

Adult Basic Education
Impact of Policy on Practice
An annotated bibliography

by



The Centre for Literacy of Quebec

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PREFACE

This bibliography was compiled for The Centre for Literacy's 2004 Summer Institute: *Adult Basic Education: Impact of Policy on Practice: International Perspectives*. The references and annotations point to relevant research studies, advocacy papers, and government documents that describe and discuss the role that policy plays in shaping program-level structures and practices in the adult literacy and basic education sector in Canada, and internationally. This list is not exhaustive, but represents a core set of essential readings on the topic and offers a solid starting point for more in-depth research.

Research for this bibliography involved thorough searches of: The Centre for Literacy resource collection; the Education Resources Information Center (ERIC); the National Adult Literacy Database (NALD); the National Institute for Literacy (NIFL) *LINCS* database; and numerous national and provincial government and organizational web sites. All sources of information appear in the annotated list of web sites. Search terms included: adult basic education; adult education; adult literacy; educational policy; lifelong learning; literacy policy; policy formation.

ACKNOWLEDGMENTS

This bibliography was researched and prepared by Claire Elliott, librarian of The Centre for Literacy, and edited by fellow staff members. The annotations are abridged or edited versions of existing author or ERIC abstracts, though where no abstract was available, one was written. The original source of all annotations is identified in square brackets.

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ANNOTATED REFERENCES

AUSTRALIA

Australian Council for Adult Literacy. (2001). *A literate Australia: National position paper on the future adult literacy and numeracy needs of Australia*. Retrieved June 15, 2004 from: http://www.acal.edu.au/publications/papers/acal_view/ALitAustOct01.pdf.

Makes the case for a new, government-wide, national policy that will address important issues related to adult literacy and numeracy in Australia. Discusses the influences of globalization, changing definitions of literacy, the importance of literacy to the economy, society and individuals, and the costs of low literacy in industrialized and technologically advanced societies. Reviews recent literacy policies and standards of Australia, and scans other OECD members' progress for possible models. Includes a 9-point policy agenda designed to guide the development of a national, coordinated, evidence-based literacy, numeracy and lifelong learning agenda for Australia. [CE]

Australian Government. Department for Education, Science and Training. (2003, November). *You can too: Adult learning in Australia: A consultation paper*. Retrieved June 21, 2004 from http://www.dest.gov.au/ucan2/docs/you_can_too.pdf.

Provides a basis for discussion of the adult learning context in Australia, with particular attention to the challenges posed by an ageing population, and the delivery of education to adults in rural and regional areas. Highlights seven key issues to be considered, including: the needs of adult learners; relationships between providers and other key sectors; the promotion of learning; and opportunities for access. Calls for recommendations from all stakeholders, including adult learners, business, government and the wider community, with respect to how all might work together to support and coordinate learning for vocational, social, civic and individual purposes. [CE]

Castleton, G. & McDonald, M. (2002). *A decade of literacy: Policy, programs and perspectives*. Retrieved June 7, 2004 from the Adult Literacy and Numeracy Australian Research Consortium web site: <http://www.staff.vu.edu.au/alnarc/publications/02CastletonMcDonald.pdf>.

Provides an historical overview of national and state literacy policies in Australia, with attention to successes and failures of various programs and initiatives. Discusses: the impacts of the National Collaborative Adult English Language and Literacy Strategy (NCAELLS); the lack of state-based literacy and numeracy initiatives; the testimony of key government, public and private sector informants; the mechanisms, other than policy, that influence practice; the predominance of training among competing discourses on lifelong learning; the challenges of curriculum development and implementation; and the decline in professional development. Reviews policies and practices of seven other countries, and explores their potential in the Australian context. (35 references and a bibliography) [ERIC]

Castleton, G., Sanguinetti, J. & Falk, I. (2001). *Wanted: A new national adult literacy policy for Australia. Literacy & Numeracy Studies 11(1), 3-19.*

Calls for an inclusive, collaborative, and evidence-based approach to the development of national literacy policies that will address the needs of the population, and respond to the realities of: globalization; the changing nature of work; the disenfranchisement of youth from formal schooling; and the 'digital divide'. Counsels government to treat literacy as a human rights obligation, and calls for a deeper, more varied, understanding of the concepts of 'learning' and 'literacy'. (45 references) [CE]

Coates, S., Fitzpatrick, L., McKenna, A. & Makin, A. (1995). *National reporting system: A mechanism for reporting outcomes of adult English language, literacy and numeracy programs. Melbourne, Australia: Department of Employment, Education and Training and the Australian National Training Authority.*

Describes Australia's National Reporting System (NRS), which was developed as a mechanism for reporting the outcomes of adult English language, literacy and numeracy provision in the country's vocational education and training system, labor market programs, and the adult and community education sector. Explains the NRS to potential users, and discusses its purposes and development. Examines the following components of the NRS: five levels of competency; six aspects of communication; indicators of competence; condition of performance; workplace and social contexts; and assessment principles. Contains materials for use with students at various levels of competence defined in the NRS, and defines specific indicators of competence. (210 references) [ERIC]

Commonwealth Government of Australia. (2000). *National Indigenous English literacy and numeracy strategy, 2000-2004. Retrieved June 10, 2004 from the Department of Education, Science and Training web site: <http://www.dest.gov.au/schools/publications/2000/LNS.pdf>.*

Discusses the specific challenges to be met by the Strategy, in raising the performance of Indigenous Australian children to levels prescribed by the recently enacted national education goals. Describes six key elements, or priorities, to be addressed: lifting school attendance; addressing hearing and other health problems; providing preschooling opportunities; training teachers in cultural awareness; promoting effective teaching methods; and instituting student performance, as well as teacher and school accountability measures. Specific initiatives are described for each element. Appendices contain Australia's national educational goals and the national Aboriginal and Torres Strait Islander goals. [ERIC]

Kell, P. (1998). *From the Billabong to the mainstream?: A teachers' guide to Australian training & literacy policy developments 1974-1998. Melbourne, Australia: Language Australia Ltd.*

Traces Australian training and literacy policy developments from 1974 to 1998. Discusses global, political, educational, social, and economic trends that have affected its policies, highlighting major events of four, distinct policy "epochs" in Australia's vocational education and training (VET) sector. Considers the effects of policy reforms in vocational and adult education on the dimensions of teachers' work. Concludes with a timeline of significant policy sources in vocational education and their relationship to literacy policy. (18 references.) [ERIC]

Lo Bianco, J. (2000). *One literacy... or double power*. Melbourne, Australia: Language Australia Ltd.

Argues the perspective that recent Australian language and literacy policies constitute a 'One Literacy' (English only) movement, which privileges certain 'elite' language programs (e.g. foreign and second language programs), while marginalizing those that 'distract' from the aims of 'One Literacy' - e.g., Aboriginal, ESL and community language programs - because of their key focus on maintaining linguistic and cultural heritage. Suggests that such policies are motivated by the desire to raise levels of national performance on standardised international tests, whose outcomes are widely viewed as indicators of economic competitiveness. Discusses differing conceptual definitions of the terms 'language,' 'languages,' 'literacy,' and 'literacies,' and discusses their role in the literacy crisis. Asserts the need for greater 'policy literacy', and advocates for an 'Australian Literacies' approach which would embrace the multiple codes, diverse modes, and plural meanings of literate practice in contemporary Australia. (24 references) [CE]

Lo Bianco, J. & Freebody, P. (eds.) (2001). *Australian literacies: Informing national policy on literacy education*. Melbourne, Australia: Language Australia Ltd.

Presents various perspectives with the aim of informing national policy on literacy education in Australia. Prefaces essays with a description of the general literacy crisis in Australia, highlighting the systematic underperformance of disadvantaged groups and individuals. Notes the need for strategies that will respond to personal, civic-cultural, and economic needs. Includes the following six sections: (1) Broad Contexts; (2) What a National Policy on Literacy Should Say; (3) Australia's Learners; (4) School Literacy Education; (5) Adult Literacy, Numeracy and ESL Education; and (6) State and Territory Programs in Literacy. [ERIC]

Lo Bianco, J. & Wickert, R. (2001). *Australian policy activism in language and literacy*. Melbourne, Australia: Language Australia Ltd.

Contains 17 papers that examine the history and dynamics of language and literacy policy activism in Australia, from the perspective of those individuals most deeply engaged with the issues and processes. Describes how policies are developed, and effective ways of influencing the development process in different contexts. Papers are grouped under the following broad themes: Processes, politics and the effects of policy text production; Policy positions; Policy and the context of practice; and New openings. (More than 600 references) [Book jacket]

Sanguinetti, J. & Bradshaw, D. (eds.). (2000). *Considering the research, debating the issues. Proceedings of the first national ALNARC Forum, February 17-18, 2000*. Melbourne, Australia: Language Australia Ltd.

Contains 10 papers from a national ALNARC forum that was held to: gather perspectives on the inclusion of literacy and numeracy standards in national training packages; and to review research on packages that have already incorporated literacy and numeracy standards. [ERIC]

Searle, J., Wickert, R., Johnson, G. & Javed, S. (2002). *Scenarios for the future of adult literacy and numeracy policy, provision and research: Report on the ALNARC online forum 15 March - 19 April 2002.* Brisbane, Australia: Adult Literacy and Numeracy Australian Research Consortium, Griffith University.

Discusses the outcomes of an online forum that sought to identify and examine the perspectives of researchers, policy makers and other literacy stakeholders, in response to two research questions: (1) what are the future scenarios for adult literacy and numeracy in contexts where notions of skills and knowledge are rapidly transforming?; and (2) what are the implications of these scenarios for future adult literacy and numeracy policy, practice and research in Australia? Describes processes involved in organizing, promoting, facilitating and evaluating the online forum, reports on forum participation and discussions, and examines overall themes and issues. [CE]

Shore, S., Searle, J., Falk, I., Johnston, B., Ovens, C. & Riddell, C. (2002). *Learning for life: The role of adult literacy and numeracy in lifelong learning socio-economic well-being: Executive summary of the ALNARC National Research Program.* Retrieved June 19, 2004 from <http://www.ncver.edu.au/files/tr11Shore.pdf>.

Reports findings of 26 national investigations conducted by the Adult Literacy and Numeracy Australian Research Consortium (ALNARC) in 2001-2002. Topics addressed include: (1) population competence; (2) linking literacy and numeracy into training; (3) professional support for educators and trainers; and (4) policy and systemic issues. Findings call for: (1) a whole-of-government approach to literacy and numeracy issues; (2) reference to successful models from the vocational education and training sector; (3) an approach that is truly life-long; (4) open collaboration among diverse knowledge and culture groups. (Includes 8 references and a 28-item bibliography). [ERIC]

Smolicz, J.J. & Secombe, M.J. (2003). *Assimilation or pluralism? Changing policies for minority languages education in Australia.* *Language Policy* 2(1), 3-25.

Traces the effects on Australian language policy of a changing sociolinguistic situation -- increasing multilingualism -- and a weakening of a monolingual ideology. Analyzes the country's emergence from an assimilationist past to its embracement of a more multicultural approach with special reference to young Cambodian- Australian's educational achievements that show the vital importance of school support for minority language literacy and students' subsequent professional advancement. [ERIC]

Suda, L. (2001). *Policies and pedagogies for lifelong literacy: International perspectives for the 21st century.* Melbourne, Australia: Language Australia Ltd.

Provides a review of international trends in adult literacy and numeracy that was conducted by the Adult Literacy and Numeracy Australian Research Consortium (ALNARC) in order to identify innovative strategies and programs that might inform future Australian policies. Identifies common emergent themes of lifelong learning in the international context, and discusses the challenges and implications faced by policy makers, learners and educational systems. Presents detailed case studies of four national initiatives, and their policy contexts, from the U.K. (the Learning Age), the U.S. (family learning), Sweden (the Learning Circle democracy), and Spain

(Dialogic Literacy Circles). Outlines lessons and challenges for Australia, and concludes with recommendations relating to policy, pedagogy, research and resources. (62 references and 26 Web sites) [CE]

CANADA

Antone, E. (2003). Culturally framing aboriginal literacy and learning. *Canadian Journal of Native Education* 27(1), 7-15.

Explains that, beyond the development of reading and writing skills, Aboriginal literacy is a wholistic concept, with spiritual, physical, mental, and emotional aspects, that integrates relationships between self, community, nation, and creation. Presents models for incorporating traditional Aboriginal knowledge and methodologies into Aboriginal learning to counteract the assimilation process that continues to be detrimental to Native societies. [ERIC]

Battell, E. (2001). *Naming the magic: Non-academic outcomes in basic literacy*. Victoria, BC: Ministry of Advanced Education.

Presents six techniques, drafted by forty basic literacy instructors, for documenting non-academic changes that may occur in the lives of learners as a result of literacy instruction. Techniques are: a multi-media approach; using journals; goal setting by learners; anecdotal and end-of-term reports (combined); and questions for developing awareness. Documents the difficulties encountered and lessons learned during field-testing of these techniques, and identifies six recommendations for a more extensive and focused study of non-academic outcomes. [Author]

Blunt, A. (1998). *Human capital versus market signaling theory: The case with adult literacy*. Retrieved June 15, 2004 from the University of British Columbia, Department of Educational Studies, Adult Education and Research Conference web site: <http://edst.educ.ubc.ca/aerc/1998/98blunt.htm>.

Interprets data from the Statistics Canada Survey of Literacy Skills Used in Daily Activities (LSUDA, 1990) from the different perspectives of human capital and market signaling theory. Reports that both theories explain variations in annual income and number of weeks worked; and explains that employers use education credentials (market signaling theory) to select employees who are then rewarded with earnings based on their literacy levels (human capital theory). Presents the implications of these findings for policy and practice. [Author]

Blunt, A. (2004). Literacy discourse analysis: Making space at the policy table. *Adult Basic Education* 14(1), 3-17.

Explains how discourse analysis can reveal the ways in which meanings of literacy are socially produced, communicated, and mediated. Analyses a National Literacy Secretariat consultation with university-level teacher-education and adult education researchers, to demonstrate how the outcomes were influenced by the discourses of participants and organizers. Argues for the establishment of a literacy discourse analysis tradition that may: make for more effective use of existing knowledge; assist those without a voice to be heard at the policy table; and bring greater legitimacy to policy development processes. [Author]

Darville, R. (2002). *Policy, accountability and practice in adult literacy work: Sketching an institutional ethnography*. Retrieved June 19, 2004 from the Canadian Association for the Study of Adult Education, Annual Conference Archives web site:
http://www.oise.utoronto.ca/CASAE/cnf2002/2002_Papers/darville2002w.pdf.

