



**ADULT LITERACY  
IN THE SEVENTIES:**

**CONFERENCE REPORT**

***Compiled by Audrey M.  
Thomas***

**The Movement for Canadian Literacy  
Rassemblement canadien pour  
l'alphabétisation**

## ADULT LITERACY IN THE SEVENTIES

A Report of a Canadian Workshop on  
Adult Basic and Literacy Education  
held from Thursday, October 27, 1977  
to Sunday, October 30, 1977  
at the Talisman Motor Inn,  
and Algonquin College,  
Woodroffe Campus,  
Ottawa, Ontario.

Compiled by:  
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Rassemblement canadien pour l'alphabétisation

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# ADULT LITERACY IN THE SEVENTIES

## CONFERENCE OBJECTIVES:

1. To share information and increase communication between those working with educationally disadvantaged adults from different cultures (anglophone, francophone, immigrant groups and native peoples).
2. To develop and enhance the leadership potential in the field.
3. To act as a stimulus for community initiatives across Canada to help redress the adverse statistics of the 1971 Census regarding educational levels, before the 1981 Census takes place.
4. To make people aware that reading and writing are still tools for social participation and the development of cultural aspirations.
5. To provide an opportunity for co-operative planning of future directions for a field-based Canadian organization.

The Conference was convened by:

The Canadian Project for Adult Basic and Literacy Education/ Projet Canadien de formation de base des adultes

in conjunction with  
Algonquin College Conference Secretariat  
and  
WINTARIO

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# FOREWORD

In June, 1975, World Literacy of Canada initiated a one-year project to survey the nature and extent of functional illiteracy in Canada. Part of that project was the organizing and holding of a national conference on adult basic and literacy education.

The nature of the recommendations and the enthusiasm of the delegates were such that World Literacy of Canada undertook to continue the work in Canada for a further year.

However, financial difficulties during 1976/1977 prompted the Board of Directors to make some tough decisions. World Literacy of Canada was founded over twenty years ago to serve the needs of the illiterate people in India. As the impetus for the organization and its work over the following years was internationally based, the decision was made that the international work would receive priority. At the same time, the Canadian Project was to be encouraged to establish its own identity apart from World Literacy of Canada.

The decision to separate was made in June, 1977. Because a Canadian network for adult basic education and literacy had begun to operate, and because the delegates to the conference in 1976 had asked for another national conference in 1977, a group of concerned people who had been meeting fairly regularly during the year began to plan for a fall conference. The conference was convened by The Canadian Project for Adult Basic and Literacy Education and was made possible by a WINTARIO grant and the help of the Conference Secretariat, Algonquin College.

At the end of the conference the formation of a new organization was endorsed and was entitled: The Movement for Canadian Literacy/Rassemblement canadien pour l'alphabétisation, such title to hold until incorporation could take place.

All documents on the Canadian work and requests for information are now available from this new organization. These published documents include:

- Adult Basic Education and Literacy Activities in Canada 1975-76 by Audrey M. Thomas. Toronto, 1976. 180 pp. \$5.00 postpaid in North America. \$7.00 overseas surface mail.
- Canadian Adult Basic Education and Literacy Activities: A Digest. by Audrey M. Thomas, Toronto, 1976. 32 pp. \$1.00.
- Activités visant à améliorer l'instruction de base pour les adultes au Canada: un résumé. Toronto, 1976. 36 pp. \$1.00 (Translation of the above Digest).
- Adult Literacy in the Seventies: Conference Report. Compiled by Audrey M. Thomas. Toronto, 1978. 54 pp. \$2.50.

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# INTRODUCTION

After the conference sponsored by World Literacy of Canada in Toronto in May, 1976, several initiatives took place at the grass-roots level in Canada. There was a strengthening of the NALA\*-based volunteer literacy movement, especially in Eastern Canada. LVA\*workshops were held in Saskatchewan. Groups of librarians organized and held a series of workshops and seminars on the subject of adult illiteracy. There was an increase in media interest and stories on programs in various newspapers across the country. Some community colleges across the country planned events or new programs in adult basic education.

Generally speaking, however, in the area of government activity and funding there was very little impact or support. A request to the Secretary of State in Ottawa for a grant to establish a communication network was not approved until a year later and then only fifty percent of the request was granted. A pilot/demonstration project utilizing and mobilizing a variety of resources along the lines of the model used in the United Kingdom and some States of the U.S.A. was turned down by the federal government and as yet has not been picked up by the provincial government (after a year). Elsewhere, in government-funded programs, there was an increasing nervousness about the role of the Department of Manpower (now the Canada Employment and Immigration Commission) in basic literacy training and academic upgrading. The one bright spot was the province of British Columbia. There, as a result of a series of post-secondary commissions and one on continuing and community education, in particular, adult basic education began to receive considerable attention and various initiatives were taken in this field throughout the province.

There is still a strong feeling in the field that in Canada we lag behind the United States and the United Kingdom in the provisions for adult basic and literacy education. The publication of the UNESCO document Recommendation on the Development of Adult Education which asks member states to report to the General Conference of UNESCO, the action taken in pursuance of the Recommendation, clearly puts an onus on those responsible for adult education to consider their priorities and develop appropriate strategies for action. Part of the problem in Canada, however, is that there are not always clear lines of responsibility for adult education and adult basic education, in particular, often falls between several jurisdictions and thus becomes a political football.

For all these reasons, along with the circumstances facing the Canadian Project as described in the foreword, it was felt that the time was ripe for a Canadian-wide workshop on the subject. Initial responses to a circular distributed during the summer months indicated strong interest and many people volunteered to help in whatever ways were possible.

Attempts were made at various levels to engage francophones, especially in Quebec, and the organizers became aware of a recently completed study by Jean-Paul Hautecoeur of the Ministry of Education in Quebec. His study is entitled Analphabétisme et alphabétisation au Québec. Through the interest and cooperation of various francophones we were able to offer three francophone workshops. Three other workshops dealt with problems of illiteracy among immigrants and one workshop was given by native people around the role of their newspaper as a tool for conscientization among their people. The remaining eight workshops dealt with a variety of topics of interest to Canadians working with anglophones.

Thus, the event was multi-cultural in scope. Over 200 people took part in the Conference and they came from all parts of Canada and represented many fields of endeavour. There is still much energy and enthusiasm at the grass-roots level for working towards solutions to the illiteracy situation in Canada, but the mood of this Conference was more sober than that in May, 1976. The struggles with the realities of the general lack of recognition of the problem in Canada, the lack of funding and the lack of Canadian adult content in materials have tempered

the earlier effervescent enthusiasm. However, despite the strains and tensions, there is still a strong level of commitment to action and a sense of professional development emerging in the adult basic literacy field.

It is on that commitment and sense of professionalism combined with the tempered enthusiasm that we hope to build an effective network for adult basic education and literacy work in Canada.

\*NALA = National Affiliation for Literacy Advance, (headquarters, Syracuse, N.V.).

\*LVA = Literacy Volunteers of America, (headquarters, Syracuse, N.V.).

## CONFERENCE OPENING

Dr. Laurent Isabelle : resident of Algonquin College of Applied Arts and Technology, brought greetings to the delegates from the college and welcomed the delegates to "their community college".

He recognized that Canada was a multicultural society with three main elements: the indigenous people, the anglophones/francophones and the anglophiles/francophiles. In this definition of Canada's multicultural society, there was room for everyone.

Dr. Isabelle then declared that he had a problem with defining literacy. For instance, "without electricity, without oil, without natural gas, I am illiterate." Without these energy sources which the literate population take for granted, he maintained that illiterates would survive, but the literate population would not. There were some semantic problems involved, but Dr. Isabelle wished the delegates well in their deliberations.

David Bartlett of the Canadian Commission for UNESCO then made a few remarks recognizing the honour which had come to Frontier College as a recipient of the Mohammad Reza Pahlavi medal for meritorious literacy work.

The medal had been awarded in Paris on September 8 and received by the Ambassador and Permanent Delegate of Canada to UNESCO, Yvon Beaulne. The medal itself would be presented to Frontier College on November 2 in Toronto by His Excellency Jules Léger, Governor-General of Canada and patron of the college.

Mr. Bartlett stressed that Frontier College had worked quietly since 1899 to bring services to the disadvantaged people of Canada on the geographic frontier, but was now moving to serve disadvantaged people on the "learning frontier." The college provided a good example of a tradition of volunteerism without a large bureaucratic apparatus behind it and the tradition and work of the college was now being recognized.

David Burt, chairman of the Board of Governors of the College, briefly expressed his pride and thanks for the honour bestowed on the college and called on the President, Jack Pearpoint, to make a response.

Jack Pearpoint, President of Frontier College acknowledged the privilege and honour of being the first Canadian nominee and recipient of such an International Award, but then pointed out the implications for Canadians.

Firstly, the fact that the award was made to a "developed" country, meant that our task was far from done in helping those Canadians who shared none of the benefits of being privileged citizens in their own country.

Secondly, the international award meant that there was a recognition of a literacy problem in Canada. This is a problem which very few people or circles in Canada care to admit exists. Until this recognition comes nationally, Canadians generally are not going to deal with it.

Thirdly, Frontier College, in receiving the award, acknowledged that it was all those who had worked with Frontier College since 1899 who were being honoured, not just Frontier College, 1977. Frontier College hoped that the recognition would serve as a stimulus to other Canadians to work on Canada's literacy problem so that in a few more years, another award might be made to Canada.

Judge René Marin was then called upon to deliver the keynote address. Judge Marin spoke from his extensive background in education and law. He reviewed briefly the work of the Canadian Project for Adult Basic and Literacy Education and commended those who had been involved in the work for their accomplishments under very difficult circumstances. Judge Marin then made some suggestions for future action. The importance of working from a structured base was emphasized in order to deal effectively with the issues and problems facing the Canadian field. The importance of the voluntary sector was also highlighted. With respect to consciousness-raising, Judge Marin hoped that there would be wide public recognition and discussion of the UNESCO Recommendation on the Development of Adult Education especially with regard to the statement that "the most educationally under-privileged groups should be given the highest priority. " As part of a program for action for the next year, Judge Marin encouraged the delegates to find ways to encourage a systematic research program. He specifically mentioned the area of illiteracy and crime and whether illiteracy or learning disabilities had not been linked properly or improperly to criminal behaviour. Recent investigations have suggested that the links, if any, are very tenuous, but, nevertheless, it is a worrisome problem in the light of courtroom experiences with individuals who have exhibited indices that undiagnosed learning disabilities or illiteracy may have made the candidate a "fertile one for crime." In closing, Judge Marin again referred to the UNESCO Document and especially Section 39, and said "Adult Basic Education and Literacy programs will only be effectively developed when organizations, institutions, libraries, the press, radio and television, trade unions and corporations are mobilized with families and community groups and with the adult learners themselves."

# PANEL SESSION

## Panelist:

The Honourable Donald Faris, Minister of Education and Continuing Education, Province of Saskatchewan.

Dr. Ronald Faris, Executive Director of Continuing Education, Department of Education, Department of Education, British Columbia.

Martin Forest, Responsable des projets de formation préparatoire a l'emploi (f.p.e.), Direction générale, éducation des adultes, Ministère de l'éducation, Québec.

Grant Botham, Senior Director, Institutional Training, Manpower Training Branch, Canada Employment and Immigration Commission.

Professor John Cairns, Director, Centre for International Programs, University of Guelph. Former Director, Adult Education Division, UNESCO, Paris.

## Moderator:

Audrey M. Thomas, Director, Canadian Project for Adult Basic and Literacy Education.

The topic for discussion was Illiteracy: The Cost to Canadian Society. Many of the critical issues facing adult basic education in Canada were touched upon in the ensuing presentations.

The Honourable Donald Faris opened the discussion by stressing the "shocking fact" that five million Canadian adults had Grade nine or less. He doubted if most Canadians were aware of this; if they were, the vast majority did not appear to care.

A major reason for this ignorance or disinterestedness, he said, was because most functional illiterates were largely inconspicuous, living in rural areas, farms, reserves, city slums and prisons. The problem of illiteracy is usually not an isolated social problem but closely associated with other problems such as unemployment.

