



LITERACY TRAINING IN QUÉBEC

**Provincial Report Presented
at the Provincial/Territorial
Literacy Consultation**

Ministère de l'Éducation
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Québec 



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Literacy Consultation**

Ministère de l'Éducation
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1. The Definition of Literacy Training

In Québec, literacy services are offered by the adult education services of school boards in accordance with the definition provided in section 5 of the *Basic adult general education regulation*:

Literacy services are designed to enable adults:

- (1) to access other learning services, if necessary;
- (2) to improve their capacities in different areas of learning;
- (3) to carry out their family and social roles.

These services may be offered in either official language, French or English. People in Québec may also obtain literacy training through community-based literacy groups, whose aims are essentially the same as those of the school boards, as defined in the Programme de soutien aux organismes d'alphabétisation populaire autonomes (PSAPA), the Ministère's funding program:

The program is designed to encourage young people 16 years and over with low literacy skills to increase their competencies through the acquisition of reading, writing and arithmetic skills. Educational activities should promote the acquisition of knowledge, skills and attitudes related to their needs, as well as greater self-sufficiency. In addition, the activities should encourage people to take charge of their own living conditions and those in their environment, and enable individuals and groups to play their civic roles actively and critically.¹

In the context of the current education reform in Québec, educational services for people with under 9 years of schooling and those with between 9 and 13 years of schooling but without a Secondary School Diploma (SSD) are being redefined. The goal is to set up basic general educational services that would combine pre-secondary and Secondary Cycle One literacy services. This work, which began in the fall of 1999, should make the implementation of basic general education possible in 2005.

1. Québec, Ministère de l'Éducation, *Programme de soutien aux organismes d'alphabétisation populaire autonomes* (Québec: Ministère de l'Éducation, May 21, 1999), p. 1 (Translation).

2. The Legal and Strategic Context of Literacy Training Activities

From the legal point of view, as stated in Chapter 1, literacy services are provided by the school boards in accordance with the *Basic adult general education regulation*, which itself is based on the *Education Act*:

The Government shall, by regulation, establish a basic vocational training regulation and a basic adult education regulation.

The basic regulations shall relate to the nature and objectives of instructional, training and student services and, in the case of adult education, literacy and popular education services, as well as to the general organization framework for those services. The basic regulations shall prescribe, subject to the third paragraph of section 3, the conditions governing free access to those services.²

It should be noted that the popular education services described in section 448 are not of the same nature as those offered by community-based literacy groups, which are not governed by any legal framework at this time but are nonetheless subject to the terms and conditions of the Programme de soutien aux organismes d'alphabétisation populaire autonomes (PSAPA).

Sections 2 and 3 of the Act define the right to literacy services in Québec:

Every person no longer subject to compulsory school attendance is entitled to the educational services prescribed by the basic regulations established by the Government under section 448, within the scope of the programs offered by the school board pursuant to this Act.³

...

Literacy services and the other learning services prescribed by the basic school regulation for adult education shall be provided free to residents of Québec contemplated in section 2, subject to the conditions prescribed by the said regulation.⁴

2. *Education Act* (R.S.Q., c. I-13.3), s. 448.

3. *Education Act* (R.S.Q., c. I-13.3), s. 2.

4. *Education Act* (R.S.Q., c. I-13.3), s. 3.

Since 1985, the Ministère de l'Éducation du Québec has provided a literacy training program, which is described in the *Guide to Customized Literacy Training (GCLT)*⁵ and which the school boards must follow. The *GCLT* presents orientations, objectives and learning content based on the customized training approach and thus on the needs of the adult learners.

5. Québec, Ministère de l'Éducation, *Guide to Customized Literacy Training* (Québec, Ministère de l'Éducation).

3. Organizations Responsible for Providing and Supporting Literacy Services

In school boards, literacy services are provided on the same basis as other educational services. Thus, adult learners may begin either at a set time or at any time in the year and may leave at various times, according to their needs and living situation. Adults registered in literacy training may also receive enrollment and assistance services, pedagogical support services, orientation services and student services. Teachers in literacy training must hold a teaching permit (full-time or contractual personnel) or have other appropriate training (personnel paid by the hour). The services are generally provided from August to June, although school boards may also offer services during the summer, depending on the demand.

In community-based literacy groups, services are managed in a variety of ways, depending on the needs of the students enrolled. There are often agreements with other literacy groups or local organizations in order to allow the adults to have access to supporting resources in such areas as physical and mental health, illiteracy prevention and family support. Personnel of the community-based literacy groups is selected according to each group's criteria. The groups generally close over the summer.