Investigates the relationship between policy and practice, highlighting the perpetual clash between conceptions of literacy at the policy level versus the actual, socially-constructed character of 'literacy' in daily life. Adopts an institutional ethnography approach to an examination of the processes by which local literacy practice is shaped by policy, and by the managerial conditions it sets with respect to funding, rules, requirements of certification, student eligibility, curriculum, and so on. Looks from the experience of literacy work (particularly in Ontario) to the institutional conditions within which the work is done; and inquires into the relationships between policy, and accountability and practice. [CE]

Echenberg, H. (2003, June-July). Fifty years of social policy: Playing "hide and seek" with villains and heroes [Electronic version]. *Policy Options* 24(6), 45-50. Retrieved June 17, 2004 from
<http://www.irpp.org/po/>.

Reviews Canada's record of social policy development under the six full-term prime ministers of the last 50 years. Presents a policy analysis framework that identifies three elements required to effect change in public policy: (1) the identification of the problem (by bureaucrats or civil society organizations); (2) the determination of a solution; and (3) the political will to implement the solution. Uses specific social policy examples to demonstrate the protractedness of the policy development process, which, from the identification of a problem to the implementation of its solution, often extends beyond the term of a single prime minister. [CE]

Folinsbee, S. (2001). *Briefing paper: Literacy and the Canadian workforce*. Retrieved June 15, 2004 from the Movement for Canadian Literacy web site:
<http://www.literacy.ca/public/brief/cover.htm>.

Summarizes major issues and trends that impact on literacy and the Canadian workforce, based on findings and recommendations from the 2000 National Summit on Literacy and Productivity, key informant interviews, and a review of the literature on literacy and work. Discusses and delivers specific recommendations to policy makers with regard to developing: a national vision for literacy; best practices; public awareness; partnerships; and funding and resource commitments. (25 references) [CE]

Godin, J. (1996). *Working in concert: Federal, provincial and territorial actions in support of literacy in Canada*. Retrieved June 20, 2004 from the National Adult Literacy Database web site:
<http://www.nald.ca/nls/inpub/wic/wictofc.htm>.

Provides an overview of literacy programs and activities underway in Canada during 1995-1996. Describes the National Literacy Secretariat's (NLS) mandate, structure and principles, and outlines the five areas of activity supported by the NLS: (1) developing learning materials; (2) increasing public awareness; (3) carrying out research; (4) improving access and outreach; and (5) improving coordination and information sharing. Identifies the four key grant and contribution programs, and provides statistics and information about the structure of literacy in each of the provinces and territories. [CE]

Gorbeil, I. (ed.) (2003). *Adult education: A partner in local and regional development: Brief to the Minister of Education* (abridged version). Retrieved June 15, 2004 from the Conseil supérieur de l'éducation web site: <http://www.cse.gouv.qc.ca/pdfs/dev-regA.pdf>.

Examines ways that adult education institutions, administered by school boards, colleges and universities, can contribute to local and regional community development initiatives, in response to recent government policies and trends towards decentralization. Describes key notions and principles to support debate and guide actions, specifically: adopt a broad-based view of development; consider the increased importance of local empowerment in the new, emerging model for development; take advantage of various forms of partnership; and take into account government empowerment of local and regional structures. [Introduction]

Government of Canada response to: "Raising adult literacy skills: The need for a Pan-Canadian response". (2003). Retrieved June 2004, from the Government of Canada web site <http://dsp-psd.communication.gc.ca/Collection/RH64-25-2003E.pdf>.

Reviews the context for the government's response, and states the importance of literacy as the foundation for learning and participation in a knowledge-based economy and society. Describes current national, provincial and community efforts to address the problem of low literacy, and presents the government's response to the Standing Committee's report on literacy. Outlines twenty-one recommendations within the following themes: working with partners towards a Pan-Canadian strategy; creating a coherent policy framework for literacy across Government of Canada activities; addressing specific needs; and supporting partnerships for literacy in families, communities and workplaces. [CE]

Grace, A.P. (2002). *Lifelong learning: International perspectives on policy and practice*. Retrieved June 19, 2004 from the Canadian Association for the Study of Adult Education, Annual Conference Archives web site: http://www.oise.utoronto.ca/CASAE/cnf2002/2002_Papers/grace2002w.pdf.

Provides a critical reflection and assessment of the contemporary state and status of lifelong learning internationally. Specifically, it explores aspects of lifelong-learning discourse shared at new millennial gatherings in Australia, Canada, and the United Kingdom. [Author]

Hoddinott, S. & White, J. (1991). *Organizing adult literacy and basic education in Canada: A policy and practice discussion document*. Toronto, ON: Movement for Canadian Literacy.

Addresses the need for a coordinated policy for Literacy in Canada that will ensure equitable access to quality adult education for all adults who may need or desire it. Describes the background of literacy in Canada, outlines principles of good practice and presents recommendations regarding: national, regional and local development plans; elements of program delivery (relating to practice, accessibility, resources and facilities, and staffing); evaluation; publicity; staff development; research and development; and funding. (48 references) [CE]

Huget, S. (2002). *The big picture up close: Literacy and learning in BC*. Retrieved June 20, 2004 from the Literacy BC web site: <http://www2.literacy.bc.ca/pub/bigpict/cover.htm>.

Presents the findings of an in-depth, province-wide consultation on the status of literacy in British Columbia. Addresses issues of awareness, delivery, policy, leadership, and sustainability, through discussions of the following recurring themes: (1) shifts in awareness and understanding; (2) the 'murk' around literacy; (3) whatever literacy is - it is apparent, relevant, and compelling; (4) traditional learning paths; (5) successful strategies - multiple points of entry; (6) keeping the learner in focus; (7) community-based partnership and collaboration; (8) respecting differences; and (9) responsibility, sustainability and accountability in funding. [CE]

Human Resources Development Canada. (2002). *Canadians speak on innovation and learning*. Retrieved June 15, 2004 from the Government of Canada, Innovation in Canada web site: <http://innovationstrategy.gc.ca/gol/innovation/interface.nsf/vSSGBasic/in02165e.htm>.

Relates the thoughts, suggestions, and concerns of Canadians, in response to key themes and challenges described in the Innovation Strategy papers. Describes the perspectives of: Canada's regions; young Canadians; aboriginal groups; business, labor and economic development organizations, and sector councils; industry; small and medium-sized businesses; the academic community; and provincial and territorial governments. Summarizes recommendations relating to: strengthening the learning process; building an inclusive and skilled work force; enhancing the innovation environment; improving research, development, and commercialization; and strengthening communities. [ERIC]

Human Resources Development Canada. (2002). *Knowledge matters: Skills and learning for Canadians*. Retrieved June 15, 2004 from the Government of Canada, Innovation in Canada web site: <http://www11.sdc.gc.ca/sl-ca/doc/toc.shtml>.

Describes the skills and learning challenges that Canada will face in the 21st century, and proposes a series of national goals and milestones against which progress may be measured over time. Discusses specific challenges to be addressed in: building a foundation for lifelong learning for children and youth; strengthening accessibility and excellence in postsecondary education; building a world-class workforce; and helping immigrants achieve their full potential. Each section is divided into these areas: where we are now; what we are doing now; what we need to do; and how the government of Canada could contribute. [ERIC]

Human Resources Development Canada. (2002). *National summit on innovation and learning: Summary*. Retrieved June 9, 2004 from the Innovation in Canada web site: <http://innovation.gc.ca/gol/innovation/interface.nsf/vSSGBasic/in02181e.htm>.

Summarizes the objectives, proceedings, and major outcomes of a national summit meeting to determine the strategic priorities and actions of Canada's Innovation Strategy. More than 500 participants from the private sector, non-government organizations, academia and government of Canada, addressed the following themes: (1) research, development and commercialization; (2) enhancing the innovation environment; (3) strengthening our learning culture; (4) building an inclusive and skilled work force; and (5) strengthening communities. The summit was the culmination of a seven-month, country-wide engagement process, designed to inform Canada's

vision of becoming one of the most innovative and skilled countries in the world, as well as a magnet for talent and investment. [Executive Summary]

Human Resources Development Canada. Strategic Policy. Evaluation and Data Development. (2001). *Lessons learned: Adult literacy: Policies, programs and practices*. Retrieved June 15, 2004 from http://www11.hrdc-drhc.gc.ca/pls/edd/v_report.a?p_site=EDD&sub=ALPPP.

Reviews findings of past research into the problem of low literacy in Canada, and discusses the costs to individuals and society. Describes types of interventions undertaken in Canada, and presents 7 lessons based on this review: (1) low public interest and political support have prevented full realization of the benefits of adult literacy programming; (2) conditions don't always allow for the development of quality programs based on accepted 'best practices'; (3) programs targetted at specific groups appear to have better results; (4) adults face barriers that make entering or remaining in programs difficult; (5) learners should have a say in policies and programs that address their needs; (6) there are advantages to using learning technologies in literacy programs; and (7) more systematic evaluation of policies, programs, and practices is needed to increase accountability and improve the field's knowledge base. (33 references) [ERIC]

Industry Canada. (2001). *Achieving excellence: Investing in people, knowledge and opportunity*. Retrieved June 15, 2004 from the Government of Canada, Innovation in Canada web site: <http://innovationstrategy.gc.ca/gol/innovation/interface.nsf/vSSGBasic/in04142e.htm>.

Reviews Canada's performance in a 21st-century world driven by innovation, and discusses the challenges ahead. Describes past government programs designed to foster innovation in Canada, and proposes a collaborative Innovation Strategy to reduce gaps between Canada and other industrialized countries. Presents federal goals, targets and priorities in the areas of knowledge performance, skills, and the innovation environment, and outlines steps to maximizing achievement and innovation through the collaboration of communities, educational and research institutions, industry and government. [ERIC]

Institute for Media, Policy and Civil Society. (2002, March). *Let charities speak: Report of the charities and advocacy dialogue*. Retrieved June 20, 2004 from <http://www.impacs.org/files/Let%20charities%20speak%20updated.pdf.pdf>.

Calls for the reform of legislation, enforced by the Canada Customs and Revenue Agency (CCRA), that forbids Canadian charities from using any more than 10 percent of their annual resources for advocacy, which is categorized as 'political activity'. Discusses the impediment posed by the law to Canadian democracy, and describes five options for challenging the legislation as presented to participants in a National Dialogue on Charities and Advocacy: (1) clearly identify what charities cannot do; (2) broaden the definition of education; (3) create a new category of tax exempt organization; (4) create a new legislative definition of 'charity'; or (5) adopt the American model. Presents detailed conclusions of the dialogue. [CE]

Joint Accord Table of the Voluntary Sector. (2001). *An accord between the Government of Canada and the voluntary sector.* Retrieved June 15, 2004 from the Voluntary Sector Initiative web site: http://www.vsi-isbc.ca/eng/relationship/the_accord_doc/index.cfm.

Presents the context and content of an accord between the Government of Canada and the voluntary sector, which is designed to govern working relations between the two pillars of society. Defines the two parties to the agreement, outlines the scope of the Accord, and describes: the purpose of the Accord; the values underlying it; the principles upon which it is based; the shared and individual commitments agreed to by both parties; and actions determined to move the relationship forward. [CE]

Joint Accord Table of the Voluntary Sector Initiative. (2002). *A code of good practice on policy dialogue.* Retrieved June 15, 2004 from the Voluntary Sector Initiative web site: http://www.vsi-isbc.ca/eng/policy/policy_code.cfm.

Fulfills the Accord's commitment to put its provisions into action, by deepening the dialogue between the Government of Canada and the voluntary sector at various stages of the public policy process. Seeks to create an open, informed and sustained dialogue that will allow the voluntary sector to contribute its experience, expertise, knowledge and ideas to the development of better policies for Canadians. Presents the principles underpinning the Code, describes the public policy process, and outlines good practices for the Government of Canada and the voluntary sector at both the national and local level. [Intro]

Kapsalis, C. (2001). *Catching up with the Swedes: Probing the Canada-Sweden literacy gap.* Retrieved June 7, 2004 from the National Literacy Secretariat web site: <http://www.nald.ca/NLS/inpub/sweden/cover.htm>.

Describes a study that sought to determine what factors account for the wide Canada-Sweden literacy gap, and what lessons Canada might learn from such a comparison. Highlights cultural factors that contribute to Sweden's high literacy skills, including: the active promotion of learning for adults with low levels of education; the advancement of literacy through study circles; and the prevalence of foreign films and television programs that are subtitled, providing reading opportunities even in low-literacy homes. Recommends that Canada pay more policy attention to: (1) the adequacy of primary and secondary education; (2) maintaining and upgrading skills throughout life; and (3) promoting volunteer activities and encouraging the use of public libraries among youth. (12 references) [ERIC]

Levin, B. (2003). *Helping research in education to matter more.* Retrieved June 8, 2004 from the Social Sciences and Humanities Research Council of Canada web site: http://www.sshrc.ca/web/whatsnew/initiatives/transformation/ben_levin.pdf.

Provides Canadian organizations with ways to improve research-practice links in education. Discusses of the nature and importance of research impact in education, and outlines a model of the connection between the two. Defines research impact as the relationship, over time, between the different contexts of research production, research use, and specific mediating factors which are all situated within and influenced by the greater social context. Reviews the state of research impact in education in Canada with reference to this model, and describes a range of actions that could be undertaken to improve research impact in Canada. [Author]

Longfield, Judy. (2003, June). *Raising adult literacy skills: The need for a Pan-Canadian response: Report of the Standing Committee on Human Resources Development and the Status for Persons with Disabilities*. Retrieved June 20, 2004 from:
<http://www.parl.gc.ca/InfocomDoc/37/2/HUMA/Studies/Reports/humarp03/humarp03-e.pdf>.

Reviews the extent of Canada's low literacy skills problem, as identified by the results of the 1994 International Adult Literacy Survey (IALS). Discusses the need for a coherent literacy policy within the federal government, and calls for joint federal/provincial/territorial action to address the issue of low literacy. Identifies specific areas where the federal government could make a significant contribution, and highlights the need to: design an Aboriginal literacy strategy; expand the mandate and capacity of the National Literacy Secretariat; help families, communities, persons with disabilities, early school leavers, immigrants, refugees, and inmates to combat low literacy; and appropriately address the issue of low literacy in the Canadian workplace. [NALD]

Lutra Associates Ltd. (2000). *Making a case for literacy: The state of adult literacy and adult basic education in the NWT: A summary of research*. Retrieved June 19, 2004 from the Northwest Territories Literacy Council web site: <http://www.nwt.literacy.ca/litfact/makcase/cover.htm>.