Dr. Faris felt that it was unlikely that anything meaningful would be done about the national illiteracy problem given the present hierarchy of societal values which was reflected in government policy. A case in point, he said, was the federal government's lack of commitment to full employment. He then outlined the extent of national and provincial unemployment and pointed out that no less than one million Canadians were out of work. Besides the lack of concern contributing to this factor, Don Faris identified specific causes, particularly the federal government's cost-sharing withdrawal policy especially in social services such as health services, post-secondary education, and also the apparent reduction of funds allocated to adult basic education, and life skills training through the Canada Employment and Immigration Commission's Basic Training for Skill Development (BTSD) and Basic Job Readiness Training (BJRT) Programs.

The traditional federal government response to this accusation, Don Faris said, was, "We did not withdraw. We took away cost-sharing but replaced it with the transfer of tax points." This was fine, he said, for the "have" provinces of Ontario, Alberta and B.C., but it did not help the "have-nots" such as, Newfoundland and Saskatchewan who, traditionally, had a larger proportion of social problems than the "haves".

An equitable national policy based on a sound fiscal transfer system was mandatory, Dr. Faris stated, if regional social problems such as illiteracy and unemployment were to be overcome.

In concluding his statement, he reiterated the need for a national commitment to full-employment and asked why Canada has to tolerate unemployment in excess of 7 per cent when other countries, such as Norway with a similar economy to Canada, have less than 2 per cent. This situation he felt was "wasteful, wrong and unnecessary."

Dr. Ronald Faris began by outlining recent activities in B.C.'s adult education policy development. He stated that his department was just "scratching the surface" of a very extensive local problem, but that over the last year with a dedicated committee of 23 adult educators he had been able to produce a Report on Adult Education Policy in B.C. With III recommendations, the report stressed the need for a comprehensive Adult Basic Education (ABE) policy among its top priorities. Following the report to the Minister of Education, another committee was established to develop a provincial policy on ABE.

Dr. Faris stressed, however, the budgetary constraints within which his adult education programs had to work. However, \$115,000 was made available for Special Projects and seventy per cent of this was allocated to 26 ABE projects, which were defined as "practical". He was optimistic, however, that adult basic education would shortly become more conspicuous and envisaged the creation of the post of an ABE coordinator within the Ministry.

Through a process of conferences and workshops in which adult basic educators at all levels were involved and the work of the ABE committee, some clear priorities emerged and were included in the ABE Report. For example:

- a humanistic "whole person" approach to ABE curriculum development was adopted;
- an integrated multi-agency approach was to be used wherever possible which would include education, labour and health organizations;
- ABE was to be defined in the widest sense and would include College Foundation courses, GED, BSTD, counselling and assessment;
- basic literacy (i.e. under grade 9) was to be given highest priority;
- life skills courses were considered mandatory, so were courses which would assist participants fulfil the role of employees, citizens and parents;
- another adult group needing special attention was that of the handicapped. This included those with learning disabilities, and with physical and mental handicaps. It was estimated that 10 per cent of adults needed special education related to their handicaps;
- the role of the Ministry of Education was seen as being one providing coordination, leadership, policy development and funding.

In conclusion, the ABE Report considered a sound ABE policy as the cornerstone of a provincial continuing education policy.

Martin Forest focussed on the historical development of ABE in Quebec. He identified three phases:

1. The Pioneer Phase (pre-1968): This phase was noted for the missionary zeal of its adult educators on the one hand, and the lack of money on the other. School boards and religious education institutions were the main pioneers at this time.
2. The High Tide Phase (1969-74): A phase marked by large investment and widening enthusiasm in ABE; a phase where government became involved and greater structure developed. Improvisation was considerable but meaningful materials and methods that emerged were limited.

3. The Low Tide Phase (post-1973): By this time the euphoria had died out, the hard knocks of reality (and budget cuts) were beginning to show. Courses were cut from 230 in 1971 to 15 in 1976-77, some because of budgetary constraints, others because of lack of relevant materials.

At the present time, there is a return to guarded optimism. Having learnt from the past, the Ministry has established research projects and authorized special projects to develop new methodologies and materials. The results of a recent research study "Analphabétisme et alphabétisation au Québec" by Jean-Paul Hautecoeur are now available.

Grant Botham described the role of the Canada Employment and Immigration Commission in ABE in terms of its past contribution, current policies and future plans.

Since the introduction of the Adult Occupational Training Act ten years ago, the federal government has been the major contributor of ABE, through its Basic Training for Skill Development Program. Since its inception, between 20 - 30 per cent of all Institutional Training expenditures has been spent on BTSD. For example, in 1976-77 \$125 million was spent on training and allowances for 45,000 people in this program. However, the scope of BTSD has been very clearly defined within the occupational orientation of the AOT Act. BTSD has always been intended as a means of improving individual earning capacity or employability by providing basic communication, computational and scientific skills within a 52 week framework.

BTSD is not intended as a substitute for the provincial school or college prep programs. Any encroachment into this provincial domain could rightly be strongly resisted by the provinces.

Mr. Botham pointed out that over the last few years a careful review had been made of Manpower Training Programs to determine whether the legislation of 1967 remained relevant to the needs of 1977 and the next few years. The conclusion was that the Act was broad enough and flexible enough to provide the kinds of training currently necessary.

Mr. Botham stated that BTSD was aimed at providing prerequisites for entry into occupational skill training, and to permit people to enter into jobs that require particular academic levels. Greater emphasis would be given to the first item as in the past only 10 - 20 per cent of BTSD trainees had gone on to take a skill course. However, there was no intention of abandoning BTSD as had been rumoured, only a plan to serve better the employment objectives of the program, Mr. Botham said. This could be achieved by improving the co-ordination between BTSD and skill training and the selection of trainees.

As regards the lower education levels, since 1967 the Department's efforts have varied both in scope and success. Basic Job Readiness Training (BJRT) was a major Department effort introduced to help people in this group to obtain employment. The results have been mixed. CEIC intends to retain the program but a special effort would be made to tailor the program to the employment needs of the trainee.

Mr. Botham said his Department recognized that basic literacy skills are usually important for employment in today's world. However, the Department only had the mandate to address itself to this problem within the context of employment. He said he had no illusions that the needs of many functional illiterates extended beyond the ones which his Department could satisfy, and he wished conference participants well in their efforts to contribute to the other needs.

Professor John Cairns was the last panelist to speak. He stressed at the outset the need to recognize ABE as a political matter. "Unless this is understood, we won't get anywhere" he said, and then asked how serious the Canadian and provincial governments were about

combating the problem. The real issue, he said, was one of society's vision or value system. Does it consider the welfare of its disadvantaged a relevant issue?

Mr. Cairns then proceeded to outline the extent of functional literacy in Canada. For example, in the 1971 Canadian Census, one million adults were recorded as having less than a Grade 5 education. "This is incredible in Canada" he stated. Nearly 5 million people had less than a Grade 9 education at the time of the 1971 census. By generally accepted international standards the Grade 9 level of schooling is considered a functional literacy standard for our industrial, technologically advanced society. Canada is a rich country with a per capita income 30 times that of many third world countries, yet its literacy efforts cannot match some of those in these countries. Mr. Cairns said it was a situation "difficult to understand and impossible to justify." He said there was little or no discussion of the illiteracy problem at a national level, no serious co-ordinated efforts at the national level; little media coverage and little attention paid by universities and other organizations best able to direct research to the least privileged groups of society.

In referring to the UNESCO Recommendation on the Development of Adult Education, Professor Cairns quoted paragraphs 3a and 3b; 4a; and 60, and stressed that Canada had a long way to go to meet the conditions outlined in that document.

Mr. Cairns pointed to examples in other countries of the world where governments had made serious commitments to literacy programs. Such countries included the USSR and Cuba, Brazil and Tanzania, Mozambique and Guinea-Bissau.

The national desire to eliminate illiteracy is really a matter of social consciousness and priorities, Mr. Cairns said. In Tanzania despite its \$100.00 p.a. per capita income, the problem is treated with the utmost sincerity at all levels. In Canada with a \$5,500 per capita income, little is done as illiteracy is not seen by the public in general or by those in power as a relevant national issue.

Mr. Cairns then emphasized the need for the establishment of a Canadian ABE agency to act as a coordinator of information and documentation. Included in its role would be consciousness-raising of the illiteracy problem by providing the media with appropriate information, for example, and strengthening the involvement of professionals of all types in literacy activities.

Finally, Mr. Cairns drew the audience's attention to some "very challenging statements" incorporated in the summary and main conclusions of the Third International Conference on Adult Education in Tokyo, July, 1972.

Learning is lifelong. The education of adults and of children and of youth are inseparable, but to be an effective agent of change, education must engage the active commitment and participation of adults. It should seek to improve living conditions and the general quality of life. Apathy, poverty, disease and hunger are major human evils facing the world today. They can be eradicated only by making people aware of what causes them and how to conquer them. Social improvement and adult education are thus complementary.

The widening gap between nations, groups and individuals constitutes the greatest moral challenge of our time. To close the gap, is more than a question of social justice. In an era of ever-growing interdependence between countries and of increasing human wants, it is an economic imperative, and a pre-condition of world peace.

This inequality is due also to the unequal distribution of knowledge, but it cannot be solved simply by enlarging existing educational facilities. Experience shows that the provision of more education in most communities, tends to favour most the already well-educated. The

educationally underprivileged have yet to claim their rights. Adult education is no exception to the rule, for those adults who most need education have been largely neglected. They are the forgotten people.

Thus, the major task of adult education during the Second Development Decade of the U.N. is to seek out and serve these forgotten people.

#### DISCUSSION AMONG PANELISTS:

Dr. Ron Faris asked Mr. Botham whether Canada Employment and Immigration Commission's policy was not one of simply training "the cleaner, more attractive people" i.e. creaming the top of the uneducated and unemployed for its training programs.

Mr. Botham replied that CEIC's training policies were not so much an effort to withdraw services from people who have a great number of employment barriers, but it was an effort to ensure that what was done for these people had a good chance of achieving the objectives for which the training program exists, namely, assisting people obtain satisfactory employment.

Don Faris explained that if full employment was a reality this selective training would not be an issue, as those less privileged would be required for employment and, therefore, could be exposed to training if needed.

Mrs. Thomas, in summation, pointed out that the panel's emphasis had been placed largely on government contribution in the area. She stressed the importance of work done by non-government organizations and the volunteer. While the intergovernmental debate was continuing, not enough was being done for the functional illiterate who had very real day-to-day problems to solve. It was usually someone from a volunteer agency who would come to the aid of such a person.

# SMALL GROUP DISCUSSIONS

Conference delegates divided up into areas of interest/involvement in ARE and discussed their major concerns and raised issues within the framework of the overall theme.

## GROUP 1: Libraries, Publishing, Media, General Interest

Facilitator: Ann Makletzoff

Reporter: Anne Smart

This group identified three main areas of concern:

1. Published material is grossly inadequate; both the workbooks and recreational reading materials developed for high interest - low level reading ability are:
  - too American
  - too sexist
  - unrealistic in the use of vocabulary (everyday language is not generally used),
  - values are transmitted in moralistic and patronizing ways,
  - unrelated to real life situations.

The group suggested that associations such as the Canadian Library Association (CLA) and the provincial library associations should be approached to form pressure groups to work for change in this area.

2. Coordination of various agencies was deemed necessary to tackle the literacy issue. In order to provide the best services for people, libraries, health and social services, and voluntary agencies, etc., should all work together.
3. Simplification of the language of documents which are necessary for citizens to cope with in our society was suggested. Many government forms and legal notices are written at a college level.

An additional report was given by someone working in the adult education services to immigrants, St. Christopher House, Toronto, about a project which would translate the news culled from several Canadian newspapers into Basic English. It was hoped that the project would be backed by librarians and the media in Toronto.

## GROUP 2: School Boards

Facilitator: Ethel Anderson

Reporter: Henry Feenstra

The participants first grappled with the question of whether local school boards should become involved in ABE. Several people commented on the effects of declining enrolment in elementary and secondary schools. This decline has made facilities available for other uses. Participants were not convinced, however, that school boards believed that ABE should be part of their responsibility.

Discrepancies were noted in various provinces' financial support for ABE. A spokesman from a large Ontario school board claimed that there were few if any restraints on spending for ABE work. A participant from a Nova Scotia board reported that the total adult education budget for public schools was decreased by 32% in 1977.

