

# *Resources for Learning*

## Aboriginal Literacy Creating Ideas – Supporting Opportunities



Prepared by

*Beverly Anne Sabourin & Associates*

Second Edition

September 2002

For

Nokee Kwe Occupational Skill Development, Inc.

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## **Dedication and Acknowledgments**

*Aboriginal Literacy: Resources for Learning (2<sup>nd</sup> Ed.)* is dedicated to the practitioners and coordinators involved in aboriginal literacy in Canada. Their commitment and dedication to this endeavour, exemplified by their selfless and tireless work, continues to provide a wellspring of hope and empowerment to thousands of aboriginal people in Canada.

Beverly Anne Sabourin and Associates (BASA) would like to acknowledge the assistance and contributions of Carl Cadogan, Executive Director of NoKee Kwe Occupational Skill Development and his competent and helpful staff, and Jim MacLaren, of the National Literacy Secretariat. Their support and advice to this endeavour have enriched the result. A number of professionals have been involved in the preparation of this resource directory. Our appreciation is extended to Lucille Kewayosh of London, Ontario; Virginia Thomas of Montreal, Quebec; Jermaine Kangas, and Dr. Terry Hill of Thunder Bay, Ontario; and Darry Marengere, Emily Ternette, Priscilla Desmoulin and Jesse Globensky of Winnipeg.

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Peter Andre Globensky

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## Introduction

This second, updated edition of the directory, *Aboriginal Literacy: Resources For Learning* is a hands-on resource oriented to aboriginal literacy practitioners, educators and advocates who are working to strengthen the resource base of aboriginal literacy programming in Canada. Aboriginal communities in Canada have many issues that are unique to them as a people and as a culture. Literacy is one of these issues and is fraught with many difficulties and challenges – not the least of which is an adequate resource base from which programming may be launched and sustained.

As we suggest below, literacy programmes offered in aboriginal communities and towns and cities across Canada are offered in a manner which acknowledges the unique cultures of aboriginal communities and the inherent worth of the participants. Learner-centered and comprehensive, the process of acquiring literacy skills does not isolate learning as a separate experience. Aboriginal literacy learning environments are culturally appropriate, inviting and learner-centered. But despite (or because of!) the non-institutional approach to learner-centered aboriginal literacy programming numerous challenges persist and the inadequacy of resources is one of the most persistent.

Much excellent work has been done in the field of aboriginal literacy and much remains to be done. In 1997, *Beverly Anne Sabourin & Associates* with the assistance and sponsorship of the Step by Step Early Learning Centre in Kahnawake First Nation, and Nokee Kwe began work on and eventually published *The Language of Literacy: A National Resource Directory of Aboriginal Literacy Programs*. The directory provides critical, core information, in narrative form, about the operations of Aboriginal literacy programs in Canada serving as a comprehensive database of program information. It

has become a resource for program practitioners and others working in the field of Aboriginal literacy.

In addition to providing key information about the operations of over one hundred literacy initiatives, this Directory also identifies and presents practitioners with critical information about challenges and opportunities which affect the delivery of aboriginal literacy programming in Canada. It also identifies and suggests the key components essential to the overall, long-term success of Aboriginal literacy programming.

The research uncovered many positive attributes about aboriginal literacy programming in Canada, among them the level of commitment and professionalism displayed by literacy practitioners themselves. Nevertheless they continue to struggle in a resource-poor environment with, often, inadequate tools to cultivate the learning soil. *The Language of Literacy* clearly identified the absence of, and the need for an extensive database of information relating to the support provided by provincial and territorial governments to aboriginal literacy.

This directory, *Aboriginal Literacy: Resources For Learning*, fills that void.

It does so by providing literacy practitioners and educators working in the field of aboriginal literacy with extensive information. *Resources for Learning* provides contacts, coordinates, programme descriptions, criteria, and resources available for aboriginal literacy initiatives that may be sponsored or supported by provincial or territorial governments acting through existing departments or their representatives. It also informs literacy practitioners of the approaches and practices taken and supported by provinces or territories other than their own. In so doing this Directory becomes a document of comparison, allowing users to compare and contrast approaches undertaken by different jurisdictions to adult aboriginal literacy. As such it may serve to spark ideas or approaches to literacy which practitioners would wish their own jurisdictional authorities to adopt.

Working with the National Adult Literacy Database (NALD), a non-profit organization whose mission it is to provide an information network to support adult learners, practitioners, organizations and governments in the Canadian literacy community, this resource directory will be available at their internet site. A specific chapter of this directory is devoted to the important work of this organization. The initial and, now, companion document, *The Language of Literacy: A National Resource Directory of Aboriginal Literacy Programs* is also accessible through a link in their web site ([www.nald.ca/aborlang/](http://www.nald.ca/aborlang/)) and has just recently been updated. Coordinates to these and many other sites are provided in this current directory.

The *Aboriginal Literacy: Resources for Learning* initiative also began work in two critical areas which we believe will be fundamental to the future growth and success of the aboriginal literacy movement. As we indicated in the first edition of this Directory, we firmly believe that we must continue to work on establishing an Aboriginal Literacy Foundation. The foundation would secure the crucial link between the needs of the aboriginal literacy movement and the resources which might be available from the private sector - in particular the aboriginal private sector – to meet those needs. An extensive survey of aboriginal literacy practitioners probing their views on the desirability, purpose, structure and programme offerings of a possible national aboriginal literacy foundation was conducted in 2002 and that report has been prepared and distributed separately. The main conclusion of the study? There is overwhelming support for the creation of a foundation that would foster aboriginal literacy programming and provide much needed resources to the aboriginal literacy community.

A further contribution to that end is the seminal and extensive work herein offered on building a data bank of aboriginal businesses in Canada which could serve as an extensive list for contacts within the aboriginal private sector. This research has been most rewarding and most promising. The success of any endeavour to establish a much-needed foundation for aboriginal literacy must be built on a number of partnerships. Engaging the involvement, commitment and resources of the aboriginal private sector is seen as a critical component of this work. We believe that the

information collected for this report and which will be made available to such a national aboriginal literacy foundation if and once it is established will provide an important resource base. This foundation would be a multi-functional, multi-faceted national non-profit organization that would act as both a catalyst and connector between those aboriginal literacy organizations throughout Canada who are existing "hand to mouth" and the numerous aboriginal (and eventually, non-aboriginal) businesses that may want to support this important work.

*Aboriginal Literacy: Resources For Learning* offers aboriginal literacy practitioners, educators and advocates with resource contacts, ideas and, above all, hope. Hope that this vital and growing movement will find the necessary resources and support in both the public sector and private domain to sustain it.



# Provincial – Territorial Resources for Aboriginal Literacy

## 1. NEWFOUNDLAND AND LABRADOR

### 1.1. Introduction

The Department of Education, Government of Newfoundland and Labrador has released a Strategic Literacy Plan for Newfoundland and Labrador - 2000 titled “Words to Live by.”

Priority areas for funding have been established in accordance with directions determined by the Strategic Literacy Plan. The plan addressed literacy for all ages, both within and outside the formal education system. The three strategic directions or goals of the plan are:

- Literacy Levels which are amongst the highest in Canada;
- A culture which values literacy as a desirable goal for all People; and
- An integrated approach to literacy development.

### 1.2. Contacts

Assistant Deputy Minister (Literacy) or  
Director, Literacy Unit - Ministry of Education and Training  
Department of Education  
Government of Newfoundland and Labrador  
P.O. Box 8700  
St. John’s, Newfoundland  
A1B 4J6  
Telephone: (709) 729-6185  
Fax: (709) 729-6246

**Chairperson or Executive Director  
Literacy Development Council**

Arts & Culture Centre

Allandale Road

St. John's, NF A1B 3A3

Telephone: (709) 737-3966

Fax: (709) 737-3009

P.O. Box 8174 Station "A"

St. John's, NF A1B 3M9

Telephone: (709) 738 – 7323

Fax: (709) 738 - 7353

<http://www.nald.ca/nfldlit.htm>

**1.3. Objectives - Criteria - Resources**

1.3.1. Eligibility Criteria: Who can apply

Project applicants must be not-for-profit in nature groups or organizations in Newfoundland and Labrador..

1.3.2. How to apply for funding

Applications (three signed original copies) will consist of four parts:

- The Funding Application Cover Sheet;
- A detailed proposal;
- Letters that demonstrate community support for your project; and
- A financial statement for the last fiscal year.

1.3.3. Eligible Activities

The Committee recommends funding for the following types of initiatives:

- Improving access to literacy programming and outreach;
- Increasing public awareness
- Improving coordination and information sharing;
- Developing learning materials; and
- Researching literacy needs.

Funding **will not** be provided for: activities that have already taken place; projects requiring 100% funding; capital costs; travel outside Canada; or financial losses incurred by the project.

#### 1.3.4. Project Review Process

All proposals are reviewed by the Strategic Literacy Funding Committee with representation from the Department of Education, the National Literacy Secretariat of Human Resources Development Canada (HRDC), the Newfoundland Regional Office of HRDC, the Literacy Development Council of Newfoundland and Labrador, the Provincial Information and Library Resources Board, the College of the North Atlantic, School Districts and a member at large.

Deadlines for project submissions are May 3, 2002 for NLS eligible projects and June 28, 2002 for all other literacy proposals.

### 1.4. **Helpful References**

There is no funding earmarked for Aboriginal people. Aboriginal Literacy programs compete with mainstream programs for funding. Each literacy project is funded on its own merits.

Aboriginal Literacy Programs are being funded jointly by First Nation Councils, the Federation of Newfoundland Indians and the Mi'kmaq Resources Development Corporation (MRD). Funding from these groups flows from Human Resources Development - Canada (HRDC).

### 1.5. **Example of Funded Initiatives:**

Corner Brook Indian Band Council  
8 Vine Place  
Corner Brook, Newfoundland  
A2H 5V8  
Telephone: (709) 634 – 8386

## 2. PRINCE EDWARD ISLAND

### 2.1. Introduction

The **Literacy Initiatives Secretariat** is responsible for overseeing all literacy projects including:

- The Literacy/Adult Basic Education Initiative, Family Literacy, Workplace Education PEI Literacy Initiative;
- The development of policy and standards for adult literacy; and
- The certification process for adult educators and the Provincial Literacy Committee.

The Literacy Initiatives Secretariat works in partnership with the National Literacy Secretariat to ensure the development of literacy projects that respond to the literacy needs of adult learners in Prince Edward Island.

All literacy funding applications are reviewed by the Provincial Literacy Initiatives Committee consisting of representatives from the Laubach Literacy of Canada-PEI, HRDC, the Francophone community, Faculty of Education (UPEI), the Family Literacy Advisory Committee, the National Literacy Secretariat and the Provincial Department of Education.

The Provincial Literacy Initiatives Committee meets annually to review literacy project proposals.

### 2.2. Contacts

#### **Adult Education Advisor and Special Projects Coordinator**

Department of Education, Division of Adult Learning and Literacy  
3<sup>rd</sup> Floor, Shaw Building  
105 Rochford Street  
P.O. Box 2000  
Charlottetown, PEI CIA 7N8  
Telephone: (902) 368-6286 Fax: (902) 368-6144

## **2.3. Objectives - Criteria - Resources**

### 2.3.1. Eligibility Criteria: Who can apply

Project applicants must be not-for-profit in nature.