4. The Demographic Aspect

People with a low level of literacy, who are usually described as illiterate, are those whose reading skills in their native language allow them only to accomplish the simplest tasks, such as locating a single piece of information or solving a simple mathematical problem, and only when the written materials are clear or already familiar to them. Their reading skills fall into the lowest range on the five-level scale established in 1994 in the most recent International Adult Literacy and Lifeskills Survey.

4.1 School Boards

After several years of decline, enrollment in literacy services in school boards increased slightly in 2000-2001. A total of 11 814 individuals enrolled in literacy services in 2000-2001, up from 9 710 in the previous year. This increase can be attributed to a variety of factors, particularly the various awareness and recruitment activities carried out during the year.

4.2 Community-Based Literacy Groups

The Ministère has no system for gathering data on literacy training provided by community-based literacy groups. However, it is estimated that they reach slightly over 7 000 people annually.

5. Funding of Literacy Services

In 2001-2002, school boards allocated slightly over \$15 million to literacy training, mainly from the amount they received from the Ministère for general education for adults. In addition, for the same year, the Ministère gave grants totalling \$9 million to community-based literacy groups under the Programme de soutien aux organismes d'alphabétisation populaire autonomes (PSAPA).

The agreement between the federal and provincial governments was renewed in 2002 for \$4 077 450. According to this agreement, school boards and community-based literacy groups may submit literacy development projects, with the exception of actual literacy training services. The Ministère also conducts province-wide projects under the agreement and has a special budget allocation for this purpose.

6. Other Groups Involved in Literacy Promotion and Partnerships

6.1 Literacy Promotion Groups in Québec

6.1.1 Literacy Training in French

6.1.1.1 The Table des responsables de l'éducation des adultes et de la formation professionnelle des commissions scolaires du Québec (TREAQ-FP)

Set up in 1975, the Table des responsables de l'éducation des adultes et de la formation professionnelle des commissions scolaires du Québec (TREAQ-FP) includes all the French school boards in Québec. It is one of the main coordinating bodies for these organizations: its role is to ensure that the members work together to develop all aspects of adult and vocational education. It seeks to promote high-quality, accessible educational services for adult Quebecers. The TREAQ-FP also collaborates actively with the Fédération des commissions scolaires du Québec (FCSQ), which set it up.

Since 1999, the TREAQ-FP has made a significant contribution to the development of literacy training in Québec school boards. During the third year (2001-2002) of its involvement in literacy training, it tested a new model of province-wide joint action on literacy by the school board network and attained the following objectives:

- consolidated the actions undertaken by the TREAQ-FP in 2000-2001 in literacy training in the school boards
- supported the development and diversification of literacy training services by carrying out activities to increase the recruitment of adult learners
- stimulated discussion and provided school boards with tools to modify their literacy training services
- fostered mutual assistance through the sharing of innovative literacy projects within the school board network
- suggested ways to develop literacy workers' basic competencies

- increased visibility and heightened awareness of the diversity of literacy services offered in the school boards
- collaborated in renewing the agreement and in developing new procedures for applying the FPLIP program, so as to better serve the target populations and take into account the reality of the school board network and the way in which it operates
- represented the TREAQ-*FP* in its dealings with partners and in working committees on literacy

For the year 2002-2003, the main elements of the TREAQ-*FP*'s plan of action are:

- to consolidate previous actions and provide support for the development and diversification of literacy training services
- to increase recruitment of illiterate persons and heighten the visibility of services offered in school boards by setting up measures based on the dynamism of the school board network, and by modifying the services offered
- to foster mutual assistance by sharing innovative literacy projects within the school board network
- to monitor the application of the new *Government Policy on Adult Education and Continuing Education and Training* and the implementation of its action plan

6.1.1.2 The Regroupement des groupes populaires en alphabétisation du Québec (RGPAQ)

The Regroupement des groupes populaires en alphabétisation du Québec (RGPAQ) was set up in 1981 to provide a collective voice for community groups involved in literacy. Today, 76 groups throughout Québec are members.

The RGPAQ has a double mission. On the one hand, it promotes, defends and develops community-based literacy training and community groups involved in it. On the other hand, it defends the collective rights of persons disadvantaged by their low level of literacy.