Several participants commented on the difficulties they had experienced in getting illiterates into their program, at least in the program's initial stages. They suggested that boards contemplating the establishment of ABE programs use existing agencies as referral sources, e.g. Social Services Manpower, John Howard Society.

Most participants suggested that the real problem with ABE programs lies with adult educators themselves, not with government. Adult educators have not presented their case well to the public. Most school trustees are not even remotely aware that Canada has a serious illiteracy problem.

The group's discussion ended on a very positive note. One of the participants suggested that if people in ABE can develop a will to get something done about illiteracy, and follow this with positive action, some of the injustices in this area will be overcome.

Future conferences in ABE should no longer deal with the issue of whether or not there is a problem with illiteracy in Canada. We know there is! Let's spend more time talking about programming, materials development and program assessment.

### GROUP 3: Community Development/Native peoples

Facilitator: Jack Pearpoint

Reporter: Carole Oliver

There were members in this group from Quebec, Ontario, Saskatchewan and British Columbia. The following concerns were expressed by the group:

1. That funds were being misplaced. That is, the advantaged groups received more funding than the disadvantaged. Rural areas, in particular, did not receive sufficient funding.
2. That Manpower counsellors were misinforming students on their academic levels and potential and misdirecting potential students to unwanted courses. One member felt that Manpower offices in the rural communities should be avoided,
3. That N.R. 1.M. (Non-registered Indian and Metis) training programs in Saskatchewan were not adequately funded. Reconsideration of allocation of training days to particular community colleges in relation to distribution of NRIM participants in the population was suggested. The funding of courses for Treaty Indians and Metis negatively influences any need for joint cooperation.
4. Manpower-sponsored students were "locked-in" to a rigid attendance policy and this disallowed "legitimate" absences, especially for single parents with children.
5. Inadequate funds for basic literacy programs.
6. Lack of agency coordination was a problem. Preventative measures are needed, rather than "band-aid" ones.
7. School systems should be reorganized to reflect community needs and equip students with a set of survival skills.
8. Sponsored students should be able to take several skill development courses to make them more versatile in a changing job market.

#### GROUP 4: Politics of Literacy

Reporter: Jessica Hord

This was a spontaneous group which emerged after the panel session and entered into a free-flowing, philosophical discussion.

In essence, the group felt that people want to learn, grow and change. If they are not learning, then there are barriers in the way.

The role of government was considered and the group wondered why there were so few efforts in the adult basic education field in Canada.

Lots of questions were raised, but few or no solutions were offered.

#### GROUP 5: Francophone Interests

Facilitator: Elise Beauregard  
Reporter: Micheline Desjardins

The concern was expressed by this group that by being a separate group of francophones, they were excluded from participating in other groups such as those on immigrants and school boards. The group said that they worked with the same kinds of difficulties and under similar conditions to anglophones, and suggested that bilingual persons could have acted as interpreters for the groups so that an exchange of ideas would have been possible.

The group had noted the political aspect of the conference, but was not sure how the objectives were going to be reached. They had no recommendations at this time, but they had asked lots of questions.

The group had had some merit in bringing together the Franco- Ontarians with francophones from Quebec and a sharing of their concerns and problems.

#### GROUP 6: Government Policy/Corrections

Facilitator: Keith Langille  
Reporter: Michae18zasz

Eighteen people were present. Because of the double theme and the backgrounds of the participants, we considered dividing into two groups. For the sake of time we decided to stay together as one group.

These were the major points in our discussion:

1. Volunteers in literacy work.
  - a. Dangers
    - that in a society of high unemployment there is no room for volunteerism.
    - that literacy training involves expertise.
    - that volunteerism must have national (government?) vision, commitment and organization to be effective. (E.g. Brazil, Tanzania)
  - b. Volunteerism is a way of raising consciousness and is necessary for us to become a nation concerned about literacy.
  - c. That volunteers would form a good base to organize from politically.
2. Education should not be relegated to employment; especially when there are not enough jobs to be educated for.
3. People have a right to life-long education. (The UNESCO declaration)
4. Where is the responsibility for action?
  - a. Pressure has to come from grass-roots level.
  - b. A federal responsibility? Problem: The issue is national but the solutions depend on three levels of government. The Federal Government fades in and out of education. (The problem of a 100 yr. out-of-date constitution?)
  - c. Problem: Coordinating information; finding out what is happening. The need to unite.
  - d. Government and corrections: This seemed a mirror-image of the tug-of-war between Manpower and upgrading programmes. Even inmates have a right to literacy.

#### GROUP 7: Volunteers

Facilitator: Thelma Blinn

Reporter: Audrey Chiasson

In the volunteer group, we identified the various agencies that have literacy programs. These are:

1. Frontier College, 31 Jackes Ave., Toronto.
2. Literacy Volunteers of America Inc., Room 623, Midtown Plaza, 700 East Water Street, Syracuse, N.Y. 13210
3. NALA, Box 131, Syracuse, N.Y. or Thelma Blinn, 2769 Ralph Devlin Dr., Halifax, N.S. 83L 3T2.

In order to make the public aware of the training programs that are available, contacts can be made through YM, YWCA, Interagency Forums, Ministerial Associations, Manpower.

Even though structured programs are in existence, the most important aspect of any training program is the volunteer and the sensitivity of that volunteer towards the adult learner. One person spoke strongly about using derogatory terms such as "illiterate", "basic", etc. They are offensive to the non-reader.

Keeping the literacy programs in the public eye is essential. Local talk shows and advertising on both radio and TV are the best ways to accomplish this because the people in need hear what is available.

The printed word is lost to them.

The group asks that this conference recommend to provincial governments that do not already support volunteer literacy programs, that they do so by offering financial assistance.

The group recommends that every VRA write their MLA or MP to get financial support for voluntary literacy programs. Also, that the first letter written by a new adult reader be to their MLA or MP asking for this support also.

The group asks that a publicity campaign be initiated to inform Canadian citizens about the problem of illiteracy, thus keeping the problem before the public eye.

#### GROUP 8: Immigrants and Labour

Facilitator: Sidney Pratt

Reporter: Jennie Mansfield

We addressed the question of what is going on in Canada with regard to immigrants in the labour force. People in the group spoke of their particular interests in labour education, literacy education, ABE, and ESL Programs in B.C., Manitoba, and Ontario. The following theme areas arose from our discussion:

1. We kept questioning ourselves as to whether we were speaking of ESL, or literacy, or some combination of both.
2. Different kinds of programs were described: for example, in Kitimat, B.C. advancement prospects in the Alcan plant were severely limited for people who did not take courses available in their spare time. Workers were considered for promotion on the basis of a written examination. The Health Sciences Centre in Winnipeg allowed workers time off to attend ESL classes. After 6 months, this particular project was disbanded because other workers were jealous of this "time off", and immigrants themselves (needing to establish friendships at work) felt embarrassed, and did not like the hostility of other workers.
3. We dealt with the problem of funding and, particularly, with the problem of reduced funding in these times of constraints. This led to a discussion of, or fear for, the possibility of prioritizing groups of people, e.g. will native born Canadians receive priority over immigrants?
4. We touched on who should take responsibility for such programs - Manpower? volunteer agencies? churches? settlement houses? ethnic groups themselves? the provinces? etc.
5. Manpower's objectives were questioned strongly. We felt that Manpower was more interested in jobs rather than mobility.
6. Unions have a responsibility which at present they are not assuming. If they put their weight behind the problem and began to "scream", then something would be done.
7. We questioned the assumptions of many ESL teachers that students are literate in their own language upon entry into basic ESL classes.

We felt the need for research into an ESL program designed specifically for illiterate immigrants. St. Christopher's House, in Toronto, is attempting to develop a program which meets this and other needs. The people involved are concentrating on content and have developed 8 themes for development. They are not concerned at the moment with method.

8. We saw literacy as an important aspect of community development and not just an end in itself.

These and other issues raised were not dealt with in any great depth but posed as questions for critical thought/discussion.

#### GROUP 9: Manpower Programs

Facilitators: Allan Quigley and Anne Thorn

Reporter: Allan Quigley

The following points and recommendations were made:

1. Unemployment Insurance Commission Canada Manpower Centre

Questions were raised concerning implications of UIC and inconsistencies in at least 3 Canadian locations: Regina, Lethbridge, N.W.T.

Recommendation: Necessity for immediate clarification on the application of the unemployment system regarding ABE training.

Particular points needing clarification because they are already in place are:

- a. Can UIC students attend school while they are supposed to be "available for work"? In some cases they have been advised not to attend school, even if they pay their own tuition.
- b. How will the sick days, etc. apply under UIC?
- c. Is "topping up" by 25% only through part-time work fair or consistent with training plans such as BJRT?

2. Future of BTSD/BJRT

- questions were raised concerning "cutbacks" in the future.
- concern was expressed regarding CWIC emphasis on the "out-of-school for-some-time" student and disregard for recent drop-outs.
- the stress on skill training tends to exclude generic development.
- there seems to be an ongoing conflict among provincial adult education/provincial school systems/federal government training.
- there may be a constitutional impasse which no one wants to deal with and the confusion tends to eliminate involvement from other agencies/private sector, etc. Too much confusion over responsibility.

Recommendation:

Recommended that provinces and territories establish steering or advisory committees to facilitate better inter/agency and inter/ governmental co-ordination. At present, the various mandates are almost in direct conflict.

particular points that need answering:

- who should be responsible for the illiterate? CMC recognizes they are not "marketable" after 52 weeks. The provinces feel these people are CMC's responsibility.
- who should provide counselling?

3. BJRT changes:

Mr. Botham of CEIC said Manpower was not wholly satisfied with BJRT.

- Question: What evaluation, what changes, what improvements are needed? The adult educators involved are committed. What do CMC's want?

- Recommendations The provinces must take a leadership role in clarifying this

4. 52 Weeks of Training:

Recommendation: The 52-week period is not enough for the illiterate. It must be extended in certain cases.

5. Recommendation

There is a dire need for a national clearing house of educational materials, bibliographies, results from experiments, etc.

GROUP 10: Curriculum and Reading Specialists

Facilitators Charles Craig

Reporters Dr. Marsha Forest

Major points raised:

1. Adult educators should be involved in an examination of the requirements and curriculum of all existing programs.
2. Adult educators should have input in this re-examination and NOT leave it to the bureaucrats and people removed from the actual situation.
3. Students should be involved in the decision-making process and design of programs in order to make learning more relevant to their lives.
4. We agreed with the overall political implications raised by Professor Cairns in his speech and that our curriculum reflects the values of our society.

4 main points:

1. We must serve and support the learner.
2. We must create an atmosphere conducive to self-worth. How do we do this for people who are unemployed?
3. Material used must have relevance to a person's life.
4. Serious re examination of goals and guidelines is critical to do immediately.

# QUESTIONS AND DISCUSSION FROM THE FLOOR:

Ron Faris picked up the point about School Board involvement. The role of School Boards was currently being grappled with in British Columbia. The nature and role of the Community College is such that it has total responsibility for adult education in the province. The role of school boards vis à vis the colleges needs to be clarified therefore. There is also a concern to make as effective use as possible of limited funds. The colleges have the major role, but it is a facilitating, coordinating role working with concerned community agencies.

Grant Botham mentioned that a wide variety of experiences with CMCs was reported and specifically picked up the remarks about the Manpower offices in rural areas. He hoped that if a poor situation existed, it would be worked on locally by the various groups and lead towards improvement of services.

In further discussion from the floor, the following points were made:

1. The importance of working with people at the grass-roots level in order to effect change.
2. Discussion on use of words "illiterate" and "basic" which, it was suggested are pejorative words and indicate something is amiss in our attitude when such words are used.
3. Emphasis of the essential problem - if a person cannot read, he/she cannot read and there's no escape from that fact, however the person is labelled.
4. The political issue comes back to government recognition and attitude towards the problem. The importance of getting the issue across to the public and getting recognition of this "social disease" in a so-called 'developed' country was emphasized.

The federal government has a responsibility to provide leadership with reference to the implementation of the U.N. Recommendation on Adult Education and to report on its progress in 1978.

Manpower (CEIC) is still the major provider of ABE but everyone should get the message that all levels of government need to be involved.

