



Focus on Governance

The topic of board governance is an important one. In its simplest form, it can be described as the manner in which a board looks after an organization and its senior staff. It is the big picture of how an organization is structured, how it is managed and how it functions. While organizations need to continually monitor their governance structures to ensure their standards and practices are up-to-date and contemporary, it is the process of doing so that can become complex.

There are many models of governance. These can range from an advisory board model (where the board of the organization can be quite involved in the day-to-day operations) to a policy board model (where the organization is managed based on a full set of policies) and to many other configurations.

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More *critical to governance* than the type of model, is whether or not *good governance* is in place. What is good governance? At a very basic level good governance means the organization is effective: realistic outcomes are set and achieved, resources are the right ones and well managed, and the interests of stakeholders are reflected in key decisions. Good governance is not only about being effective; it is *how* that effectiveness is achieved. The board's approach to governance will play a key role in creating the climate and culture of the non-profit workplace.

The Institute on Governance in *Governance Principles for Protected Areas in the 21st Century* describes it as “the interactions among structures, processes and traditions that determine how power and responsibilities are exercised, how decisions are taken, and how citizens or other stakeholders have their say. Fundamentally, it is about power, relationships and accountability: who has influence, who decides, and how decision-makers are held accountable”.

While there is no universal template for good governance, it is possible to identify a number of major characteristics or principles that should help to ensure that your organization is working towards good governance. These include:

- **Legitimacy and Voice**

Participation – everyone has a voice in the decision-making process either through direct contact with the organization or through legitimate representatives.

Consensus orientation – differing interests are heard and all information helps the organization reach a broad consensus on what is in the best interest of the community being served.

- **Direction**

Strategic vision – the board of directors, in consultation with key stakeholders, has a broad and long-term perspective on good governance in terms of the mission and values of the organization, and a sense of what is needed to achieve good governance.

- **Performance**

Responsiveness – institutions and processes try to serve all stakeholders.

Effectiveness and efficiency – organizations use processes that produce results that meet needs while making the best use of resources

- **Accountability**

Accountability – this is a key requirement of good governance – the organization needs to be accountable to anyone who is affected by its decisions internally and externally. Ideally, accountability is reciprocal. This would mean that decision-makers in government are accountable to institutional stakeholders as well as the public.

Transparency – information is shared widely and the decision making process is easy for everyone involved to understand.

- **Fairness**

Equity – any person has an equal and equitable opportunity to become involved

Rule of Law – legal frameworks should be fair and enforced impartially, particularly the laws on human rights.¹

¹ Adapted from *Principles for Good Governance in the 21st Century Policy Brief No.15 – August 2003*. Institute on Governance. Retrieved from <http://iog.ca/publications/policybrief15.pdf>.

Of course, arriving at good governance can be a complex and messy process. Using the principle of “legitimacy and voice” as an example, think about the complexity of everyone having a voice in the decision-making process – whether it is directly or through legitimate representation. Is it all voices? It is all decisions? How is information collected and by whom? How do you define legitimate representation? How do you identify key stakeholders and do all stakeholders have an equal voice?

We can’t provide answers to these questions because the answers will be shaped by factors specific or unique to your organization. These can include your organization’s:

- Areas of interest and "business"
- Size and complexity
- Relationships with key stakeholders
- Cultural norms, values and accepted traditions
- Context and its place in the larger environment
- People, their personalities and their capabilities.²

An organization’s approach to good governance is the responsibility of the board of directors and the key to this is called “due diligence”. As a board member, you exercise due diligence when you take the time to understand the governing documents of the organization (by-laws, policies and procedures, for example), the objects of the organization (what is suppose to be accomplished and how), and its financial position.

Understanding the financial position of the organization is a key responsibility of every board member. You have what is called a “fiduciary responsibility”. This means you need to pay attention to how the organization is run and to act reasonably in order to avoid negligent handling of any of the assets (people, money, real estate, etc.).

One way to exercise due diligence is to ensure that robust policies and procedures are in place. In terms of governance, a policy will provide a view of the issue, while the procedure will describe how the issue will be handled in a variety of circumstances. Policies should cover the whole range of key organizational issues from human resources to financial concerns to the day-to-day operations of the organization. Policies and procedures provide *structure* and *guidance* as they help both the board and staff understand the organization’s point of view and process.