Among other things, this mission involves political action for the recognition and funding of community groups involved in literacy training, through training sessions, publications on community-based literacy training and concrete actions to defend the rights of illiterate persons.

The RGPAQ is an important voice in adult education. Recognized by the Ministère de l'Éducation for its expertise in community-based literacy training, it cooperates with the Ministère on various literacy issues.

6.1.1.3 The Centre de documentation sur l'éducation des adultes et la condition féminine (CDEACF)

The CDEACF, which seeks to democratize knowledge, ensure recognition of the right to information and promote Quebec's community heritage, received legal recognition in 1983. This organization collects, circulates and promotes information, in French, on the knowledge and skills of people working in adult education, literacy training and the status of women and in French-language communities across Canada.

The CDEACF provides the literacy training community with a very diversified database of over 6 000 titles. These documents are available for on-site consultation, on loan or through interlibrary loans.

The CDEACF has been the depository of FPLIP documents since 1995.

The CDEACF also provides kits of materials based on FPLIP documents to school boards and community-based literacy groups who request them, for a specific period of time.

Travelling mini-libraries for adults enrolled in literacy training in these organizations are also available on request.

In addition, in June 1997, the CDEACF was mandated by the Ministère de l'Éducation to create a French-language Web site dedicated to literacy training. The *Espace alpha* Web site <<http://espacealpha.cdeacf.ca>> provides French-language resources (Web sites, documents,

services) for literacy trainers and adult learners. These resources include the CDEACF resource directory, *ALPHA*, a FPLIP heading under which one can access sections on experiments in illiteracy prevention and research, and a regional window that provides up-to-date information on the various literacy services across Québec.

Under the same mandate, the CDEACF also provides professional development sessions on using the Internet and on teaching adults to use the Internet for trainers from school boards and community-based literacy groups.

Finally, an E-mail discussion forum, called PRATIQUES (<pratiques@cdeacf.ca>), was set up to exchange information among members of the francophone literacy community.

6.1.1.4 The Fondation québécoise pour l'alphabétisation

The mission of the Fondation québécoise pour l'alphabétisation is to provide assistance to any individual in Québec who wants access to basic education. Set up in 1989, the Fondation has helped thousands of people through its awareness-raising activities—especially its advertising campaigns—its fundraising projects and its role as a reference centre and a rallying point for people interested in the cause of literacy and literacy training projects. Its mandate in Québec is unique and it enables other communities, such as the business community, to become involved in literacy training for the benefit of those who work in the field. In 2001-2002, the Direction de la formation générale des adultes (DFGA) provided financial support for some of the activities carried out by the Fondation, including the setting up of a telephone referral line that provides information on literacy training services and enrolment procedures.

6.1.2 Literacy Training in English

6.1.2.1 Literacy Partners of Quebec (LPQ)

Literacy Partners of Québec (LPQ) is a provincial organization formed in 1992 to manage English-language literacy training in Québec. Made up of literacy training groups, the LPQ set itself the following objectives:

- to represent English-speaking groups and organizations in Québec in matters involving literacy
- to provide its members with services in literacy promotion, information and the exchange of resources and experiences
- to support collective actions involving:
 - adults in literacy training
 - service providers
 - political decisions
 - the community
 - the business world
 - other organizations interested in literacy

6.1.2.2 The Centre for Literacy (CFL)

The mandate of the Centre for Literacy (CFL) concerns professional development, research and information to support and promote literacy training for anglophones in school boards, workplaces and the community.

The activities of the CFL include:

- distributing newsletters
- organizing summer seminars on subjects of interest in literacy, such as information and communications technologies and learning disabilities
- providing support for literacy volunteers and trainers
- making the public aware of illiteracy and literacy services

In addition, in 1999-2000 the DFGA mandated the CFL to collect literacy training materials and distribute kits to English-speaking school boards and community-based literacy groups.

6.1.2.3 The Quebec Literacy Working Group (QLWG)

The Quebec Literacy Working Group (QLWG), created in 1978, is both a working group and a provincial network that provides school board personnel with support in their literacy training activities with anglophones.

Each of the twelve⁶ member school boards is autonomous with respect to the application of literacy services policies and programs, within parameters established by the Ministère de l'Éducation.

The mission of the QLWG is to promote, develop and support literacy training among English-speaking adults, young people and families. In order to fulfil this mission, the QLWG is working to provide English-speaking school boards with the information, tools and support they require to pursue their commitment to literacy training.