5. Concern was expressed that the public mood was one of conservative entrenchment at the present time and that illiterates were part of the "deserving poor."
6. Volunteers do not mean to be and are not a threat to professionals. Volunteers aim to help someone learn to read and can offer that help while the prospective student may otherwise be on a waiting list for an institutional program.
7. Political action can be strengthened by several groups of "losers" uniting around common concerns and goals.
8. Without an organized base, we are powerless and failing our constituency the adults who cannot make their concerns known because of their handicap of illiteracy/undereducation.

Saturday, 29th October.

Theme: "**WHAT'S GOING ON IN CANADIAN ABE AND LITERACY ?**"

Saturday was structured so that there were three sets of concurrent workshops being offered during the day. There was a morning and an afternoon plenary session wherein each of the workshop presenters had a chance to address the delegates briefly about their workshop. This served as a selection device for delegates and also gave everyone a chance to find out a little about the work of each of the presenters.

Each of the workshops was audiotaped and the tapes are in the custody of The Movement for Canadian Literacy.

Those workshops that are asterisked have deposited more detailed written papers about their presentation and copies could be made available to interested persons.

## **WORKSHOP SERIES I**

IA Title: Literacy - Charitable Enterprise or Political Right? \*

Presenters: Sidney Pratt,  
Worker with Portuguese Immigrants through St. Christopher House, Toronto  
and The St. Christopher House, Adult Services Department, Toronto.

Summary: The group had previously distributed a 12-page paper with the same name as the workshop. Participants in the workshop were asked to read this paper before attending.

The paper made the point that literacy could no longer be considered merely as the acquisition of basic functional skills, such as, reading, writing, and math; but that it served to reveal the social reality. Thus, it is a human right and a political act. It can no longer be considered only as a problem of methods and techniques (how we teach), but must be also the problem of content (what we teach).

As a human right and a political act, it becomes a matter of public policy, that literacy be taught and the way in which it is taught. It is no longer just a matter of individual initiative and/or private enterprise.

Literacy materials, besides teaching skills, also teach a point of view. No material can exist without some point of view. Most materials used in Canada are designed for students in the United States. They are not concerned with Canadian identity or culture.

But even Canadian materials, as well as American, tend to show only the agreeable or successful sides of people's lives. They do not mention economic problems as affecting people, but as the result of personal failures of people. They do not show social problems. The relationships appearing in the books --between the government and citizens, bosses and workers, police and people, etc.--are always of people cooperating, smooth, friendly, and unrealistic. There are never mentioned problems with social agencies, landlords, Manpower, or the boss or manager. In short, the materials not only serve to show an "ideal" world, but also to hide the real one.

As an alternative, the paper presented the work of the Literacy Working Group in Toronto, which has been working for four years to develop a curriculum which allows the participants to work through eight thematic areas, making them conscious of their situations as illiterates or functional illiterates. The curriculum helps the teacher, or facilitator, to pose questions to the participants about their own situations and through these questions and the resulting

discussions become conscious of the problems that affect their every-day lives; conscious of the mechanisms that society has which help solve these problems; conscious of the right to demand and participate actively in the solutions to these problems.

The workshop itself started with an audiovisual (slide/tape) presentation (which may be borrowed by writing to "Literacy" - P.O. Box 433, Station E, Toronto, M6H 4E3, for a fee of \$10), showing the results of a content analysis into some Canadian and American literacy, E.S.L., and adult upgrading materials.

The presentation tried to make the point of the need for a deep discussion about the content of materials used in these programmes, the social and economic environment of the student, the role of literacy in the development of the student and society. After the presentation, the entire group discussed the issues raised for about an hour.

IB Title: The Volunteer Literacy Movement

Presenters: Adelaide Silvia,  
Executive Secretary, National Affiliation for Literacy Advance,  
Syracuse,  
with  
Dr. R. S. Laubach, President,  
Laubach Literacy International,  
and  
Millar Brace, Director of Marketing, New Readers Press,  
Thelma Blinn, Eastern Canada Regional Chairman, NALA.

Summary: "You think it is a pity that they cannot read, but the real tragedy is that they have no voice in public affairs. They never vote. They are never represented at any conference. They are the silent victims, the forgotten men, driven like animals mutely submitting in every age, before and since the pyramids were built."

*Dr. Frank C. Laubach*

Dr. R. S. Laubach outlined the work of Laubach Literacy International (L.L.I.) which was pioneered by his father, Dr. Frank Laubach. The concept of matching a trained, literate person with a non-reader was introduced in the Philippines in the early 1930's. Dr. Frank Laubach, personally, took each -one-teach-one to 105 countries and materials have been developed in over 300 languages.

Today the approach is used in a number of countries and L.L.I. directly operates programs in nine countries - the U.S.A., Canada, Mexico, Colombia, Panama, Brazil, the Jerusalem area, Afghanistan and India. L.L.I. also started and supports Afrolit which offers literacy assistance throughout Africa.

Each program is staffed by citizens of that particular country. In several programs the illiterates are involved in the complete planning process for their community programs. Discussion groups identify social and economic problems and specify themes or topics for teaching materials and books for new readers. This "thematic research" leads to a program of "books from the people," of which nearly 100 are being developed in Latin America.

The Laubach approach is based on the proven conviction that in every country and in every community there are literate concerned citizens who wish to help others in their own community. It is one practical plan for a community self-help program.

Addy Silvia outlined the development and growth of NALA (National Affiliation for Literacy Advance) from 1968 and, particularly, emphasized the developments in Canada.

Organizational aspects and the training programs of NALA were also outlined.

Thelma Blinn then spoke about the growth of NALA in Eastern II Canada. <sup>11</sup>After initial workshops in Lunenburg, N.S. and Halifax in 1970, 1971, we were ready to start some outreach efforts when communities expressed a need. As we became proficient in tutoring students, we did likewise in training tutors. It was very hard going in the beginning and we watched some councils fade away. However, with the support of NALA and the Nova Scotia Department of Education, we are growing. In 1973 a workshop was held in Hamilton and a strong council formed. By 1976 there were 6 councils in N.S., 1 in Ontario, and a council in Saint John, N.B. By the fall of 1977 we had 12 in N.S., 2 in N.B. and 4 in Ontario. Spade work is being carried on in Newfoundland and Prince Edward Island. The development of the program thus far would have been impossible had it not been for the confidence afforded us by the Continuing Education Program in N.S., the N.B. Community College who supply the material and texts to students and tutors, and the Ontario Ministry of Education which supports the Hamilton group in other ways. Tutoring no longer is confined to tutors' and/or students' homes but is done in hospitals, schools, penal institutions and sheltered workshops.

To explain further the materials and how we go about using them, I will give a quick overview. There are 5 skill books with correlated readers, check-ups and certificates. There are 3 Teachers' Manuals and a supplementary book called "Everyday Reading and Writing." The use of this material with a student requires a 1-hour basic literacy workshop for training of the tutor. Although the manuals are extremely comprehensive, the methodology has to be "down pat" and a good deal of the workshop has to do with sensitivity training and sharpening elementary skills for working with adults. It is a structured program and easy to learn how to tutor the non-reader. Life skills - conversation - problems - hobbies - interests are part of lessons.

I feel the advantages of a volunteer literacy program are as follows:

1. number of potential tutors to call upon;
2. minimal cost - materials only;
3. portable and flexible;
4. does not interfere with life style, work patterns;
5. one to one affords privacy and confidentiality; and
6. no time limit to finish.

There are many problems facing the volunteer literacy movement and again I'll list them in point form:

1. Financing - publicity, supplementary material, supplies, facilities.
2. Often looked upon as threat to teachers instead of aides.
3. Government intervention as opposed to government support.
4. Need to develop Canadian material.
5. Image of volunteers.

Where do we go from here? I cannot foresee Canada making any real dent in this program without volunteer involvement. The continual squeeze put on the provincial adult education budgets, the reluctance of students to return to the classroom/teacher/student situation and the untapped people power available in Canada to alleviate the problem, are some reasons that come to mind. At any rate, let's get on with the job - the volunteers intend to!

Millar Brace demonstrated and spoke about the materials that New Readers Press publishes.

IC Title: Illiteracy and Dependency: The Work Activity Experience.

Presenters: - E.V. Ralph, M.S.W., B.A., Work Activity Consultant, Municipal Welfare Consulting Branch, Ontario Ministry of Community and Social Services, and  
- Ethel Anderson, M.Sc., Teacher, Adult Day School, Toronto;  
- Terry Cassidy, B.A., Work Activity Project Manager, Regional Municipality of Hamilton-Wentworth;  
- Henry Feenstra, Ph.D., School Psychologist, Grey County Board of Education.

Summary: Work Activity is a comprehensive funding program under Part 3 of the Canada Assistance Plan and this makes it a national program operating in all provinces. In Ontario, this money is directed through the Municipal Social Service Departments to establish programs to remove barriers to employment or skill training for people with personal, family and environmental problems. As such, it is an employment preparation or orientation program. The main components are work experience, social counselling and education. The management style is project management. In Canada and Ontario one-third of the operational projects have a basic educational component.

The name of our game is people development. Education is the key to development and this is the reason for increased social service activity in this area. By the development of man we mean the process of expanding his awareness, improving his control over his self-development, his environment and ultimately his society.

The workshop's thrust was to illustrate that work, education and the quality of life are synonymous and interwoven into a complex system and as such must be treated in their totality.

Ethel Anderson: The Toronto Adult Day school served 255 persons between Sept., 1976 and June 1977. 62% were born in Canada and 50% of 18 - 25 year olds were born and raised in Toronto and were in the 0 - 3 grade level.

The cause of illiteracy is not due to causes usually thought about, e.g. no formal school, emotional problems, etc. On the contrary, people mature physically and mentally at different rates. There is also a link between poverty and illiteracy.

One survey found 40% of poorest families had their children in special classes. The school system may expect less from poor families. If you expect less you get less.

More than half of the students who withdrew with no appropriate alternative did so at grade 4 - 6 which indicates this is a difficult level in learning. 73% of students had a positive outcome.

There is a readiness to learn. The school makes this expectation. A community milieu is formed and each helps each other. The belief is that everyone can learn given the opportunity. Illiteracy can be remedied and is not regarded as a personal failure.

It is wrong to assume social deficiencies are so incidental with illiteracy. The school concentrates on what can be done. Life skills are given as needed and in a practical sense i.e. How to?

Terry Cassidy: Social Supports are essential to support the learning environment and to provide relief from learning in an academic sense. These services or activities include: work situations, recreation activities, counselling of individuals and families. All services are supportive and tied into the learning environment, e.g. calculating cost of materials, measuring, etc.

Growth in self-worth and confidence is essential. This comes about by encouraging positive attitudes and self-help groups to achieve personal development. Creating an environment where frightened, injured and abused persons can feel trusted is essential. Freedom and responsibility is respected.

Henry Feenstra: Visiting and support of total family is essential. All agencies know people who do not make it through the different human service systems. Five professionals got together in Owen Sound to overcome this problem. All programs have a different philosophy or mandate. Not one sees the whole human problem.

Enhancement of co-operation is done more by individual concerns than by the administrations. Joint programming is necessary to overcome conflicting or incomplete objectives. There is no one universal way to do this. Funding mechanisms do not exist to support diverse approaches.

Focus must be on human need as opposed to administrative convenience. Continued cooperation is maintained by shared responsibilities and one of the important ones is finances. Good will, mutual respect, are more important than regulated coordinated mechanisms.

E. Ralph: Humanization of the learning environment is essential. Social Support Services to the school are important. Co-operation, co-ordination and integration of human services increases this effectiveness in dealing with a social problem of such magnitude as illiteracy. Between 30% and 40% of persons in receipt of assistance have only reached grade 8 or less. We believe there is a very definite relationship between dependency and illiteracy but the real issue is to maximize human development.

ID Title: Literacy Education in the Institution  
presenter: Betty Cameron,  
Basic Education Department Head, Vancouver Community College.

Summary: The Basic Education Department of King Edward Campus, Vancouver Community College was described and discussed from the perspective that it is a large program operating from inside the walls of a large urban co~unity college, with no Manpower involvement.

A. The following needs were identified and discussed:

1. A supportive administration particularly at the budgeting level.
2. An aware supportive staff in the areas of reception, registration, counselling, health services.
3. Small student - teacher ratio.
4. Sensitive and aware faculty. (We discussed qualities outlined on the prepared sheet, although this sheet was not a handout.)