2.3.2. How to apply for funding Calls for submission of literacy project applications are advertised in newspapers across the province.

Deadlines for proposal submissions are the first week in February.

### 2.3.3. Eligible Activities

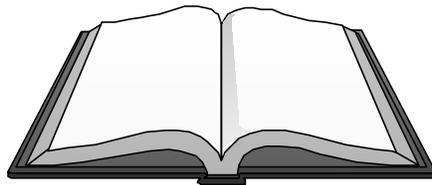
- Literacy / Adult Basic Education;
- Community Education;
- Workplace Education; and
- Family Literacy.

The Department of Education ensures learning opportunities are available for adult learners who did not complete high school.

Adults who are 18 years of age and out of school for at least one year may attend literacy and adult basic education programs. Programs are available island wide and are delivered in Community Learning Centres and Holland College Campuses. Learners in the programs have the opportunity to complete the requirements for the PEI High School Graduation Certificate for Mature Students, enroll in GED preparation programs or participate in literacy/numeracy classes to strengthen their skills.

## **2.4. Helpful References**

There is no set aside funding for Aboriginal people. Aboriginal Literacy programs compete with mainstream programs for funding. Each literacy project is funded on its own merits. However, there are adult education programs on First Nations in the region. These programs are attached to a community college or a board of education.



## 3. NEW BRUNSWICK

### 3.1. Introduction

New Brunswick's initiatives to improve the level of literacy in the province are carried out in partnership with voluntary and private sectors to deliver literacy services.

Literacy New Brunswick Inc. (LNBI), is a private charitable organization that plays a significant role in:

- Funding and supporting community -based and workplace literacy initiatives;
- Establishing community-based family literacy partnerships; and
- Promoting the need for improved literacy levels through skills upgrading and literacy practices.

The adult education and training system includes a second chance system for those who require improved literacy levels or academic upgrading. The training is done by the community colleges, the universities and a growing number of private sector institutes. As well, there is an emerging capacity to provide distance education and training through technology.

### 3.2. Contacts

**Executive Director**  
**New Brunswick Committee on Literacy**  
88 Prospect Street West  
Fredericton, NB  
E3B 2T8  
Tel: (506) 457-1227  
Fax: (506) 448-1352  
E-mail: [litracy@nbnet.nb.ca](mailto:litracy@nbnet.nb.ca)  
<http://www.nald.ca/nbclhom.htm>

**Provincial Literacy Coordinator**  
**Educational Services**  
**New Brunswick Department of Education**  
470 York Street, P.O. Box 6000  
Fredericton, NB  
E3B 5H1  
Tel: (506) 453-2169  
Fax: (506) 444-4960

### **3.3. Objectives - Criteria - Resources**

The provincial government provides literacy funding for Aboriginal programming. 6-7 groups are currently funded (some for Mother Tongue Literacy).

Providers should pursue and accomplish the following vision for learners:

- Learners should be able to move freely between the labour force and the learning force throughout their lives;
- Learners should accumulate credit for acquired competencies throughout their lives; acquired credit should count towards employment and further education;
- Education and training should be readily available as, when and where required;
- Access to appropriate learning activities should be equitable;
- Learners should be able to be confident that education and training provided by publicly supported organizations are of high quality, and based on a clear statement of the outcomes and competencies which they will have the opportunity to attain;
- Learning achievement and relevance should be maximized; and
- Value to the learner, in relation to both the time and money involved, should be maximized.

Higher education should also be expected to instill values that contribute to objectivity, tolerance and citizenship.

3.3.1. Eligibility Criteria: Who can apply

Project applicants must be not-for-profit in nature.

3.3.2. How to apply for funding

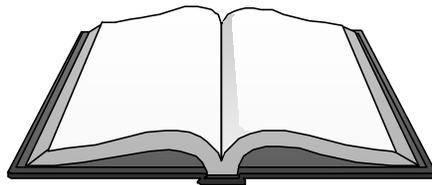
Contact the Provincial Literacy Coordinator Educational Services, New Brunswick Department of Education and Culture for funding applications.

3.3.3. Eligible Activities

- Literacy / Adult Basic Education;
- Community Education;
- Workplace Education; and
- Family Literacy.

**3.4. Example of Funded Initiatives:**

St. Mary's First Nation CASP  
25 - 35 Dedham Street  
Fredericton, NB  
E3A 2V9  
Telephone: (506) 458-9511



## 4. NOVA SCOTIA

### 4.1. Introduction

Literacy is an important policy issue in Nova Scotia, and efforts are being made to raise literacy rates in all age groups. Two joint federal/provincial committees on this issue have been established: one focuses on literacy for all ages (across the life span), and the other examines various issues affecting the early years, including literacy in young children.

Through extensive partnering, the department is developing a framework to support an adult basic education system that is accessible, affordable, and connected. The Adult Basic Education Initiative is exploring the development of a common credential for adult learners seeking high school completion. This could ensure portability from one program to another and provide greater access to further educational opportunities and employment.

Work is under way to strengthen the 27 community-based networks that participate in the Nova Scotia community learning Initiative. This includes requesting more accountability regarding learner data, program and curriculum standards, and organizational plans. To support community-based and workplace learning, adult education practitioner training is being developed or enhanced, including Tutor and Instructor Training and Certification, Workplace Education Training and Certification, curriculum and outcomes-based workshops, as well other professional development opportunities.

### 4.2. Contacts

**Manager, Development Education Section**  
**Department of Education and Culture**  
Trade Mart Building  
2021 Brunswick Street  
P.O. Box 578  
Halifax, NS B3J 2S9

Tel: (902) 424-5162

Fax: (902) 424-0666

### **4.3. Objectives - Criteria - Resources**

#### 4.3.1. Eligibility Criteria: Who can apply

Project applicants must be not-for-profit in nature. Funding is available for Aboriginal specific programs. A provincial Literacy Network for Mi'kmaq is in place to ensure the Mi'kmaq community literacy needs are addressed, and for development of Mi'kmaq specific material.

#### 4.3.2. How to apply for funding

Contact the Adult Education Section of the Department of Education and Culture for funding applications.

#### 4.3.3. Eligible Activities

- Literacy/ Adult Basic Education;
- Community Education;
- Workplace Education;
- Family Literacy; and
- Mother Tongue Literacy.

### **4.4. Example of Funded Initiatives:**

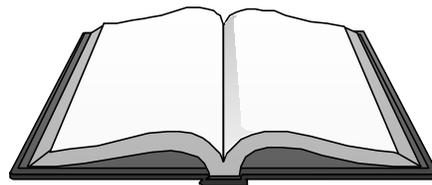
Unama'ki Training and Education Centre (TEC)

RR #2 East Bay

Eskasoni, Nova Scotia

B0A 1H0

Telephone: (902) 379-2758



## 5. QUEBEC

### 5.1. Introduction

There are several sources of support for Aboriginal literacy initiatives that may be accessed through the Quebec Government. Several Aboriginal communities have negotiated with local school boards to provide literacy services to adult learners on-reserve.

### 5.2. Contacts

**Community-based Educational Services**  
**Direction de la formation générale des adultes**  
or  
**Programme Officer**  
**Direction de la formation générale des adultes**  
or  
**Project Coordinator**  
**Direction of Services and Programmes**  
**Secrétariat aux affaires autochtones**  
**Ministère de Conseil exécutif**

Ministère de l'Éducation  
905, Autoroute Dufferin – Montmorency, 1er Étage  
Québec (Québec) G1R 5M6  
Tel: (418) 644-4875  
Fax: (418) 643-7015

### 5.3. Objectives - Criteria - Resources

The Ministry of Education provides funds directly to community-based initiatives through two mechanisms: one, through the *Programme de soutien à l'alphabétisation populaire autonome* - Programme of Support to Autonomous Community-based Literacy (PSAPA) program of support to community-based literacy groups and the second is through a Federal-Provincial Joint Initiatives funding agreement. Both

require organizations providing literacy training to be accredited with the Ministry of Education in order to qualify for program funding.

In several cases, local school boards are providing literacy training to Aboriginal adults on-reserve, supplying teachers and curricula, and in some cases renting local facilities.

### **Federal-Provincial Joint Initiatives in the Area of Literacy (IFPCA)**

Both school boards and community-based literacy initiatives are eligible for funds from the Federal-Provincial Joint Initiatives program. To qualify as a community-based literacy group under this program, the organization must undergo the accreditation process as with the Ministry of Education, prior to submitting a funding proposal. The goal of the IFPCA is to compliment literacy training activities and to support initiatives to combat and prevent illiteracy in Quebec.

#### **Objectives of IFPCA**

- The support and coordination of activities at the provincial-level of organizations and networks;
- The guidelines and frameworks for the management of the IFPCA; and
- Support for the development of literacy at a province-wide level.

#### **Eligibility Criteria**

To be eligible for IFPCA funds, the organization must be accredited with the Ministry of Education as a community-based literacy group.

The main categories of activities covered by the IFPCA are:

- Community Awareness and Recruitment;
- Development of Teaching Materials;
- Professional Development Activities;
- Research; and
- Coordination.

## **PSAPA Program of Support to Community-Based Literacy Groups and Organizations**

As mentioned above, the government supports community-based literacy groups through a program called the PSAPA (*Programme de soutien à l'alphabétisation populaire autonome* - Programme of Support to Autonomous Community-based Literacy).

The goal of the program is to enable illiterate adults to increase their abilities through the acquisition of reading, writing (in English or French) and arithmetic skills, and if possible, to pursue further studies.

### **Objectives**

- Promote self-sufficiency and the exercise of citizenship rights among individuals with low literacy levels; and
- To support school boards and community-based literacy groups in their efforts to:
  - Carry-out strategic planning and communications planning;
  - Carry-out activities in the area of prevention of illiteracy;
  - Increase and diversify their services in the area of literacy;
  - Maintain and increase adult literacy levels;
  - Research; and
  - To provide basic educational services and job-related skills and training.

The *Ministère de l'Emploi et de la Solidarité Sociale*, through the *Alpha Implication Sociale* program, also provides indirect support to literacy work by paying a supplement to U.I. and social assistance recipients who participate in community-based programs, as well as paying registration or administration fees to the literacy service provider.

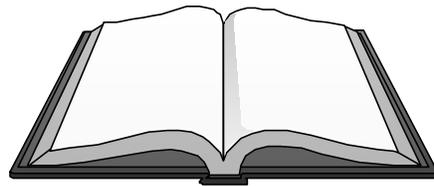
## **5.4. Helpful References**

### **5.4.1. Secrétariat Aux Affaires Autochtones**

The *Secrétariat aux affaires autochtones* provides a mechanism by which initiatives proposed by Aboriginal organizations could receive special consideration from a committee comprised by representations from a wide range of provincial

government ministries. While no Aboriginal literacy initiatives have yet taken advantage of this mechanism, it nonetheless exists as a potential alternative to the mainstream funding channels.

In addition to those programs open to organizations and individuals from the general population, the *Secrétariat aux affaires autochtones* (SAA) provides a special mechanism at the provincial level for funding initiatives and projects proposed from within the Aboriginal community. The SAA brings together a number of designated 'coordinators' from each of the ministries of the government of Quebec, to review and develop activities in collaboration with Aboriginal communities and organizations. No uniform application process exists, but project proposals can be submitted to the SAA to be reviewed by the relevant coordinator(s) from each ministry involved. The amount of funding appears to be determined on a case-by-case basis.