Identifies problems and solutions emerging from an investigation into the status of adult literacy and basic education in the Northwest Territories. Delivers responses to the following research questions: what is literacy in today's world; how is literacy measured; what level of literacy do NWT adults have; how does low literacy affect a person's ability to participate in life; how does low literacy affect a person's health, job opportunities, income, children, and education; how do NWT adults get help to improve their literacy; who is responsible for adult literacy and basic education programs and what are they doing; how much is spent on adult literacy and is it enough; what are the benefits; and how can policies and provision be improved? [Summary]

Movement for Canadian Literacy. (2002). *Building a Pan-Canadian strategy on literacy and essential skills: Recommendations for the federal government*. Retrieved June 9, 2004 from
<http://www.literacy.ca/govrel/building/cover.htm>.

Calls for the federal government to take a leadership role in developing a cooperative, Pan-Canadian strategy on literacy and essential skills. Frames literacy as a cornerstone of the Canadian Innovation Agenda, and suggests some guiding principles for a Pan-Canadian literacy strategy. Outlines twelve recommendations that address issues of: leadership; validation in a 'culture of lifelong learning'; National Literacy Secretariat mandate(s) and resources; literacy as a consideration in government protocol; voluntary sector recognition; community development; family literacy; appropriate policy recognition and support for expertise and best practices in workforce literacy; self-governed approaches to Aboriginal literacy; immigrant and refugee integration; availability and application of technologies; and the adoption of plain language policies to govern public communications. [CE]

Movement for Canadian Literacy. (2002). *Literacy matters: Why Canada should make adult literacy and essential skills a policy and funding priority.* Retrieved June 9, 2004 from <http://www.literacy.ca/govrel/matters/cover.htm>.

Describes the literacy challenges faced by Canadian society, and elaborates on the many social and economic benefits to be gained by prioritizing federal investment in literacy. Outlines positive links between investments in literacy and: economic competitiveness and prosperity; reduced child poverty; reduced strains on the healthcare system; Aboriginal development; reduced crime and related costs; improved integration of newcomers; and democratic strength and vitality. Stresses the need for a Pan-Canadian Literacy and Essential Skills Strategy, and delivers five recommendations for action. [CE]

Movement for Canadian Literacy. (2003). *MCL's initial analysis of the Government reponse to the report of the Standing Committee on Human Resources Development and the Status of Person's with Disabilities.* Retrieved June 20, 2004 from <http://www.literacy.ca/govrel/response.htm>.

Analyses the Federal Government's response to the Standing Committee report, and frames MCL's reactions (positive and negative) within the greater context of political transition and uncertainty. Describes positive achievements with regard to literacy's position on the federal agenda, and its increased visibility as a holistic, cross-jurisdictional, horizontal issue. Expresses concerns about the future role and position of the National Literacy Secretariat, and the lack of concrete commitment to specific populations (e.g., Aboriginal, family and workforce literacy). Recognizes current limitations to action, and emphasizes the government's commitments to: continue work on a Pan-Canadian strategy; 2) develop a policy framework to guide and account for its own activities (i.e. literacy lens); and 3) ensure that future policy decisions are informed by recommendations and findings of the Standing Committee. [CE]

Movement for Canadian Literacy, Learners' Advisory Network. (2003). *Report: Adult learners, what do you think?* Retrieved June 9, 2004 from <http://www.literacy.ca/lan/youthink/report.htm>.

Summarizes the reponses of 150 adult learners, from 10 regions of Canada, who responded to an MCL survey about the role of literacy in their lives. This report reflects adults' learning experiences and offers their advice, with the aim of informing the federal government's learning agenda. Describes learners' perspectives on the following topics: (1) motivations for returning to school/training; (2) difficulties returning to or staying in school; (3) effectiveness of supports and programs; (4) life changes attributable to schooling; (5) future literacy and life goals; and (6) learning priorities for a national adult literacy plan. [CE]

National Aboriginal Design Committee. (2002). *Position paper on aboriginal literacy.* Retrieved June 20, 2004 from the National Adult Literacy Database web site: <http://www.nald.ca/fulltext/position/cover.htm>.

Summarizes key themes, issues and recommendations of Aboriginal literacy practitioners, emerging from gatherings and consultations held over the last six years. Elaborates principles central to the NADC's vision for Aboriginal literacy in Canada, such as: learner centrality; holistic approaches; language and culture; inclusivity; Aboriginal control; and adequate, long-term funding. Calls for the establishment of a national Aboriginal literacy organization that can respond to issues raised by Canada's new Innovation Agenda, and opportunities promised in the

2002 Speech from the Throne. Recommends that the Government of Canada: (1) develop a comprehensive policy on Aboriginal adult literacy, numeracy and life skills; (2) devise a national Aboriginal literacy strategy, separate from other initiatives; (3) clarify, for government funders, the scope and nature of holistic approaches that include Aboriginal languages; (4) promote policies and funding levels commensurate with the disadvantages faced by Aboriginal Peoples in Canada. [CE]

Norris, S. & Phillips, L. (1990). *Foundations of literacy policy in Canada*. Calgary, AB: Detselig Enterprises.

Provides educational policy makers with the foundational knowledge and concepts they need to make justifiable policy decisions for literacy, based on current philosophical, historical and social perspectives of leading Canadian scholars from a wide variety of disciplines. Explores the bounds of literacy, and examines the conceptual ambiguities that reflect the complexity of literacy's role and functions in political, sociological, economic, and educational contexts. Identifies several areas for further research in literacy. (References included in each chapter) [CE]

Quigley, A.B. & Norton, M. (2002). *"It simply makes us better": Learning from literacy research in practice networks in the UK, Australia and the United States: A resource for literacy research in practice in Canada*. Retrieved June 18, 2004 from <http://www.nald.ca/ripal/Resources/simply/english/cover.htm>.

Surveys the structures and practices of 11 adult literacy practitioner research networks in the United States, United Kingdom, Australia and Canada. Discusses: the purposes of research in practice networks; how they are organized and funded; who participates in networks; how they are supported; and ways of planning and supporting research. Finds that: priorities of research networks include professional development and providing a voice for practitioners; dominant methods are action and participatory research; and shared challenges include lack of time, skepticism about the value of practitioner research, and gender imbalances. (18 references) [ERIC]

Roberts, L. (2001). *Caught in the middle: What small, non-profit organizations need to survive and flourish*. Retrieved June 16, 2004 from the Voluntary Sector Initiative web site: http://www.vsi-isbc.ca/eng/knowledge/pdf/reports_caught.pdf.

Summarizes findings emerging from a discussion paper and research project commissioned, by the Voluntary Sector Initiative (VSI), to learn more about the nature, activities and needs of small, non-profit, community-based organizations, which make up a vast majority of the non-profit sector. Describes the research method, reviews current literature on the non-profit sector, and provides background information on the VSI. Examines the struggles and successes of small organizations and agencies, and presents advice given to the VSI on how it can support their work. (18 references) [Introduction]

Rubenson, K. (2002). *Lifelong learning for all: Challenges and limitations of public policy*. Retrieved June 19, 2004 from the Canadian Association for the Study of Adult Education, Annual Conference Archives web site: http://www.oise.utoronto.ca/CASAE/cnf2002/2002_Papers/rubenson2002w.pdf.

Provides a critical examination of the role public policy can or ought to play, in the face of broad promises by 'lifelong learning' to solve economic and social problems in the industrialized world. Highlights three defining attributes of lifelong learning: it is lifelong and therefore concerns everything from cradle to grave; it is life-wide, recognizing that learning occurs in many different settings; and it focusses on learning without limiting itself to education. Discusses the evolving international discourse on lifelong learning, with attention to the roles of the state, the market and civil society. Considers the dilemma that the concept may be so broad (and so focused on the individual), that it risks losing sight of broader public policy issues and concerns. [Author] (6 references)

Scott, K. (2003). *Funding matters: The impact of Canada's new funding regime on nonprofit and voluntary organizations: Summary report*. Retrieved June 8, 2004 from the Canadian Council on Social Development web site: <http://www.ccsd.ca/pubs/2003/fm/index.htm>.

Describes the changing funding landscape in Canada, and presents findings of a national study into the impacts of these changes on the financial capacity and long-term sustainability of nonprofit and voluntary organizations. Suggests that current trends in funding threaten the continued viability of the sector (which provides a diverse range of social, health cultural, recreational, environmental and other services to citizens), explaining that much organizational time is now devoted to chasing short-term sources of funding, at the expense of organizations' missions and core activities. Discusses specific concerns and consequences such as: volatility; a tendency to mission drift; loss of infrastructure; reporting overload; the house of cards effect of 'partnership'; the 'advocacy chill'; and human resource fatigue. (13 references) [Summary]

Sussman, S.B. (2003). *Moving the markers: New perspectives on adult literacy rates in Canada*. Retrieved June 19, 2004 from the Movement for Canadian Literacy web site: <http://www.literacy.ca/public/moving/moving.pdf>.

Investigates the way Canadian adult literacy statistics are used in the development of adult literacy policies and programs, and discusses the technical and conceptual limitations of existing methods for developing literacy rate statistics. Identifies demographic patterns within the literacy rate statistics, uncovering information relevant to the development of interventions for target groups. Delivers 26 recommendations for action and collaboration among policy makers and the literacy community. [CE]

The St. Christopher House. Literacy Working Group. (1977). *Literacy: Charitable enterprise or political right*. Retrieved June 8, 2004 from <http://www.nald.ca/fulltext/lce/lce.htm>.

Argues in support of a declaration, by participants in the 1975 International Symposium for Literacy, that defines literacy work as a political act, with a mission not only to teach the functional skills of reading and writing, but to contribute to the liberation of man and his full development. Considers two key points: (1) literacy work must concern itself as much with the content of instruction, as with the methodology; and (2) as a means of spreading information,

literacy is susceptible to manipulation by political and economic power groups. Analyses the different types of (politically neutral) materials typically used in Canadian literacy programs, and describes two alternative content models based on Freirean (democratic) principles. [CE]

Tuijnman, A. (2001). *Benchmarking adult literacy in America: An international comparative study*. Retrieved June 20, 2004 from the National Adult Literacy Database web site: <http://www.nald.ca/fulltext/Benchmrk/cover.htm>.

Presents summary findings of the International Adult Literacy Survey (IALS) from 21 of the 22 countries assessed; and identifies 10 indicators that allow comparison of Americans' literacy proficiency with that of other populations. Finds large inequalities in literacy distribution in the U.S. and Canada, and outlines policy targets that will improve adult literacy through the promotion of: cultures of life-long and life-wide learning; early childhood education and care programs; improved quality of education; reduced inequality in school outcomes; access to adult education for all citizens; workplace literacy programs; literacy-rich work, home, and community environments; and access to information and communication technologies. [ERIC]

Veeman, N. (2002). *Improving adult literacy levels: A critical look at government strategies and public awareness campaigns*. Retrieved June 20, 2004 from the University of Saskatchewan, College of Education, Adult Literacy in Canada and Sweden web site: <http://www.usask.ca/education/alcs/papers/veeman1.pdf>.

Explores factors that make for effective adult literacy policy in the context of the knowledge economy, and calls for a critical perspective on the 'literacy problem' as a way to understand recruitment and retention issues in adult literacy. Describes the International Adult Literacy Survey (IALS), and the responses of governments and the literacy field to its findings. Reviews current literacy strategies in Canada and Sweden against the backdrop of historic literacy campaigns, and critically examines anomalies in the adult literacy field, such as the literacy-economy connection, recruitment and retention issues, and program sustainability. Explores options for moving beyond the hegemony of institutionalized learning. [Author]

Voluntary Sector Steering Group. (2002). *Building a stronger voluntary sector: How the VSI is making a difference*. Retrieved June 15, 2004 from the Voluntary Sector Initiative web site: <http://www.vsi-isbc.ca/eng/about/pdf/building.pdf>.

Reviews the history of the Voluntary Sector Initiative (VSI), and reports the progress of initiatives to improve access to support, tools and information for the voluntary sector, through discussion of four key activities: (1) building sustainable relationships (e.g., the Accord and advocacy); (2) strengthening capacity (financing, human resources, knowledge, awareness, and technology); (3) improving the rules and regulations within which the voluntary sector operates; and (4) achieving greater inclusion and developing networks. Appendices describe how VSI monies have been spent, identify VSI members, provide details about products and programs, and offer a timeline for future activities. [CE]

IRELAND

A strategy for the way forward: The National Adult Literacy Agency's response to the white paper on adult education Learning for Life. (2001). Dublin, Ireland: National Adult Literacy Agency.

Contains NALA's response to Ireland's first white paper on adult education: Learning for Life (2000). Briefly describes the historic and strategic context of adult literacy in Ireland. Identifies issues of concern to NALA Members, which relate primarily to the implementation of proposals outlined under the National Adult Literacy Programme (NALP). Discussion of these concerns focuses on: the Ethos of the sector (the importance of learner-centrality, and the place of literacy & community education); Resourcing; and Administration (e.g., staffing and training issues; structures of representation; partnerships and referral systems; flexible tuition; research; evaluation and assessment; and logistical matters of recruitment and delivery). Presents specific proposals for addressing these concerns. [CE]

Government of Ireland. (1998). *Green paper: Adult education in an era of learning*. Retrieved June 19, 2004 from the Department of Education and Science web site: http://www.education.ie/servlet/blobServlet/pc_fe_adulted_gp_1998.pdf?language=EN.

States the government's commitment to adult education and marks the start of a wide-ranging consultation process and debate on the future of the sector in Ireland. Sets out the role of adult education as a vital component of lifelong learning, and describes what the sector can do to promote economic competitiveness and employment, address inter-generational poverty and disadvantage, advance communities, and help meet the challenges of change. Maps the development of adult education in Ireland, outlines current provision and participation, and proposes priority actions and mechanisms for the co-ordination and mainstreaming of the sector, with attention to: community education; accreditation, certification and guidance; training of adult educators; and structures for adult education. [CE]

Ireland. Department of Education and Science. (2000). *Learning for Life: White paper on adult education*. Retrieved June 15, 2004 from http://www.education.ie/servlet/blobServlet/fe_adulted_wp.pdf.

