

# Proceedings from the Literacy Seminar Held on the Occasion of the Pan-Canadian Interactive Literacy Forum



APRIL 14 AND 15, 2008

Secteur de la formation professionnelle et technique et de la formation continue

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Direction de l'éducation  
des adultes et de l'action  
communautaire

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## INTRODUCTION

The papers presented and discussions held at the first Literacy Seminar in October 2006 called on Québec's literacy stakeholders to continue examining the following themes:

- The perception and definition of literacy in occupational settings
- The expression of the educational demand
- Prevention and family literacy
- Health and aging of the population
- Mobilization of reading and writing competencies
- Government policies

When, in April 2008, the Council of Ministers of Education, Canada (CMEC) organized the Pan-Canadian Interactive Literacy Forum on the theme *Literacy, more than words*, this provided Québec with the opportunity to hold a second seminar as part of this event. In addition to the continued examination of the issues initially addressed in 2006, the overall objective of this seminar was to strengthen the efforts of all partners in the fight against illiteracy, with a view to maintaining and improving the population's basic skills. More specifically, it was designed to:

- Propose tangible, innovative action in line with the discussions held at the 2006 international literacy seminar
- Provide the CMEC with a more detailed progress report on the literacy situation in Québec
- Suggest avenues of development to be integrated into the second action plan for the *Government Policy on Adult Education and Continuing Education and Training*
- Gather relevant information about literacy in order to prepare Québec in this regard for the Sixth International Conference on Adult Education (CONFINTEA V1) to be held in 2009
- Help achieve the goals of the United Nations Literacy Decade (2003-2012)

Participants simultaneously discussed the following four topics:

- A vision of literacy and its effects on stakeholders
- Low literacy and the challenges it poses with regard to health and the aging of the population
- How adults express training needs and how to adapt services accordingly
- Retention of reading and writing skills as a collective responsibility

Five of the Pan-Canadian presentations were viewed as webcasts, namely:

- *Literacy in Aboriginal Communities*, Susan Aglukark, Inuit singer, songwriter and recording artist

- *Literacy Works! Building a Skilled and Resilient Workforce*, David Asper, philanthropist and attorney
- *Adult Literacy: A New Societal Priority in Late Modernity*, Paul Bélanger, university professor and researcher
- *The Business of Literacy: Investing in Our Workforce*, Charles Coffey, former businessman
- *Literacy: Passport to Prosperity*, J. Fraser Mustard, physician and researcher

## OPENING REMARKS

The opening remarks by Michelle Courchesne, Minister of Education, Recreation and Sports are available in the electronic version of the proceedings.

## WORKSHOP I

### 1. A vision for adult literacy in Québec and its effects on stakeholders

#### 1.1 Presentation of the theme

This workshop dealt with Quebec's vision for adult literacy and its effects on the sharing of efforts to fight illiteracy and to find and implement effective solutions that help people enhance and retain basic skills.

During the summary of the discussions at the 2006 Seminar, participants were presented with a brief overview of the significant points raised on this topic, including the following:

- The definitions used should make it possible to better understand the target groups and their reality, to better design and organize the services they need, and to better persuade and guide decision-makers in this regard.
- While these definitions must take into account macroeconomic factors, such as the globalization of economies based on the production, dissemination and use of knowledge, they must also consider every aspect of the groups and individuals directly targeted, with all their prior learning and potential for development.
- Literacy must be defined within a continuum of competency acquisition that encompasses more than reading and writing and is a part of lifelong learning.
- All sectors of society are affected by definitions and visions of literacy; all social stakeholders, including public authorities, should be mobilized to create support networks.
- A positive vision of literacy based on all competencies and a lifelong learning approach must be promoted.
- Rallying decision-makers, social and labour stakeholders, educational institutions, community organizations, researchers, etc. is essential for working as a network instead

of engaging in silo management and therefore for creating greater efficiency that includes optimal use of available resources.

Workshop participants were then asked to discuss the subject based on the following questions:

- According to the proposed vision, what priorities should the various stakeholders (community, health, labour, immigration, university, etc.) adopt?
- Which actions would make it possible to implement these measures?

## **1.2 Summary of workshop discussions**

As for the definition and vision of literacy, the discussions triggered by the first workshop confirmed the conclusions of the 2006 Seminar and also made it possible to clarify the main concerns of literacy stakeholders with respect to providing greater and more consistent development in this sector of education and adult education.