## 6. ONTARIO

### 6.1. Introduction

Adult literacy is broadly supported in Ontario through four major streams. The international Adult Literacy Survey found that 20 per cent of adults in the province do not have basic literacy skills; an additional 24 percent will benefit from literacy upgrading.

The Ministry of Training, Colleges and Universities manages the Literacy and Basic Skills (LBS) Program as a support for literacy agencies that help people improve their literacy skills. This program is designed for adults who need assistance in developing literacy skills. It recognizes the close links literacy training has with employability and independence.

The Ministry also promotes literacy in Ontario by encouraging and supporting research and development initiatives in literacy, as well as by ensuring that those agencies offering the LBS Program have the support necessary to provide quality literacy services.

The Ministry of Training, Colleges and Universities provides more than \$60 million to support delivery of the LBS Program at more than 300 sites throughout Ontario. The program is delivered by contracted school boards, colleges and community agencies. More than 55,000 adults are receiving services from agencies that are funded by the ministry.

The LBS Program recognizes that the issue of literacy in Ontario reflects the province's diversity. Thus, the program supports literacy upgrading for Anglophone, Francophone, Native, and Deaf learners, an approach that improves access to literacy services for all Ontarians.

The LBS Program has two functions, encompassing eight services.

- **SERVICE DELIVERY** to learners is the primary function of the LBS Program. Service delivery includes information and referral, literacy assessment, training plan development, training, and follow-up. The mix

of services offered in a community is determined by local need and is described in the community's literacy service plan.

- **SERVICE DEVELOPMENT** is the second function of the program. The term refers to activities that support and improve literacy agency delivery of services to learners. Although they receive only a small portion of the program's budget, these services ensure that literacy training in Ontario is on the leading edge, relevant to learners and communities, and cost-effective.

## 6.2. Contacts

### **Literacy and Basic Skills Section**

### **Workplace Preparation Brand**

Ministry of Training, Colleges and University

900 Bay Street, 23<sup>rd</sup> Floor

Toronto, Ontario

M7A 1L2

Tel: (416) 326-5476

Fax: (416) 326-5505

TDD: (416) 326-5493

## 6.3. Objectives - Criteria - Resources

The objectives of the Literacy and Basic Skills Program are to:

- Help Ontario move towards a seamless adult education system that support lifelong learning;
- Support literacy agencies in providing quality services that meet learners needs;
- Design literacy services for those adults most in need of them;
- Ensure accountability to government, to the public, and to learners; and
- Foster closer links between literacy training and employment.

### 6.3.1. Eligibility Criteria: Who can apply

Project applicants must be not-for-profit in nature.

### 6.3.2. How to apply for funding

Contact the Ministry of Training, Colleges, and University for funding applications.

### 6.3.3. Eligible Activities

The LBS Program focuses on people who are unemployed, with a special emphasis on Ontario Works participants. To be eligible for the LBS Program, a learner should be at least nineteen years old, out of school, and lacking the literacy skills necessary to find and keep a job or to meet everyday needs.

## **Objectives of the LBS Program**

- To help Ontario move toward a seamless adult education system which supports lifelong learning;
- To support literacy agencies in providing quality services which learners' needs;
- To focus literacy services on those adults most in need of them;
- To ensure accountability to government, to the public, and to learners in the provision of literacy services that are effective, efficient, and produce measurable results; and
- To foster closer links between literacy training and employment.

## **Guiding Principles**

To ensure quality literacy services, the LBS Program is based on the following principles:

- **RESULTS-BASED:** The Services provided are evaluated against demonstrable performance indicators.
- **COMMUNITY-BASED:** Services are planned, coordinated, and delivered with other local stakeholders and service providers, so that the services delivered are appropriate to the community.

- **COST-EFFECTIVE:** Public investment aims for the best results at the lowest possible cost.
- **ACCESSIBLE:** The LBS Program ensures reasonable access to learners in communities throughout Ontario, whether in the North, in rural areas, or in urban centres. The Program must provide a reasonable and equitable level of access to services, including accommodations for special needs, across the province.
- **ACCOUNTABLE:** Literacy agencies are able to show that they have accomplished what they committed to do.
- **FLEXIBLE:** Within provincial priorities and program guidelines, literacy agencies accommodate the varying needs of learners and their communities.
- **LEARNER-CENTRED:** Literacy delivery agencies provide a supportive learning environment and respect learners. This LBS principle includes supporting learners in developing achievable personal goals related to further training, employment, or independence. It also means providing literacy services appropriate to assisting learners in reaching their goals.
- **BASED ON ADULT EDUCATION PRINCIPLES:** The LBS Program recognizes that adults have a range of learning needs and experiences as well as varying styles of learning. Adults respond to learning opportunities which meet their needs as adults.
- **LINKS TO BROADER EDUCATION AND TRAINING SYSTEM:** The LBS Program is part of the continuum of educational and training opportunities available to Ontarians. As such, it does not duplicate but rather complements the broader education and training system.

#### 6.4. Helpful References

English-as-a-second language (ESL), *Actualisation linguistique en français* (ALF), and Native languages-as-a-Second-Language activities are not funded by the LBS Program.

- ABC CANADA has collaborated with the publisher of the Yellow Pages and Literacy Agencies to provide telephone numbers for organizations that offer detailed information on the literacy programming available.
- The Ministry of Training, Colleges and Universities has a training Hotline service to provide answers to question about training, including the LBS Program, and telephone numbers of literacy agencies across the province. Call the toll-free Training Hotline at 1-888-JOBGROW or (416) 326-5656.
- To carry out research or to borrow resources and learning materials related to adult literacy, contact *ALPHA PLUS CENTRE* at: Tel: 1-800-788-1120 or (416) 975-2581; Fax: 1-800-788-1417 or (416) 975-4608.

Four umbrella organizations in Ontario support diverse literacy initiatives:

- Anglophone: Ontario Literacy Coalition, Tel: (416) 963-5787;
- Deaf: GOLD (goal: Ontario Literacy for Deaf People), TDD: (905) 458-0499;
- Francophone: La Coalition Francophone, Tel: (613) 842-5369; and
- Native: Ontario Native Literacy Coalition, Tel: (519) 371-5594.

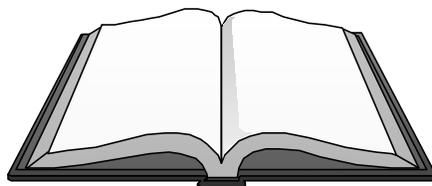
Four sectoral bodies in Ontario support distinctive approaches to literacy delivery:

- Colleges: ACAATO LBS College Sector committee, Tel: 566-8101, ext. 7529;
- Community agencies: COMMUNITY LITERACY OF ONTARIO, Tel: (705) 733-2312;

- Laubach: LAUBACH LITERACY OF ONTARIO, Tel: (519) 743-3309; and
- School Boards: CESBA Literacy Committee, Tel: (905) 949-0049, ext. 2373.

### **6.5. Example of Funded Initiatives:**

Literacy Centre  
P.O. Box 5000  
Oshweken, Ontario  
N0A 1M0  
Telephone: (519) 445-2512



## 7. MANITOBA

### 7.1. Introduction

The Adult Literacy and Continuing Education Department undertakes and administers activities aimed at providing adult Manitobans with access to the skills and knowledge required to meet the demands of the labour market. This occurs through the provision of education and training opportunities which further self-development and adaptability leading to employment and capability of competition in the global marketplace

Community based literacy programs and part time learner-centered programs are operated by local community groups for adults in need of instruction in reading writing, and numeracy skills.

The provincial government created a separate funding category for adult learning centres within the public school funding formula. Funding for Aboriginal specific programming is available.

### 7.2. Contacts

**Manager, Adult Learning and Literacy**

Manitoba Education, Training & Youth

310 – 800 Portage Avenue

Winnipeg, Manitoba

R3G 0N4

Tel: (204) 945-3556

Fax: (204) 948-1008

### 7.3. Objectives - Criteria - Resources

7.3.1. Eligibility Criteria: Who can apply

Applicants must be not-for-profit in nature.

### 7.3.2. How to apply for funding

Contact the Adult Learning and Literacy Section of the Education, Training & Youth Department for funding applications.

### 7.3.3. Eligible Activities

- Adult Learning Centre
- Literacy / Adult Basic Education
- Community Education and Awareness
- Workplace Education
- Family Literacy

## 7.4. Example of Funded Initiatives

Aboriginal Literacy Foundation Inc.  
402 - 181 Higgins Avenue  
Winnipeg, Manitoba  
R3B 3G1  
Telephone: (204) 989-8860  
Fax: (204) 989-8870  
Email: [alf1@escape.ca](mailto:alf1@escape.ca)

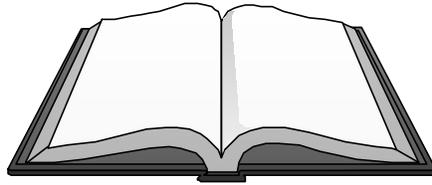
The Aboriginal Literacy Foundation (ALF) works in collaboration with the centre for Aboriginal Human Resource Development to secure employment, training, and post secondary opportunities for participants.

ALF provides literacy programming, upgrading to Adult basic Education (10) and now has entered into a partnership to provide accredited high school diplomas to participants interested in completing grade 12. There are no costs to clients for any participating in programs.

The Aboriginal Literacy Foundation provides individual, large group, and small group instruction through a student centered learning approach which includes

instruction from beginning levels of reading and writing to preparation for post-secondary pursuits.

Clients are accepted into the program on a continuous intake basis and remain until they reach their goals.



## 8. SASKATCHEWAN

### 8.1. Introduction

Literacy programs and services are provided through Saskatchewan Regional Colleges, the Saskatchewan Institute of Applied Science and Technology (SIAST), Saskatchewan Regional Libraries and Literacy organizations.

Basic education is the foundation that people need for employment, skills training and post-secondary education. It consists of fundamental knowledge and skills: communication, basic math, critical thinking, problem solving, teamwork, responsibility, initiative and independent learning. People create this foundation by obtaining a high school education, improving their literacy and language skills, developing social and life skills or employability skills and gaining work experience.

Educational agencies recruit students and train volunteers to provide instruction. A goal of the Literacy Programs and Services is to develop a skilled workforce relevant to Saskatchewan's labour market

### 8.2. Contacts

#### **Program Manager**

#### **Adult Literacy and ESL**

Saskatchewan Post Secondary Education and Skills Training

2151 Scarth Street,

Room 410

Regina, SK

S4P 3V7

Tel: (306) 787-2513

Fax: (306) 933-7182

#### **Special Needs Programs Unit**

Saskatchewan Post-Secondary Education and Skills Training

Rm. 129, 3085 Albert Street

REGINA SK S4P 3V7

Tel: (306) 787-2513

Fax: (306) 787-7182

### **8.3. Objectives - Criteria - Resources**

- The design of literacy services for those adults most in need;
- To ensure accountability to government, to the public, and to learners;
- To foster closer links between literacy training and employment;
- Literacy programs are to be open to all adults who need increased literacy to improve their living and working conditions;
- Increased access and relevant to community needs;
- Community based, learner centered;
- Responsive to the education, training and employment needs of learners and employer needs and employment opportunities; and
- Provide basic education to adults who lack Grade 12 and other skills necessary to find work.