6.1.2.4 Laubach Literacy Canada–Québec / Literacy Volunteers of Québec (LLC-Q/LVQ)

Laubach Literacy Canada–Québec / Literacy Volunteers of Québec (LLC-Q/LVQ) is made up of 11 volunteer groups in the English sector, who use various methods to provide literacy training to Québec's English-speaking population. The LLC-Q/LVQ was formed in 1980 with the cooperation of the Quebec Literacy Working Group, and restructured in 1993 in order to integrate volunteer groups that did not belong to the Laubach network. Its objectives are to break down the barriers to reading among illiterate persons, to promote literacy services in the English-speaking community and to encourage communication among English-speaking groups that receive support under the Programme de soutien aux organismes d'alphabétisation populaire autonomes (PSAPA). Finally, the boards meet regularly to promote training sessions for literacy learners or volunteers.

⁶ Including the Kativik and Cree school boards.

In 2001-2002, the DFGA provided financial support enabling the LLC-Q/LVQ to carry out various development activities.

6.1.2.5 The Quebec Literacy Alliance (QLA)

The Quebec Literacy Alliance (QLA) is a provincial English-speaking literacy network made up of representatives of the QLWG and the LLCQ/LVQ. The QLA's mandate, activities and services are decided annually according to the needs of its member organizations in such areas as research, the promotion of literacy training and joint action through the circulation and sharing of information. In addition, the QLA is the body that speaks for the English-speaking literacy sector on the provincial and national levels.

6.1.2.6 Partnerships

There are an increasing number of partnerships between the Ministère de l'Éducation and other ministries, in particular, the Ministère de l'Emploi et de la Solidarité sociale, the Ministère de la Santé et des Services sociaux, the Ministère de la Famille et de l'Enfance, the Ministère de la Culture et des Communications and the Ministère des Relations avec les citoyens et de l'Immigration. These partnerships will take on even greater importance with the application of the *Government Policy on Adult Education and Continuing Education and Training*, adopted in May 2002, and its corresponding action plan.

The school boards and community-based literacy groups also work in cooperation with organizations in their own areas, such as CLSCs, trade unions and community action groups.

7. Priorities in 2001-2002 and 2002-2003

7.1 Priorities in 2001-2002

In 2001-2002, the Ministère de l'Éducation, in cooperation with its partners in school boards and community-based literacy groups, set priorities for new and existing literacy training activities targeting either specific clienteles or the literacy community in general.

7.1.1 The *Guide to Customized Literacy Training (GCLT)*

In 2001-2002, the two functional situations on parenting skills, entitled “I know my child” and “Reading my child a story,” were presented to literacy trainers in school boards and community-based groups at supra-regional meetings.

These sessions also included professional development on learning difficulties in literacy training and on how to use *A Practical Guide for the Teaching of Literacy to Adults With Learning Difficulties* to deal with problems encountered.

A user's guide to this teaching kit has been developed and will be available on the DFGA site in the fall of 2002.

A directory of literacy training documents that can be used in connection with the *GCLT* was also put together in 2001-2002. It will be published on the DFGA site.

7.1.2 Basic General Education

As mentioned earlier, work on basic general education continued in 2001-2002. The programs of study in basic general education will combine two elements: the subjects and social roles. Until basic general education is implemented in 2005, the current literacy services will remain the same, and accordingly, the *GCLT* will still be the program of study prescribed by the Ministère.

7.1.3 Prevention of Illiteracy

The Assistance Program for Emergent Literacy in Disadvantaged Communities

In 2001-2002, the DFGA implemented the third year of the Assistance Program for Emergent Literacy in Disadvantaged Communities, a measure included in the government policy on reading and books, in cooperation with the Ministère de la Famille et de l'Enfance, the Ministère de la Culture et des Communications and the Ministère de la Santé et des Services sociaux. The DFGA also arranged for the renewal of the program for the next five years under the *Government Policy on Adult Education and Continuing Education and Training*. The program contributes to the attainment of the DFGA's objectives on prevention.

The three-year program has permitted the funding of ten projects on emergent literacy in disadvantaged communities, with the following objectives:

- to raise families' awareness of the crucial role they can play in developing their children's interest in reading and writing
- to provide organizations offering services to children and families with simple ways to encourage emergent literacy and help young children discover the pleasure of reading, and to incorporate this activity into family life
- to train members of these organizations on emergent literacy
- to promote and publicize children's literature
- to increase the participation of fathers in their children's emergent literacy

Federal-Provincial Literacy Initiatives Program (FPLIP)

Under the Federal-Provincial Literacy Initiatives Program (FPLIP), funding and support was provided for projects designed to implement the *Hand in Hand* emergent literacy materials. In addition, this materials kit was digitalized and put on the DFGA Web site (<www.educationquebec.qc.ca/dfga2001/portail.html>). The French version is already on line, while the English version will be published shortly on the same site.