Not everyone believes there is an urgent need to adopt a common terminology (basic education, literacy training, literacy). However, there is clearly a consensus on the importance of adopting a positive vision of literacy and reviewing the organization of literacy services and the action taken so that they reflect this vision. Thus, from the perspective of lifelong learning, emphasis should usually be placed on the competencies of individuals and their potential for development in all aspects of life. This vision must be shared to ensure a more consistent set of interventions and to elicit the concerted effort required on the part of all stakeholders.

In all of the workshops, participants described a set of concerns and strategies to change and develop the field of literacy according to this vision. This set of ideas can be grouped into six proposals:

- Literacy as a national priority
- Broader functional partnerships as an essential condition for the implementation of this priority
- Priority to be given to awareness-raising for the general public, all partners, individuals and groups directly concerned
- A recruitment strategy focused on the expression of demand, which is essential
- Illiteracy prevention to break the illiteracy cycle
- Appropriate support for front-line workers, mainly in terms of training and professional development, to ensure that they are able to provide quality services

Above all, literacy should be declared a national priority. This would have the dual advantage of encouraging the public to debate the issue and propose constructive action in this regard. Similarly, it would foster more cohesive action and enable the various government departments concerned with this problem to take it into consideration when developing their action plans.

It was requested that this priority be included in the second action plan for the *Government Policy on Adult Education and Continuing Education and Training* and in the literacy policies and plans of the Ministère and its partners.

The creation of functional partnerships is essential to implementing this national priority. Literacy must be recognized as a responsibility to be shared among the various social stakeholders if agreements are to be established that specify the shared and complementary roles in this regard. The importance of expressing educational demand was also reaffirmed. It is essential to reach target groups in their respective communities by developing innovative methods that involve the contribution of labour, health and cultural partners. In addition, an approach based on the expression of educational demand must allow adults to emphasize their knowledge and skills.

The need for broadened and continuous awareness-raising campaigns, closely linked to the creation of a functional partnership as a way of making literacy a national priority, was a theme common to all the workshops. Emphasis was placed on the fact that the reality of illiteracy is not necessarily very familiar to political decision makers (at all levels of government) or to the general public. Other topics of discussion included familiarizing employers and certain sectors, including the health system, with the reality of illiterate people and raising awareness about the problems they encounter in doing their jobs or getting access to certain services. In this regard, literacy should be a major part of the public debate and should be addressed in the media, in speeches by decision makers at national and regional events, and in activities at the local level. Moreover, we need to find more effective ways of showing how important literacy is and to highlight the positive effects of literacy in everyday life.

Prevention is also a major concern with regard to literacy, since the emphasis is on working with parents and children from disadvantaged backgrounds to take action in the immediate environment. Programs implemented in recent years (such as Families, Schools and Communities - Succeeding Together) must be broadly publicized.

Continuing education and training for education stakeholders and their network of partners is essential for providing services adapted to the changing needs and life situations of target groups.

## **WORKSHOP 2**

### **2. Low Literacy Challenges - Health and Aging of the Population**

#### **2.1 Presentation of the theme**

Discussions at this workshop focused on the problems that low literacy creates with regard to health and the aging of the population and on the remedial measures that the appropriate stakeholders can jointly implement to meet these challenges.

During the summary of discussions at the 2006 Seminar, participants were provided with a brief overview of the significant points raised on this topic, including the following:

- Raise awareness among health-care personnel about the challenges of low literacy, target different population groups, make information accessible, adapt language and diversify means of communications.
- Continue and intensify research on the health costs of illiteracy in order to educate and inform decision makers.

- Involve health-care personnel in finding local solutions.
- Make sure that health and literacy policies and programs address both these issues together.
- Include the issue of illiteracy in training programs for health-care personnel.
- Establish partnerships between health-care organizations and literacy organizations at the local, regional, provincial and national levels.

The workshop participants were then asked to discuss the subject based on the following questions:

- What type of content should be included in the training programs for health-care personnel (client-care attendants, nursing staff in residential, community and family health, family planning and emergency centres, etc.)?
- What actions should be taken for on-site staff?

## **2.2 Summary of workshop discussions**

Using the framework of the discussions in the first workshop, based more or less on the same categories of proposals, workshop participants made many suggestions concerning the relationship between literacy and health, specifically in the context of an aging population.

From the outset, it was proposed that a specific component dealing with the effects of illiteracy on health be incorporated into the action plan for literacy as a national priority.