#### 8.3.1. Eligibility Criteria: Who can apply

Project applicants must be not-for-profit in nature.

#### 8.3.2. How to apply for funding

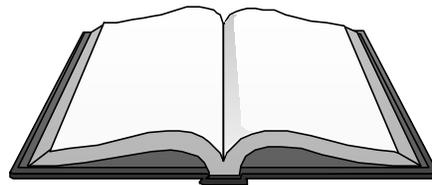
Contact the Program Manager, Adult Literacy and ESL, Saskatchewan Post Secondary Education and Skills Training

#### 8.3.3. Eligible Activities

- Literacy / Adult Basic Education;
- Community Education;
- Workplace Education; and
- Family Literacy.

#### **8.4. Example of Funded Initiatives**

Won Ska Voices of the Youth  
Won Ska Cultural School  
2005 - 4<sup>th</sup> Avenue East  
Prince Albert, Saskatchewan  
S6V 2H1  
Telephone: (306) 763-3552



## 9. ALBERTA

### 9.1. Introduction

Since 1979, local community adult learning councils have been identifying the need for adult literacy service in their communities. Through the Community Adult Learning Program grant, there are now regularly funded literacy services in over 70 communities across the province. Literacy services employ a coordinator who recruits, trains and monitors volunteer tutors to work with adults who request assistance to learn to read and write. Coordinators also publicize the service and increase awareness within the community regarding the issue of adult illiteracy. The department also funds Literacy Coordinators of Alberta, a province-wide resource network for literacy coordinators.

*New Directions in Adult Learning in Alberta* sets out a framework of policy for adult learning in the province. At the centre of the adult learning system are the needs of the learner. This is reflected in the goals and strategies outlined in the strategy.

Public providers of learning opportunities include autonomous board-governed institutions operating under acts of the Legislative Assembly. Alberta's public providers include four universities, 16 colleges, two technical institutes, and the Banff Centre. There are four community consortia offering credit programs in communities beyond commuting distance from an institution. Each consortium is a partnership of public post-secondary institutions that work together to address regional learning needs. Alberta's 84 Community Adult Learning Councils, previously known as Further Education Councils, are also public providers. These councils arrange delivery of a diverse range of primarily non-credit courses to over 600 communities across the province.

Private providers of learning opportunities include private colleges operating on a not-for-profit basis and businesses established to provide learning opportunities as a service for profit. Currently there are seven private colleges, and more than 150 private institutions authorized to offer degrees in specific programmes.

*Basic education and skills training* are programs for adults who require literacy or academic upgrading, English language skills, or short-term training. These programs are generally offered to improve employability, attain high school equivalency, qualify for entry into a post-secondary program, or enhance an individual's quality of life through the acquisition of knowledge.

Each provider of learning opportunities in Alberta is unique in the range of learning opportunities it offers, as each strives to serve different combinations of learner needs.

## **9.2. Contacts**

**Community Programs  
Adult Learning Division  
Alberta Learning**  
8<sup>th</sup> Floor, Commerce Place  
10155- 102 Street  
Edmonton, Alberta T5J 4L5  
Phone: (780) 427-5624  
Fax: (780) 422-1297

## **9.3 Purpose**

Alberta Learning funds volunteer tutor adult learning services within the boundaries of a Community Adult Learning Council geographic area to provide basic literacy tutoring to adult Albertans wanting to improve their literacy skills to a grade nine level of competence.

Volunteer tutor adult literacy services are aimed at meeting the Community Adult Learning Programme goals of increasing access for adults to acquire literacy skills, and mobilizing volunteer resources to support learning.

Programme Requirements

Community Adult Learning Programme funding for volunteer tutor adult literacy programming must:

- a) Focus primarily on adults (individuals aged 18 years and older);
- b) Be tuition free;
- c) Meet basic literacy needs up to a grade nine level;
- d) Include reading and writing and may include numeracy;
- e) Enable learners to improve literacy skills for further education, employment preparation or personal reasons;
- f) Tailor instructions to individuals learner's needs;
- g) Be limited to volunteer tutor-based instruction, one-on-one or in small groups;
- h) Involve staff and volunteers with training in adult education and adult literacy development;
- i) Demonstrate learner progress towards the learners goals.

### **9.3. Objectives - Criteria - Resources**

The objective of the Community Adult Learning Program Literacy Services is to provide volunteer tutor assistance to adults in the community seeking to improve their reading and writing skills. Literacy coordinators increase awareness in the community of adult literacy issues and many establish partnerships to offer preventive initiatives.

#### 9.3.1. Eligibility Criteria: Who can apply

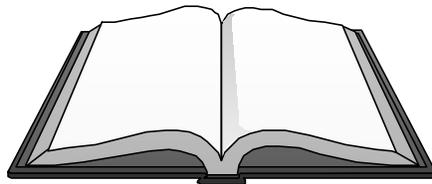
Any community adult learning council may submit a proposal for a community literacy service to meet adult literacy needs in their community. The initiative may come from any council member aware of the need. The council as a whole must approve the submission of the proposal. Project applicants must be not-for-profit in nature.

### 9.3.2. Eligible Activities

- Literacy / Adult Basic Education;
- Community Education;
- Workplace Education; and
- Family Literacy.

## 9.4. Example of Funded Initiatives

Napew Atoskewin ( A Program for Men)  
Maskwachees Cultural Centre  
Box 360  
Hobbema, Alberta  
T0C 1N0  
Telephone: (403) 585-3925



## 10. BRITISH COLUMBIA

### 10.1. Introduction

Grants for Adult Literacy initiatives have been funded through a cost-shared program between the National Literacy Secretariat (NLS) and the Ministry of Advanced Education (AVED) since 1987. In British Columbia, a public participation process, in conjunction with a ministry internal review, is used to review applications and provide priorities and recommendations to the NLS and to AVED.

To date, the program has supported such adult literacy initiatives as public awareness campaigns, a variety of curriculum and professional development activities, research, aboriginal initiatives, tutoring programs, an electronic literacy network, family literacy development, regular learner events and much more.

### 10.2. Contacts

#### **Education Officer - Developmental Programs (Literacy & ABE)**

Ministry of Advanced Education,  
835 Humboldt Street (St. Ann's Academy)  
PO Box 9877 Stn Prov Gov't  
Victoria, BC  
V8W 9T6  
Telephone: (250) 387-6174  
Fax: (250) 952-6110  
[www.aved.gov.bc.ca/literacy](http://www.aved.gov.bc.ca/literacy)

### 10.3. Objectives - Criteria – Resources

#### 10.3.1. Eligibility Criteria: Who can apply

Project applicants must be not-for-profit in nature, but includes public educational contributions such as colleges. Projects may be funded in literacy and numeracy at the Fundamental, Intermediate and Advanced levels of Adult Basic Education.

### **Purposes and Goals of the Adult Literacy Cost-Shared Program**

- To enhance adult literacy activities in British Columbia,
- To encourage and improve partnerships between community groups, school districts and colleges,
- To monitor the active involvement of all sectors of society that support and develop adult literacy initiatives in British Columbia.

Copies of the guidelines and application forms are distributed to all Deans and Directors of Developmental Programs in Post-Secondary Institutions, Adult Basic Education Coordinators of School District Continuing Education Programs, First Nations Coordinators at Post-Secondary Institutions, Literacy BC and the Adult Basic Education Association of BC. Copies are available upon request from MAETT. The phone number is (250) 387-6189 or (250) 387-6174. The guidelines and applications are also available through the Internet at <http://www.aett.gov.bc.ca/literacy>.

#### **Time Line**

- December: Application packages for grants sent out.
- February: Application deadline (hard copy only).
- March-May: Internal and External Reviews.
- June-August: Announcement of successful grants.

A proposal and budget will need to be reviewed with the Cost-Shared Community Liaison before submitting. The Community Liaison, Adult Literacy Cost-Shared Program can be reached at Telephone: (250) 381-7080.

#### 10.3.2. Eligible Activities

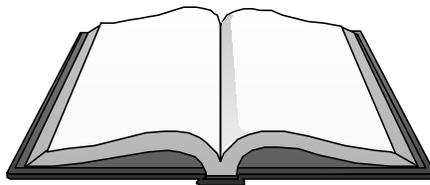
- Category A: Province-Wide Literacy Services (AVED & NLS Funding)
- Category B: Regional Coordination (AVED Funding Only)
- Category C: Program Delivery Assistance (AVED FUNDING ONLY)
- Category D: Projects (AVED & NLS FUNDING)

- Learning Materials
- Research
- Access and Outreach
- Coordination and Sharing of Information
- Public Awareness
- Professional Development
- Category E: Literacy Corps (A Separately Funded NLS Program Only)

Literacy Corps is an NLS program which funds the same literacy activities as 1 to 5 above, but for out of school youth (those between the ages of 15-24 years). This program does not fund delivery of service.

#### **10.4. Example of Funded Initiatives**

Hungry for Knowledge - Eslha7'an Learning Centre  
Squamish Nation School  
345 West 5<sup>th</sup> Street  
North Vancouver, British Columbia  
V7M 1K2  
Telephone: (604) 985-7711



## 11. NORTHWEST TERRITORIES

### 11.1. Introduction

The Community Literacy Projects Fund provides financial assistance to community organizations to develop and deliver local projects that will help people increase their reading and writing skills and increase awareness of the importance of literacy in all official languages of the North West Territories.

### 11.2. Contacts

#### **Coordinator - Investing in People Education, Culture and Employment**

Gov't of the Northwest Territories

P.O. Box 1320

Yellowknife, NT

X1A 2L9

Telephone: (867) 920-8807

Fax: (867) 873-0237

### 11.3. Objectives - Criteria - Resources

The purpose and goals of the community literacy projects fund is:

- To enhance literacy activities in the Northwest Territories;
- To encourage the active involvement of community organizations in the development and support of local literacy education; and
- To improve access and outreach, develop relevant learning materials, promote information sharing and coordination, increase public awareness and develop innovative approaches to literacy services at the community level.

### 11.3.1. Eligibility Criteria: Who can apply

Project applicants must be not-for-profit in nature.

#### **Eligibility**

- Groups eligible for funding include community organizations, band councils, hamlets, libraries and registered non-profit societies;
- All projects proposals must include the following:
  - A demonstration of the need for the project;
  - Letters of support for the project from the community;
  - Commitments for support-in-kind, e.g. classroom/office space and equipment, administrative cost etc.; and
  - A plan for evaluation of the project and its results.

### 11.3.2. How to apply for funding

Contact the Coordinator of Adult Literacy and Basic Education, Department of Education, Culture and Employment.

### 11.3.3. Eligible Activities

- Projects eligible for funding include:
  - Community awareness;
  - Literacy outreach services, e.g. tutoring, family literacy activities, workplace literacy;
  - Development of learning materials;
  - Research on literacy needs at the community level; and
  - Projects which are interested in trying new and innovative approaches to literacy development;
- Classroom-based literacy instruction must be linked to other community activities or initiatives in order to be eligible for funding, e.g. job-specific skills training, life skills training, community wellness activities;

- Financial support from the Community Literacy Project Fund is limited and applicants are urged to identify other sources of funding on a cost-share basis;
- Capital costs, such as computer equipment, are not eligible for funding; and
- Applicants who are reapplying for funds for a second year must provide an evaluation of the previous year's activities to demonstrate the project's success.