The IOG notes there is a “growing body of evidence linking governance and overall organizational performance” and that good governance leads to a number of positive outcomes for organizations, including:

² Taken from *Mission-Based Governance: Differences Between Boards*. Retrieved from http://www.iog.ca/boardgovernance/html/gov_the_dif.html

- People trust your organization
- You know where you're going
- Your board is connected to your membership and stakeholders
- You get good decisions; people value your work
- You have the ability to weather crises
- Financial stability

For more information on governance you might like to check out these online resources and websites:

- ✓ Don't confuse good governance with policy governance, even though the principles of good governance clearly identify the need for "robust" policies and procedures. In *Getting to Good Governance: Overcoming the Hurdles*, Tim Plumptre takes a look at what stands in the way of improving governance. You can download this article at: <http://www.iog.ca/page.asp?pageID=24&htmlarea=aboutUs>
- ✓ Check out the Law Commission of Ontario's "Good Governance Policy" at: www.lco-cdo.org/en/documents/BoGgovernance-final-april08.pdf. This document sets out the organization's best practices for governing. These include things such as selecting board members "because they bring appropriate skills and expertise to the Board" and asking board member to take their participation on the Board seriously, "as reflected in their attendance at, preparation for and participation during meetings and their willingness to take on reasonable responsibilities outside the meeting requirements."
- ✓ Assess your perception of your board of directors' effectiveness by trying the Institute on Governance's "Quick Check". This is a short online questionnaire that contains fifteen items that research suggests correlate with effective governance. You can find it and other resources at: www.iog.ca/boardgovernance/html/ass.html
- ✓ According to the United Nations Economic and Social Commission for Asia and the Pacific, good governance has 8 major characteristics. Read about them at: www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp



Do you know of a good resource on governance? If so, tell us about it and why you like it. We'll post your suggestions on our website.

Your Opinion Matters

Starting in August, we'll be conducting online polls on our website. Please take the time to contribute to our first poll on governance at www.literacy.ca.

Highlights from the LAN

One of principles that govern MCL is the involvement of adult learners in all aspects of our work. One way that adult learners contribute is through the Learners' Advisory Network, or LAN. As a committee of MCL, the members of LAN work to ensure learners' views are heard locally, provincially and nationally. The LAN met in Ottawa in early June.

Every province and territory has the opportunity to select a learner for the LAN. As current or former participants in literacy and essential skills upgrading programs, learners provide a perspective that helps to guide and shape the work that MCL, and other organizations, do in the literacy and essential skills field. For example, in recent months, LAN members have had opportunities to speak publicly, have met with officials and have participated in fundraising activities.

Learner Leadership

While LAN members are committed to being involved with literacy and essential skills initiatives in a variety of ways, they are also committed to increasing their own skills. As learner leaders they can play an invaluable role in helping other learners develop skills in areas such as public speaking, mentoring, facilitating and working on committees. With each of these areas learners will also improve their own essential skills.

In the coming months, the LAN will begin to develop some activities on mentoring. The LAN will start with how to find a mentor and how to be a mentor. Chris Harwood, the LAN facilitator, will create some draft activities on the topic of *Giving and Receiving Feedback*. The LAN will "field test" the activities at its next face-to-face meeting. Once LAN members have gained confidence in their own skills they will be able to share their knowledge with other learners.

LAN Membership

LAN members are recruited by MCL's member provincial/territorial literacy coalitions. While each coalition has their own way of deciding who to send, MCL has developed a LAN handbook and LAN positions descriptions. These documents help learners decide whether or not they want to participate. Each of MCL's member coalitions has a copy of the LAN handbook.

New LAN Members

Three new members were at the LAN meeting in June. Here is some information about each one:

Ngeune Selinger, Saskatchewan

Being involved in literacy has given Ngeune the courage to want to learn more each and every day. For her it is important that she be a good example for her four girls. She says, "I used to have very low self-esteem, and had trouble reading and communicating even though I had grade 12 and had been in Canada for 30 years. I now am able to speak in front of people."

Ngeune facilitates *Come Read with Me*, *Alphabet Soup*, and many other literacy programs. In addition to being on the LAN, she is on the board for the Saskatchewan Literacy Network. She is also very involved in helping with literacy at Riverside Community School in Prince Albert.

Maryann Lainey, Newfoundland and Labrador

"All I had to fear was fear itself." That's how Maryann describes returning to school as an adult. She found out that most of the people in her class had the same fears. For Maryann, the instructors she had helped her stay - they treated her with respect and were very friendly and helpful.