## B. The Basic Ed., K.E.C. Set-up 1977 - Fall Semester

1.
  - 8 full-time faculty
  - 6 part-time faculty
  - 1 part-time program assistant
  - various paid student aides
  
2.
  - 80 full-time day students
  - 15 BTSD I students (from BTSD department - integrated into program but technically from another division of the college)
  - 65 part-time evening students
  
3. Grades 0 - 8 English and Math
4. Classroom format (student/teacher ratio 15:1 maximum, 8:1 maximum for beginners). Individual attention in English and individual tutoring in Mathematics.
5. Success rate is not formally measured but classes are full (short wait-list) and many instances of students leaving program to go on to training or jobs have been recorded.
6. Student considered as a whole person and instructors become involved in the resolution of personal problems. Cannot play role of "college instructor".
7. Grade levels avoided. Systematical progress towards goals is preferred.

### PROBLEMS

1. An institution is part of the "urban community". But students may not make it through the front door. Also may not be appropriate in a rural community.
2. Students may become labelled by other students.
3. Fees
4. Drop-in flexible hours difficult to arrange. (We discussed the Britannia Library Project directed and co-ordinated by a Basic Ed. Faculty member in lieu of an in-house teaching assignment.)

IE Title: Importance of the Learning Climate in Literacy Programs  
Presenter: Micheline Desjardins  
Director of the Adult Basic Education Services of the Montreal Catholic School Board (S.E.B.A.M.) and BJRT Projects.

Summary: S.E.B.A.M has been in existence since 1968 and has provided a variety of basic services to adults in Montreal. Miss Desjardins spoke about the work of SEBAM but gave special emphasis to the human relation aspects of the program, saying that one cannot know enough about the establishing of an interpersonal relationship between the one who seeks help and the mentor.

The presence of illiterates in our technologically advanced and industrial society is a symptom as well as a cause for excluding certain social groups from society. Teaching reading and writing alone does not solve the problems of illiterates, nor does it resolve the problem of illiteracy and its causes. At SEBAM, literacy training also includes the acquisition and development of life skills and widening the horizons of the students.

Reading and writing are taught by different methods depending on the instructors and their students. The adults who come to SEBAM come freely, are definitely motivated and have identified certain deficiencies in their learning. Very often they believe that the reason for their economic and social inferiority lies in their inability to read and write.

SEBAM sees its role as accepting the individuals who come and responding to their needs, but making the people aware that literacy will not solve all their problems.

Flexibility is an important characteristic of SEBAM's program. There is a flexible timetable and a very flexible continuous entry/exit system and individualized courses. This also means there has to be flexibility on the part of the administration, instructors and the adults who learn.

Miss Desjardins emphasized the differences between andragogy and pedagogy and stressed that education is a process which allows the adult learner to grow, develop and change. It is important for instructors to subscribe to this intrinsic value of education. Both the instructors and the learners should find themselves in a favourable environment for developing horizontal (adult/adult) relationships rather than vertical (parent/child) ones.

This type of climate is enhanced when the administration allows freedom of action to the instructors and students and when the instructor is an autonomous individual. Whatever methods or materials are used, the key lies in the mentality of the facilitator. The importance of the role played by the instructor cannot be stressed too much. It is a supportive, helping role not an authoritarian, protective role.

In the relation between the illiterate and the instructor it is important to help the adult learner realize that he can influence his own educational activities. The difficulty for the instructor is to accept the other person and educate him/her without establishing a dependency relationship.

The dual objective of literacy and conscientization is successfully attained by an instructor when a dependency relationship of the dominated/ dominator is avoided. An interesting and stimulating approach is one which confronts the adult with his reality, but also forces the instructor to face his/her own reality and thus bring him/her back to themselves.

IF Title: Games and Reinforcement Skills 'el Presenter: Helen Olson, Georgia Literacy Volunteer, U.S.A.

Summary: Mrs. Olson demonstrated a number of games that she has made and used as teaching aides with students.

The games can be used to add interest to lessons and to reinforce skills learned in books when students become bored with the material in the books.

Mrs. Olson indicated that many of the games had been developed from ideas obtained during her travels and that many of the principles involved in constructing the games could also be used in French. Techniques for constructing these games were demonstrated.

## **WORKSHOPS - SERIES II:**

IIA Title: Classroom Methods for Teaching Reading and Spelling to Adults

Presenter: Mary Johnson  
Co-ordinator, Reading and Spelling Program,  
International Centre, Winnipeg

Summary: The International Centre in Winnipeg serves 200 people who need to upgrade their reading and writing skills.

There are currently eleven teachers with 16 classes running eight hours a day, twice a week. Conversational English is offered on two different days a week from upgrading classes, for those who don't speak English. Volunteers augment the program and the program, in fact, started as a volunteer program seven years ago.

The Winnipeg School Board pays the teachers and the staff has total freedom to develop their own materials and methods. There is a heavy emphasis on phonics from the beginning levels. Students range in level from complete illiteracy through to professional people who need university English.

In the workshop, ten participating students from the High School of Commerce in Ottawa, together with their teacher Mrs. Karen Fort, were introduced and formed part of a demonstration lesson. The students had been using materials developed at the Centre. The students responded to the oral part of an achievement/placement test which Mrs. Johnson explained to the conference delegates as she went along.

While the students proceeded with the written part of the test (monitored by Mrs. Fort), Mrs. Johnson answered questions from the delegates. As the students were at an "intermediate" level, she also outlined some of the techniques which are used at the International Centre for beginners and advanced students. Following the discussion, Mrs. Johnson demonstrated the dictation method of upgrading writing skills.

IIB Title: The Moccasin Telegraph

Presenter: Simon Paul  
Research Writer, Saskatchewan Indian Cultural College,  
Present Editor of Natotawin, Beauval, Saskatchewan  
R. Lafleur and P. Buffin, Beauval  
L. Corrigan and L. Durocher, Beauval

Summary: Natotawin is Cree for "listen to me." Simon Paul has been editor of this Newsletter since July 1st, 1976. The Newsletter is used to reflect the people's interests, concerns and issues affecting their communities. It is a tool for conscientization and a focus for cultural identity and self-determination.

A local Advisory Board has been developed and two members of that Board were part of the team from Beauval along with two other people who worked on the Newsletter. Several copies of past issues of Natotawin were available for conference participants and the workshop was seen as a vehicle for information exchange and "putting our hearts and heads together, to see what we can do."

Footnote: An article about Natotawin and the Beauval team appeared in the Ottawa Citizen, Monday, October 31, 1977, as a result of a journalist attending their session.

IIC Title: Career Program Planning - Testing and Evaluation \*  
Presenter: Bill Sowinski  
Testing Consultant, Project P.E.P. Conestoga College,  
Waterloo, Ontario.

Summary: Project P.E.P. (Personalized Educational Prescriptions) is a federally funded training improvement project. The project has constructed and is now validating the Developed Abilities Test. It is being utilized by Ontario Colleges of Applied Arts and Technology as:

1. a pre-selection device prior to Manpower clients' referral for training, to help decide who will be accepted or rejected for specific skill programs and BTSD levels;
2. an academic tracking device for enrolled students as a pre-requisite to changing BTSD levels or entry into a skill program;
3. an attempt to measure the standards necessary for success in skill program completion and entry into industrial occupations.

The Developed Abilities Test attempts to predict success and failure with minimum risks both to the C.A.A.T. Training Centres and to the prospective trainees involved. The risks are of two types: Admitting individuals who later are not successful or failing to admit those who would have been successful if admitted. The ideal Developed Abilities Test will admit only those persons who subsequently prove to be successful while rejecting all applicants who prove to be unsuccessful.

In this way, Trainee Selection Project PEP contributes to refined trainee selection decision-making, which in turn, helps to minimize drop-out and failure rates; shortens learning-mastery time rates; maximizes seat utilization; and optimizes trainee skill-learning.

IID Title: Illiteracy and Literacy Activities: Some Major Issues  
Presenter: Dr. Jean-Paul Hautecoeur  
Researcher, D.G.E.A., Quebec Ministry of Education

Summary: An attempt to understand the anthropological and sociological bases of illiteracy and a critical analysis of literacy activities in the institutional setting.

#### What is illiteracy in a developed society like Quebec?

In educational circles the definition used is: the inability of individuals to read and write in the working language of society. Statistically, "illiterates" are identified by level of schooling: less than 5 years or 9 years according to the scope of the definition.

From a sociological viewpoint, the phenomenon is more complex: one seeks to differentiate groups or classes of illiterates; the origin of illiteracy; its transmission within the culture; the different relationships to the language at school and in the dominant culture; substitutes for writing; the odds of becoming literate, and so on.

As a result of anthropological studies, one discovers that illiteracy is a global phenomenon of which lack of schooling is only a peripheral phenomenon; that illiteracy is a normal phenomenon and not accidental nor pathological; that it is a cultural trait of a class or "out-class" that one calls the outcasts or sub-proletarian group; that the trait shows a relationship to the dominant culture of which the relationship to language may be considered a paradigm.

One perceives within the vast category of illiterates therefore other categories and these need refining.

### What literacy? For whom? Why?

Most literacy programs are geared to undereducated adults not to language outcasts even if the ideology of the institutional school states that school is open to all (after a survey in Quebec).

Literacy programs have functions other than simply educating. School confirms and consecrates the illiteracy of the outcasts.

It is necessary to seek alternative ways to institutional literacy training for chronic illiterates.

It is necessary, above all, to develop research close to the disadvantaged classes in order to eliminate the ethnocentric illusions held by the middle classes towards illiterates.

IIE Title: Illiteracy and Crime

Presenter: Dr. R. R. Ross  
Professor, Department of Criminology, University of Ottawa; Research Associate, Justice Program, University of Regina  
with  
B. Hollands, Rideau Correctional Centre, Ontario  
J. Lyons, Maplehurst Educational Centre, Ontario  
C. Craig, Stony Mountain Penitentiary, Manitoba.

Summary: In 1832 education for literacy was made statutory for prisons in U.K. That action of the British government heralded a century of pronouncements that illiteracy is a cause of anti-social and criminal behavior and that literacy training is an effective approach to the prevention of crime and the rehabilitation of offenders. In the workshop, Dr. Ross presented a review of the literature which suggests that illiteracy is a cause or correlate of anti-social behavior and critically analyzed the evidence for such an association. Dr. Ross presented a description of the wide variety of hypotheses which have been proposed to account for the association between illiteracy and crime. These include assumptions about limited or inadequate educational opportunities; psychopathology; neurological deficits; learning disabilities; family pathology; socio-economic and cultural deprivation, which are presumed to engender both illiteracy and delinquency. He also described a large number of literacy training programs for delinquent and adult offenders and evaluated these in terms of their efficacy in improving literacy and reducing anti-social behavior.

Dr. Ross also described a newly developed literacy training system which has considerable potential for offenders as well as adult and adolescent illiterates who have major problems in terms of self-esteem, experience with failure in other programs, and limited motivation. The system, the Phonic Blend System, is currently being tested in Britain in a variety of settings-including prisons. Dr. Ross reported plans for research of the efficacy of PBS in a variety of Canadian settings.

A discussion of the problems in literacy training in correctional institutions was led by a panel of instructors from federal and provincial correctional institutions. Note: Copies of Dr. Ross's articles on literacy and crime can be obtained by writing to the Department of Criminology, University of Ottawa.

## **WORKSHOPS - SERIES III**

IIIA Title: Literacy - Motivation is the Key

Presenter: Dr. Marsha Forest,  
Professor, Social Science Department, York University

Summary: Anyone can learn to read; everyone has the "right" to read. If deaf and severely retarded children can learn to read, why are there still an estimated 4 million functionally illiterate "normal" Canadians?

What we are doing wrong and what we can begin to do right were the subjects of the workshop which presented research and suggestions from an inter-disciplinary perspective.

Dr. Forest maintained that it was a cop-out to say that we don't have answers. We do: It is a question of seeking out the information.

Some basic principles still need to be emphasized and acted upon, viz:

- students will be motivated to learn if they are involved in their own learning;
- students will learn in an atmosphere of relevance;
- students learn best in an atmosphere of trust, acceptance and love;
- teachers get what they expect (mention was made of research studies in the U.S. clearly demonstrating a link between performance of different student groups and the teachers' expectations of and attitudes towards the groups).