## **11.4. Examples of Funded Initiatives**

### **The Application Process**

Send your completed application to your regional ECE office:

- Canada/NWT Service Centre, Box 1320 Yellowknife NT, X1A 2L9
- Fort Smith – Box 390, Fort Smith NT X0E 0P0

Application Deadline: Verify with regional office.

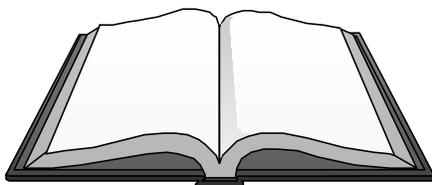
### **Community Literacy Project Fund**

The community Literacy Projects Fund provides financial assistance to community-based organizations to develop and deliver local projects that will help people increase their reading and writing skills and increase awareness of the importance of literacy in all official languages of the NWT. This program is administered by the regional offices of Education, Culture and Employment

### **Aboriginal Languages Literacy Fund**

The Aboriginal Languages Literacy Fund provides financial assistance to organizations interested in delivering local projects that will help people increase their reading and writing skills in their first language. It also can provide support to

aboriginal languages publishing projects in order to increase the availability of written materials in the aboriginal languages of the NWT. Funding for this program is made available through the Canada-NWT Cooperative Agreement for Aboriginal Languages.



## 12. NUNAVUT

### 12.1. Introduction

Education-Nunavut provides and supports education and training opportunities at all levels for Nunavumiut. The department supports the network of community Daycare Centres across Nunavut, provides support and direction to the public school system in communities, and supports post-secondary education through the Nunavut Arctic College Community Learning Centres. The department also supports the development of electronic information systems to support distance learning, by accessing the Internet. It provides financial assistance to post-secondary students through student loans, career development counselling and coordinates a territorial apprenticeship program. And the department supports continuing education programs and public library service.

The Department of Culture, Language, Elders and Youth works closely with the Department of Education to ensure Inuktitut and Inuinnaqtun are taught from grades K-12 in Nunavut schools. It is responsible for implementing programs that maintain traditional Inuit values, promoting and encouraging Inuit representation in the public service and ensuring that both languages are incorporated into each government department. The department is also responsible for a large number of grants and contributions to community museums, oral tradition projects, arts and cultural events, northern performers, and cultural organizations.

## 12.2. Contacts

**Deputy Minister - Education (Tom Rich)**  
**Director of Policy (Ian Rose)**  
**Director, Adult Learning & Post-Secondary Services (Joy Suluk)**

**Literacy Adult Learning Consultant (Alexis Utataq )**

Department of Education

Bag 800,

Iqaluit, NT

XOA OHO

Tel: (867) 975-5600

Fax: (867) 975-5605

E-mail: [autatanaq@gov.nu.ca](mailto:autatanaq@gov.nu.ca)

<http://www.gov.nu.ca>

\*Port of Entry:

Alexia Utataq,

Box 390,

Arviat, NU

XOC OEO

Tel: (867) 857-3050

## 12.3. Objectives - Criteria - Resources

12.3.1. Eligibility Criteria: Who can apply

- Any community non-profit group/organization (library, community centre, etc.)

12.3.2. How to apply for funding

- Obtain application form from Port of Entry (Alexis Utataq) or from Gwendolyn Thirwall, Department of Education, Bag 002, Rankin Inlet, NU XOC OGO (800) 953-8516
- Show demonstration of need, description of goals and objectives, plans for meeting objectives

- Indicate an evaluation and monitoring of results plan
- Include a detailed budget
- Indicate a commitment for support in kind (classroom space, equipment, etc.)
- Include two or more letters of support

#### 12.3.3. Eligible Activities

- Must be linked to initiatives in the community (life skills, job training, etc.)
- Should promote community awareness, outreach services, tutoring, workplace literacy, innovative programs re: literacy development

#### 12.3.4. Project Review Process

There are no application deadlines, but there is an annual review process. Grant requests may be submitted up to twice per year.

### 12.4. Example of Funded Initiatives

Helping Young Parents Read With Children  
Leo Ussak Elementary School  
Rankin Inlet, NU  
XOC OGO  
c/o (867) 645-5040

### 12.5. Helpful References

#### **Department of Education Headquarters (Iqaluit)**

Ex. Secretary (867) 975-5600 Fax: 975-5635

#### **Regional Office (Arviat Headquarters)**

Divisional Secretary (867) 857-3050 Fax: 857-3090

#### **Regional Office (Cambridge Bay)**

Income Support Worker (867) 983-7236 Fax: 983-2004

#### **Regional Office (Rankin Inlet)**

Ex. Secretary (867) 645-5040 Fax: 645-2148

#### **Income Support Worker (Kimmirut)**

(867) 939-2705 Fax: 939-2602

**Income Support Worker (Sanikiluaq)**

(867) 266-8739 Fax: 266-8517

**Income Support Worker (Hall Beach)**

(867) 928-8790 Fax: 928-8871

**Department of Culture, Language, Elders & Youth (Iqaluit)**

(867) 975-5500 Fax: 975-5504

**Department of Culture, Language, Elders & Youth (Igloolik)**

(867) 934-8335 Fax: 934-8685

**Language Bureau**

**Attima Hadlari, Director**

Box 2373

Cambridge Bay, NU

(867) 983-7351 Fax: 983-2717

**Nunavut Sivuniksavut Training Program**

**Morley Hanson, Coordinator**

368 Dalhousie St., 2<sup>nd</sup> Floor

Ottawa, ON

K1N 7G3

- A 1-year, supported year of study program, for young Inuit who are from Nunavut; the program teaches the Northern Land Claims Agreement, Northern Government structure, political history of the North, and life skills. A pre-College/University entry program.

**Nunavut Literacy Council**

**Sandy Kusuqak, Vice/President**

Box 519

Rankin Inlet, NT

X0C 0G0

(867) 645- 2689 Fax: 645- 3760

**Iqaluit Drop-In Centre**

**Kate Bishop, Coordinator;**

**Eileen Bradley, Instructor**

Adults can work on basic literacy and math skills

## 13. YUKON

### 13.1. Introduction

Yukon Government, Yukon Learn and Yukon College are the primary literacy service providers. The National Literacy Secretariat also provides support for literacy projects. The Council for Yukon First Nations has its own education department that addresses First Nation educational issues, including literacy training. Individual First Nations communities are also partners in providing literacy services.

Collaboration between funding bodies, i.e. government and Yukon First Nations and community groups is key to ensure that local literacy needs are being addressed. Literacy initiatives are frequently integrated with other programs. There is an increasing demand that literacy be directly connected with other forms of training to base the literacy components in context of employment, family, or other learning.

Literacy funding seems to be available on a decentralized basis and application procedures are less formal than in other jurisdictions.

### 13.2. Contacts

**Brent Slobodin, Director of Labour Market Programs and Services**

**Advanced Education Branch**

**Department of Education**

Yukon Government

Box 2703, Whitehorse, YK Y1A 2C6

Tel: (867) 667-5129

Fax: (867) 667-8555

**Sheila Beairsto, Dean, Developmental Studies**

**Yukon College**

Box 2799, Whitehorse,

YK Y1A 5K4

Developmental Studies

Tel: (867) 668-8740

Fax: (867) 668-8890  
Community Services  
Tel: (867) 668-8790  
Fax: (867) 668-8814

**Yukon Learn**

**Karen L. Smith, Executive Director**

308 Hanson St, Whitehorse, YK Y1A 1Y6

Tel: (867) 668-6280

Fax: (867) 633-4576

**Council of Yukon First Nations**

11 Nisutlin Dr, Whitehorse, YK Y1A 3S4

Tel: (867) 393-9200

Fax: (867) 668-6577

The Department of Education, through the Advanced Education Branch, annually funds a variety of literacy initiatives throughout the territory. Proposals for funding are submitted by the individual communities and reflect local literacy needs. Currently, this is accomplished through the Literacy Action Committee to implement the 2001 Yukon Literacy Strategy.

### **13.3. Literacy Partners and Resources**

Yukon Learn is an autonomous non-profit organization with a mandate to provide literacy training through the provision of literacy tutor training and tutoring in Whitehorse and the rural communities. In addition, Yukon Learn provides literacy related information, promotes literacy, provides introductory computer instruction, maintains a resource lending library and supports literacy fundraising events.

Yukon College is responsible for the provision of instructional support to individuals who wish to improve their academic skills. Students access these services to obtain the basic skills and the prerequisites necessary to enter college programs or to prepare for entering/ re-entering the work force.

The Developmental Studies Division of the College provides literacy instruction to individuals who have had limited exposure to formal education as well as English instruction to English as a Second Language students. Similar to the community campuses, Developmental Studies grounds considerable portions of their curriculum and instructional material in the culture and heritage of students in their classes.

The Community and Extension Services Division at Yukon College is responsible for fourteen community campuses around the territory. These campuses provide on-going literacy support in their respective communities. Programs vary depending on the issues, concerns and aspirations of each community. Community campuses often ground their instruction in the culture and heritage of those they serve. The campuses, including the one established at the Whitehorse Correctional Centre, offer a wide variety of programming, frequently with a literacy component. Information about literacy programming offered through community campuses can be obtained from the local individual campus.

Trust funds for Community Learning have been established in some communities by the Yukon Government to increase the ability of communities to make training decisions at the local level. These trust funds can be accessed to provide community programs oriented towards improving employment skills and also to fund students enrolled in training outside of their community. Communities presently with trust funds partnered with First Nations are Burwash (White River First Nation), Carmacks (Little Salmon Carmacks First Nation), Dawson (Tr'ondek Hwech'in First Nation), Faro, Haines Junction (Champagne Aishihik First Nation), and Watson Lake (Liard First Nation). Application for information about a specific trust fund should be made to the First Nation, the municipal office, or the local college campus of the community.

# **The National Literacy Secretariat**

## **Introduction to Funding Information**

The mandate of the National Literacy Secretariat (NLS) is to facilitate the involvement of all sectors of society in creating a more literate Canada. One of the ways that the NLS does this is by providing financial assistance. The NLS has two funding streams. Through its federal-provincial/ territorial stream, it supports projects which are directed to regional or local needs. And, through its national funding stream, it supports projects in partnership with a variety of non-governmental and voluntary organizations, both literacy and non-literacy groups and business and labour organizations.

## **What Types of Projects Are Eligible for Funding**

The NLS provides financial support for any of five types of activities.

The development of learning materials

There is a need for learning and tutor-training materials based on Canadian life and which meet the particular needs of learners. Learning materials maybe in print form, audio-visual or computer programs.

Examples of projects include:

- Developing reading materials for learners;
- Developing a literacy training guide;
- Workshops to train tutors; and
- Learners' conferences.

For proposals to develop learning materials NLS requires:

- The results of a search for materials that may already be available to ensure the project does not duplicate what has already been done;
- Learner involvement;

- A plan for making the learning materials available; and
- A description of how new materials will be tested and evaluated.

### Research

Research is needed to respond to community and workplace literacy needs. Of particular interest are research projects that have direct application to literacy programs, address literacy training for specific parts of the population or economy, or seek ways to help prevent literacy problems or improve adult literacy.

Examples of projects include:

- Needs assessment;
- Literacy program evaluations; and
- Studies of the needs of particular target groups.

Research project proposals should include:

- Results of a search to ensure that the research builds on existing knowledge; and
- A plan for disseminating the completed research.