She finished the Adult Basic Education course in June 2008 and has just completed, with honours, an office Admin course. Maryann is a member of the Literacy Newfoundland board of directors. "I'm living my dream" is how she describes her current situation.

Dennis MacLeod, New Brunswick

In October of 2007 the mill where Dennis was working announced it would be closing. He realized that without grade 12 it was going to be hard to find another job. In November of 2007 he started to upgrade his education at the Adult Learning Centre in Salisbury, NB.

In April 2008 Dennis participated in a three day course on public speaking, offered by the New Brunswick Literacy Coalition. Since then he has had many public speaking opportunities. He says, "I am grateful for the many opportunities and changes in my life since being involved with the Literacy Coalition of NB and am looking forward to being a member of the Learners Advisory Network at MCL."

To learn more about the LAN and the other LAN members go to: www.literacy.ca and click on the Learners link.

In the Works... Projects and Research from across the Country

Accountability: Connecting the Dots with Action Research

Funded by OLES, *Connecting the Dots* is co-sponsored by MCL, The Literacy Centre of Quebec, Literacy-BC and RiPAL-BC. Now in phase two, the project is focused on conducting research into improving accountability practices in the adult literacy field.

Five innovative action research projects exploring innovative approaches to accountability are currently underway. Each research team consists of practitioner-researchers, a funder and a research consultant. The partnership between literacy provider and funder is a critical component of the action research. Let's take a look at who the teams are and what they're doing.

Participants at the *Moving the Conversation Forward* Symposium in May 2008 noted that communication and trust are critical attributes of a good accountability relationship. Two teams are building on this observation and exploring ways to improve the relationship between funder and provider.

Literacy Newfoundland and Labrador is working with their provincial government partner on identifying communication guidelines that will strengthen the provider-funder relationship. They are using these guidelines to hold meetings and negotiations to discuss ways in which to help programs be accountable for practitioner professional development. Their deliverables will include a handbook to help other funders and providers conduct similar conversations.

In Calgary, **the team from Bow Valley College** is piloting a tool they designed to assess characteristics of mutual accountability. Focusing on areas such as organizational practices and the funding application process, the tool is a self assessment taken by both funder and provider and then used as a basis for improving their accountability relationship.

The **Peterborough Native Learning Centre** has built on research that identifies success factors of Aboriginal schools. Working with four Ontario on-reserve programs, the team is helping providers relate the items from the provincial tool to the realities of Aboriginal culture and education practices, with an emphasis on the seven success factors from the research. An additional month of funding has allowed the team to visit the four participating programs a third time.

The two remaining teams are focusing on measuring changes in learner development that contribute to improved literacy outcomes.

Quinte Adult Day School in Ontario has developed a tool to assess changes in learner self-management/self-direction skills. They are tying this work into the United Way outcomes measurement model, one of their local funders.

In BC, the team at **Storyteller's Foundation** is also measuring changes in learner progress. From their storefront centre in Hazelton, this adult literacy program joins literacy work with community development in keeping with the cultural norms of their largely First Nations population. Anecdotally, they have observed that improvements in learner trust and community solidarity often contributes to literacy progress. They are now testing a tool to measure improvements in these characteristics.

A request for an extension has been granted by OLES allowing increased time to wrap up the action research projects and to distribute the findings of the project to a broad audience. *Connecting the Dots* will announce to coalitions and their member literacy programs when the tools and deliverables mentioned above are posted to our website. To see what has been accomplished to date, check out the website at www.literacyandaccountability.ca.

~ David Hurley, Project Manager

Workforce Essential Skills across Canada

PTP, a community-based organization in Ontario, has received funding from OLES for a project entitled *Workforce Essential Skills across Canada: Building training partnerships to enhance low-skilled workers participation in the workforce*. **PTP wants to work closely with up to five communities across Canada to build meaningful programming for adult learners.** Using their workforce training system, PTP will work with local partners to train, implement and support delivery of programming that meets local needs.

Through this project PTP aims to: collaborate with target communities to build appropriate Essential Skills program models; develop a guide to help others build effective Essential Skills training; cultivate relationships between target communities and other literacy providers whose client groups face similar challenges; advance the national use and availability of the CAMERA System for Essential Skills training; and further the reach of PTP and its resources and research across Canada. MCL is a member of the project advisory committee.

For more information about PTP go to www.ptp.ca. A detailed project description and a request for letters of interest will be distributed at the end of August. **If you wish to receive the request**, please contact Sarah Murray, Project Manager at sarahm@ptp.ca. **Submission deadline** will be September 18, 2009.