IIIB Title: The Dual Dilemma - Illiteracy and the Immigrant \*

Presenter: Dennis Holman  
Director of Continuing Education, Northwest  
Community College and School District No.80, B.C.

Summary: Unlike most northern British Columbia towns Kitimat has a high industrial base with the presence of the Aluminum Company of Canada and Eurocan Pulp and Paper Mill. Consequently a high employment rate is established with a healthy annual income. We are not, therefore, in a situation of high unemployment due to illiteracy. This does not eradicate the problem of illiteracy, in fact, it compounds the problem of illiteracy. Many of the individuals employed not only have a difficulty with the English language, but also have a very low, if any, literate level in their own language. In addition to this difficulty, the programs offered both for literacy and English language, must correspond to the thirty different shift schedules which control the community involved.

The workshop centred on these problems, the development of the programs with special emphasis on accommodation to the shift schedules and the problems and successes of the program.

Among the audio-visual materials provided in the workshop was the showing of a movie "This is a Portrait" (National Film Board). It is a useful film to pose questions on the whys of Basic Literacy for immigrants and it also portrays the perception of immigrants in Canada.

IIC Title: Basic Education -Where Are We? Where Do We Want To Go? Why? \*

Presenter: Gilles Gagné, Assistant Director,  
Adult Education, Ottawa-Hull Regional School Board,  
and  
Marianne Ménard, Instructor, Algonquin College

Summary : At the beginning of his paper, Gilles Gagné introduces the subject as follows.

" A workshop on adult basic education leads us immediately to think that the primary topic of discussion will be about illiterates as identified traditionally as people who do not know how to read, write and count. I would like to expand this discussion. An illiterate is one who ignores the code signs which serve as transmitters of information. Why are we stressing the written word to the detriment of oral, visual, manual and emotional factors? This is more especially important since the last quarter of the twentieth century has destined that the printed word will become more rare as an information vehicle because of the use of audio -visual means of communication. Writing is only one communication channel used to transmit necessary information to facilitate effective learning behaviours.

If we are all more or less aware of this transformation, can we say for all that, that our pedagogical (andragogical) reflexes take this change into account at the program level as at the level of methods and locations which we used.

It is in this perspective that I would like to consider the educational activities currently offered by our service."

The paper raised some of the following points for discussion.

the seven types of objectives pursued in basic education are. academic, social, cultural, economic, personal and interpersonal, professional and physical;

- transfer of training towards the social and industrial environment;
- an individual's entrance into the job market;
- degree of success of an individual in retaining employment;
- literacy activities through community development;
- accreditation of an adult's life experience towards certification.

IIID Title: Newfoundland's Experience in Adult Literacy

Presenter: Bill Shallow  
Director, Adult Education, Province of Newfoundland  
and  
John Courage, Part-time provincial programs  
R. Tom Mills, Manpower - full-time programs;  
Alice Mackey, Volunteer with Teachers -on-Wheels. \*

Summary: Bill Shallow introduced the Newfoundland workshop in the plenary session and each of the other three people made presentations with the use of charts, posters and maps about their own special area of involvement in the field.

It was pointed out that statistically, Newfoundland has the highest provincial vote of adults who have less than grade 9 schooling, and two points were made:

1. Traditionally, Newfoundland has a verbal or oral culture rather than a written one.
2. In view of the regression factors or deterioration rate when basic skills are not used, the problem facing Newfoundland is probably larger than the statistics would indicate.

Newfoundland's response has been fourfold:

1. The institutional response - offering of government-sponsored BTSD and BJRT programs through federal-provincial agreements.  
The BTSD program now offers upgrading from 0 - 11th grade and is now offered in 20 centres, (formerly, BTSD was available only from grades 5 through 11 and in two centres only).

A provincially offered part-time program in 150 centres. The programs utilize local resources and cater to local needs and interests. This program could be a vehicle for basic literacy classes but not too many of these programs have taken place. The emphasis is more on high school programs.

3. Programs for special needs clients - the mentally and physically handicapped; blind, deaf people, etc.
4. A people response - Teachers-on-Wheels was a program started a few years ago with funds from LIP. When the funding ran out, it was decided to keep the program as a volunteer program. It is a totally volunteer effort to which there has been a good response and T-O-W is ready to expand across the province. T-O-W utilizes the LVA approach to tutor training.

In the future there appear to be three concurrent thrusts:

1. Uncertainty of federal participation in ABE
2. Increased provincial participation; and
3. Provincial-wide volunteerism.

Sunday, 30th October, 1977

Theme: **"THE CANADIAN ADULT LITERACY SCENE - RETROSPECT AND PROSPECT"**

Presenters: Audrey M. Thomas, (Canadian Project Director Alan M. Clarke, Chairman,  
Canadian Project Steering Committee

Most of the documents which formed a basis for the Sunday sessions are given in Appendix III of this report.

The aim of the morning was to attempt to get a consensus on future direction with respect to organization and agreement on recommendations. As the recommendations from the May, 1976, conference were grouped under three headings: Organization, Consciousness-raising, and instructional approaches, the delegates were asked to choose which of these areas was of greatest interest to them and go to that session. Delegates would use the recommendations as a basis for discussion and try to come up with updated versions where it was deemed necessary. Delegates would then reconvene in plenary session for reporting purposes.

#### PLENARY

##### Group on instructional approaches:

The greatest concerns of this group revolved around instructional materials.

At the end of the workshop, the following resolution was passed and presented in the plenary session:

That in the next two years there be a concerted attempt to recognize what materials are available to literacy and upgrading teachers in Canada in the following manner:

1. That a national clearing-house be established for indexing, evaluating, and making available an exchange of materials.
2. That each material be evaluated analytically in relation to three things:
  - a. Methodology
  - b. Content
  - c. Use with students.

That incentives for the development and publication of Canadian materials be established.

##### Group on Consciousness-Raising

The group took as their basis for discussion and agreement, Article 26 of the Universal Declaration of Human Rights, viz:

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

This article takes on renewed significance due to the fact that 1978 is the 30th anniversary of the signing of this Declaration to which Canada was a signatory nation.

There was general agreement that consciousness-raising should be directed to:

1. All levels of government;
2. Social service agencies;
3. The general public;
4. The media, in order to gain their cooperation to best advantage;
5. Prospective students who should be made aware that illiteracy/ undereducation is not a stigma but that basic education is a human right.
6. Adult educators themselves should be more aware of the extent and implications of the problem and methods of attack.

There was also a general consensus that illiteracy is a national problem and is a social problem, not just an educational one.

#### Group on Organization:

The group, after discussion of the four alternatives presented in Alan Clarke's paper (Appendix III), agreed that an independent, federally incorporated organization would best serve the needs of those involved in the basic education/literacy field. There was discussion around the name, proposed structure and funding.

In plenary session, the question was put to all the delegates as to whether they endorsed the establishment of an independent organization with a different name from the present project and federal incorporation.

There was no opposition and only one abstention to an otherwise unanimous vote of the total meeting (140 delegates were present).

After some of the organizational problems facing the immediate future were outlined, Alan Clarke asked delegates to break up into provincial groups and name representatives who would work on a provisional committee to establish the organization. The representatives would then meet at lunch.

At the luncheon meeting, those present included the appointed delegates plus Charles McCaffray and Jack Pearpoint as members of the proposed advisory consortium and Alan Clarke and Audrey Thomas.

The regional committee representatives were:

Alison Grant Powell, Newfoundland	Charles Craig, Ontario
Cathy Wright, New Brunswick	Sidney Pratt, Ontario
Ann-Marie Downie, Nova Scotia	Cam Craig, Manitoba
Jean-Paul Hautecoeur, Quebec	Roy Bourk, Saskatchewan
Roger Emmenecker, Quebec	Owen Snider, Alberta
Gilles Châtelain, Ontario (Francophone)	Cynthia Hill, NWT
Khalid Ali, Ontario (North)	Jim Bray, British Columbia

As the representative from PEI had apparently left it was suggested that she (Jeanne McPhee) be contacted and asked to represent that province.

Each of the people present introduced themselves and then the following business items were conducted:

1. The Name of the organization decided upon until incorporation took place was:  
Movement for Canadian Literacy (English name)  
Rassemblement canadien pour l'alphabétisation (French name).
2. Alan Clarke was unanimously elected Chairman of the Committee on a motion by Jack Pearpoint/Charles Craig.
3. Audrey Thomas was unanimously elected Executive Director of the Movement for Canadian Literacy/Rassemblement canadien pour l'alphabétisation on a motion by Jack Pearpoint/Ann-Marie Downie.

These decisions were then announced to the rest of the delegates before their dispersal and the closing of the conference.

# **APPENDIX I**

## **THE PROGRAM OUTLINE AT A GLANCE**

THURSDAY, October 27,  
1977

5:00 p.m. to 9:00 p.m. Registration at the Talisman Motor Inn  
7:00 p.m. onwards Pre-conference get-together at the Talisman Motor  
Inn - Carleton West Ballroom, Cash Bar

FRIDAY, October 28,  
1977

8:30 a.m. onwards Registration at Algonquin College

EITHER 8:30 a.m. pick-up at the Talisman A. Bus Tour of ABE programs at Hull and Ottawa -  
French and English

9:00 a.m. pick-up at Algonquin Double-decker bus - Cost \$2.00 per head payable on  
(Flagpole entrance) bus

Return at Noon to the College

OR 9:30 a.m. to Noon Audio-visual showings:

- B. The ABE tapes produced by O.I.S.E.
- C. The Maryland ABE Tapes
- D. Workshop - Games and Reinforcement Materials

## **ADULT LITERACY IN THE SEVENTIES - OFFICIAL CONFERENCE OPENING**

1:00 p.m. Greetings from the College

UNESCO RECOGNITION OF THE MOHAMMAD REZA PAHLAVI MEDAL FOR MERITORIOUS  
LITERACY WORK to FRONTIER COLLEGE

1:30 p.m. Keynote Speaker: Rene Marin Deputy Solicitor-Gen

2:15 p.m. Panel Session

3:45 p.m. to 4:00 p.m. Coffee - Tea in Display area

4:00 p.m. to 5:30 p.m. Small group discussions (locations to be posted)

5:30 p.m. to 7:00 p.m. BUFFET DINNER (Main Cafeteria)

7:00 p.m. to 9:00 p.m. Plenary Session - Reports and Reactions from the floor

9:00 p.m. onwards Reception in the Display area

SATURDAY, October 29, 1977

9:00 a.m. to 10:00 a.m.	Plenary Panel - Orientation Presentation to Workshops
10:00 a.m. to 10:15 a.m.	Coffee - Tea served outside Lecture Theatre
10:15 a.m. to Noon	Series I Workshops (Program attached)
Noon to 1:00 p.m.	Lunch (Main Cafeteria)
1:00 p.m. to 2:00 p.m.	Plenary Panel - Orientation Presentation to Workshops
2:00 p.m. to 3:45 p.m.	Series II Workshops (Program attached)
3:45 p.m. to 4:00 p.m.	Coffee - Tea served outside Lecture Theatre
4:00 p.m. to 5:45 p.m.	Series III Workshops (Program attached)
EVENING	FREE

SUNDAY, October 30, 1977

9:00 a.m. to 9:30 a.m.	Plenary Session
9:30 a.m. to 10:45 a.m.	Small group discussions (locations to be posted)
10:45 a.m. to 11:00 a.m.	Coffee - Tea served outside Lecture Theatre
11:00 a.m. to 12:30 p.m.	Plenary - reporting back
12:30 p.m. to 2:00 p.m.	Lunch and Wrap-up

# APPENDIX II

## PRE-CONFERENCE ACTIVITIES

Friday, October 28, 1977

### A. BUS TOUR

Some 60 delegates took a double-decker bus tour of Ottawa and Hull where they met with the English and French coordinators of the adult academic upgrading programs carried on in these locations.

In Hull: Visitors were received by personnel from the Commission Scolaire Régionale de l'Outaouais.

In Ottawa: Visitors were received by personnel from the Academic Upgrading programs at Colonel By campus, Algonquin College of Applied Arts and Technology.