A section on illiteracy prevention has been added to the *Espace alpha* Web site.

School, Family and Community Program

In keeping with the *Government Policy on Adult Education and Continuing Education and Training*, the DFGA has created the School, Family and Community program in collaboration with the Ministère de la Famille et de l'Enfance, the Ministère de la Culture et des Communications, the Ministère de la Santé et des Services sociaux, the Ministère de l'Emploi et de la Solidarité sociale, the Conseil de la famille and concerned school boards. This pilot program, which brings together various partners, will be set up in ten school regions that socioeconomic indicators show to be disadvantaged. An evaluation of the program will be performed.

7.1.4 Research

In 2001-2002, the Ministère carried out the following research activities on literacy training:

- analyzing data on students enrolled in literacy programs in school boards in 2000-2001
- monitoring Québec's preparations for the next International Adult Literacy and Lifeskills Survey, to be conducted in 2002
- providing support for literacy groups carrying out research projects or interested in doing so
- creating and updating a Web page that provides information about projects and research concerning illiteracy prevention on *Espace alpha*, the Web site of the Centre de documentation sur l'éducation des adultes et la condition féminine (CDEACF)

7.1.5 Distance Education

In 2001-2002, the main action on distance education was the production of a research report on the situation with regard to distance education in literacy. The report describes distance education in Québec, Canada, the United States and Europe, materials on-line or on CD-ROM, the research on this issue, and distance literacy training practices. It includes a bibliography.

A draft frame of reference has been prepared, based on this research. The focus of the frame of reference is the implementation of distance education in literacy in the school boards and community-based literacy groups.

7.1.6 Professional Development for Personnel

As mentioned earlier, professional development for personnel in 2001-2002 focused on components of the *GCLT*. In addition, follow-up was provided on application of the *Hand in Hand* emergent literacy materials, upon request by some organizations.

7.1.7 Information and Communications Technologies (ICT)

The supervision and follow-up of the work on *Espace alpha* described above continued during the year. In addition, the map of the electronic infrastructure in literacy training in Québec was brought up to date.

7.1.8 The Federal-Provincial Literacy Initiatives Program (FPLIP)

In 2001-2002, in the framework of the FPLIP, the DFGA established provincial priorities regarding the development of literacy training. These priorities gave rise to projects on the visibility of literacy training, the development of parenting skills, illiteracy prevention, research, distance education and the organization of a forum on literacy, held in April 2002.

7.1.9 The English Sector

The aim of the Ministère's activities in the English sector is to meet the needs expressed by the school boards and the community-based literacy groups and to translate or, where necessary, adapt documents written for the francophone population, such as the *Guide de formation sur mesure en alphabétisation (GFMA)*, which was translated as the *Guide to Customized Literacy Training (GCLT)*.

The main activities carried out this year were the following:

- updating the English-language Web site on literacy training
- training personnel of school boards and community-based literacy groups to use the Internet
- preparing the *Learner's Journal*

7.2 Priorities for 2002-2003

The DFGA will maintain the same literacy training priorities in 2002-2003 as in 2001-2002.

7.2.1 The Government Policy on Adult Education and Continuing Education and Training

Various measures of the action plan tied to the *Government Policy on Adult Education and Continuing Education and Training* concern literacy training, in particular with respect to the promotion of literacy training, illiteracy prevention, community-based literacy training, reception and referral services, and supporting the production of plain-language materials.

7.2.2 The Guide to Customized Literacy Training (GCLT)

During the coming year, activities using the *GCLT* on the Internet will continue, and an E-mail forum on topics such as recruiting literacy learners, learning difficulties in literacy training and alphanumeric codes will be set up.

More professional development sessions are planned on learning difficulties in literacy training and on using *A Practical Guide for the Teaching of Literacy to Adults With Learning Difficulties*.

7.2.3 Basic General Education

The work on basic general education will continue in 2002-2003. More specifically, the focus will be on:

- validating the list of competencies to be developed and developing a learning organization strategy
- preparing the development framework for the programs of study and starting work on the development of these programs
- creating a professional development plan for literacy training personnel

In addition, information, discussion and professional development activities for the personnel concerned will be held.