### The improvement of access and outreach

Although studies have shown that a significant percentage of the Canadian adult population can benefit from literacy training, only a relatively small number of people are actually enrolled in adult basic education or literacy programs. There is a need to know more about how to reach people and how to make programs accessible to all who wish to improve their literacy skills.

Examples of projects include:

- A study of possible barriers to obtaining literacy training;
- The development of a strategic plan to reduce barriers to accessing literacy programs; and
- Consultations to assess barriers and develop action plans.

### The improvement of coordination and information sharing

It is important that new developments and solutions in the literacy field be coordinated and shared with all literacy partners to prevent duplication and allow for a more effective use of resources.

Examples of projects include:

- Conferences;
- Directories of literacy services and resources; and
- Planning for a resource centre.

Coordination and information sharing project proposals should include:

- Information on how a project will be funded if future funding is required. For example, a proposal for the annual updating of a directory must demonstrate how it will be funded after departmental funding has ended.

### Increasing public awareness

Public awareness today is the key to a more literate society tomorrow. There is a need to promote greater understanding of the issue and to encourage involvement in finding new solutions. It is especially important to encourage every Canadian to accept the challenge of participating in improving the literacy skills of our society.

Examples of projects include:

- Posters, radio or television promotion;
- Public forums; and
- Speakers bureaus.

Project proposals dealing with public awareness should include information on how activities will be coordinated with appropriate organizations so that learners and volunteers who step forward as the result of the project can be placed in programs.

## **Who Can Apply for Funding**

The following types of organizations may apply for funding:

- Non-profit organizations operating at the national, provincial, regional, community or neighbourhood level;
- Non-governmental institutions, including teachers' federations, labour unions, trade associations and professional associations; and
- All Canadian post-secondary institutions such as universities, colleges, and vocational and technical institutes.

## **Factors in Considering Applications**

To receive funding the project must:

- Involve those who are affected by the project and reflect their concerns;
- Demonstrate that the project does not duplicate existing efforts. This could be done through a search on the National Adult Literacy Database or other resource centre database;
- Indicate other sources of financial and 'in kind' support for the project;
- Include an evaluation plan for the project; and
- Make provision for distribution or making available reports or other products arising from the project.

## **Activities and Costs Not Eligible for Funding**

Activities not eligible to receive funding are:

- Provision of ongoing direct literacy services;
- Activities which have already taken place;
- Annual activities; and
- Projects requiring 100% funding.

Costs not eligible for funding are:

- Capital costs;
- Travel outside Canada; and
- Financial losses incurred by the project.

National Literacy Secretariat funding may be used only for the purposes specified in the application. Once the NLS has agreed to provide financial assistance, no substantial change in the activities shall be made without the consent of the NLS.

Whenever appropriate, public acknowledgment of funding by the NLS is expected. Publications should clearly acknowledge the NLS' assistance. Written material should be prepared following clear language guidelines outlined in *Plain Language: Clear and Simple/Pour un style clair et simple* (Canada Communication Group - Publishing, Ottawa, Ontario K1A 0S9)

Grant recipients are required to submit a final report and financial statement no later than two months following the completion of the project.

Assessment of the application may take from four to six months, depending on the nature of the project and the related assessment procedures.

## How To Apply

The NLS has two funding streams - the federal-provincial / territorial stream and the national stream. The nature of the applicant organization determines the appropriate stream.

### The Federal -Provincial / Territorial Funding Stream

The NLS has established partnerships with provincial and territorial governments to provide financial support to activities at the regional, provincial, territorial and local level. Regional, provincial, territorial, and local organizations should consult with their provincial / territorial government office (see list below), except in the Province of Quebec where groups should contact the NLS directly. Arrangements with each province and territory vary with regards to deadlines, application forms, and assessment procedures.

### The National Funding Stream

The following types of organizations should contact the NLS directly. You will be sent a *General Application Form* and a *Guide to the Funding Application Form*.

- National non-government organizations;
- National literacy organizations;
- Provincial and territorial literacy coalitions;
- Private sector organizations; and
- Labour organizations.

Further Information on the National Funding Stream

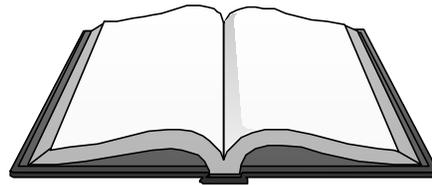
For further information about the **Federal-Provincial /Territorial Funding Stream**, contact:

<p><b>British Columbia</b></p> <p>Audrey Thomas Education Officer, Developmental Programs Public Institutions Branch Ministry of Advanced Education P.O. Box 9877 Stn. Prov. Govt. Victoria, BC V8W 9T6 Tel: 250-387-6174 Fax: 250-952-6110 <a href="mailto:audrey.thomas@gems5.gov.bc.ca">audrey.thomas@gems5.gov.bc.ca</a></p>	<p><b>Alberta</b></p> <p>Mr. Keith Anderson Senior Consultant, Literacy Community Programs Alberta Learning 10155 - 102 Street 8th Floor, Commerce Place Edmonton, Alberta T5J 4L5 Tel: (780) 427-5704 Fax: (780) 422-1297 <a href="mailto:keith.anderson@gov.ab.ca">keith.anderson@gov.ab.ca</a></p>
<p><b>Saskatchewan</b></p> <p>Donna Woloshyn Program Manger, Adult Literacy, Family Literacy and ESL Programs Branch Saskatchewan Learning Room 410, 2151 Scarth Street Regina, Saskatchewan S4P 3V7 Tel: 306-787-2513 Fax: 306-787-7182 <a href="mailto:Donna.Woloshyn@sasked.gov.sk.ca">Donna.Woloshyn@sasked.gov.sk.ca</a></p>	<p><b>Manitoba</b></p> <p>Barbara Wynes Senior Consultant Adult Learning and Literacy Department of Education, Training and Youth Room 310 - 800 Portage Avenue Winnipeg, Manitoba R3G 0N4 Tel: (204) 945-1053 Fax: (204) 948-1008 <a href="mailto:bwynes@gov.mb.ca">bwynes@gov.mb.ca</a></p>

<p><b>Ontario</b></p> <p>Anne Rachlis Senior Manager Workplace Preparation Branch Ministry of Training, Colleges and Universities Mowat Block 900 Bay Street, 23rd Floor Toronto, Ontario M7A 1L2 Tel: (416) 326-5456 Fax: (416) 326-5505</p>	<p><b>Quebec</b></p> <p>Andrée Racine Coordonnatrice des services d'alphabétisation Direction de la formation générale des adultes Ministère de l'éducation 1035, rue de la Chevrotière 17e étage Québec, QC G1R 5A5 Tel: (418) 644-4875 Fax: (418) 528-7454 <a href="mailto:andree.racine@meq.gouv.gc.ca">andree.racine@meq.gouv.gc.ca</a></p>
<p><b>New Brunswick</b></p> <p>Maryanne Bourgeois Executive Director, Learner Financial Assistance and Literacy Department of Education 250 King Street P.O. Box 6000 Fredericton, NB E3B 5H1 <a href="mailto:maryanne.bourgeois@gnb.ca">maryanne.bourgeois@gnb.ca</a> Tel: (506) 453-3298</p>	<p><b>Nova Scotia</b></p> <p>Carmelle d'Entremont Director, Adult Education Division Department of Education Trade Mart Building 2021, Brunswick Street P.O. Box 578 Halifax, Nova Scotia B3J 2S9 Tel: (902) 424-5160 Fax: (902) 424-0666 <a href="mailto:dentrect@gov.ns.ca">dentrect@gov.ns.ca</a></p>

<p><b>Newfoundland</b></p> <p>Linda Coles Executive Director of Literacy Department of Education P.O. Box 8700 St. John's, NF A1B 4J6 Tel: (709) 729-6191 Fax: (709) 729-6246 <a href="mailto:lindacoles@mail.gov.nf.ca">lindacoles@mail.gov.nf.ca</a></p>	<p><b>Prince Edward Island</b></p> <p>Barbara Macnutt Manager Department of Education P.O. Box 2000 Charlottetown, PEI C1A 7N8 Tel: (902) 368-6286 Fax: (902) 368-6144 <a href="mailto:bemacnutt@gov.pe.ca">bemacnutt@gov.pe.ca</a></p>
<p><b>Yukon</b></p> <p>Brent Slobodin Director - Labour Market Program &amp; Services Advanced Education Branch Department of Education P.O. Box 2703 Whitehorse, Yukon Y1A 2C6 Tel: (867) 667-5129 Fax: (867) 667-8555 <a href="mailto:brent.slobodin@gov.yk.ca">brent.slobodin@gov.yk.ca</a></p>	<p><b>Northwest Territories</b></p> <p>Bill Hoggarth Manager, College Services Department of Education, Culture and Employment P.O. Box 1320 Yellowknife, NWT. Tel: (867) 873-7214 <a href="mailto:bill_hoggarth@gov.nt.ca">bill_hoggarth@gov.nt.ca</a></p>

<b>Nunavut</b>	<b>Northwest Territories</b>
<p>Alexis Utatnaq Literacy/Adult Learning Consultant Adult Learning and Post Secondary Services Department of Education Government of Nunavut PO Box 8000 Arviat, Nunavut X0C 0E0 Tel: (867) 857-3063 Fax: (867) 857-3090 <a href="mailto:autatnaq@gov.nu.ca">autatnaq@gov.nu.ca</a></p>	<p>Muriel Tolley Literacy and Adult Education Colleges and Continuing Education Department of Education, Culture and Employment P.O. Box 132 Yellowknife, NWT. X1A 2L9 Tel: (867) 873-7372 Fax: (867) 873-0237 <a href="mailto:muriel_tolley@gov.nt.ca">muriel_tolley@gov.nt.ca</a></p>



## **The National Adult Literacy Database**

### **Introduction**

The National Adult Literacy Database Inc. (NALD) is a federally incorporated, non-profit service organization which fills the crucial need for a single-source, comprehensive, up-to-date and easily accessible database of adult literacy programs, resources, services and activities across Canada. It also links with other services and databases in North America and overseas.

From its base at Scovil House in Fredericton, New Brunswick, NALD connects with major literacy organizations and advocacy groups in communities, schools and local government departments across the country. These major partners help to extend the NALD network more efficiently to smaller, more specialized service groups and program deliverers in both remote and urban areas.

Since its launch in 1989 and incorporation in 1992, NALD has been providing data, referrals, program models and information, on virtually every adult literacy program in the country. It helps users to build on the experience and expertise of over 5,900 contacts and programs (including Adult Basic Education and English as a Second Language) from Newfoundland to the Yukon, as well as around the world on the Internet.

NALD provides all kinds of administrative efficiencies. It lets the literacy practitioner and administrator share ideas and methods, and the information multiplies with every contact. NALD is the vehicle that helps to organize and funnel that information in useful ways.

As a large country, with a wide range of literacy needs, Canadian literacy issues are unique to specific regions, others are comparable across communities. Both national and regional policy makers must keep track of what works in the literacy field and what's changing. NALD is able to provide them with valuable input to that process.

### **Information available through NALD**

NALD gathers, sorts, stores and makes available information on literacy programming, resources, services, contacts, events, awards, funding sources, and, most importantly, resources that can be used in the learning situation thereby leveling the playing field somewhat in an often resource-poor adult education environment. NALD's information is gleaned from across Canada, and, as technology permits, the world. In response to client requests, NALD also provides an analysis of literacy information, e.g. demographics, impact of programming, etc.