Reviews the role and status of adult education in Irish society, and discusses trends in educational participation. Presents three guiding principles for adult education in Ireland: (1) systematic approaches that recognize and facilitate transitions between different levels and types of educational provision; (2) equality of access, participation, and outcomes for adult learners; and (3) inter-culturalism in the development of curricula, materials, training, and assessment and delivery models that acknowledge diversity, while promoting Irish language and culture. Includes sections on: the consultation process; second chance and further education; community education; workplace education; higher education; support services; cooperation with Northern Ireland; and structures of provision. Proposes specific policies aimed at expanding the flexibility and supply of core programs and services. (72 references) [ERIC]

McCauley, F. (2000). *The white paper on adult education: Learning for life: Synopsis, analysis of recommendations, issues for AONTAS*. Retrieved June 7, 2004 from the AONTAS web site: <http://www.aontas.com/download/pdf/analysis.pdf>.

Offers a section-by-section summary and analysis, by the Irish National Association of Adult Education (AONTAS), of the priorities and recommendations outlined in the government white paper on adult education. Welcomes the government's response to several recommendations made by the sector, but highlights a number of specific concerns and questions raised by various proposals and mechanisms. The most prevalent of these relate to student fees, and implementation. Calls for immediate action, through the formation of working groups, interdepartmental links, and preliminary research, to lay the foundation for implementation of the white paper's recommendations in policy and practice. [CE]

NEW ZEALAND

Johnson, A.H. (2000). *Changing skills for a changing world: Recommendations for adult literacy policy in Aotearoa/New Zealand.* [Occasional Paper Series]. Retrieved June 10, 2004 from the New Zealand, Department of Labour web site: <http://www.dol.govt.nz/publication-view.asp?ID=41>.

Summarizes the issues facing New Zealand's modern adult literacy movement, in the context of rapidly changing skill demands for the 21st century. Describes the current political, economic and social climate, and reviews the issues and structures that have contributed to its creation. Provides a brief history of the adult literacy movement, with attention to workplace literacy and discussions of Freirean and competency-based theories. Addresses national leadership in provision of services, and presents four specific case studies. Offers recommendations for a comprehensive and coordinated long-term adult literacy strategy. (93 references, 7 tables, and 6 figures) [ERIC]

King, C.M., Jonson, K., Whitehead, D. & Reinken, B.J. (2003). *Glimpses of literacy education in New Zealand.* Retrieved June 10, 2004 from the Reading Online web site: http://www.readingonline.org/international/inter_index.asp?HREF=/international/king/.

Reports the observations of a team of U.S. educators that toured New Zealand primary schools to investigate factors contributing to the country's impressively high literacy rates. Describes the New Zealand literacy framework, and offers a view into the country's print-rich classrooms. Discusses the 'literacy block' and Reading Recovery programs, and identifies other current literacy initiatives, including: the New Zealand Literacy and Numeracy Strategy; programs delivered through the Reading, Writing, and Mathematics Proposals (RWMP) pool; the Literacy Leadership Program; Feed the Mind; and the second-language Pasifika Initiatives. Discusses assessment under the National Education Monitoring Program, and future challenges to literacy education in New Zealand. (6 references) [ERIC]

Limbrick, L. (1999). *The literacy debates: What are the issues in New Zealand.* Retrieved June 9, 2004 from the EducatiOn-line database: <http://www.leeds.ac.uk/educol/documents/00001367.htm>.

Describes New Zealand's response to a recent batch of surveys and assessments that show declining literacy levels in a country frequently praised for its past literacy performance. Discusses the findings and recommendations of a Ministry of Education Literacy Taskforce, which re-examined the efficacy and philosophies of traditional programs and approaches (e.g., Reading Recovery, Resource Teachers of Reading), and advised against drastic reorganization, while emphasizing the need for balanced instruction and the refinement of existing practices to facilitate and inform local decision-making. Addresses issues relating to Maori language and literacy instruction, and briefly identifies new strategies emerging from the Taskforce's recommendations. (7 references) [CE]

New Zealand. Ministry of Education. (2001). *More than words: The New Zealand adult literacy strategy*. Retrieved June 19, 2004 from http://www.minedu.govt.nz/web/downloadable/dl6494_v1/final-als-for-web.pdf.

Describes New Zealand's new strategy to improve literacy rates in English and Te Reo Maori, to ensure that all adults have the skills to participate in all aspects of life, including work, family and the community. Outlines three key goals: develop capability; improve quality systems; and increase opportunities for adult literacy learning through workplaces, community education providers and tertiary institutions. Elaborates four guiding principles: rapid achievement of learner goals; program will match learners' needs in content and pace; best practice, evaluation and research will guide program development; and programs will be suitable for a wide range of learners. Discusses the role of government, and presents a plan for implementation. [Summary]

New Zealand. Ministry of Education. (2004). *Adult & community education - policy reform: Towards a learning society*. Retrieved June 19, 2004 from <http://www.minedu.govt.nz/index.cfm?layout=document&documentid=8456&indexid=1216&indepnentid=1028>.

Introduces New Zealand's plans to reform adult and community education, within the context of wider reforms in the tertiary education sector. Outlines new approaches to the funding and resourcing of adult and community education, with the aim of strengthening the sector, removing impediments to access, improving school provision, improve outcomes for adults. [Introduction]

UNITED KINGDOM

Belanger, P. & Tuijnman, A. (eds.) (1997). *New patterns of adult learning: A six country comparative study*. Oxford, UK: Elsevier Science.

Presents 10 papers which, together, provide a systematic, empirical and comparative analysis of the multiple factors that explain variations in patterns of adult education participation in six countries (Canada, the Netherlands, Poland, Sweden, Switzerland, and the United States), based on findings from the International Adult Literacy Survey (IALS). Argues that the design of successful intervention strategies will depend crucially on the knowledge base of adult education, and especially on improved insights into the factors associated with participation and non-participation. [CE]

Crowther, J. (2003). *Accounting and accountability in adult and community education: Reflections on the Scottish experience*. Retrieved June 15, 2004 from the EducatiOn-line database: <http://www.leeds.ac.uk/educol/documents/00003092.htm>.

Discusses the changing language of adult and community education in Scotland as a result of its incorporation into the managerial politics of the state. Suggests that, as a result of such incorporation, it is not only the words that are lost, but, more importantly, what they signify in terms of the social practices which produced them. Presents this incorporation as a trend that is part of a wider process in which the language of lifelong learning plays a key role in mediating the political economy of capitalist globalisation along with the restructuring of welfare. Examines this development in the Scottish context. [Author]

Crowther, J., Hamilton, M. & Tett, L. (eds.) (2001). *Powerful literacies*. Leicester, UK: National Institute of Adult Continuing Education.

Contains 15 papers that provide different perspectives on the theme of how to promote and employ literacy as a tool for challenging inequality and dependency. Essays are grouped under three main headings - theoretical and policy frameworks, reflecting on power, and repositioning learners and teachers - and discuss a broad range of issues in a variety contexts, including: 'new literacies'; homelessness in Australia; learning disabilities; form-filling; ABET in South Africa; democracy and citizenship; useful literacy in Bangladesh; family literacy in Scotland; power-sharing in programs; and multiple literacies in East London. [CE]

Derrick, J. (2002). *What could a socio-cultural approach to literacy, numeracy and ESOL practice be, and how does this align to current practice?* Retrieved June 4, 2004 from the University of Edinburgh, Moray House School of Education, ESRC Adult Basic Education Seminar Series web site: <http://www.education.ed.ac.uk/hce/ABE-seminars/papers/ABE1-JayDerrick.pdf>.

Discusses the significance of England's national performance measurement systems to program-level practices in Literacy, Numeracy and ESOL (LNE), and assesses the extent to which the current adult education framework supports socio-cultural approaches to instruction and assessment. Reflects on the question of how England may establish a regulatory framework that ensures consistent, efficient and effective support for learning, without alienating the learning

process from the social field, or unduly circumscribing or distorting it. Refers to models from the U.S. and Scotland, and underscores the principles and experiences that demand a more socio-cultural approach to LNE provision and performance measurement. [CE]

Derrick, J. (2002). *A socio-cultural approach to literacy, numeracy and ESOL practice: A practice perspective.* Retrieved June 4, 2004 from the University of Edinburgh, Moray House School of Education, ESRC Adult Basic Education Seminar Series web site: <http://www.education.ed.ac.uk/hce/ABE-seminars/papers/ABE1-JavDerrick2.pdf>.

Addresses the current lack of research on the effects of different-level funding and performance measurement systems on Literacy, Numeracy and ESOL (LNE) practice in England; and suggests that a comprehensive understanding of the relationship between policy and practice must investigate the impacts of these systems. Outlines the different national, and local, funding, measurement and accountability systems that govern LNE, and considers the possible danger that inappropriate performance measures may result in policies based on data and analysis which are virtually meaningless. Calls for a reassessment of current approaches, and for the development of performance measurement systems and procedures that are more compatible with a socio-cultural approach to LNE practice. (5 references) [CE]

Earl, L., Levin, B., Leithwood, K. Fullan, M. & Watson, N. (2000). *Watching and learning: OISE/UT evaluation of the implementation of the National Literacy and Numeracy Strategies. First annual report.* Retrieved June 10, 2004 from the Department for Education and Skills web site: http://www.standards.dfes.gov.uk/literacy/publications/research/63529/Watching_Learning_Report.PDF.

Reports the findings of an external, supplementary evaluation of England's National Literacy and Numeracy Strategies (NLNS), conducted by a team of researchers from the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). Provides detailed information about the team's evaluation framework, and examines the national and international contexts for large-scale educational reform. Discusses the implementation and impacts of the NLNS with respect to: obstacles or barriers to implementation; successes and weaknesses; and the emerging infrastructure, as seen from four levels of the education system: national, local education authority (LEA), school and classroom. [ERIC]

Earl, L., Levin, B., Leithwood, K. Fullan, M. & Watson, N. (2001). *Watching and learning 2: OISE/UT evaluation of the implementation of the National Literacy and Numeracy Strategies: Second annual report.* Retrieved June 10, 2004 from the Department for Education and Skills web site: <http://www.standards.dfes.gov.uk/literacy/publications/research/63549/>.

Presents findings from the second, of three, annual evaluations of England's National Literacy and Numeracy Strategies (NLNS), by the Ontario Institute for Studies in Education (OISE). Tracks central policy and developments in the implementation of the Strategies, with particular attention to value for money and the perceptions and experiences of schools under the Strategies. Identifies six areas of success: (1) breadth of influence on teaching and learning; (2) adaptation within a clear vision; (3) value for money; (4) institutionalisation of a national infrastructure; (5) policy coherence; and (6) balancing pressure and support. Highlights further issues for consideration regarding: changes in teaching; unintended costs and consequences; sustainability; availability and use of data; and parents, families and the public. (63 references) [ERIC]

Earl, L., Levin, B., Leithwood, K. Fullan, M. & Watson, N. (2001). *Watching and learning 3: Final report of the external evaluation of England's National Literacy and Numeracy Strategies*. Retrieved June 10, 2004 from the Department for Education and Skills web site: <http://www.standards.dfes.gov.uk/literacy/publications/research/63525/>.

Summarizes the key findings of a four-year external evaluation of England's National Literacy and Numeracy Strategies (NLNS), by the Ontario Institute for Studies in Education (OISE). Highlights the Strategies' successes with respect to: influence on the teaching and learning of literacy and mathematics; establishing a national infrastructure; flexibility within a constant vision; value for money; high pressure and high support; improved assessment and use of data; and leadership. Explores future challenges around the following themes: teacher capacity; embedding accountability and capacity building; central direction and local initiative; manageability of LEAs and schools; targets and test results; the teaching profession; and beyond the school. [CE]

Goldstein, H. (2004). *Education For All: The globalization of learning targets. Comparative Education (to appear 2004)*. Retrieved June 4, 2004 from: <http://www.mlwin.com/hgpersonal/Education%20for%20all.pdf>.

Argues that the ambitious programme "Education For All," launched by UNESCO in 1990, could be seriously undermined by its reliance on the achievement of numerical 'targets'. Evidence from existing attempts by countries to imposed educational targets reveals undesirable side effects and distortions of educational systems. The paper explores some of the possible consequences of UNESCO's adherence to such targets. [Author]

Hallam, S. (2000). *How can we engage practitioners, managers and policy makers with the research process and its outcomes?* Retrieved June 10, 2004 from the EducatiOn-line database: <http://www.leeds.ac.uk/educol/documents/00003253.htm>.

Examines the complex relationship between educational research, practice and the making of policy. Reviews historical attitudes, of practitioners and policy makers, towards research findings, and describes the findings of a 1998 Institute of Employment Studies review of the direction, organisation, funding, quality and impact of educational research. Discusses the urgent need for more effective dissemination of research results to the wider education community, and for greater involvement in the focus and planning of research by educators. (11 references) [CE]

Hamilton, M. (2001). *Commentary on the NFER research report: Progress in adult literacy*. Retrieved June 10, 2004 from the National Institute of Adult and Continuing Education web site: <http://www.niace.org.uk/Organisation/advocacy/adultliteracy.pdf>.

Identifies and discusses many flaws in the research design, methodology and analysis of findings from an evaluative study, by the National Foundation for Educational Research (NFER), into the progress of adults enrolled in literacy courses. Argues findings and conclusions of the study were largely based on: inappropriate, non-referenced, testing methods; incomplete samples; and unverifiable assumptions about the real or potential impacts of teacher professional development and learner attendance. Suggests the study has some value as a pilot, and describes key elements and variables to be considered in future projects. [CE]

Hamilton, M. (2001). *Privileged literacies: Policy, institutional process and the life of the IALS. Language and Education 15(2-3), 178-96.*

Argues that to make use of the theoretical insights offered by the New Literacy Studies, more needs to be understood about how institutions produce and privilege certain kinds of knowing, and how, in this process, they devalue or redefine the local and the vernacular for their own purposes. The International Adult Literacy Survey is used to demonstrate how a powerful discourse develops and can organize our knowledge and literacy. [ERIC]

Hammond, J. (2001). *Literacies in school education in Australia: Disjunctions between policy and research. Language and Education 15(2-3), 162-77.*

Outlines different priorities of current policy and research in literacy education in Australian schools. Suggests that a number of generic and specific factors contribute to these differences: differences in perspective and responsibility of policymakers and researchers, different underlying theoretical assumptions, and changes in the current balance of power brought about by recent national policy investment in school literacy education. [ERIC]

Improving literacy and numeracy: A fresh start: The report of the working group chaired by Sir Claus Moser. (1999). Retrieved June 15, 2004 from the Department for Education and Skills web site: <http://www.lifelonglearning.co.uk/mosergroup/index.htm>.