People unaccustomed to reading or writing often have communication problems, especially when they must use the health care system. Health-care personnel (reception desk attendants, physicians, nurses, pharmacists, etc.) sometimes feel ill-equipped to deal with people who have literacy issues. It is not always easy to identify such individuals or to use written or spoken language that is simple and clear.

Health-care and education personnel should first of all be made aware to this situation. They should be provided with published quantitative and qualitative data and shown the obstacles that the target population can encounter. Publications on this topic are among the tools to be used. The health-care system must also take steps to simplify written communication with clients, while also taking cultural diversity into account.

To ensure proper training for health-care personnel and foster a better understanding of the reality facing illiterate people, it seems that initial and continuing education programs in CEGEPs, universities and health-care institutions must be modified in order to include the theme of literacy as it pertains to poverty and social exclusion. These additional components should include a list of the competencies to be developed in order to ensure better initial contact with the target population, as well as intervention strategies that relate specifically to attentive listening and appropriate feedback.

Practicums in disadvantaged communities could be organized so that students and staff in the health-care field can see the realities facing people with little schooling and learn about the community resources with which they can establish partnerships. For example, theme events could be organized on a regional basis (e.g. literacy-health) so that knowledge in this area can be shared. A proposal was also made to draw up a map of local health-care workers in order to

ensure coordinated action and greater familiarity with those involved in local health care. It was also pointed out that health-care personnel can play a significant role in promoting literacy within the target population.

As for prevention, the importance of targeting young illiterate mothers who go to health centres and of developing differentiated, age-based approaches with them was emphasized. With regard to the aging of the population, it was pointed out that all age groups must be considered in promoting and providing literacy services. The importance of educating the public about health and of having access to nursing services in adult education centres was reiterated.

## **WORKSHOP 3**

### **3. How Adults Express Training Needs and How to Adapt Services Accordingly**

#### **3.1 Presentation of the theme**

Participants were asked to propose new approaches to promoting literacy services that reflect the characteristics of the target population and the expression of their training needs.

During the summary of the discussions at the 2006 Seminar, participants were provided with a brief overview of the significant points raised on this topic, including the following:

- Implement measures to create, foster and support the expression of educational demand, since the target population seldom feels that training is its concern. Such measures include:
  - more positive promotion
  - accessible information
  - different types of training and training venues
  - changing attitudes through awareness raising
  - mobilizing all community resources
- Take action geared to the target groups (the elderly, people of diverse cultural backgrounds, etc.) and the various communities concerned.
- Focus training on the interests, problems and needs of individuals and populations.

The workshop participants were then asked to discuss the subject based on the following questions:

- Before formulating a training proposal, what original means should we use to reach out to target groups, to listen to them and to attempt to understand their needs so that we can better adapt the training proposal?
- How can we ensure flexible organization and management of literacy services to meet the needs expressed?

### 3.2 Summary of workshop discussions

Participants dealt with the following four aspects of the expression of educational demand:

- Defining the expression of educational demand
- Exploring means of eliciting and supporting it
- Examining means of adjusting services to fit the demand
- Analyzing some of the conditions for transforming the organization of adult education to focus more on the expression and satisfaction of needs

It was pointed out that the expression of educational demand is fostered when target groups feel they can trust people, and when the activities offered relate to their interests and take place in their community. These activities are conducive to demonstrating and integrating the benefits of becoming literate. The expression of demand also requires a paradigm shift: individuals, their needs and life ambitions come first; training comes afterwards.

Different situations can be used to apply this kind of approach, such as learning about computers, the introduction of a new tool in the company or the academic failure of a child. Different locations should also be chosen (e.g. the company, places where the person must go on a regular basis and places for socializing). To demystify training and make it more tangible, and to counter the fear of failure stemming from previous experiences, it is important to make use of resources that create a climate of trust and familiarity, such as:

- Children, who can act as ambassadors for their parents, beginning in elementary school
- Adult learners, who can promote literacy by illustrating its beneficial effects in their everyday lives but who can also share the difficulties and obstacles they have encountered and the solutions they have found
- The educational community, which can organize computer literacy courses so that individuals can better manage this environment and become familiar with the nature of other services offered
- Volunteering and community projects, which can lead adults toward formal education plans
- Regional media, which can be used to promote existing institutions and the quality of education and training

Support and coaching services for adults are also very important. In this regard, obstacles to accessibility (including financial obstacles) must be removed, employers need to be mobilized and previously completed formal and non-formal training must be recognized by using innovative tools such as personalized smart cards. The implementation of a partnership among reception services in various sectors is also advocated in order to encourage and guide the expression of educational demand.