### **How NALD disseminates information**

NALD provides adult literacy information to practitioners, teachers, volunteers, program administrators, policy makers and learners across the country through its toll-free number, on the Internet through its World Wide Web site (<http://www.nald.ca>), and through its newsletter which it publishes quarterly. The toll-free number provides callers with easy access to information, and "one-stop-shopping" for practitioners, advocacy groups and others seeking information on materials, resources, funding, programming, etc. It also ensures that existing private and public programs are listed in the database to ensure appropriate referrals.

For individuals and groups who have access to the Internet, NALD provides immediate access to literacy information through its World Wide Web site. Through NALD, participants are able to interact with colleagues across the country and around the world and post information on NALD's Web site for others to view. NALD brings together dedicated and innovative people; it shows them how to make the best use of the technology they have; and it points them in the right direction on the information highway.

Through its newsletters, "Networks," NALD is able to disseminate adult literacy information to Canada's entire literacy community who do not have access to its World Wide Web site on the Internet.

### **What need does NALD fill?**

With Canada's dramatic shift from a resource to an information-based economy, new technology is quickly changing the face of employment across industries. Canadian workers are having to make major adjustments and their skill level will be an important predictor of their economic success.

Yet, according to the conducted in the fall of 1994, those adults scoring at Level I, 4.6 million or 22% of the Canadian population, do not have the literacy and numeracy skills to meet current labour market demands. Those scoring at Level II in the survey, a further 5.5 million Canadians or 26% of the population, will be in jeopardy in the near future as the level of literacy and numeracy demanded by the workplace increases. It is, therefore, evident that low levels of literacy and numeracy skills can condemn entire families to isolation, poverty and dependence.

NALD can be the vehicle for learners to be linked to the services they need. It can assist the literacy community in delivering training efficiently and appropriately to so many different groups with unique and pressing needs. NALD is a cost-effective national information network that facilitates linkages and provides the necessary information for the delivery of literacy and basic skills training across Canada.

### **NALD and The Resources for Learning Project**

NALD and Beverly Anne Sabourin & Associates have entered into a contractual agreement to ensure that the information collected in this *Resources for Learning* initiative will be given the broadest possible circulation through the world wide web. NALD will transfer the contents of this report into a publishable database so that aboriginal literacy programmes and practitioners can access current information about the resources available to them in their own province or territory while familiarizing themselves with the resources that other jurisdictions may offer their aboriginal literacy practitioners. This database will be posted to the NALD site once a final update is completed on the documentation currently in this report. This information will be further updated within the year to ensure it remains topical and relevant.

A different decision was taken with respect to the significant amount of data collected on aboriginal businesses in Canada. As mentioned above, the primary purpose of

engaging in this exercise is to collect a database of appropriate aboriginal businesses in Canada which, at an appropriate future time, may be willing to provide resources to aboriginal literacy in Canada through a yet to be established Aboriginal Literacy Foundation. For reasons of confidentiality and propriety, project organizers determined that a public distribution of this information at this time would neither be warranted or helpful. The database in its current form will await the formation of such a foundation after which NALD will be engaged to re-organize the data in a user-friendly and accessible format for the use of the Foundation. Without question, this will be a valuable resource to the Aboriginal Literacy Foundation as it begins to develop a basis of support from within the aboriginal community itself.

In 1998 Beverly Anne Sabourin and Associates (BASA) published *The Language of Literacy: A National Directory of Aboriginal Literacy in Canada*. This most useful directory is currently available at the NALD site and hundreds of copies of the Directory have been circulated across Canada. Should the necessary research funds be secured NALD will further assist BASA in updating this document and developing a more user-friendly interface for data collection for this important research tool. Further updates of this important resource will become the responsibility of the Aboriginal Literacy Foundation. Clearly, NALD will provide significant assistance to advancing the collection and dissemination of information vital to the national movement for aboriginal literacy.

For more information on NALD, contact:  
The National Adult Literacy Database Inc.  
Scovil House, 703 Brunswick Street  
Fredericton, NB  
E3B 1H8  
Tel.: (506) 457-6900 / 1-800-720-NALD (6253)  
Fax: (506) 457-6910  
[www.nald.ca](http://www.nald.ca)



## Towards an Aboriginal Literacy Foundation: A Database of Aboriginal Businesses

Beginning with the vision of identifying 100-200 aboriginal-owned businesses in Canada which could be listed in a directory regarding their interest in providing resources for aboriginal literary initiatives, project consultants discovered some amazing facts.

Far beyond our imagination, our research revealed that there were 20,000 aboriginal-owned businesses in Canada. We found 15,956 through our research. The numbers were surprising and overwhelming and thus created some new questions and possibilities beyond the mandate of this project.

Our conclusion was to create a database of the rich information we collected and share it with a Foundation Idea Group which could take our information and transform a pithy weaving into a national landscape tapestry.

### Genesis (Why)

Following the success of *The Language of Literacy: A National Resource Directory of Aboriginal Literacy Programs* – the first of its kind in Canada, *Aboriginal Literacy: Creating Ideas – Supporting Opportunities* was born. As mentioned previously, two major objectives were identified:

- Publish in both print and electronic formats, a “Resources for Learning” Directory which identifies and collates resources and activities in the field of aboriginal literacy currently sponsored by provincial and territorial governments; and
- Produce a comprehensive national listing of aboriginal-owned businesses which have developed a standing interest in supporting aboriginal literacy or would welcome such an opportunity.

This chapter addresses the second objective.

## **Weaving (what, who, where and how)**

The aim, with the parameters of the mandate, was to identify 100-200 aboriginal-owned businesses in Canada. We quickly learned from a 1996 census, that there are 20,000. Through our research, we identified 15,956 of them.

There were three basic sources of information:

Electronic Web Site searches

While searching, if a particular business met certain parameters for inclusion, it was selected, printed and filed according to value to the project. The 'value' judgment was somewhat arbitrary depending on the data available but was based on the following criteria:

- Number of employees;
- Annual sales greater than \$50,000;
- Length of time in business;
- Other data included in entry which indicated business stability;  
and
- Intuitive assessment.

We categorized this source of 456 businesses into two: a primary list and a secondary list. The primary list of 206 can be considered primary candidates for contact according to our mandate. Each listing includes data in the "Note" column which indicates the reason for selection. Also included in this part is a listing by region.

There is no data base printout for our secondary list which is still only in raw-data collection form. There are approximately 250 businesses in this category. They include businesses for which sales data was unavailable or for which business management information was unavailable. These are generally small businesses with limited sales and thus probably limited financial resources. We have referred to these in discussion as 'Mom and Pop' businesses.

### Aboriginal Business Directories

We obtained five aboriginal business directories, with the intention of culling information on potential contacts for the project. However, the directories were not as useful as we had hoped. The number in brackets indicates the approximate number of businesses included in each directory.

- First Nations Tribal Directory, Canadian Edition, 1999 (8,000);
- Prairie Region Aboriginal Business Directory, 1999 (4,300);
- British Columbia Aboriginal Business Directory, 1999 (2,575);
- Quebec Business Directory, downloaded from the Internet, 2000 (400); and
- Aboriginal Export and Trade Directory, 1996 (136).

With regard only to the usefulness to the original proposal of our project, the first four directories have the same flaw. The listings include limited data: name of business, type of business, address, phone and fax numbers, and occasionally an email address. There are few, if any, contact names or even owner names given. There is no indication of length of time in business or number of employees or sales figure ranges. (This data would be important for the original proposal of the project, i.e. contact with the individual businesses.)

One directory, Aboriginal Export and Trade Directory, does include background information on each of the businesses. Address and telephone information is included, as well as the name of a contact at the business. The problem with this directory is that there are a limited number of businesses profiled (136) and it is somewhat out of date. The 2000 edition was not available at this writing.

The directories contain approximately 15,500 listings of aboriginal-owned businesses in Canada. Unfortunately, the data provided is not as useful as hoped with regard to the original proposal of the project.

National Archives suggested web sites, National Library Recommendations

Several of these sites had already been explored by the time we got the listings. However, the contact at the National Library also recommended several books that would be available through Interlibrary Loan. Some of the titles were available from the local library but the information was geared to support for new business or descriptions and histories of First Nations and business or analysis of First Nations business in Canada. None of these were useful for this project.

The National Aboriginal Directory which was recommended is now renamed the First Nations Tribal Directory from Arrowfax in Winnipeg and we have obtained a copy.

### **Tapestry (Ideas)**

Throughout the weaving/research process, a number of questions repeatedly emerged:

- How do we narrow down the overwhelming data we are collecting from 15,956 to 200?
- Is it fair to approach only a small number of intuitively selected businesses and thus leave out a host of other businesses which would/could be interested in aboriginal literacy initiatives?
- What exactly were we asking businesses to do? Publish their names in a directory? Money or in-kind donations? Do we have a capacity to provide income tax receipts?
- What's in it for a business to agree?
- If their names are published and distributed across Canada, does this automatically make it possible for them to receive hundred of requests?
- Would literacy practitioners have to make up to 200 calls in order to receive resources?
- Is our product a Foundation in partnership with an existing organization which would match donations to initiatives? Is there such a Foundation already in existence? If not, could one be created?

The more we pondered these questions, the more we felt that a central Canada-wide Foundation would be an excellent, practical and user-friendly approach. If such a Foundation was in existence, we could share our data with them. The Foundation, in turn could establish a process to approach the 15,956 businesses and determine a win-win profitable relationship with them. At the same time, the foundation would provide a one-stop shopping place for Literacy Practitioners to express their resource needs.

This circular and simple approach could weave the whole colourful tapestry of matching needs with resources thus benefiting all aboriginal literacy initiatives in Canada. As a starting point of discussion, we propose a four-step process:

#### Step One

Establish a Foundation Idea Team comprised of respected Elders and Leaders. Leaders might be culled from recent Aboriginal Achievement Award winners. We have names and profiles of 30 Award winners. Their gatherings could be sponsored under the umbrella of an existing proven-successful aboriginal-successful agency or organization. The Idea Team's mandate would be to establish a high-profile Foundation for Aboriginal Literacy. The objective of the Foundation would be to match resources with needs in a practical win-win circular way.

#### Step Two

Contact all aboriginal businesses identified in this project to determine if they are willing to:

- Commit as little as 1% of their gross annual revenue;
- Make a one-time donation;
- Be willing to provide 'in-kind' support such as meeting space, book or furniture donations;
- Sponsor a student; or
- Serve on the Foundation's Board of Directors, or one of its committees – Fundraising (Annual Music Festival and/or other events), Education and Scholarships and Awards.

Start this process by contacting:

- Primary list;
- Secondary list;
- Trade directories lists; and
- Aboriginal-owned casinos.

### Step Three

Create an annual national fundraising event such as:

- Music/cultural festival; and
- Golf/sports event.

### Step Four

Assuming that resources are now available and held in trust by the Foundation, contact all the Literacy Practitioners identified in *The Language of Literacy: A National Resource Directory of Aboriginal Literacy Programs* to determine their current needs.

To conclude, we have a rich database of aboriginal-owned businesses in Canada which can be shared and thus continue the process of serving the energies of aboriginal individuals, groups and communities desiring to learn. Learning is Living with Pride!