Reviews the scale of the literacy and numeracy problem in England, and proposes a new National Strategy for Adult Basic Skills based on ten key elements: (1) national targets; (2) the entitlement to learn; (3) guidance, assessment, and publicity; (4) better opportunities for learning; (5) quality; (6) a new curriculum; (7) a new system of qualifications; (8) teacher training and improved inspection; (9) the benefits of new technology; and (10) planning of delivery. Delivers twenty-one focussed recommendations, and an implementation plan. (38 references) [ERIC]

Lo Bianco, J. (2001). *Language and literacy policy in Scotland. Retrieved June 19, 2004 from the Scottish Centre for Information on Language Teaching and Research web site: <http://www.scilt.stir.ac.uk/pubs.htm#083>.*

Presents the author's assessment of the current language policy issues affecting Scotland, based on six-months' consultation on the SCOTLANG Project. Examines international developments in language policy, and analyzes the current language policy framework and mechanisms of Scotland. Recommends ways Scotland may achieve a more integrated policy that addresses: modern languages, heritage languages, community languages, sign language, English as a second language, adult literacy, and other aspects. Key arguments touch on issues of: educational excellence; global presence; heritage; cultural vitality; substantive citizenship; social inclusion; and commerce. [CE]

Machlachlan, K. & Cloonan, M. (2002). *Three-dimensional change? The relationship between theory, policy and adults' understanding of literacies.* Retrieved June 9, 2004 from the EduatiOn-line database: <http://www.leeds.ac.uk/educol/documents/00002083.htm>.

Examines perceptions of literacies, and what it means to 'be literate' in the modern world, in light of the OECD's International Adult Literacy Survey findings and subsequent national policy responses in the UK. Explores the extent to which policy and theoretical perspectives correlate with adult's understanding of literacy in everyday lives. Considers the levels of congruence between theory, policy and learner perspectives, and implications for the development of policy-led practice, based on research with learners and potential learners in North Ayrshire, Scotland. [Author]

Nicoll, K. (2002). *'Lifelong learning': The altering state of policy.* Retrieved June 9, 2004 from the EduatiOn-line database: <http://www.leeds.ac.uk/educol/documents/00002089.htm>.

Provides an alternative perspective on lifelong learning policy and its significance, within the broader field of policy studies. Suggests the need for different approaches to policy analysis in lifelong learning, citing the failure of traditional (comparative, welfare, and social democratic) models to unravel the complexities of the meanings and effects of lifelong learning on the relationships between government, institutions, the state, and individuals. Draws on the work of Foucault and examines issues of discourse, knowledge and power to provide alternative readings of lifelong learning policy. (16 references) [Author]

Organization for Economic Co-operation and Development. (2004, February). *Lifelong learning. Policy brief.* Retrieved June 19, 2004 from <http://www.oecd.org/dataoecd/17/11/29478789.pdf>.

Identifies the concept of lifelong learning as a 'second chance' educational strategy, which emerged three decades ago through efforts of the OECD, UNESCO, and the Council of Europe. Reflects on the breadth and multiplicity of current interpretations of the concept, and explores the more precise policy meanings that underly recent OECD work in the area of lifelong learning. Provides summary responses to the following questions: what are the distinguishing features of the lifelong learning concept; why is lifelong learning important; what is the policy relevance of the concept; how successful are countries in achieving lifelong learning for all; and how to implement lifelong learning strategies. (8 references) [CE]

Schuller, T., Brassett-Grundy, A., Green, A., Hammond, C. & Preston, J. (2002). *Learning, continuity and change in adult life.* Retrieved June 18, 2004 from the Centre for Research on the Wider Benefits of Learning web site: <http://www.learningbenefits.net/>.

Examines the relationship between learning, continuity and change in adult life, based on 140 in-depth biographical interviews with adult learners in 3 regions of England. Offers the following findings: initial education has a variety of effects in later life, beyond well-documented influences on earnings; education provides structure and confidence, as well as skills and knowledge transferable to new situations; learning benefits participants' families in numerous ways; and learning promotes civic participation, the development of social capital and social cohesion. Advises policymakers to give greater recognition to the sustaining benefits of education in personal lives, families, and society. (23 references) [ERIC]

Scottish Executive. (2001). *Listening to learners: Consultation with learners about adult literacy education in Scotland*. Retrieved June 10, 2004 from <http://www.scotland.gov.uk/library3/lifelong/alltl-00.asp>.

Reports the findings of consultations carried out with learners enrolled in adult literacy and numeracy (ALN) and further education (FE) courses in Scotland, in order to inform the new national literacy and numeracy policy. Delivers important messages for policymakers, program administrators, and others involved in improving learning opportunities for adults, and relates learner views and experiences around the following themes: (1) learner consultation around content, planning and evaluation of courses; (2) accessibility of learning opportunities; (3) diversity among learners, their needs and their interests; (4) support and guidance; (5) learning progress; (6) progression to other learning or employment. [ERIC]

United Kingdom. Department for Education and Employment. Read Write Plus. (2002). *Success in adult literacy, numeracy and ESOL provision. A guide to support the Common Inspection Framework*. Retrieved June 20, 2004 from <http://www.dfes.gov.uk/readwriteplus/bank/ACF1EA0.pdf>.

Provides support to learning organisations that provide literacy, numeracy and ESOL programs to adult learners, within any context, by describing how to use the Common Inspection Framework to improve the quality of instruction and outcomes for learners. Outlines the standards of the Common Inspection Framework, as relating to three broad areas of practice - achievement and standards; quality of education and training; and leadership and management - and seven questions devised to guide organisational reflections on practice and provision: (1) how well do learners achieve; (2) how effective are teaching, training and learning; (3) how are achievement and learning affected by resources; (4) how effective are the assessment and monitoring of learners' progress; (5) how well do the programs and courses meet the needs of learners; (6) how well are learners guided and supported; and (7) how effective are leadership and management in raising achievement and supporting learners? [Foreword]

United Kingdom. Department for Education and Employment. Read Write Plus. (2001). *Skills for life: The national strategy for improving adult literacy and numeracy skills*. Retrieved June 20, 2004 from http://www.dfes.gov.uk/readwriteplus/bank/ABS_Strategy_Doc_Final.pdf.

Reviews the state of adult literacy and numeracy in England, and elaborates the Government's proposed strategy for improving the skills of those most in need. Identifies priority groups targeted by Skills for Life: unemployed people and benefit claimants; prisoners and those supervised in the community; public sector employees; low-skilled workers; and other groups at risk of exclusion (e.g., homeless people, refugees and asylum seekers, and speakers of other languages). Details plans and new approaches to delivering higher standards through: funding and planning; increasing demand; improving supply; meeting learners' needs using technology; raising standards (through needs assessments, national tests and standards, core curricula, new materials, research, teacher development, and quality assurance structures); and working together. [CE]

UNITED STATES

Alamprese, J.A. (1998). *Promoting systemic change in adult education*. Retrieved June 20, 2004 from the ERIC Clearinghouse on Adult Career and Vocational Education web site: http://www.cete.org/acve/mp_alamprese_01.asp.

Discusses state approaches to reform in adult education, as driven by the demand for accountability and high-quality services among legislative and other bodies. Presents a framework for 'systemic change', and identifies four needs to be considered by state policymakers: (1) innovative management, assessment, and instructional practices; (2) policy to support change strategies; (3) facilitation of organizational and professional learning; and (4) coordination and collaboration within and among states. Describes the conditions that influence change strategies, and highlights the importance of standards for learner performance, assessment, data collection and use, and funding. (25 references) [ERIC]

Beder, H. (1999). *The outcomes and impacts of adult literacy education in the United States*. Retrieved June 20, 2004 from the National Center for the Study of Adult Learning and Literacy web site: <http://www.gse.harvard.edu/~ncsall/research/report6.pdf>.

Assesses the outcomes and impacts of adult literacy education in the United States, based on pertinent research conducted since the late 1960s. Suggests that participation in adult literacy education can result in: employment and earnings gains; potential reductions in welfare dependence; and positive influences on high school certificate acquisition, self-image, parental involvement in children's education, and achievement of personal goals. Recommends the establishment of a national reporting system that will: measure the outcomes and impacts of adult literacy education; allow for longitudinal evaluation; and promote the systematic funding and improvement of state and local outcome studies. (90 references) [ERIC]

Beder, H. (2001). *The content and structure of instruction in adult literacy education in the United States*. Retrieved June 15, 2004 from the EducatiOn-line database: <http://www.leeds.ac.uk/educol/documents/00002432.htm>.

Cites a lack of research on classroom behaviour in adult literacy education settings, and suggests that, as a result, present policies and efforts at reform may be ill informed. Presents findings of an observational study, of 20 adult literacy classrooms, designed to provide an analytical description of adult learners' classroom behaviour. Describes two key observations on the content and structure of instruction in the classrooms observed: (1) adult literacy instruction appears extremely similar to an elementary education format - instruction, response, evaluation - and reflects both teachers' prior experience and learners' expectations; and (2) the dominance of this method suggests strong orientations toward basic skill development, as distinct from higher-order abilities, such as critical thinking. Questions the appropriateness and value of such methods, and presents other questions raised by the research. [CE]

Belzer, A. (2003). *Living with it: Federal policy implementation in adult basic education: The cases of the Workforce Investment Act and Welfare Reform*. [NCSALL Reports #24]. Retrieved June 19, 2004 from the National Center for the Study of Adult Learning and Literacy web site: <http://www.gse.harvard.edu/~ncsall/research/report24.pdf>.

Reports the findings of a qualitative, interview-based study that sought to identify the impacts of two pieces of federal legislation on the content and delivery of adult basic education in the U.S.: the Workforce Investment Act (1998) and the Personal Responsibility and Work Opportunity Reconciliation Act (or 'welfare reform', 1996). Introduces the provisions of both laws, and describes the study's research methods and their limitations. Examines the crucial state role in shaping the context for compliance or non-compliance with federal policies in practice; and identifies different types of program level responses to these policies. Offers specific policy, practice and research recommendations to improve and clarify policies and their implementation. [CE]

Chisman, F.P. (2002). *Leading from the middle: The state role in adult education & literacy*. Retrieved June 10, 2004 from the Council for the Advancement of Adult Literacy web site: <http://www.caalusa.org/leadingfrommiddle.pdf>.

Examines the role of state government in an intergovernmental adult education and literacy (AEL) system, and describes how many of the system's funding, administrative, implementation and policy mechanisms converge at the state level. Describes the components of the AEL system, identifies the many human and financial resources available to state governments, and emphasizes the states' unique freedom in determining how and where these are allocated. Explores the issues, implications, and limits of state power and capacity with regard to three key functions: (1) administration; (2) governance; and (3) policy leadership. [CE]

Comings, J., Reder, S. & Sum, A. (2001). *Building a level playing field: The need to expand and improve the national and state adult education and literacy systems*. Retrieved June 15, 2004 from the National Center for the Study of Adult Learning and Literacy web site: http://www.gse.harvard.edu/~ncsall/research/op_comings2.pdf.

Argues the case for improved and expanded adult education and literacy services, emphasizing the growing importance of strong basic skills to adults' success as workers, family members, and citizens. Explores the various routes to learning, through basic skills, family literacy, English as a second language (ESL) and general educational development (GED) programs coordinated under the Workforce Investment Act. Highlights three priorities - increase resources, increase access, and improve instruction - and presents the 2000 National Literacy Summit report, "From the Margins to the Mainstream," as a possible blueprint for federal investment in adult education and literacy. (27 references) [ERIC]

Comings, J., Sum, A. & Uvin, J. (2000). *New skills for a new economy: Adult education's key role in sustaining economic growth and expanding opportunity*. Boston, MA: The Massachusetts Institute for a New Commonwealth.

Provides a detailed analysis of available data on the impacts of poor basic skills on Massachusetts' economy; and identifies three major challenges to building workers' skills: (1) a language challenge; (2) an education credential challenge; and (3) a new literacy challenge.

Examines the role of adult education in promoting and sustaining economic growth, and focuses discussions on the following topics: defining new basic skills for a new economy; populations lacking the new basic skills; the demand for adult basic education (ABE); funding for ABE; building basic skills through adult education; ABE's costs and benefits; and moving toward an integrated job training and ABE system. Presents 6 evidence-based ways to improve ABE, and offers several specific recommendations for overcoming language, credential, and literacy challenges. (80 tables) [ERIC]

D'Amico, D. (1997). *Adult education and welfare to work initiatives: A review of research, practice and policy*. Washington, DC: National Institute for Literacy.

Explores the role of adult education in moving individuals from welfare to work, and reports key findings of a review of relevant research. Discusses employment trends and prospects of low-skilled workers, and argues for state development of educational and labor market opportunities that will sustain and reward lifelong learning. Outlines program and practice models, discusses collaboration among education providers and welfare agencies, and highlights the importance of diversity and innovation in addressing the needs of different groups. Provides recommendations relating to program delivery, policy, support services, job creation, and research. [ERIC]

D'Amico, D. (1999). *Politics, policy, practice and personal responsibility: Adult education in an era of welfare reform*. [NCSALL Reports #10A]. Retrieved June 19, 2004 from the National Center for the Study of Adult Learning and Literacy web site:

<http://gse.harvard.edu/~ncsall/research/d'amico1.pdf>.

(Save file to open)

Suggests that the relationship of literacy to work should be considered in terms of the political and economic conditions that structure the experiences of the working and non-working poor. Argues that welfare dependency is a problem of the labor market structure, and that welfare-to-work programs fail to address the class, race, and gender dynamics that hinder access to education and job opportunities. Promotes a vision of education that will: address the conflict between divergent interests - e.g., employer versus worker interests, funding versus learner objectives, and education as a human right versus education as job training; provide learners with the intellectual tools for independent and informed decision-making; and build alliances with organizations already working to reduce inequalities in access to education and jobs. (39 references) [ERIC]

Darling-Hammond, L. (1996). *The right to learn and the advancement of teaching: Research, policy, and practice for democratic education*. *Educational Researcher* 25(6), 5-17.