Moreover, fostering the expression of educational demand means that services must be adapted to the needs that adults express instead of being pro forma in nature. This would involve diversifying content, organizing more flexible services (part-time basis, flexible schedules, ratios, etc.) and promoting a personalized approach.

It was pointed out that the measure pertaining to community activities indicated in the action plan for the *Government Policy on Adult Education and Continuing Education and Training* was not implemented and that it is important reiterate the need to do so in drafting the second action plan for this Policy. The Assistance Program for Emergent Literacy in Disadvantaged Communities was suggested as an organizational model for partnership in this regard.

Moreover, it was mentioned that services for businesses must be supported and that employers must be mobilized. It is hoped that Emploi-Québec will relax its measures and take into account prerequisites for literacy training.

## **WORKSHOP 4**

### **4. Retention of Reading and Writing Skills — A Collective Responsibility**

#### **4.1 Presentation of the theme**

The discussions in this workshop were aimed at determining a set of concerted actions that could be jointly taken by social, economic, and cultural stakeholders to promote the retention of reading and writing skills through everyday activities.

During the summary of the discussions at the 2006 Seminar, participants were provided with a brief overview of the significant points raised on this topic. These points were as follows:

- Simplify written documents.
- Recognize, use and promote writing practices in a variety of environments.
- Create new community venues and premises for coaching in reading and writing.
- Disseminate initiatives and actions taken to promote the retention of reading and writing competencies.
- Establish bridges between formal, informal and nonformal education.
- Improve teacher training with respect to mobilizing competencies.

The workshop participants were then asked to discuss the subject based on the following question: What original and dynamic means should we use to promote retention of reading skills, in conjunction with community organizations, municipalities and workplaces, as well as cultural and recreational venues, etc.?

#### **4.2 Summary of workshop discussions**

**The following means were proposed to achieve the objective of encouraging and sustaining interest in reading and the practice of reading.**

Partnership was considered essential for implementing the necessary actions. Thus, it was proposed that all sectors of society participate in carrying out measures to foster reading and, following the example of Great Britain, that a national campaign promoting reading be organized and that specific groups be targeted through appropriate actions and measures, particularly young people (especially boys). This campaign could include reading activities combined with

community events. It was also suggested that a book be awarded to honour meaningful events in the life of adult learners; various partners could promote and publicize this initiative.

The media should also be involved in this mass effort by televising public service announcements (e.g. "read 15 minutes a day to keep your mind sharp"), by making information more accessible and lively and by having newspapers and magazines include inserts consisting of articles written in simplified language that deal with one or more current topics.

Reading should be promoted among very young children, their parents and the various organizations they come in contact with. For example, it is suggested that municipalities give parents of newborns a book to emphasize the importance of reading. Childcare centres, kindergartens and schools should implement measures to screen for dyslexia, dysorthography and dyscalculia in order to intervene early in the development of competencies. As for libraries, it was proposed that facilitator resources be hired to promote reading; personalities (artists, sports coaches, firefighters, etc.) could also be associated with classroom reading programs.

Lastly, it was suggested that the francophone population be made more aware of community learning centres developed by the anglophone community and that it would be useful to take advantage of the provisions in the *Act to promote workforce skills development and recognition*.

**The following means were proposed to achieve the objective of providing access to materials written in simplified language.**

In both bookstores and libraries, displays should promote books written in simplified language and identify collections for beginning readers. Well-known writers familiar to the general public are potential partners in the effort to provide access to written materials. Following the example of Great Britain, they could promote inexpensive books written in simplified language and take part in organizing a writing contest focusing on simplified language. In addition, writing that deals with the interests and stories specific to each community and group could be promoted.

Public and government institutions should set out a readability standard, given the significant quantities of writing produced. Training in simplified writing should also be offered to those producing texts.

**The following means were proposed to achieve the objective of diversifying venues for reading.**

To promote opportunities for all types of reading without discrediting any form in particular, it was pointed out that all kinds of books (car manuals, cookbooks, gardening books, literary classics, etc.) can be used to develop, maintain and mobilize competencies. Besides the usual locations such as libraries (whose number should be increased), books should also be available in the different places regularly frequented by adults. In this regard, it was suggested that small libraries be set up in businesses (with the books provided by employers and employees) and that books also be made available in workplace rest areas.