### B. AUDIO-VISUAL SHOWINGS:

Four videotapes produced during 1977 by the Ontario Institute for Studies in Education in cooperation with Ryerson Polytechnical Institute and the Ontario Educational Communications Authority for the Ontario Ministry of Colleges and Universities were shown. These videotapes are:-

<u>VIPS Order #</u>	<u>Titles (Available in English only)</u>
155601	1. <u>Outside In</u> (time 29:05 mins.) <ul style="list-style-type: none"><li>- Overview of Problem - Audrey Thomas</li><li>- Detailed look at program of Charles Craig</li></ul>
155602	2. <u>Inside Out</u> (time 29:06 mins.) <ul style="list-style-type: none"><li>- Tutor-training in Laubach Method</li><li>- Hamilton and District Literacy Council (Karen Dahmer)</li><li>- Bathurst Heights Adult Day School, Toronto (Ann Marshall)</li><li>- Work Activity Project, Toronto (Fred Ryan)</li></ul>
155603	3. <u>Food and Flowers</u> (time 28:56 mins.) <ul style="list-style-type: none"><li>- Experiences from abroad</li><li>Dr. J. Roby Kidd</li><li>BBC tape</li><li>JAMAL (Jamaican Literacy Program)</li><li>Dr. F. Rainsberry</li><li>Ginny Shrivastava, India</li></ul>
155604	4. <u>Next Steps</u> (time 28:57 mins.) <ul style="list-style-type: none"><li>- BARR - A pilot project that was <u>not</u> funded</li><li>- BBC tape of adult literacy project <u>On the Move</u></li><li>- Adult Day School, Toronto (Ethel Anderson and Fred Ryan)</li><li>- Dr. Lionel Orlikow, Deputy Minister of Education, Manitoba</li></ul>

Formats available are:

- 1/2" cartridge,
- 3/4" videocassette,
- open reel.

Customers in Ontario may order the tapes  
from:

VIPS Order Desk, OECA  
Canada Square,  
2180 Yonge Street,  
Toronto, Ontario. M4S 2C1

Customers outside Ontario may order the  
tapes from:

Marketing, OECA  
P.O. Box 200, Station Q  
Toronto, Ontario. M4T 2T1

Teaching Adult Basic Education is a compilation of ABE articles previously published in other books or journals. It brings together a variety of articles by Canadians on Canadian programs and topics.

For further information, please write to:

Dr. J. R. Kidd,  
Department of Adult Education  
Ontario Institute for Studies in Education  
252 Bloor Street West,  
Toronto, Ontario. M5S 1V6

#### C. MARYLAND ABE PROGRAM

From this State program the following titles were shown:

- "What is the Teacher - Student Role in ABE Learning?"
- "Learning Successes, Needs and Interests"
- "Teaching Reading Comprehension"
- "Teaching Mathematics (Basic Level)"
- "Working in Subject Areas and Developing Occupational Concepts"
- "Methods and Techniques for Instruction"

For further information on this series of tapes, contact

Allen R. Millar  
College and University Programming Counselor  
Great Plains National Instructional Television Library  
Box 80669  
Lincoln, Nebraska. 68501  
U.S.A. tel: (402) 467-2502

To order the accompanying workbook/manuals contacts:

Adult Basic Education/Instructional TV Project  
State Department of Education  
P.O. Box 8717  
BWI Airport  
Baltimore, Maryland.  
U.S.A. 21240

## **APPENDIX III**

### **CANADIAN PROJECT FOR ADULT BASIC AND LITERACY EDUCATION RETROSPECT AND PROSPECT**

PAPERS AS BACKGROUND FOR THE DISCUSSION  
SUNDAY, OCTOBER 30, 1977 AT ABLE '77

Materials attached include:

- Canadian Project for Adult Basic and Literacy Education
- Report to ABLE Workshop participants by Audrey Thomas, Project Director
- Some Proposals for Consideration by Alan Clarke, Chairman of the Steering Committee of the Canada Project
- A brief feedback form about ABLE '77

It would be most helpful if these documents could be read, studied and discussed before the Sunday morning session.

If you are not able to stay on Sunday, "Some Proposals for Consideration" have been presented in such a way that you could leave your comments or suggestions with someone who is staying.

Our hope is that should the meeting on Sunday decide to proceed to establish the Canadian Project, we will be able to elect the members of the Operations Committee and discuss with ABLE '77 participants a Programme of Action for 1978.

TO: ABLE '77 Workshop Participants

FROM: Audrey Thomas, Project Director

RE: Action on the recommendations adopted by the Adult Basic and Literacy Education Conference in May 1976

In this report I have attempted to look at the recommendations and to summarize the activities which have been undertaken by the Project.

At the May 1976 Conference,

"It soon became apparent that the two issues of most concern on the Canadian scene were the need for a national communication network/organization to give leadership in Canadian ABE and literacy work; and the need for increased visibility and national consciousness-raising about Canadian ABE issues and problems. There was a strong feeling that any such organization should have a strong grass-roots component and that an NGO was best suited to this role. At the micro-level there was concern about instructional approaches and materials. "

(p.26, Canadian Adult Basic Education and Literacy Activities: A Digest

Recommendation No.1:

That an umbrella organization be formed to develop and maintain a communications network for ABE and literacy work in Canada.

World Literacy of Canada (WLC) accepted the responsibility for a year to develop and maintain a communications network for ABE and literacy work in Canada, but was hampered by lack of funds at the start. Funding was erratic and did not enable a consistent approach and services to be developed because

- i. it was not known which sources would eventually deliver funds,
- ii. it was generally not known when the funds would be made available, and
- iii. what amount of funds could be expected was also an unknown.

The summary of the funding situation from September 1975 to August 1977 (a 24-month period) is given here as an example, for appreciation and comment by the delegates.

FUNDING SUMMARY - September 1975-August 1977

In this 24 month period, 26 proposals were written and submitted (total includes 5 revisions). This total does not include letters of inquiry.

The following Table breaks down the proposals into the various types and shows the results:

Purpose of Proposal	Source of Funds	Score	Total Amount
1. French translation/interpretation	Government	2/2	\$ 2,805.
2. Publications (reports)	Foundation	2/2	3,600.
3. Conferences	Government	3/3	21,159.
4. Research (Year 1 only)	Govt. & Private	2/5	8,000.
5. Networking (Year 2 only)	Govt. & Private	4/11*	16,000.*
6. Pilot demonstration (Year 2 only)	Government	0/3	nil
	TOTALS	13/26	\$51,564.

\* Includes a proposal which has been accepted, but amount not yet known, nor received.

Summary:

- Year 1 5/8 proposals met with some success
- Year 2 8/18 proposals met with some success

NB. In each year, an additional \$5,000. was donated to the Canadian work by a Foundation.

**A. Recommendations concerning the activities of the national organization and action taken (rank ordered)**

1. To provide information on literacy training, resources, programs, contact, etc.  
Comment: This was a constant function throughout the year and effected by correspondence, telephone, and by agreeing to meet with people and talk to them on a one-to-one basis.
2. To coordinate literacy and ABE scene in Canada.  
Comment: A linking, facilitating role was undertaken, rather than a structured coordination.
3. To develop a Newsletter on Canadian literacy and ABE.  
Comment: Three issues have now been published of the LITERACY newsletter which is a direct outgrowth of the Project. It has appeared on a quarterly basis.
4. To give aid in publicizing International Literacy Day -- (September 8th).  
Comment: A deliberate attempt was made in 1976 by distributing the Digests (of the Canadian ABE Report) and posters which WLC had produced, along with sample letters to the editors. WLC also contacted mayors, media and churches. For 1977, worked towards a Canadian nomination for an UNESCO Literacy Award. (Frontier College selected.)
5. To develop and hold national conferences.  
Comment: "Adult Literacy in the Seventies": Ottawa, 1977.
6. To provide media statements.  
Comment: Subsumed under A1 and A4 and under consciousness-raising (see below).

**B. Recommendations concerning national consciousness-raising rank ordered)**

1. That the Right to Read be reaffirmed and acted upon by educational authorities at all levels.
2. That literacy involves more than the 3Rs.
3. That there be heavy use of all media to reach the target group (potential students).
4. That lobby targets be identified to draw attention to the problems and issues (of literacy/ABE in Canada).
5. That a national literacy policy be accepted.
6. That other organizations and groups who would be affected by or could contribute to a national campaign be involved.
7. That attention be drawn to the "overcertification" demands of business and industry.
8. That a conference statement be developed akin to the Persepolis Declaration, but concentrating on the Canadian scene.
9. That other types of literacy (e.g. visual literacy) be acknowledged.
10. That government be alerted to the pending paper crisis.

**Activities Undertaken:**

It was difficult to develop a systematic plan for this function, because of (i) lack of funds, and (ii) pressure of work, demands to speak, etc. The following achievements are recorded and include many of the recommendations under consciousness-raising, but they cannot be as neatly keyed as for the recommendations above.

1. Production, publication and distribution of Digest (3000 English).
2. French translation, production and distribution to Francophone school boards and CEGEP's.
3. Reprint of major report - over 700 in circulation.
4. Announcements, book reviews and articles appeared in the following publications: UNESCO Notes; Literacy Work; Training; Learning; Adult Leadership; ERIC; PACE Newsletter; ORACLE; Convergence and the NALA Literacy Kit.
5. Mass media - resource for Readers' Digest April '77 article; for CBC and OECA programs; TV appearances in Halifax and Toronto; Radio shows - 4 in Toronto and 3 from across Canada.
6. Resource for O.1 S.E. ABE videotape project.
7. Public speaking - 16 engagements across Canada (ranged from provincial government-sponsored workshop and national conventions to informal seminars at community colleges).
8. With CAAE wrote to Ministers of Education twice bringing the problem of the under-educated adult to their attention and asking about policies and future plans.
9. Made overtures to other organizations to see if we could dovetail efforts not too much success in this to date.
10. Spent over a year trying to get funding for a demonstration project, utilizing BBC referral principles to reach illiterates and volunteer tutors. (This was in conjunction with OECA and a steering committee in Hamilton.)

**C. Recommendations concerning instructional approaches (rank ordered)**

As these recommendations were mainly addressed to the micro-level, we feel that the delegates themselves are best able to respond to these recommendations.

However, we do feel that the outstanding area of government activity and professional development has occurred in the last twelve months in British Columbia.

1. That the humanistic approach be emphasized.
2. That the emphasis should be on competencies rather than grade levels.
3. That more Canadian content materials be developed.
4. That more emphasis should be placed on recurrent training in Manpower programs.
5. That there be more teacher training.
6. That graduates of literacy programs be involved.
7. That volunteers should be used wisely, not exploited.
8. That there be more work on all aspects of evaluation.
9. That the family unit be involved in programs.
10. That there be more research in ABE/literacy.

Other:

The Canada Project Steering Committee developed out of delegates from the conference in May 1976 who have generally kept in touch during the year. In addition, fairly frequent meetings of a "South-Central Ontario Group" have been held to provide information exchange, input, feedback and planning of activities related to the Project. The group is open to all, but a faithful core developed. To these persons and to those who have kept in touch during the year I am deeply indebted, for you have made it worthwhile.

Respectfully submitted,  
 Audrey M. Thomas  
 Project Director  
 1977 10 21

TO: All Workshop Participants

FROM: Alan Clarke

RE: Some proposals for consideration during the discussion. Sunday, October 30. 1977 on Canadian ABE and Literacy - Retrospect and Prospect

The Report to ABLE Workshop Participants prepared by Audrey Thomas outlines the activities in response to the recommendations adopted by the participants at the Adult Basic and Literacy Education Conference in May 1976.

While there have been some impressive accomplishments, we want to explore with workshop participants on Sunday morning a different base for literacy work in Canada and this paper outlines some of the possibilities that have been identified in recent months.

They have been presented in this paper in such a way that if it is not possible for you to be present on Sunday for the discussion, you have an opportunity to leave your comments and suggestions with participants who are staying.

