Summit even in its planning stages.

Despite the physical drawbacks of the room and its setup, the participants worked through the day's agenda and produced action plans that offer some direction for the future. As the steering committee members have themselves said, these action items must be seriously considered, prioritized and partially realized in the short-term.

A. Improving the Next National Meeting

Delegates, learners and committee members made important suggestions for improving future meetings. While many participants were excited and energized by the UK model, there was a strong recommendation that the committee should find and showcase the leadership in Canadian communities for another Summit. If local, provincial or national projects are highlighted, then delegates need question and answer periods in sessions to discuss practical ideas from these innovative projects. Most delegates had to carry on these

discussions through email conversations later on, rather than have a larger audience benefit from the discussion as well.

Some delegates who feel they have successful and innovative adult literacy programs were not represented in either the background paper or as examples in the theme tables. With more effective communication systems in place, a national call for exemplary programs could be put out along with a more informed and refined search for its existing model programs.

Many participants said the most beneficial aspect of the day was making new connections, widening their circle of colleagues and sharing information personally. This goal should be supported more explicitly by providing the names and contact information for all delegates as well as the time and space for informal meetings or regional gatherings to assist the networking process.

Finally, the length of the Summit seemed just short of what was necessary to provide the opportunities people wanted to discuss projects in detail and complete action plans. An additional evening for the plenary or an extra half day would satisfy their requests.

B. Developing a National Communication Strategy

NALD is now the primary communication vehicle for libraries and their partners interested in adult literacy. AFLIG needs to inform librarians across the country of NALD and the uses of this network now and in the future. Building a catalogue of resources and establishing NALD as a centre for literacy information, networking and discussions will be an ongoing task but should begin immediately. For instance, delegates and learners are expecting to get the report on the Summit's proceeding from the steering committee to carry on their work.

AFLIG (or another leader) needs to develop a national communication strategy for keeping librarians and their interested partners up to date and involved in the developments in libraries and literacy. The strategy should include:

- Who: building a list of network members primarily from libraries and secondarily from their interested partners

- What: deciding what services to offer on NALD such as:
 - resources: initial resources could be available on NALD now and developing a list of what can be added in the future.
 - news, updates, new opportunities in literacy
 - discussion forums
 - networking
- How: determining how network members will be contacted about new items, discussion opportunities and other services.

C. Coordinating the Next Steps

The next steps in building a national awareness of literacy and libraries within the CLA include:

- Identifying the coordinating body and the additional people across the country who are willing to be stewards for libraries and literacy and carrying out these next steps. Working with the results of the Summit to agree on an initial set of goals. Setting up committees or assigning tasks to individuals.
- Prioritizing the list of action items and deciding on a limited number that can be successfully completed within the coming year or two. Considering frequently mentioned items that will satisfy a significant number of people such as a literacy audit and guidelines for staff training.
- Developing a national communication strategy and carrying it forward. Determining what resources are currently available for the NALD site and preparing and submitting them.
- Securing funds for action items and a communication strategy.
- Creating a national vision after more work in the field and more local awareness of adult literacy among librarians.

Appendix A

Summit Evaluation Form

Canadian Library Association: *National Summit on Libraries and Literacy:
Moving Forward*

Evaluation Form

1. What did you gain from attending the Summit?

2. What did you like best about the Summit?

3. What could be improved about the Summit for another time?

4. What, if anything, will you do differently as a result of the Summit?

5. Please rate how useful the Summit was for you. Circle a number from 1 to 10.

1 means not useful at all and 10 means extremely useful.

1 2 3 4 5 6 7 8 9 10

**Not useful
at all**

Extremely useful

Thank you for completing this form!

Name _____

Organization _____

Appendix B

Post-Summit Evaluation Form

Canadian Library Association: *National Summit on Libraries and Literacy: Moving Forward*

Evaluation Follow up Interview Questions

Introduction:

The purpose of this follow up interview with you is to find out what the Summit achieved in your opinion. This information will help in carrying out plans that came out of the Summit and planning future events. Your responses will be confidential. This information will go into a Summit evaluation report.

1. In your opinion, what were the most important results of the Summit?
2. How well did the Summit meet your own expectations?
3. How did the Summit contribute to any new ideas that you are implementing in your own work or thinking about implementing in your work?
4. In what ways, if any, have the outcomes of the Summit strengthened partnerships and collaboration among libraries and literacy organizations at local, provincial and national levels?
5. In what ways did the Summit generate ideas for making libraries more attractive and accessible for adults with literacy challenges?
6. How well did the Summit meet its goals?

Goals of the Summit:

- *develop strategies to increase information sharing among libraries and between libraries and literacy organizations*
 - *plan initiatives to increase collaboration*
 - *provide information about existing library and literacy initiatives locally and internationally*
 - *create concrete tasks that will enable participants to move forward with a national vision for library/literacy initiatives and collaborations*
7. In what ways did the Summit address some of the challenges 1) that libraries face in addressing literacy in their work and 2) in collaborations among libraries and literacy organizations?
 8. Do you have any other comments you would like to make?