Spotlight on Change: An Essential skills program for unemployed Women over 40

Project READ Literacy Network is just beginning the second phase of a project to develop and field test an essential skills training model for unemployed women over 40. During the first phase the content of the model was researched, written and then field tested at four sites. The model uses a wholistic approach which provides each participant with opportunity to examine herself in terms of knowledge, attitude, transferable skills, the labour market in the community and to create an action plan that would lead her to the next step in her search for further skills development, employment or education.

The pilot sites were Douglas College (Vancouver, BC), Focus for Ethnic Women (Waterloo, Ontario), The Literacy Group (Kitchener, Ontario) and the Cambridge YMCA Immigrant Services (Cambridge, Ontario). Two types of field testing were used. At Douglas College and Focus for Ethnic Women a total of 24 women worked with a skilled facilitator and covered the entire curriculum in a program designed to cover 10 weeks (150 hours). At the other two sites, skilled facilitators picked specific activities to use in either one-to-one or small group settings.

Based on detailed feedback from the participants and the facilitators, the curriculum is currently being finalized. An online workshop to introduce the curriculum will be held in February 2010. Check www.projectread.ca for an announcement in early 2010. The final products will be released in March 2010. For more information contact Anne Ramsay at Project READ: anne@projectread.ca.

Have a project "in the works"?



Looking for advisory team members? Pilot sites? Want to share information on a national level? Send an email to Lindsay Kennedy at lindsay@literacy.ca and we'll include information about your funded projects in the next edition of our newsletter and post it on our website.

Deadline for articles for the fall issue is September 30.

Good to Know... Resources, Reports and Articles from Around the Globe

Ready or Not.... Perspectives on Literacy and Essential Skills in this Economic Downturn: A Canadian Baseline Study

In March 2009, MCL commissioned *Resources for Results*, a private research and evaluation firm, to conduct a baseline study to explore the effects of the recent economic downturn on literacy and essential skills programs across Canada. The *Resources for*

Results research team interviewed 35 people from across Canada who work in some capacity in the literacy and essential skills field. The purpose of the interviews was to explore the implications of the rapidly changing economic, social and political context for the field of literacy and essential skills.

The study found that, while there are significant differences in the Canadian economic situation regionally, some common perceptions and observations about the state of literacy across the country exist. As can be expected, the general reaction to the survey was that it is still “too soon to tell” the full effects of the downturn. You can download the study from the MCL website at: <http://www.literacy.ca/themes/mcl/PDF/Ready-Or-Not.pdf>

MCL will be conducting its first follow-up survey online in September 2009. If you would like to participate in the survey, please send your email address to Lindsay Kennedy at: lindsay@literacy.ca. The survey will be anonymous but providing your email address will ensure that you are sent the web link for the survey.

Well-being and Happiness

A new study, *Well-being, Happiness and Lifelong Learning*, from the National Institute of Adult Continuing Education (NIACE) in the UK reports that despite the fact that a person’s sense of well-being is strongly linked to taking part in adult learning opportunities, most of these opportunities for adults over the age of 25 are “largely restricted to narrow skills-for-work programmes. Whilst skills-for-work programmes meet the aspirations and increase the well-being of some people, a range of learning opportunities should be available to meet the needs of different people.” Click here to download [Well-being, Happiness and Lifelong Learning](#) (commissioned by the Independent Inquiry into the Future of Lifelong Learning and sponsored by NIACE).

Toward a Labour Force Strategy for Canada’s Voluntary and Non-profit Sector

The HR Council for the Voluntary and Non-profit Sector has released its third report from its Labour Force Study. This report presents recommendations for a labour force strategy based on identified challenges. You can download the report from the Council’s website at: <http://www.hrcouncil.ca/projects/council-projects-sector.cfm>.

Canada Not-For-Profit Corporations Act

Bill C-4 has received Royal Assent. The **Canada Not-For-Profit Corporations Act** is new federal legislation that is set to “streamline the regulatory burden on Canada's not-for-profit sector...”. On June 24/09, the Honourable Diane Ablonczy, Minister of State (Small Business and Tourism) announced, "This new Act will bring the legislative framework governing federally incorporated not-for-profit organizations into the 21st century. It will promote modern standards of accountability, transparency and good corporate governance that will benefit the voluntary sector as it works to build a stronger Canada.”

Minister Ablonczy notes that “The new statute will allow organizations to spend less time on paper burden and more time on what they do best which is delivering important services to Canadians.”