Throughout the Seminar and in the various workshops, participants identified the proposals underlying all actions to be undertaken. They emphasized that it is important for the government to reassert its intention to improve basic education for all Quebeckers given the consequences of illiteracy, particularly for the economy, health, citizen involvement and the academic success of children. According to participants, the right of all citizens to a basic education should also be recognized. The implementation of these government intentions must be the responsibility of

MELS, which has the infrastructure and the experience needed to meet this challenge. It is hoped that the government will provide school boards with an open budgetary envelope for individuals registered in literacy training.

Moreover, in terms of organization, some people proposed establishing an independent body such as a Literacy Secretariat. Others suggested that the departments of education, employment and family affairs establish an interministerial agreement on literacy (under the responsibility of MELS) in order to ensure the continuity of action already undertaken as part of the *Government Policy on Adult Education and Continuing Education and Training*. Among other things, such an agreement would make it possible to work with the regional health and social services boards to take action that reflects the actual situation at the grass roots level.

Others suggested establishing an agency modelled after the Office des personnes handicapées, which would provide a common gateway to services, coordinate all the plans and activities devised and funded by the sectors concerned with this problem and be accountable to the government for achieving results.

Lastly, the performance indicators were advocated to measure the progress made in implementing the proposed actions.

## **INTERVIEW WITH TWO RECIPIENTS OF THE COUNCIL OF THE FEDERATION LITERACY AWARD**

The first day closed with a social activity featuring talks given by Nicole Roy and Céline Gaudreault, recipients of the 2005 and 2006 Council of the Federation Literacy Awards. Ms. Roy and Ms. Gaudreault completed a training program given by two independent community-based literacy action groups, the Centre de croissance d'Abitibi-Ouest and Le Vent dans les lettres.

The interview is available in the electronic version of the proceedings.

## **SUMMARY OF DISCUSSIONS**

The workshop discussions were grouped together to form a literacy development scenario entitled *Agir et s'engager ensemble* (joint action and commitment). This scenario is based on four guiding principles. The related measures proposed were centred on five focuses of development.

### **Guiding principles**

- All Québec citizens have the right to accessible literacy services.
- It is primarily the responsibility and duty of the government to provide citizens with access to literacy training.
- Adult learners are at the centre of the vision, the definition and the organization of literacy services.
- Literacy training must be incorporated into all the activities and life environments of adults, with a focus on lifelong learning.

## **Focuses of development and measures**

- Involve national, regional and local stakeholders in dealing with the problem of illiteracy and solving it.
- Diversify approaches used with adults in order to encourage the expression of their demand for education or training.
- Ensure flexible organization of training in both formal and nonformal environments.
- Implement illiteracy prevention measures in all sectors involved.
- Develop innovative ways of maintaining reading skills in the life environments of adults.

## **Involve national, regional and local stakeholders in dealing with the problem of illiteracy and solving it.**

- Implement a government strategy to promote the integration of literacy measures in the action plans of the government departments concerned with this problem.
- Use the ministerial literacy promotion campaign to send out strong messages, as is done in the health sector.
- Develop screening tools to help ministerial partners and the general public recognize illiterate people.
- In conjunction with various national, regional and local stakeholders, implement a one-stop approach to address the training, information and referral needs of illiterate adults.
- Encourage municipalities to donate books to mark certain significant events such as the birth of a child or the awarding of a diploma.

## **Diversify approaches used with adults in order to encourage the expression of their demand for education and training.**

- Develop innovative ways of ensuring the expression of educational demand, taking into account the life situations of adults and calling on the contribution of peers, children in schools and community organizations.
- Revitalize community facilitation in the school board network.
- Gather information on training needs in places frequented by adults (low-rent housing complexes, women's centres, elementary schools, etc.).
- Emphasize literacy-focused action in businesses, using business service organizations.
- Modify the current way of promoting services, which is based on a pro forma approach, and focus on responding to the needs expressed by people who have little schooling.
- Make use of regional and local media to inform the public and businesses about the life experience of illiterate adults and give examples of life situations that have been improved through education and training.
- Ensure flexible organization of training in both formal and nonformal environments.
- Review the current budgetary rules for adult general education in order to make the schedule more flexible, reduce the teacher-student ratio, provide more opportunities for part-time training and open the closed budgetary envelope allocated to literacy.

- Relax Emploi-Québec's eligibility rules so that its accessibility requirements include the prerequisite steps for employability.

### **Implement illiteracy prevention measures in all sectors involved.**

- Continue implementing the Assistance Program for Emergent Literacy in Disadvantaged Communities and the Families, Schools and Communities: Succeeding Together Program.
- Determine the literacy needs of young people through the various health programs.
- Include basic concepts about literacy in the initial training and professional development courses for health-care personnel.