## Future Weaving with Colour (Conclusion)

Beyond fulfilling the scope of this project's mandate, we have identified data and ideas which can begin a colourful tapestry for a national high-profile presence, a Foundation for Aboriginal Literacy.

### Web Sites Rich with Data

- [www.strategis.ic.gc.ca/](http://www.strategis.ic.gc.ca/) Many sites listed, plus links
- [www.autochtones.com](http://www.autochtones.com) Business directory for Quebec
- [www.sae.ca](http://www.sae.ca) Spirit of aboriginal enterprise, a rich site
- [www.abc.gc.ca/trade/](http://www.abc.gc.ca/trade/) Trade directory being updated for 2000 (1996 edition obtained in hard copy) *NOTE: not valid May 30, 2003*
- [www.taybridge.com/arcnet/archome](http://www.taybridge.com/arcnet/archome)
- [www.johnco.com/firstnat/](http://www.johnco.com/firstnat/)
- [www.bloorstreet.com/300block/aborcan.htm#2](http://www.bloorstreet.com/300block/aborcan.htm#2) This site is called "Bill's Aboriginal Links" and is extremely rich with information on First Nations, including many links to business listings
- [www.lakeheadu.ca/-napewww/](http://www.lakeheadu.ca/-napewww/)
- [www.ccab-canada.com](http://www.ccab-canada.com) Canadian Council for Aboriginal Business
- [www.naaf.ca/](http://www.naaf.ca/) National Aboriginal Achievement Award winners list
- [www.native-invest-trade.com](http://www.native-invest-trade.com) Native Investment Trade organization

Strategically, and as a courtesy to the aboriginal businesses researched we have determined that it would be more appropriate to provide the research data collected directly to those engaged in establishing an aboriginal literacy foundation. Approaches to the aboriginal business community should be forestalled until such time as the Foundation is operative. A hard copy of the research collected to date is included in the master copy submitted to the National Literacy Secretariat.



## Conclusions and Observations Along the Path

Five years ago Beverly Anne Sabourin & Associates (BASA) undertook an ambitious and challenging project – to let aboriginal literacy in Canada tell its own story. The result of eighteen months of interviews with aboriginal literacy practitioners in every corner of the country produced *The Language of Literacy: A National Resource Directory of Aboriginal Literacy Programs* providing aboriginal educators and learners with the first comprehensive compendium of programme information available both electronically and in hard copy.

The Directory also played a significant role in identifying a host of unmet needs, chief among them the scarcity of resources available to aboriginal literacy programmes in Canada. The Directory is now on-line in its second edition.

BASA was also proud to have germinated and contributed to the creation of the National Aboriginal Design Committee which led ultimately to the organization of a major national conference on the status of aboriginal literacy in Canada. One of the many outcomes of this initiative has been the formation of an advocacy committee which, although in its infancy, shows great promise as a force for advancing the very real needs of aboriginal literacy practitioners in Canada.

But clearly, the most pressing issue remains one of the adequacy of resources available to the movement in order to fund the operations of literacy programmes, professional and curriculum development, networking opportunities and curriculum resources.

We hope that this *Aboriginal Literacy: Resources for Learning* Directory goes some distance in meeting that need by identifying the most significant provincial and territorial program resources currently available to aboriginal literacy practitioners. Although not designed to compare and contrast resources across jurisdictions, our approach in this directory implicitly offers this opportunity. As a result it may encourage practitioners, educators and literacy advocates as well to lobby their own governments for programme initiatives or activities currently not available to them but extant in other areas of the country.

In the Forward to *The Language of Literacy*, renowned novelist and playwright Tomson Highway added his usual eloquence to the vital, emerging and rich vocabulary of Aboriginal learning when he suggested, "This exciting new journey has only just begun, however. And the road still to be travelled is long and winding." We hope this Directory, like its predecessor offers nourishment along the journey.



## The Sponsors and Principle Consultants

### **Nokee Kwe Occupational Skill Development, Inc.**

137 Dundas Street, 2<sup>nd</sup>. Floor

London, Ontario N6A 1E9

Contact: Carl Cadogan, Executive Director

Email [carl@nokeekwe.ca](mailto:carl@nokeekwe.ca)

Phone (519) 667-7088

Fax (519) 667-4872

Website <http://www.nokeekwe.ca>

Nokee Kwe is a registered charitable, not-for-profit educational organization, delivering employment and training services to Native and Non Native adults and youth. The services offered are geared to those individuals experiencing unemployment, being underemployed or experiencing career transitions and-or coping with changes in the workplace. Nokee Kwe has been providing these services since 1977 and is supported by Human Resources Development Canada, the Ministry of Training, Colleges & Universities, Ontario Federation of Indian Friendship Centres - Grand River Employment & Training Initiative (O-GI), and corporate and individual donors.

### *The Nokee Kwe Mission*

Nokee Kwe, founded on Aboriginal principles, is dedicated to creating, promoting and sustaining culturally sensitive environments, which encourage and support personal development and self-determination. At Nokee Kwe, we will be known as an organization that is a leader in the provision of holistic and comprehensive services to Aboriginal and Non Aboriginal individuals, assisting them in making meaningful life choices. Nokee Kwe Occupational Skill Development Inc.

Nokee Kwe is managed by a community volunteer Board of Directors that is unique in its makeup in London, as the Board is fifty percent Native and fifty percent Non - Native. The uniqueness of this structure allows the Board the luxury of drawing its membership from the distinct abilities of the First Nations Peoples while still ensuring representation from others that make up the larger community of Greater London. Nokee Kwe operates from two floors at 137 Dundas Street in downtown London, Ontario and services the community in the following ways:

### *Programs & Services of Nokee Kwe*

#### Employment & Training Services

##### The Assessment Centre

We provide a holistic, empowering, sensitive and culturally sensitive ‘one - on – one’ assessment and support that is outcome based and focuses on individualized needs and individual action plans. We explore the employability dimensions, including personal dimension and focuses on the basic issues, while examining the factors contributing to barriers to career growth. We use the Common Assessment Process, which is brief but comprehensive, and is especially well suited to the identification of job readiness levels and to assist each participant in choosing a career option. It is through this process that participants are referred to the Career Directions Program and other community based employment options.

##### Career Directions Program

Career Directions is a Career Planning and Assessment Program that provides Personal and Career Management development to participants in a holistic and supportive environment. The first two-weeks of the optional ten week program involve Vocational Diagnostic Testing, Common Assessment and Career Direction Program assessments. The next four weeks are focused on workshops and seminars such as, Personal Portfolio and Career/Learning Action Plan development, establishing short and long term career goals and ongoing career counselling.

### Native Employment & Training Services

The Native Employment & Training Services delivers employment and training programs and services in the London/Middlesex area to eligible persons of Native Ancestry needing assistance to find employment. This service, as part of a Network of the Ontario Federation of Indian Friendship Centres and Grand River Employment and Training Initiative (O-GI), is designed to help Aboriginal Peoples prepare for, obtain and keep jobs. Through a variety of creative and innovative methodologies, this program provides interventions to participants to ensure their success in the world of work.

### Educational Services

#### Native Literacy Program

The Native Literacy Program provides basic skills/literacy services to Native learners. The overriding understanding of this program is that Native learners need and demand programming that respects their heritage, as well as skills and programming that will service their literacy and numeracy needs, all within one holistic environment. As learners tend to be at different stages of their development, Nokee Kwe ensures that staff and volunteers recognize that fact, and use the curriculum and various pedagogical practices to provide a program that will lead to the outcomes as defined by MTCU, (Ministry of Training, Colleges and Universities).

The main focus of the Nokee Kwe Native Literacy Program is to help Aboriginal learners with everyday demands of life, through ongoing support, guidance and referrals. The outcomes include learners that go on to college, training programs, adult education, attainment of their GED, securing employment and securing community and volunteer activities. What everyone experiences is an overall improvement in their life skills and life functioning.

*Youth Services*

Native Youth Resource Centre

The Native Youth Resource Centre (NYRC) is a fully equipped, technologically supported Centre that is designed to assist Native youth in their employment and educational development. We provide a wide range of services including Job Board Postings, Workshops, Universities and College Calendars and entrance information; Occupational profiles; and a variety of on the job training programs and opportunities.

Wichihitook

Wichihitook is a Cree word, which means helping each other. The program provides opportunities to local Aboriginal youth, enabling them to pursue career opportunities, expand their skills, and to gain educational and community support while providing a service to the community. Wichihitook also provides a mentoring component to connect youth with Aboriginal professionals and leaders in the community, and is a way for local educational institutions and community organizations to access a variety of First Nations' resources, so that they may learn more about local First Nations' language, culture, history, art, and customs.



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*Beverly Anne Sabourin* is a First Nations Ojibway from northwestern Ontario with extensive professional and volunteer experience in aboriginal communities and cross-cultural environments across Canada. She has extensive senior management experience in education systems and has worked as an educational counselor and consultant with two Canadian universities and two community colleges, as a programme designer and advocate for aboriginal family support services. Familiar with advocacy and political strategies, she was also Executive Director of the Quebec Native Women's Association where she was very active in programmes promoting day care in aboriginal communities and in halting violence against women.

Her professional experience has also included positions with the federal government (Secretary of State - Women and Aboriginal Programmes) and the Ontario Human Rights Commission. Her community volunteer work has been as committed as it has been varied, serving on numerous Boards including the Calgary, Thunder Bay and Montréal Indian Friendship Centres, the Ontario Native Womens' Association and in initiating quality programmes in family support and social housing for aboriginal people.

Beverly has been consistently at the forefront of identifying and providing creative and practical solutions to the problems confronting aboriginal people in urban environments. She was nominated as Woman of the Year in Calgary, Alberta, holds a Bachelor of Arts in Sociology (Lakehead), a Bachelor of Social Work (McGill) and a Masters of Social Work from McGill University in Montréal. She is bilingual in English

and Ojibway and understands French, and is currently employed as the Director of the Model Access Programs at Red River College, Winnipeg.

*Peter André Globensky* has worked in the field of development - both domestic and international - over a 30-year professional and volunteer career. He has had extensive experience at the most senior levels of the public sector garnering expertise in the fields of government liaison, management and strategic planning, organizational development and social advocacy. Until recently he was with the Montréal-based International Centre for Human Rights and Democratic Development as Director of Programmes. During his tenure at that institution, he organized an international mission of twelve Nobel Peace Laureates to free Burmese leader Aung Sang Suu Kyi and joined Archbishop Desmond Tutu in meeting with and advising former President Clinton and Vice-President Gore on Burmese policy. Prior to that he served as the Chief of Staff to the Minister of External Relations and International Development (CIDA) and served in the Privy Council Office as a policy advisor to the Prime Minister on Aboriginal Affairs. For fifteen years he worked for the federal department of the Secretary of State with responsibilities for aboriginal and human rights programming. He has served on numerous community and foundation boards, enjoys an excellent reputation for resource identification and fund-raising and has extensive experience as a professional trainer and teacher. He has an MA in Political Science from McMaster University in Hamilton, university training in environment and ecology, holds a Certificate from the University of Windsor in Alternative Dispute Resolution, is bilingual (French and English) and can communicate in Spanish. He is currently Director-General of the Canadian Council of Ministers of the Environment, Canada's premier forum for inter-governmental discussion and action on the environment.