MCL is one of 19,000 federally incorporated not-for-profit organizations. The new Act will help organizations “... improve their financial accountability, clarify the roles and responsibilities of directors and officers, and enhance the protection of members' rights.”³ It will also appoint a Director, who will function as a public registrar for non-profit corporations. At this time, it is presumed that this role will reside within Industry Canada, which currently is the government department responsible for corporate regulation.

The new bill differentiates between “soliciting” and “non-soliciting” non-profit corporations. Non-soliciting corporations are those that do not solicit donations from the public. The new legislation will also impose different financial reporting requirements based on revenues. For example, soliciting and non-soliciting organizations with gross annual revenues higher than \$1 million must be audited. While all non-profits will be required to make their financial statements available to members, directors, officers and the Director appointed under the Act, soliciting corporations will be required to make all financial statements publicly available.

The new legislation also gives members increased powers. For example, members would be permitted to access any or all corporate records, membership lists and make proposals for discussion at the annual meeting. Federally incorporated not-for-profit organizations will have three years in which to make the transition to the new legislation.

While the Act is a federal one, many provinces are also in the process of revising their not-for-profit legislation. You can find a draft of the bill online at: www2.parl.gc.ca/Content/LOP/LegislativeSummaries/40/2/c4-e.pdf.

³ Taken from Canada News Centre at: <http://news.gc.ca/web/article-eng.do?m=/index&nid=461969>.

Canada's Task Force on Financial Literacy

On June 26/09, the Honourable Jim Flaherty, Minister of Finance, announced the establishment of Canada's Task Force on Financial Literacy. The purpose of the task force is to help create a cohesive national strategy to support initiatives across Canada aimed at improving financial education.

The Task Force on Financial Literacy will provide advice and recommendations to the Minister of Finance on a national strategy to strengthen the financial literacy of Canadians. The strategy will outline:

- Overall objectives, as well as a focused, concrete plan of action to strengthen the financial literacy of various groups of the population;
- How to leverage existing resources to enhance financial literacy in Canada;
- How best to promote financial literacy among the Canadian population;
- A framework for collaboration among all stakeholders, including governmental organizations at every level, that would maximize financial literacy efforts and limit duplication;
- How the different stakeholders should collaborate to advance the state of financial literacy research in Canada; and
- How to assess progress in the implementation of the national strategy, including identifying appropriate timelines and milestones for achievement.

~ source: <http://www.financialliteracyincanada.com/eng/index.php>

Canadian Centre for Financial Literacy

Launched by Social and Enterprise Development Innovations (SEDI) in November 2008, the Canadian Centre for Financial Literacy seeks to partner with businesses, governments and communities across Canada to achieve its goal of increasing the financial literacy of over 230,000 lower income Canadians by 2013. According to Statistics Canada, more than 4.7 million Canadians live on a low income. The Centre's activities will include building the capacity of community organizations to deliver effective financial education services, and consulting on financial literacy to businesses, policy-makers and not-for-profit organizations.

For more information contact Casey Cosgrove at ccosgrove@sedi.org or call 416-665-2828, ext. 230, or Caroline Munshaw at cmunshaw@sedi.org or call 416-665-2828, ext. 225.

~ source: <http://www.fcac-acfc.gc.ca/eng/publications/NewsLetter/200905/newsletter-1-eng.asp#Newcentre>

New Adult Learning Network

MCL has learned that start up funding has been secured by the University of New Brunswick's Faculty of Education for the purpose of developing an ongoing, sustainable forum for adult learning networks, to be operational by April 2010. Two grants of \$25,000 each were received from the Canadian Council on Learning (CCL) and New Brunswick's Department of Post-secondary Education, Training and Labour for an 8-month initiative (August – March). In addition to the \$50,000 secured with these grants, UNB's Faculty of Education and College of Extended Learning will provide in-kind support and leadership.

Danielle Charron (who was the Assistant Coordinator of the former Adult Learning and Knowledge Centre) has accepted the position of Director of the Adult Learning Network. The Adult Learning and Knowledge Centre ceased operations on July 6, 2009.

The start-up funds will be used to:

- Develop a detailed business plan for a new initiative which would seek to maintain and sustain a pan-Canadian, bilingual network of adult learning
- Secure ongoing sources of funds for the initiative
- Seek input from interested parties and to ensure that interested parties are kept informed
- Develop a governance structure for the initiative.

Beginning in mid-August, Danielle can be reached by e-mail at dcharron@unb.ca or by telephone at 506-451-6913.