Argues that education must nurture and educate students' spirits in a way that will prepare them for democratic life. Describes the challenges inherent in providing such an education, and discusses the past and potential contributions of research to more informed educational policy and practice. Offers a detailed exploration of key questions and challenges attending the development of an agenda for research, practice, and policy for democratic education, and identifies some factors essential to the building of democratic schooling. (69 references) [ERIC]

Elmore, R.F. (2002). *Bridging the gap between standards and achievement: The imperative for professional development in education*. Retrieved June 4, 2004 from the Albert Shanker Institute web site: http://www.shankerinstitute.org/Downloads/Bridging_Gap.pdf.

Discusses the importance of teacher professional development to student achievement, within the broader culture of performance-based accountability. Challenges dominant assumptions about teacher preparedness, examines the current consensus around effective professional development, and highlights the costs of failing to address widening knowledge gaps. Asserts the need for schools and school systems to adopt the practice of 'continuous school improvement', and argues the central role of professional development to this change process. (67 references) [ERIC]

Imel, S. (1998). *Work force education or literacy development: Which road should adult education take?* [ERIC Digest No. 193]. Retrieved June 10, 2004 from <http://www.cete.org/acve/docgen.asp?tbl=digests&ID=46>.

Examines current debates around the preferred orientation of the adult education field, in light of a growing emphasis on workforce development as a policy goal. Discusses the resulting feelings of alienation among many adult educators; and cites research evidence that suggests welfare-to-work programs rarely focus on developing the transferable skills needed to achieve true employment self-sufficiency. Reframes the debate to inquire whether adult education can successfully combine the objectives of literacy development and workforce education, and presents two programs that have succeeded in doing so. (12 references) [ERIC]

Istance, D., Schuetze, H.G. & Schuller, T. (eds.) (2002). *International perspectives on lifelong learning: From recurrent education to the knowledge society*. Philadelphia, PA: Open University Press.

Traces the progress that has been made in developing lifelong learning policies over the past 30 years, and examines current challenges to lifelong learning policymakers. Organizes contributions, by several different authors, around six main themes: (1) historical reflections; (2) building human and social capital; (3) organizing learning; (4) globalization and higher education; (5) internationalizing literacies and learning; and (6) the Swedish example. Some chapters have figures and tables, and all papers include bibliographies. [ERIC]

Kruidenier, J. (2002). *Research-based principles for adult basic education: Reading instruction*. Retrieved July 9, 2004 from the Partnership for Reading web site: http://www.nifl.gov/partnershipforreading/publications/adult_ed_02.pdf.

Introduces the joint Partnership for Reading initiative, and reports the findings of a panel of reading experts, that was convened to identify and evaluate existing research in adult literacy reading instruction, and to summarize scientifically-based principles and practices. Describes, in-depth, the panel's methodology and criteria for selecting studies for inclusion. Main sections present definitions and in-depth discussions of emerging principles and trends relating to specific elements of adult reading instruction, including: reading assessment profiles; alphabetics (phonemic awareness and word analysis); fluency; vocabulary; reading comprehension; and computer technology. Summarizes results, and recommends an agenda for further research. [CE]

Literacy Assistance Center. (Spring 2001). Leadership in an era of change [Electronic version]. *Literacy Harvest*. Retrieved June 20, 2004 from <http://www.lacnyc.org/publications/Harvest/01fall/LiteracyHarvestFall2001.pdf>.

A special issue of *Literacy Harvest*, a professional journal of the New York Literacy Assistance Center, that focuses on changes brought about by the Workforce Investment Act (WIA), and the implications of those changes. Contains the perspectives of program managers, local policymakers, and other leaders on questions relating to: the new accountability requirements; the resources needed to meet them; philosophical differences between educators' perception of their mission versus legislators' expectations; and what it means to lead in light of such fundamental shifts in focus. [Editorial]

***Literacy works: Building state performance measurement, reporting, and improvement systems.* (1995). Washington, DC: National Institute for Literacy.**

Describes the efforts of the National Institute for Literacy to develop and pilot literacy accountability systems in four states. Outlines the components, operation, and importance of state accountability systems, and considers issues attending the planning and implementation of a quality system. Examines the role of accountability systems in measuring results and demonstrating success, and identifies four specific areas where accountability helps build the capacity of state literacy systems. Lists ten steps to establishing a state literacy accountability system, and profiles demonstration programs in Hawaii, Kentucky, New York, and Tennessee. Summarizes lessons learned, and presents necessary steps in moving from "patchwork quilt" accountability to a quality system. [ERIC]

Merrifield, J. (1998). *Contested ground: Performance accountability in adult basic education.* [NCSALL Reports #1]. Retrieved June 16, 2004 from the National Center for the Study of Adult Learning and Literacy web site: <http://www.gse.harvard.edu/~ncsall/research/report1.pdf>.

Addresses the increasing demands for performance accountability in adult basic education (ABE), in the current context of global economic restructuring, changes in work and employment and large-scale immigration to the United States. Discusses issues relating to: changing definitions and purposes of literacy; the absence of a national service delivery system; and the inadequacy of existing tools for measuring learning. Highlights new state and national initiatives that address issues of performance and accountability, and proposes principles for a framework for action: (1) agree on performance; (2) build mutual accountability relationships; (3) develop capacity to perform and be accountable; and (4) create new tools to measure performance. (109 references) [ERIC]

Milner, H. (2002). *Civic literacy: How informed citizens make democracy work.* Hanover, NH: University Press of New England.

Argues that a society's level of civic literacy - the knowledge and capacity of citizens to make sense of their political world - provides a sound basis for understanding the civil societies of different cultures, and for comparing the effectiveness of their democratic institutions. Draws on empirical findings of social scientists, and philosophical debates over citizenship and community in the U.S., Canada, western Europe, Australia and New Zealand, to show how the civic literacy

of a population predicts the effectiveness of its democratic institutions. Describes effective policies for stemming the decline in civic engagement, that link the roles of media and adult and civic education to the informativeness of citizens. [Book jacket]

Murphy, G. & Heitner, B. (2002). *Federal role in adult literacy: FY 2002*. [CAAL Bulletin 1]. Retrieved June 10, 2004 from <http://www.caalusa.org/federalrole2002.pdf>.

Provides a descriptive compilation of government programs, for the financial year 2002, that provide funding for adult literacy programs and activities in the United States. Identifies three categories of funding available through: (1) state grant programs of the Adult Education and Family Literacy Act; (2) variable-size programs of different federal departments and agencies targeting basic skills or English-as-a-second-language instruction for out-of-school youth and adults; and (3) assorted small research or demonstration programs. [CE]

National Coalition for Literacy. (2003). *Omnibus literacy legislation concept paper: Implementing the National Literacy Summit Initiative Action Agenda: Suggested legislative measures*. Retrieved June 10, 2004 from http://www.national-coalition-literacy.org/reports/oll_concept_final.pdf.

Outlines the National Coalition for Literacy's recommendations for reauthorization of the Adult Education and Family Literacy Act, Title II of WIA (the Workforce Investment Act). Focuses on three key priorities for creating a strong adult education, language and literacy system: quality services for adult students; ease of access to these services; and sufficient resources to support quality and access. Recommends legislative measures that will help realize the consensus goal reached at the 2000 National Literacy Summit: 'By 2010, a system of high quality adult literacy, language and lifelong learning services will help adults in every community make measurable gains toward achieving their goals as family members, workers, citizens, and lifelong learners.' [CE]

National Literacy Summit 2000 Steering Committee. (2000). *From the margins to the mainstream: An action agenda for literacy*. Retrieved June 4, 2004 from the National Institute for Literacy web site: http://www.nifl.gov/nifl/archive/margins_to_mainstream.pdf.

Proposes a plan of action to help the United States meet its literacy challenges. Issues a call for action based on a review of the national literacy problem, as revealed by the 1993 National Adult Literacy Survey. Frames literacy as a national concern, and argues the case that literacy skills are critical to employment, a healthy economy, better health outcomes, better Internet access, and parental support of children's language and literacy development. Outlines an action agenda built around three key priorities: resources, access, and quality. Discusses these priorities, the potential outcomes of achieving them, and recommends specific actions for state- and community-based stakeholders and partners. [ERIC]

Reading and literacy in America [Electronic version]. (2003). *ETS Policy Notes 11(2)*. Retrieved June 20, 2004 from <http://www.ets.org/research/pic/readingpn.pdf>.

Reviews the state of reading and literacy in the U.S., from kindergarten through adulthood, based on findings from the National Assessment of Educational Progress (NAEP), the OECD Program for International Student Assessment (PISA), and the National Adult Literacy Survey. Reports

that the U.S. has the widest distribution of literacy skills in comparison to other countries assessed; and highlights the troubling social inequalities evidenced by striking differentials in the performance of racial and ethnic groups, which manifest in early childhood and continue, through schooling, into adulthood. Discusses the strong correlations between literacy ability and success in the economy, and concludes that the high priority assigned to reading at the beginning of this decade is altogether warranted. (13 references) [ERIC]

Reddy, L. (2001). *A national plan for research and development in adult education and literacy*. Washington, DC: National Institute for Literacy.

Presents a national plan for research and development (R&D) in adult education and literacy, as developed by the National Institute for Literacy (NIFL) through a consultative process. Outlines the plan's objectives, which include: build on existing knowledge; consider research from other fields; support other research planning efforts; incorporate strategies for disseminating results to the field; create a national framework; and identify priority research areas to funders. Discusses research priorities relating to: (1) adult learning, recruitment, and persistence; (2) best practices in instruction; (3) learner assessment and program evaluation; (4) staff development; and (5) policy and structure. Proposes a model for linking research to improvements in policy and practice. [ERIC]

Smith Morest, V. (2004). *The role of community colleges in state adult education systems: A national analysis*. [CAAL Community College Series, Working Paper 3]. Retrieved June 10, 2004 from <http://www.caalusa.org/columbiawp3.pdf>.

Reports findings of a national Council for the Advancement of Adult Literacy (CAAL) task force study into the role and potential of community colleges as providers of adult education and literacy services. Confirms that community colleges play a large but poorly understood role in adult education, and cites limitations of the methodology and available data. Discusses findings in the following key areas: (1) number of colleges providing adult education services, scope of services, and levels of participation; (2) differences in demographic profiles of students served by colleges versus other providers; (3) skill levels of adult students in colleges compared to those in other programs; (4) composition of federal, state and local funding for adult education services of community colleges; and (5) existence/extent of adult education related to employment services supported by the Workforce Investment Act (WIA). (9 references) [CE]

Sparks, B. (2001). *Adult basic education, social policy and educator's concerns: The influence of welfare reform on practice*. *Adult Basic Education* 11(3), 135-149

Reports the views of adult basic education practitioners and administrators in Nebraska, on the impacts of welfare reform. Describes concerns relating to the emphasis placed on economic over individual development, the quality of education and training for welfare recipients, time limits on learning, and mandated attendance. (17 references) [ERIC]

Stein, S.G. (1995). *Equipped for the Future: A customer-driven vision for adult literacy and lifelong learning*. Retrieved June 18, 2004 from the National Institute for Literacy, Equipped for the Future web site: <http://www.nifl.gov/lincs/collections/eff/archive/content.htm>.

Reports findings of a two-year effort to solicit and analyze adult learners' perspectives on the meaning of Goal 6 of the U.S. National Education Goals (1989), which states: "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." Synthesizes the responses, to an open letter, of more than 1500 adult students enrolled in programs throughout the country. Describes adults' purposes for returning to education, discusses the social and economic context of these aims, and examines the implications for policy. Provides samples of students' reflections on the following themes: what it means to be literate; what it means to compete in a global economy; what it means to exercise the rights and responsibilities of citizenship; voices of adults on welfare; and voices of adults in prison and treatment centers. [ERIC]

Stein, S.G. (1997). *Equipped for the Future: A reform agenda for adult literacy and lifelong learning*. Washington, DC: National Institute for Literacy.

Examines the adult literacy and basic education system of the United States, discusses its shortcomings, and explains the principles and evidence underlying the National Institute for Literacy's (NIFL) national systemic reform agenda, *Equipped for the Future* (EFF). Outlines the six planned stages of EFF's development, and describes current achievements towards stage one goals to: build consensus on what adults needs to know and be able to do to achieve the four purposes [of learning, as identified by more than 1500 adult students through a national consultation process] in relation to adults' roles as parents, citizens, and workers. Presents the three EFF 'role maps', and explains their benefit in defining the broad areas of responsibility and related key activities that attend adults' roles as parents, citizens, and workers. (9 references) [CE]

Sticht, T. (1998). *Moving adult literacy education from the margins to the mainstream of educational policy and practice*. [Adult Learning & Literacy: A Series of Occasional Papers 1]. (ERIC Document Reproduction Service No. ED429235).

Describes the marginalized status of the adult literacy education sector in the U.S., in comparison to mainstream K-12, college and university education systems. Calls for increased support and a central role for the sector in national reform activities, highlighting the multiplier effect of investing in quality adult literacy education: (1) better educated adults produce better educated children; (2) they demand and get better schooling for children; (3) they build better communities for learning; and (4) are more productive for society. Suggests government agencies consider these benefits and invest in adult literacy education as a means to increasing the productivity of schools and communities, helping to achieve National Educational Goals, and promoting democracy and good citizenship. (10 references) [ERIC]

Sticht, T. (2001). *The power of adult education: Moving the adult education and literacy system of the United States from the margins to the mainstream of education*. Retrieved June 4, 2004, from the National Adult Literacy Database web site: <http://www.nald.ca/fulltext/sticht/power/cover.htm>.

Reviews the record of government contributions to the Adult Education and Literacy System (AELS), under the Adult Education Act (1966) and Adult Education and Family Literacy Act (1998). Argues there is power in the sector because investments in adult learning perform 'double duty', by generating additional outcomes such as: increased productivity at work, home and in the community; increased self-confidence; improved family health; and lower rates of criminal recidivism. Highlights the prejudices and stereotypes that cause the sector to remain marginalized and under-funded, and describes the three steps needed to move the AELS from the 'margins to the mainstream': (1) increase funding; (2) increase enrollment; and (3) improve the adult education and literacy system. [ERIC]

Sticht, T.G. (1998). *Beyond 2000: Future directions for adult education*. U.S. Department of Education. Office of Vocational and Adult Education. Division of Adult Education and Literacy. Retrieved June 15, 2004 from the National Adult Literacy Database web site: <http://www.nald.ca/fulltext/beyond/cover.htm>.