### **Develop innovative ways of maintaining reading skills in the life environments of adults.**

- Organize a wide-ranging campaign to promote awareness of the need for materials written in simplified language for people with low literacy levels.
- Use a readability standard to simplify information documents produced by government institutions.
- Work with the Ministère de la Culture, des Communications et de la Condition féminine (MCCC) to ensure that public libraries throughout Québec have collections for beginning readers.
- Organize a national contest in which writers must produce books in simplified language that speak to the interests of adults and the community.
- Develop media, such as Web sites and magazines, with content that is more accessible to people with low literacy levels.
- Develop reading areas in various locations such as community kitchens, businesses and waiting rooms.
- Call on readers/story-tellers (grandparents, retirees, artists, etc.) to participate in public readings organized in conjunction with libraries, municipalities and other social stakeholders.
- Set up reading areas in seniors' residences to help residents maintain intellectual acuity.

## **CLOSING REMARKS**

The closing remarks given by Édith Cloutier, Assistant Director\* for Adult Education and Community Action at the Ministère de l'Éducation, du Loisir et du Sport, are available in the electronic version of the proceedings.

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\* Since August 2008, Daniel Desbiens has acted as Assistant Director for Adult Education and Community Action.

## APPENDIX 1: LIST OF PARTICIPANTS

<b><u>Name</u></b>	<b><u>Organization or Function</u></b>
Bélanger, Johanne	Commission scolaire des Grandes-Seigneuries
Bérat, Anne	Commission scolaire des Grandes-Seigneuries
Bernèche, Francine	Institut de la statistique du Québec (ISQ)
Bissonnette, Julie	Ministère de l'Éducation, du Loisir et du Sport (MELS)
Blain, François	Consultant
Blais, Marie-France	MELS
Boivin, Lise	Confédération des syndicats nationaux (CSN)
Boisvert, Giselle	Commission scolaire de Montréal
Campeau, Daniel	Consultant
Charest, Diane	MELS
Clerc, Isabelle	Université Laval
Cloutier, Edith	MELS
Couston, Christine	Learning Disabilities Association of Québec (LDAQ)
Dedek, Nicolas	Literacy Foundation (LF)
Desilets, Margot	Consultant
Desjardins, Jean-Yves	Table des responsables de l'éducation des adultes et de la formation professionnelle des commissions scolaires du Québec(TREAQFP)
Doré, Carole	Consultant
Dubé, Johanne	MELS
Duchesneau, Sylvie	Consultant
Dumas, Marie-Paule	Consultant
Duguay, Paula	Fédération des syndicats d'enseignement (FSE)
Drolet, Myriam	Groupe de recherche et d'intervention en santé et en alphabétisation (GRISA)
Fyckes, Joy	Literacy Volunteers of Quebec/ Bénévoles en alphabétisation du Québec (LLC-Q/LVQ)
Gauthier, Johanne	Commission des partenaires du marché du travail (CPMT)
Gingras, Odette	MELS

<b><u>Name</u></b>	<b><u>Organization or Function</u></b>
Gobeil, Isabelle	Conseil supérieur de l'éducation (CSE)
Gohier, Anne-Marie	MELS
Hackett, Sharon	Centre de documentation sur l'éducation des adultes et la condition féminine (CDEACF)
Jetté, Ghislaine	CDEACF
Kaszap, Margo	Université Laval
Laberge, Yvon	Fédération canadienne pour l'alphabétisation en français (FCAF)
Labrecque, Mélanie	Council of Ministers of Education, Canada (CMEC)
Lavoie, Annie	MELS
Lavoie, Sylvie	MELS
Leduc, Michelle	Commission scolaire de la Vallée-des-Tisserands
Légaré, Jovette	MELS
Lépine, Estelle	MELS
Levesque, Mireille	Ministère de l'Emploi et de la Solidarité social (MESS)
Llewellyn, Denise	Quebec English Literacy Alliance (QELA)
Mainka, Élisabeth	Consultant
Mastriani, Lino	MELS
Mercier, Alain	Consultant
Meunier, Caroline	Regroupement des groupes populaires en alphabétisation du Québec (RGPAQ)
Millette, Anne	MELS
Moore, Patti	Central Québec School Board
Ndejuru, Rosalie	CDEACF
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Roy, Sylvie	Commission scolaire Marguerite-Bourgeoys
Saysset, Valérie	MELS
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