1. Although no one is suggesting that we should, one choice the Workshop could make, would be to discontinue the Canadian Project. This choice would presumably be made on the assumption that all effort should be concentrated on local organizational activities, with no concerted effort to act collectively on the problem of literacy.  
Agree Disagree  
\_\_\_\_\_

COMMENT: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Another possibility, would be to ask an existing voluntary organization such as the CAAE/ICEA or Frontier College to undertake certain of the functions presently being undertaken by the Canadian Project. This choice would presumably acknowledge that the present efforts by the CAAE/ICEA and Frontier College in the field of literacy work in Canada could be expanded to meet some of the needs identified by the Canada Project (i.e. as outlined in the Recommendations of the Adult Basic and Literacy Education Conference in May 1976).  
Agree Disagree  
\_\_\_\_\_

COMMENT: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Another possibility, would be to ask an existing government agency or department to undertake certain of the functions presently being undertaken by the Canadian Project. This choice would assume that a government agency or department would be both interested in, and capable of, supporting literacy work in appropriate ways across Canada.  
Agree Disagree  
\_\_\_\_\_

COMMENT: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. The choice that is being presented for serious consideration is to seek to incorporate the Canadian Project for Adult Basic and Literacy Education/Projet canadien de formation de base des adultes, as an independent organization. The balance of this paper outlines this proposal both in terms of structure and programme. This choice assumes that the time is appropriate for a concerted Canadian effort to combat illiteracy by seeking to support local, provincial and regional literacy programmes in accomplishing this goal.

Agree Disagree

COMMENT: \_\_\_\_\_

\_\_\_\_\_

## THE CANADIAN PROJECT FOR ADULT BASIC AND LITERACY EDUCATION

Proposed structure (Draft, only for discussion purposes)

An Operation Committee, made up of a minimum of 15 and no more than 20 persons, functional as well as regional or provincial representatives named (if agreeable) at the ABLE Workshop '77, to implement recommendations adopted by the Adult Basic and Literacy Education Conference of May 1976 amended or as updated by ABLE Workshop '77 and to develop policies, programmes and strategies to enhance, develop and support literacy programmes in Canada. (The Operations Committee, if possible, would meet 8 times a year.)

An Advisory Consortium, with a minimum of 10 and no more than 15 representative of Universities, Colleges, the Labour Movement and the Business Community as well as representatives of regional or national organizations in the field (i.e. CAAE, ICEA and Frontier College), to seek to ensure adequate financial support for the maintenance of the Canadian project and to advise on the goals, programmes and other activities of the Canadian Project. The Advisory Consortium would meet as necessary, perhaps only three times a year and proposes to experiment with short-term and specific role membership.

A two person headQuarters staff, consisting of the Project Director and an Executive Secretary. An annual budget of \$50,000 including approximately \$30,000 for salaries and \$20,000 for office supplies, newsletters and telephone and travel of the Project Director and to assist with travel to meetings of members of the Operations Committee.

An annual membership fee schedule as follows:

for individuals (receiving a single copy of each newsletter)	\$10.00
for locals of trade unions, churches, and service clubs (up to ten copies of each newsletter)	\$20.00
for corporations, national unions or organizations (up to ten copies of each newsletter)	\$200.00
for School Boards, Universities and Colleges (up to ten copies of each newsletter)	\$200.00

# APPENDIX IV

## Conference Planning Committee

Ethel Anderson Elise Beauregard Charles Craig Andrew Davidson Naldi Nomez	Jack Pearpoint Sidney Pratt Anne Thom Alan Clarke, Chairman Audrey Thomas, Conference Organizer
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## Conference Secretariat Algonquin College:

Barbara Smith  
Denise Thériault, with assistance from  
Mary-Anna Ruedl

Chairman of Conference Proceedings: Charles McCaffray

### **List of Delegates**

Alary, Jerry	Quebec	Cairns, John C.	Ontario
Ali, Khalid	Ontario	Cameron, Betty	B.C.
Ancheta -Smith, Nellie	Ontario	Campbell, Elizabeth	Nova Scotia
Anderson, Ethel E.	Ontario	Campbell, Judy	Ontario
Azzahir, Ahmad A.	Saskatchewan	Campbell, Phyllis	Ontario
		Carrier, Michael B.	Ontario
Barrette, Jean-Claude	Quebec	Cartwright, Moira C.	Ontario
Beaudet, Gisèle	Quebec	Cassidy, Terry	Ontario
Beauregard, Elise	Ontario	Châtelain, Gilles	Ontario
Bebee, Morgan David	Ontario	Chiasson, Audrey	Nova Scotia
Bell, Donna	Ontario	Clancy, Sue	Ontario
Birch, Rosella M.	Ontario	Clarke, Alan	Ontario
Blackie, Carol	Ontario	Cochrane, James	Nova Scotia
Blinn, Edgar N.	Nova Scotia	Cogswell, Howard	New Brunswick
		Collins, Stella	Ontario
Blinn, Thelma	Nova Scotia	Corrigal, Lillianne	Saskatchewan
Blouin, Pierre	Quebec	Courage, John	Newfoundland
Bourk, Roy E.	Saskatchewan	Craig, Cam	Manitoba
Brace, Millar	N.Y. USA	Craig, Charles	Ontario
Braceland, Sister Phyllis	Nova Scotia	Dahl, Hilda	Nova Scotia
Bray, Jim	B.C.	Dary, Nina	Alberta
Brooke, W. Niichael	Ontario	Davidson, Andrew	Ontario
Brooks, Cathi	Ontario	Davidson, Ruth-Anne	Ontario
Brown, Robert	Quebec	Davies, Carol A.	Ontario
Brown, Shirley	Quebec	DesChâtelets, Paulette	Ontario
Buffin, Peter	Saskatchewan		

Butterworth, Betty	Ontario	Desjardins, Micheline	Quebec
Downie, Anne-Marie	Nova Scotia	Lacombe, André	Quebec
Doyle, Mary	Ontario	Lafleur, Richard	Saskatchewan
Dumas, Guy	Quebec	Lafontaine, Eldon	Saskatchewan
Duncombe, Brenda	Ontario	Langille, Keith C.	Nova Scotia
Durocher, Leda	Saskatchewan	Laroche, Clémence	Quebec
		Laubach, Robert S	N.Y. USA
Emmenecker, Roger	Quebec	leahy, M. Barry	Ontario
Evans, John A.	B.C.	Lemay, Pierre	Ontario
		levine, Barbara	Ontario
Faris, Don (Hon.)	Saskatchewan	levine, Tamara	Ontario
Faris, Dr. Ron	B.C.	Longford, Syd	Ontario
Feenstra, Dr. Henry	Ontario	Lyons, John	Ontario
Flannagan, Mary E.	Ontario		
Forest, Dr. Marsha	Ontario	Mackenzie, Alastair	Ontario
Forest, Martin	Quebec	Mackey, Alice	Newfoundland
		Macleod, Myrna	Saskatchewan
Gagné, Gilles	Quebec	MacMullin, Arlene	Ontario
Gallie, Richard	New Brunswick	MacPhee, Jeanne	P.E.I.
Gibson, Elizabeth	Ontario	Mansfield, Jennifer	Ontario
Goyette, Martine	Quebec	Makletzoff, Ann	Ontario
Grant Powell, Alison	Newfoundland	Marrett, Eileen	Quebec
Greaves, Dr. C.W.	Ontario	Marshall, Ann D.	Ontario
Griffith, Hazel	Saskatchewan	Marshall, Shirley	Ontario
Gwyn, Clare	Ontario	Matthews, Catherine	New Brunswick
		Maxwell, Jane	Ontario
Hall, Joyce	Ontario	Maydell, Katherine	Ontario
Halford, Phil	Ontario	McCaffray, J. Charles	Ontario
Hanes, J. Terry	Ontario	McKay, Craig	Ontario
Harrison, Blair T.	Ontario	Ménard, Marianne	Quebec
Hautecoeur, Dr. Jean-Paul	Quebec	Miozki, Claire	Ontario
Healy, Veronica	Ontario	Mills, Tom	Newfoundland
Hecht, Peggy	Ontario	Milsom, John Wl.	Ontario
Hemsworth, Anne	Ontario	Moscovich, Bill	Manitoba
Hill, Cynthia	NWT	Morin, Jacques-Victor	Ontario
Hill, Roland F.	Nova Scotia	Murphy, Brian	Ontario
Hill, Sylvia	Ontario	Murphy, Gloriaje an	New Brunswick
		Murray, Adelaide	Ontario
Hillmer, Bette	Ontario		
Hodgins, Frank J.	Ontario		

Hogg, Darrel	Saskatchewan	Neufeld, Eldon	Alberta
Hollands, Brian C.	Ontario	Nichols, Robert H.	Nova Scotia
Holman, Dennis M.	B.C.	Nomez, Naldi	Ontario
Hord, Jessica	Vermont, USA		
Howell, Thora	B.C.	Olafson, Jan	Quebec
		O'Leary, John	Ontario
Irwin, Mary A.	Ontario	Oliver, Carole	B.C.
		Ollivier, Emile	Quebec
Johnson, Margaret	Ontario	Olson, John (Mrs.)	Georgia, USA
Johnson, Mary	Manitoba	Onstad, Cindy	B.C.
		Ounsworth, Joyce	Quebec
Klemp, Heather	Saskatchewan		
Knapp, Robyn	Ontario	Page, Jean E.	Nova Scotia
Knight, Elizabeth	Ontario	Packer, Meta	Ontario
		Paidra, Saima	Ontario
Paul, Simon	Saskatchewan	Taschow, Dr. Horst G.	Saskatchewan
Payne, Christopher	Ontario	Thorn, Anne	Ontario
Pearpoint, Jack	Ontario	Thomas, Audrey	Ontario
Pearson, Marianne	Saskatchewan	Traison, Nada	Ontario
Pichette, Gilles	Ontario	Trépanier, Armand	Quebec
Piontkovsky, Grace	Manitoba	Turner, Dr. David	Manitoba
Pitcher, Lorna	New Brunswick		
Pratt, Sidney	Ontario	Urzua, Patricio	Ontario
Quigley, Allan	Saskatchewan	Vander Schaaf, Sam	Ontario
		Verge, Robert	Quebec
Ralph, E. V.	Ontario	Waite, David	
Rehaluk, Michael	Ontario	Walker, Viola	
Rehder, Del	Ontario	Watson, Florence M.	Ontario
Robson, Paul	Ontario	Weryho, Margaret	Quebec
Rockley, Candida	Ontario	White, Helen	Newfoundland
Ross, Dr. R.R.	Ontario	Winifred, Sister Agnes	Nova Scotia
Roy, Jean	Quebec		
Ryan, Claudette	Ontario	Young, Raymond	Ontario
Ryan, Fred	Ontario		
Ryerson, Margaret	Nova Scotia	Zwolak-Ross, Pat	Manitoba
Salin, Mary	Ontario		
Savard, Gaétan	Quebec		
Sawatzky, J.A.	Manitoba		
Serio, Nancy	Ontario		

Shallow, William	Newfoundland
Shields, Barbara	Ontario
Silvia, Adelaide L.	N.Y. USA
Simoneau, Victoire	Quebec
Smart, Anne	Saskatchewan
Smith, Keith T.	Ontario
Snider, Owen G.	Alberta
Sowinski, Bill	Ontario
Stewart, Dick	Ontario
Szasz, Michael	B.C.

Tables 1 and 2 on the next page give summary breakdowns of distribution of the delegates by geographic region and area of involvement and/or interest in ABE/Literacy.

**TABLE 1. Breakdown of Registered Delegates to ABLE Conference 1977, by Geographic Area.**

Rank	Region		Number of Delegates
1	Ontario	-Metro Toronto	32)
		-rest of province	68)
2	Quebec		26
3	Saskatchewan		17
4	Nova Scotia		15
5	British Columbia		9
6	Manitoba		7
7	Newfoundland		6
8	New Brunswick		5
9	U.S.A.		5
10	Alberta		3
11	Prince Edward Island		1
12	Northwest Territories		1
	Total		195

**TABLE 2. Breakdown of Registered Delegates to ABLE Conference 1977, by Area of Involvement.**

Rank	Area of Involvement		Number of Delegates	
1	Community Colleges	- Instructors	38)	53
		- Coordinators	15)	
2	School Boards	- Instructors	21)	32
		- Administrators	11)	
3	Government			22
4	Literacy volunteers			18
5	Other			16
6)	Community workers			13
)	University	- Faculty and Admin.	7)	
		- Graduate students	6)	13
8	Librarians			11
9	Native communications			7
10	Corrections	-Instructors		5
11	Social Services			3
12	Publishing			2
	Total			195