Provides adult educators with information they can use to develop their own perspectives on the future of adult education (AE). Offers a historical overview of AE from the mid-1960s to the present, revealing trends in funding and participation among certain segments of the adult population. Discusses various social, economic, technological, and scientific trends that may influence the delivery of AE in the 21st century. Examines government and legislative trends that reflect the idea of 'devolution' of responsibility from the federal to state and local levels; and identifies planning issues to be considered in moving AE from a marginal to a mainstream position in the educational system. [ERIC]

Sticht, T.G. (2000). *Are we facing a "literacy surplus" in the workforces of the United States and Canada?* [Research note]. (ERIC Document Reproduction Service No. ED455392).

Challenges prominent Canadian and U.S. concerns that the demand for skilled workers far exceeds the current supply, citing, among others, a Hudson Institute study that reports 65-75 % of new jobs in the fastest-growing occupations will require language and mathematics skills at or below the eighth-grade level. Presents further evidence from recent studies that lend some support to the possible existence of a literacy 'surplus'. Suggests that, in view of such data, arguments for increased funding for literacy programming should temper claims regarding the skills and knowledge needed to succeed in the workplace. Stresses the need for policy to emphasize the many benefits of adult education, beyond workplace readiness, and raise efforts to research and document these benefits. [ERIC]

Sticht, T.G. (2001). *Reforming adult literacy education: Transforming local programs into national systems in Canada, the United Kingdom & the United States*. Retrieved June 9, 2004 from the National Adult Literacy Database web site: <http://www.nald.ca/fulltext/sticht/reformin/cover.htm>.

Summarizes national initiatives underway in Canada, the U.K. and the U.S. to: extend the right to free elementary and fundamental education to adults; and transform local, independent delivery systems into free, state-supported programs for adults across the life-span. Describes these initiatives with reference to: scale of need; access to provision; nature of provision; quality of provision; and accountability. Seeks to encourage and strengthen such initiatives by improving international awareness and cooperation. (14 references) [ERIC]

Toll, C.A. (2002). *Can teachers and policy makers learn to talk to one another? Reading Teacher* 55(4), 318-25.

Examines the different professional discourses that inform and construct the perspectives, orientations, and concerns, of both teachers and policymakers, with regard to issues and discussions around school change. Calls for increased awareness of these different discourses and the ways they can influence, or interfere with, productive communication. Promotes such awareness as a crucial first step towards accommodating and/or overcoming the limits imposed by one's dominant discourse. [CE]

Tuijnman, A.C., Kirsch, I.S. & Wagner, D.A. (Eds.). (1997). *Adult basic skills: Innovations in measurement and policy analysis*. Cresskill, NJ: Hampton Press.

Contains 13 papers that examine innovations in both the measurement of adult literacy and basic skills, and in the analysis of policies. Papers discuss the following topics: policy issues and the research agenda; literacy's contribution to national economies; self-assessment and job performance; assessment in comparative contexts; workplace skills and competencies through the lifespan; the literature on basic skills measurement; European traditions in research and measurement; proxy measures of basic skills in Canada; large-scale assessments and general indicators of literacy; incentives in literacy survey research; information trade-offs in large-scale assessment; and assessments in the service educational and literacy policy. (References included in each chapter) [ERIC]

U.S. Department of Education, Office of Vocational and Adult Education. (2003). *A blueprint for preparing America's future. The Adult Basic and Literacy Education Act of 2003: Summary of major provisions*. Retrieved June 7, 2004 from <http://www.ed.gov/policy/adulted/leg/aebblueprint2.doc>.

Outlines the Bush administration's vision for adult basic and literacy education, under reauthorization of the Adult Education and Family Literacy Act (AEFLA). Key principles are: (1) accountability for results; (2) funding that works; (3) expanded options and choice for students; and (4) reduced bureaucracy and increased flexibility. Details several specific improvement strategies, and calls for national leadership in: cross-agency planning; technical assistance; evaluation and assessment; needs assessment; and rigorous research. Discusses the key role of the National Institute for Literacy in improving: reading across the lifespan, math and English acquisition for adults, and technical assistance and training. [ERIC]

EUROPE

Behringer, F. & Coles, M. (2003). *The role of national qualifications systems in promoting lifelong learning: Towards an understanding of the mechanisms that link qualifications and lifelong learning.* [OECD Education Working Paper No. 3]. Retrieved June 20, 2004 from the Organisation for Economic Co-operation and Development web site: <http://www.oecd.org/dataoecd/15/11/15520534.pdf>.

Reports the findings of an OECD project that investigated how national qualifications systems influence the volume, distribution and quality of lifelong learning (LLL) in OECD countries. Provides a knowledge base to assist policy makers in shaping qualifications systems to promote lifelong learning, while recognizing the complexity of the field of enquiry. Proposes two sets of indicators for describing the qualifications systems and the outcomes of lifelong learning, and explores various mechanisms - or 'drivers' - that link the two systems, and whose further conceptualization may allow for empirical analysis of their interactions. [Introduction]

Bostrom, A.K., Boudard, E. & Siminou, P. (2001). *Lifelong learning in Sweden: The extent to which vocational education and training policy is nurturing lifelong learning in Sweden.* Retrieved June 15, 2004 from the CEDEFOP European Centre for the Development of Vocational Training web site: <http://www2.trainingvillage.gr/download/publication/panorama/5112en.pdf>.

Examines the position of lifelong learning within Sweden's vocational education and training (VET) system and policies. Discusses Sweden's: (1) VET policy and the structural framework of this system; (2) supports for promotion of participation and access, modes of delivery, and participants; and (3) curricula development, learning strategies, and methodology. Describes Sweden's public investments in the integrated, but decentralized, VET and general education systems. Provides several examples of lifelong learning policy, and finds active support, within the VET framework, for the development of a lifelong learning system. [Similar analyses of several other countries can be found on the European Training Village web site.] (42 references) [ERIC]

Cervero, R.M. (2001). *Walkabout: On the nature of practice in a lifelong learning world.* Retrieved June 9, 2004 from the EducatiOn-line database: <http://www.leeds.ac.uk/educol/documents/00002558.htm>.

Examines the international emergence of the term 'lifelong learning' and explores the practical, political and theoretical implications that attend its supplanting of the term 'adult education'. Illustrates how this represents not only a lexical shift, but that it signals a significant shift in how the discourse around lifelong learning has (re)constituted itself through the 1990's. Discusses the tremendous momentum behind the concept, and cautions adult educators against the uncritical adoption of the new meanings and practices it prescribes. Investigates the new landscape of lifelong learning and challenges adult educators to reflect on their practical and ethical responsibilities in the new context. (13 references) [CE]

Commission of the European Communities. (2000). *A memorandum on lifelong learning: Commission staff working paper*. Retrieved June 18, 2004 from the European Commission, Education, Training and Youth web site: <http://europa.eu.int/comm/education/policies/life/memoen.pdf>.

States the case for lifelong learning, and argues for the equal valuation and promotion of active citizenship and employability as interrelated aims of lifelong learning. Calls for a fundamentally new approach to education and training in light of current economic and social changes underway in Europe; and promotes Lifelong Learning as the common umbrella under which all kinds of teaching and learning be united. Asserts the need for effective collaboration among individuals and organisations, and presents six key messages to guide consultations and debates around implementation: (1) new basic skills for all; (2) more investment in human resources; (3) innovation in teaching and learning; (4) valuing learning; (5) rethinking guidance and counselling; and (6) bringing learning closer to home. [CE]

Commission of the European Communities. (2001). *Making a European area of lifelong learning a reality*. Retrieved June 19, 2004 from the European Commission, Education, Training and Youth web site: http://europa.eu.int/comm/education/policies/life/communication/com_en.pdf.

Reports the outcomes of a Europe-wide consultation to 'identify coherent strategies and practical measures with a view to fostering lifelong learning for all,' in response to the European Commission's Memorandum on Lifelong Learning. Describes the social, economic and political context for the consultations, and defines the central concepts of lifelong learning. Elaborates key building blocks of comprehensive and coherent national strategies: partnership; creating a learning culture; excellence; insight into demand; facilitating access; and adequate resourcing. Outlines priorities for action aligned with the 6 messages guiding the consultation, and examines ways to drive forward the European agenda on lifelong learning. [CE]

Commission of the European Communities. (2002). *Lifelong learning practice and indicators: Commission staff working document*. Retrieved June 18, 2004 from the European Commission, Education, Training and Youth web site: http://europa.eu.int/comm/education/policies/life/communication/staff_en.pdf.

Revisits the context for Europe-wide consultations on lifelong learning, and follows up with concrete demonstrations/examples of the different ways in which EC member countries have implemented strategies and initiatives in lifelong learning. Examples are grouped under the same priority areas identified in the Memorandum on Lifelong Learning. Describes the two mechanisms central to the delivery of lifelong learning: learning organizations and local learning centres. Outlines, under each priority area, various indicators to be developed for monitoring implementation of lifelong learning, and presents the three principles that underpin them: the centrality of the learner; equality of opportunity; and high quality and relevance in learning. [CE]

Organization for Economic Co-operation and Development. (2003). *Beyond rhetoric: Adult learning policies and practices*. Retrieved June 19, 2004 from <http://www.oecd.org/dataoecd/18/57/18466358.pdf>

Identifies effective adult education policies and practices, based on relevant examples from Canada, Denmark, Finland, Norway, Portugal, Spain, Sweden, Switzerland, and the United Kingdom. Contains detailed discussion and analysis of the following seven themes: (1) issues in adult learning and why adult learning is important; (2) patterns of participation and provision; (3) country policies and practices; (4) strengthening the incentives and motivation for adults to learn; (5) improving the delivery of learning to adults; (6) promoting better integration of supply and demand; and (7) desirable features of adult learning systems. (163 references) [ERIC]

INTERNATIONAL

Rogers, A. (2002). *Re-thinking adult literacy and post-literacy from an international perspective: The Roby Kidd memorial lecture*. Rutland, UK: Uppingham Press.

Summarizes contemporary understandings of adult literacy in the context of development. Presents the perspective that: literacy is best seen as one among many communication skills, rather than the single essential skill; literacy learning is not indispensable to development (many non-literate persons are fully engaged in development activities); resolving issues of access may be more important than the universal development of such skills; most adult literacy programs have failed to help the participants use their new skills in their everyday life; and that "post-literacy" is most effective when delivered as a separate program aimed at facilitating adults' use of everyday literacies outside of the classroom. (28 references) [ERIC]

The Hamburg Declaration: The agenda for the future. Fifth International Conference on Adult Education. CONFINTEA. (1997). Retrieved June 20, 2004 from the UNESCO, Institute for Education web site: <http://www.unesco.org/education/uie/confintea/pdf/con5eng.pdf>.

Serves as a foundation for much of the current discourse on adult and lifelong learning. Presents 27 resolutions reached by representatives of governments and organizations participating in the Fifth International Conference on Adult Education in 1997. Recognizes adult learning as a fundamental human right, and calls on UNESCO to play a lead role in promoting adult education as an integral part of the learning system. Explores the future of adult education and its potential within the lifelong learning framework, with attention to: women's integration and empowerment; education for citizenship and democracy; diversity and equality; health; environmental sustainability; indigenous education and culture; economic transformation; access to information; and the ageing population. [CE]

Topping, K., Valtin, R., Roller, C., Brozo, W. & Dionisio, M.L. (2003). *Policy and practice implications of the Program for International Student Assessment (PISA) 2000. Report of the International Reading Association PISA Task Force*. Retrieved June 10, 2004 from the Reading Online web site: http://www.readingonline.org/international/pisa_taskforce/pisa.pdf.

Describes the OECD Program for International Student Assessment (PISA) survey, outlines its methods and purposes, and discusses the extent to which its principles align with current conceptions of literacy. Critiques certain measurement practices employed by PISA, while acknowledging the difficulties of international comparison. Presents key findings of the survey and offers recommendations that recognize the differences among nations and the impacts of: student, family, school, teaching and learning characteristics; as well as school resourcing, management and leadership. Summarizes recommendations in three critical areas: achieving high performance and equity; fostering gains in boys' reading performance; and implications of PISA for instruction. [ERIC]

ADDED REFERENCES

- Bhela, B. (2002). Changing times in adult literacy provision: Competition or not? *Australian Journal of Adult Learning* 42(3), 334-50.
- Frank, F. & Hamilton, M. (1999). *Whatever next?: Policy and practice in workplace basic skills in the UK*. Lancaster, UK: Lancaster University.
- Hayes, E. (1999). Policy issues that drive the transformation of adult literacy. *New Directions for Adult and Continuing Education* 83, 3-14.
- Lo Bianco, J. (2001). Policy literacy. *Language and Education* 15(2-3), 212-27.
- Reid, I. & Parker, L. (2002). Framing institutional policies on literacies. *Australian Review of Applied Linguistics* 25(2), 19-27.

ANNOTATED WEB SITES

AUSTRALIA

Adult Literacy and Numeracy Australian Research Consortium (ALNARC)

<http://www.staff.vu.edu.au/alnarc/>

ALNARC represents a national collaboration between five university-based research centres, based on a research management model designed to respond to state-based needs. Activities promote the development of a 'visible culture' of research in Australian adult literacy and numeracy - including research conversations, increased documentation of research projects, sponsoring practitioner researchers to investigate their own practice, and collaboration with state literacy and numeracy councils to foster debate about the links between research policy and provision. [Site text]

Council for Adult Education (CAE)

<http://www.cae.edu.au/>

The CAE provides access to learning opportunities for the Victorian community through a wide range of programs and services, designed to meet the continually changing needs of the adult learning population. Since the closure of Language Australia, the CAE has become host to the operations of its Melbourne office, and taken over the distribution of its publications (www.cae.edu.au). [CE]

Literacy and Numeracy

Australian Government, Department of Education, Science and Training

<http://www.dest.gov.au/schools/LiteracyandNumeracy/index.htm>

Describes the Australian Government's commitment to literacy and numeracy as the cornerstones of all learning, and its priority to focus on achieving real, sustained improvements in the literacy and numeracy skills of Australian children Includes links to the *National Literacy and Numeracy Plan*, national benchmarks, and information about funding, research projects, and relevant publications.