Practitioner Resources

To Be My Father's Daughter (Sharon Halfyard and Carmelia McGrath)

This is a story about William Coaker and the Fishermen's Protective Union of Newfoundland through the eyes of his daughter. The book has an accompanying study guide. The study guide is designed to meet curriculum outcomes for [Newfoundland] ABE level 1 programs, which includes an emphasis on:

- an integrated approach to learning
- the development of reading, writing, and critical thinking skills and the transfer of knowledge from one setting to another
- keeping a daily journal and reflecting on topics related to the story.

Contact Sharon Halfyard at Contact Educational Resource Development Co-operative by email at s.halfyard@nl.rogers.com or by phone at 709-722-8003.

Connecting Literacy, Learning and Work (Christine Pinsent Johnson)

Produced as part of a project that examined innovative ways to integrate literacy learning with employment preparation, Connecting Literacy, Learning and Work describes how one adult literacy program made changes to the way it thought about and taught literacy for adults who wanted to make changes to their working lives. Using research and first hand experiences, it is a story told from the perspectives of the students, the instructors, program managers and the author. Available for download from <http://library.naldatawork.ca/item/8194>, this resource provides valuable information and insights for program development.

Media Awareness Network

The Media Awareness Network is a Canadian non-profit organization that develops resources and information on the topic of media literacy. Its work is “based on the belief that to be functionally literate in the world today – to be able to ‘read’ the messages that inform, entertain and sell to us daily – young people need critical thinking skills.” A library of lessons is searchable by grade and subject. Subjects include advertising, popular culture, gender portrayal, and global citizenship. Check it out at: <http://www.media-awareness.ca/english/teachers/index.cfm>.

Powerful Listening: A Practitioner Research Project on Story and Difference in Adult Literacy

This report tells the story of a collaborative research project focused for a change on practitioner stories. The researchers chose this approach “in the belief that as we become more aware of what is happening in our teaching, learners learn more”. Their approach to research allowed the practitioners to “uncover tensions between differences and power as they thread through adult literacy teaching and learning”. This examination and storytelling approach allowed them to gain insights into the frequently uneasy relationship with power that exists for most learning situations. This report “contributes to a deeper understanding of ourselves as practitioners and which, in turn, helps us develop practices that more fully embody respect.” A must read for all practitioners. You can download the report from: <http://www.literaciesoise.ca/story/PowerfulListening.pdf>

The Art of Social Networking: Web 1.0 and Web 2.0

Have you just mastered web 1.0 and now it's time to catch onto Web 2.0? My Charity Connects provides an excellent overview of using technology to get your message across. Check out http://mycharityconnects.org/web1_0 and http://mycharityconnects.org/web2_0 to learn more about online newsletters, blogs, Twitter and other web-based technologies.

Upcoming Events - Conferences and Workshops

Family Literacy – National Conference

The Centre for Family Literacy, in partnership with MCL and other organizations, is planning a national conference on family literacy. The conference will be held in Edmonton July 13-17, 2010. Guest speakers will include:

- Elsa Auerbach (University of Massachusetts, Boston) Author of Making Meaning, Making Change
- Snoeks Desmond (South Africa) Founding director of the Family Literacy Projects of Rural Kwazulu-Natal
- Eve Gregory (University of London, U.K.) Author of Many Pathways to Literacy: Young Children Learning with Siblings, Grandparents, Peers and Communities
- Peter Hannon (University of Sheffield, U.K.) ORIM Framework and REAL (Raising Early Achievement in Literacy)
- Thomas G. Sticht (International Literacy Consultant) Author of “Toward a Multiple Life Cycles Education Policy

Watch our website for updates.

Membership

If you aren't already a member, or haven't renewed your membership, please click on www.literacy.ca/?q=membership to go to the membership form on the MCL website. We have two types of membership available – general and organizational. If you have any questions about becoming a member, or renewing your membership, please call the office at 613-563-2464 or email us at mcl@literacy.ca.

In the Future

In a future issue of literacy.ca *EXPRESS* we'll be highlighting promising practices and innovative programs. If you would like the work that you do highlighted in literacy.ca *EXPRESS* and on MCL's website please contact Lindsay at lindsay@literacy.ca and she will send you our guidelines for submissions. This will be a great opportunity to share information and knowledge with your colleagues across the county!

Also, if you have suggestions for topics and articles, websites or conferences you'd like us to include in the future, please contact Lindsay.



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