7.2.4 Prevention of Illiteracy

The Assistance Program for Emergent Literacy in Disadvantaged Communities

In keeping with the orientations of the *Government Policy on Adult Education and Continuing Education and Training*, the following actions on illiteracy prevention are planned for 2002-2003:

- taking the necessary steps to renew the Assistance Program for Emergent Literacy in Disadvantaged Communities in collaboration with the Ministère de la Famille et de l'Enfance, the Ministère de la Culture et des Communications, the Ministère de la Santé et des Services sociaux and the Ministère de la Solidarité sociale. In accordance with the new policy orientations, a joint-action project bringing together various partners in disadvantaged communities will be funded in each administrative region for the next five years. Supporting projects will also be maintained and brought up to date. These include the inventory of emergent literacy practices and their publication on the Internet (<petitmonde.qc.ca/eveil>), an awareness campaign carried out in collaboration with the ministries concerned, the setting

up of the emergent literacy training site on the Internet, a province-wide symposium and planning of the program for the next five years.

- setting up, for the next five years, the School, Family and Community program for families and their children aged 2 to 12, in collaboration with the Ministère de la Famille et de l'Enfance, the Ministère de la Culture et des Communications, the Ministère de la Santé et des Services sociaux, the Ministère de l'Emploi et de la Solidarité sociale, the Conseil de la famille and the school boards. Bringing together various partners, this pilot program will be implemented in ten school regions that are considered disadvantaged, based on the socioeconomic indicators. The measure's evaluation framework will also be finalized and implemented.
- integrating the concern for illiteracy prevention into the literacy awareness campaign

Within the framework of the FPLIP:

- supporting projects designed to implement the *Hand in Hand* emergent literacy materials, in collaboration with community partners
- creating and experimenting with new functional situations on literacy

7.2.5 Research

In 2002-2003, many activities involving research on literacy training will be continued or completed. The DFGA will emphasize the following activities:

- drafting a statistical profile of people enrolled in literacy services with the school boards' adult education services and community-based groups in 2001-2002
- continuing to collect data from the network of community-based literacy groups
- offering support as needed to organizations undertaking research projects
- providing a professional development session for school boards and community-based literacy groups that carry out research projects
- participating in the organization of regional mini-forums on literacy training
- participating in the work of the steering committee on obtaining detailed Québec data for the International Adult Literacy and Lifeskills Survey in 2002

- developing an understanding of ways to maintain adult learners' reading skills and providing subjects for discussion on this theme

7.2.6 Distance Education

The following distance education activities are planned for 2002-2003: setting up a consultative committee to develop the frame of reference, and designing, preparing, publishing, and implementing the frame of reference.

7.2.7 The Federal-Provincial Literacy Initiatives Program (FPLIP)

In 2002-2003, as part of the FPLIP, the DFGA will undertake the following activities:

- continuing to implement the literacy promotion campaign
- holding regional mini-forums for literacy workers on future perspectives in literacy training
- developing a frame of reference on distance education in literacy training
- consulting public organizations to compile an inventory of plain-language documents, and promoting this approach
- continuing professional development of front-line workers in school boards and local employment centres run by the Ministère de l'Emploi et de la Solidarité sociale on what approach to use with people who have little schooling
- discussing ways to maintain adult learners' reading skills
- following up on work related to illiteracy prevention and on using information and communication technologies in literacy training

7.2.8 The English Sector

In the English sector, in addition to preparing and holding a training session on how to use the *Hand in Hand* emergent literacy materials, the DFGA will pursue activities on literacy promotion, illiteracy prevention and support for research that are in keeping with the specific needs of the target population.

8. Literacy Training Personnel in the Government

No data currently exist on Québec government personnel working in the area of literacy training. However, for the year 2002-2003, at the Ministère de l'Éducation, in the DFGA, two people, a coordinator and a secretary, are working full-time and eight are working part-time on literacy services in school boards. In addition, two people, one of whom is a secretary, are working in the area of community-based literacy training. Finally, in the regional offices of the Ministère, one person is responsible for all matters involving adult education, including literacy training.

9. Literacy Training Resource Persons at the Ministère de l'Éducation

For further information on literacy training, contact the following persons:

– **Literacy training in school boards:**

Andrée Racine
Direction de la formation générale des adultes
Ministère de l'Éducation
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– **Literacy training in community-based literacy groups:**

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