CANADA

Adult Literacy in Canada and Sweden: From Policy to Practice

University of Saskatchewan, College of Education

<http://www.usask.ca/education/alcs/>

Outlines the objectives and selected findings of a qualitative research study into factors that may account for the differences between adult literacy levels in Canada and Sweden, as reported in the International Adult Literacy Survey (IALS). The study compares adult education in the two countries at three levels: planning, implementation and personal experience. Includes links to related readings, press releases, and 5 full-text reports emerging from the project. [Page text]

Canada's Innovation Strategy

Government of Canada

<http://innovation.gc.ca/gol/innovation/interface.nsf/engdocBasic/3.html>

Introduces the broad objectives of Canada's Innovation Strategy, and stresses the Government's commitment to achieving Canadian leadership in: developing and applying 21st century technologies; creating and commercializing new knowledge; promoting continuous learning; training skilled workers; ensuring a strong and competitive business environment; and strengthening the social economy. Describes the consultative process that contributed to the strategy, and provides links to: key strategy documents, reports and submissions, stories about innovative Canadians, research and analysis surrounding set targets, and testimonies of those consulted. [Site text]

Canadian Association for the Study of Adult Education (CASAE)

Adult Education and the Contested Terrain of Public Policy (21st Annual Conference)

<http://www.oise.utoronto.ca/CASAE/cnf2002/cnf2002.html>

Provides access to an extensive archive of papers prepared by presenters (57) and emerging from conference symposia (7) and roundtables (10). Core conference questions addressed: the impact on adult basic education of increasingly market-based policies; how the sector has been affected or influenced by such policies; and how it may respond or contribute to informed, alternative policy making. Archives of previous CASAE conference papers are also available. [CE]

Movement for Canadian Literacy

Government Relations

<http://www.literacy.ca/govrel/govrel.htm>

Highlights MCL's mission to inform both the federal government and general public about issues related to adult literacy in Canada. Provides links to several full-text reports and documents on federal literacy policy, as well as resources to aid and inform politicians, the literacy community, and election preparation activities. [Site text]

National Adult Literacy Database (NALD)

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

NALD is Canada's most comprehensive source of information about adult literacy programs, resources, services and activities throughout the country, and is host to an extensive collection of full-text literacy research and teaching resources, produced by adult literacy and basic education practitioners from every province. [CE]

National Literacy Secretariat (NLS)

Human Resources and Skills Development Canada (HRSDC)

http://www.hrsdc.gc.ca/en/gateways/nav/top_nav/program/nls.shtml

The NLS is the primary source of Government funding for literacy research, promotion, professional development and materials development activities across Canada. It works in partnership with provinces, territories, other government departments, business and labour, the voluntary sector and non-governmental organizations to promote literacy as an essential component of a learning society, and build capacity to provide access to literacy services across the country. [Site text]

IRELAND

National Adult Literacy Agency (NALA)

NALA Evolving Quality Framework for Adult Basic Education

<http://www.nala.ie/nalaprojects/project/20020131164824.html>

This link leads to Ireland's Evolving Quality Framework, a national plan to guide and improve the quality of service in Adult Basic Education (ABE). Explains the working structure of the Framework, and identifies the guiding principles and quality assurance and evaluation mechanisms upon which it is based. Provides links to specific project descriptions and resources, sources of research, training, and publications, and background information on the Framework and its Irish and international contexts. [CE]

AONTAS: The Irish National Association of Adult Education

<http://www.aontas.com/>

A voluntary membership organization, comprising more than 500 statutory and voluntary providers of adult and community organizations, that promotes the development of a learning society through the provision of a comprehensive, high-quality, inclusive and accessible system of adult learning and education. Provides up-to-date information and publications on policy, issues of current discussion, research and various meetings and conferences in the Adult Education Sector. [Site text]

NEW ZEALAND

New Zealand Literacy Portal

<http://www.nzliteracyportal.org.nz/>

Provides access to key sources of information about projects, professional development, research, and policies relating to adult literacy in New Zealand and internationally. Subject links include: e-literacy; ESOL; learning disability; new literacies; Te Reo Maori; community; vocational; family; workplace; and youth. [CE]

UNITED KINGDOM

Educati*On-line*

University of Leeds

<http://www.leeds.ac.uk/educol/>

Educati*On-line* is a freely accessible database of the full text of conference papers, working papers and electronic literature which supports educational research, policy and practice. Includes papers presented by participants in several annual Standing Committees on University Teaching and Research in the Education of Adults (SCUTREA) conferences. [Homepage text]

Observatory of Basic Skills Policy, Practice and Research

Basic Skills Agency

<http://www.basic-skills-observatory.co.uk/>

Provides information and updates about literacy, numeracy and language as they impact on everyone from early years to adult life, in England and Wales. Contains summaries of policies, initiatives and research that address key issues, and links to further publications and resources. [Site text]

Learning and Skills Development Agency (LSDA)

<http://www.lsda.org.uk/>

The LSDA is a strategic national resource for the development of policy and practice in post-16 education and training in the UK. The site contains a wealth of information about current research and development, programmes and events in the adult education sector, and provides access to full-text publications and policy briefs that monitor and analyze developments that will have an impact on education and training. Links to several other independent and government agencies of national significance. [Site text]

Read Write Plus

Department for Education and Skills (DfES)

<http://www.dfes.gov.uk/readwriteplus/>

This site of the DfES is a central source of information and advice on the implementation of Skills for Life. Provides access to news, surveys, toolkits, tests, research, publications, and guides relating to the strategy, and links adult learners, employers, higher education students, jobseekers, parents, school governors, teachers and young people to other key sources of guidance and support. [CE]

Waytolearn.co.uk

Department for Education and Skills (DfES)

<http://www.waytolearn.co.uk/>

This site is a key source of information and support for adults who want to return to learning in the UK. It is maintained by the Department for Education and Skills and partner organizations, and beyond identifying learning opportunities, provides information on local sources of guidance, financial support and childcare.

UNITED STATES

Division of Adult Education and Literacy

Office of Vocational and Adult Education (OVAE), U.S. Department of Education

<http://www.ed.gov/about/offices/list/ovae/index.html?src=oc>

Provides information about federal and state adult basic education, adult secondary education and English language acquisition programs. Includes links to budget information, fact sheets, statistics, and relevant research on the following topics: mathematics in adult education and literacy; adult education and literacy standards and assessments; the General Educational Development (GED) test; English literacy and civics education; family literacy; people with disabilities; professional development; technology and distance learning; and work-based education. [Site text]

Education Resources Information Centre (ERIC)

Institute of Education Sciences (IES) & U.S. Department of Education

<http://www.eric.ed.gov/>

The ERIC database is one of the world's largest, most current, accessible and comprehensive providers of bibliographic information, leading to more than one million journal and non-journal publications in the field of education, produced from 1966 to 2003. [Site text]

Equipped For the Future (EFF) Special Collection

National Institute for Literacy (NIFL)

<http://eff.cls.utk.edu/resources/>

Provides a single-point of access to EFF-related resources and expertise for practitioners, administrators and policy makers concerned with adult and family literacy education. Includes materials developed by EFF partners and other materials relevant to standards-based education and program improvement. [Site text]

Policy & Legislation Special Collection

National Institute for Literacy (NIFL)

<http://www.nifl.gov/lincs/collections/policy/policy.html>

Provides useful and up-to-date information on major legislation and policy-related issues in the literacy field. Subjects covered by the collection include: family & intergenerational literacy; learning disabilities; reading; statistics; welfare reform; and workforce education. [Site text]

EUROPE

European Commission: Education and Training

Lifelong Learning, Policy Areas

http://europa.eu.int/comm/education/policies/lll/lll_en.html

Describes the European Union's ten-year mission to become the most competitive and dynamic knowledge-based economy in the world, and defines the role of lifelong learning in achieving this mission. Links to key documents and member state resolutions. [Site text]

Organization for Economic Co-operation and Development (OECD)

Lifelong Learning and Sectors of Education

http://www.oecd.org/about/0,2337,en_2649_34509_1_1_1_1_37455,00.html

Serves as a portal into the OECD's work on both formal and informal learning, which examines systemic issues of the field, such as: foundations; outcomes; access and equity; resources; pathways; visibility and recognition; and policy co-ordination. Identifies the major education sectors as: early childhood education ; pre-primary, primary, secondary and tertiary education; and adult learning. Provides links to key statistics, publications and documents, and country-specific information. [Site text]

INTERNATIONAL

Asia/Pacific Cultural Centre for UNESCO

National Literacy Policies

<http://www.accu.or.jp/litdbase/policy/>

This link provides access to a database of profiles that describe the organisational structures, policies and strategies of the national government literacy agencies of several Asian/Pacific countries. [Homepage]

United Nations Literacy Decade 2003 - 2012

<http://portal.unesco.org/education/en/ev.php->

[URL_ID=5000&URL_DO=DO_TOPIC&URL_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=5000&URL_DO=DO_TOPIC&URL_SECTION=201.html)

Outlines the global aims and purposes of the U.N. Literacy Decade 2003-2012, and provides current news articles and information about events and celebrations emerging from the initiative. Provides full-text access to the U.N. Resolution that established the Decade, an International Plan of Action (focused on policy change, flexible programs, capacity-building, research, community participation, and monitoring and evaluation), and supporting background documents. Links to further resources on literacy (e.g., documents and publications, declarations and conventions, and statistics), and to other civil and U.N. agency programs and communications networks. [CE]

PROVINCIAL POLICIES & PROGRAMS

Alberta

Alberta. Alberta Learning. (2004). *Alberta Learning: Business plan 2004-2007*. Retrieved June 7, 2004 from <http://www.learning.gov.ab.ca/department/businessplan/>.

Community Based Adult Learning (Alberta Learning)
<http://www.learning.gov.ab.ca/other/>

Literacy (Alberta Learning)
<http://www2.learning.gov.ab.ca/other/literacy/literacy.asp>

British Columbia

British Columbia. Ministry of Advanced Education. (2003). *Adult basic education in British Columbia's public post-secondary institutions: An articulation handbook 2003-2004 Edition*. Retrieved June 7, 2004 from: <http://www.aved.gov.bc.ca/abe/handbook/handbook.pdf>.

Adult Basic Education (BC Ministry of Advanced Education)
<http://www.aved.gov.bc.ca/abe/>

Adult Literacy (BC Ministry of Advanced Education)
<http://www.aved.gov.bc.ca/literacy/>

Manitoba

Manitoba. *Adult Learning Centres Act. (C.C.S.M. c. A5)*. Retrieved June 21, 2004 from the Manitoba Advanced Education and Training, Adult Learning & Literacy web site:
<http://web2.gov.mb.ca/laws/statutes/ccsm/a005e.php>.

Adult Learning & Literacy (Manitoba Advanced Education and Training)
<http://www.edu.gov.mb.ca/aet/all/index.html>

New Brunswick

A quality learning agenda: Policy statement on K-12: Quality schools, high results. Retrieved June 7, 2004 from the Government of New Brunswick web site:
<http://www.gnb.ca/0000/publications/comm/1894-Publication-E.pdf>.

Literacy New Brunswick Inc. (1995). *A look at New Brunswick's literacy initiative*. Fredericton, NB: Literacy New Brunswick Inc.

Literacy Secretariat (New Brunswick Department of Education)
<http://www.gnb.ca/0000/alphalit-e.asp>

Newfoundland & Labrador

Newfoundland and Labrador. Department of Education. (2000). *Words to live by: A strategic literacy plan for Newfoundland and Labrador*. Retrieved June 7, 2004 from <http://www.gov.nf.ca/edu/literacy/litplan.pdf>.

Literacy Branch (Newfoundland and Labrador, Ministry of Education)
<http://www.gov.nf.ca/edu/literacy/lit.htm>

Northwest Territories

Northwest Territories Department of Education, Culture and Employment. (2001). *Towards literacy: A strategy framework - 2001-2005*. Retrieved June 20, 2004 from <http://www.ece.gov.nt.ca/03%20literacyAdult/index.html>

Adult Literacy and Basic Education (Northwest Territories Education, Culture and Employment)
<http://www.ece.gov.nt.ca/03%20literacyAdult/index.html>

Nova Scotia

Nova Scotia. Department of Education. (2003). *Department of education business plan 2003-2004*. Retrieved June 20, 2004 from <http://www.ednet.ns.ca/pdfdocs/businessplan/bp2003-04.pdf>.

Nova Scotia School for Adult Learning (Nova Scotia Department of Education)
<http://nssal.ednet.ns.ca/>

Skills Nova Scotia (Nova Scotia Department of Education)
<http://skillsnovascotia.ednet.ns.ca/>

Ontario

Ontario. Ministry of Training, Colleges and Universities. (2000). *Literacy and basic skills program: Guidelines*. Retrieved June 7, 2004 from <http://www.edu.gov.on.ca/eng/training/literacy/basic/basic.pdf>.

Literacy and Basic Skills (Ontario Ministry of Education)
<http://www.edu.gov.on.ca/eng/training/literacy/main.html>

Prince Edward Island

Prince Edward Island. Office of Higher Education, Training and Adult Learning. (1996). *Tough challenges, great rewards: A strategy for adult literacy/education in Prince Edward Island*. Retrieved June 20, 2004 from: http://www.gov.pe.ca/photos/original/ed_adulted.pdf.

Prince Edward Island. Department of Education. Literacy Initiatives Secretariat. (2002). *Tough challenges, great rewards: Evaluation of literacy/adult basic education program 2001-2002*. Retrieved June 20, 2004 from http://www.gov.pe.ca/photos/original/ed_toughchall02.pdf.

Literacy Initiatives Secretariat (PEI Department of Education and Learning)
<http://www.gov.pe.ca/educ/index.php3?number=78501>

Québec

Québec. Ministère de l'éducation. (2002). *Action plan for adult education and continuing education and training*. Retrieved June 17, 2004 from:
http://www.meq.gouv.qc.ca/REFORME/formation_con/Plan/plan_a.pdf.

Québec. Ministère de l'éducation. (2002). *Government policy on adult education and continuing education and training*. Retrieved June 17, 2004 from:
http://www.meq.gouv.qc.ca/REFORME/formation_con/Politique/politique_a.pdf.

Direction de la formation générale des adultes (Ministère de l'Éducation du Québec)
<http://www.meq.gouv.qc.ca/dfga/portail.html>

Yukon

Yukon. Department of Education. (2000). *Yukon literacy strategy*. Retrieved June 20, 2004 from:
http://www.education.gov.yk.ca/Literacy_Strategy/Literacy_strategy.html

Literacy Programs (Yukon Department of Education)
<http://www.education.gov.yk.ca/advanceded/labour/literacyprograms.html>