



Wrapping around Success: Literacy and Basic Skills Programs and the Goal of Employability

The skills training and goal path support offered through LBS programs plays an important role in assisting Canada’s most vulnerable¹ populations to alleviate their financial circumstances and rise out of poverty.

Employment is one of many possible goals adult learners may choose when they join programs in Ontario to improve their literacy and basic skills. In fact, employment is one of five goal paths for Literacy and Basic Skills (LBS) programming as defined by the Ontario Ministry of Training, Colleges and Universities – along with independence, secondary school credit, apprenticeship, and postsecondary education. These goal paths are specified in the Ontario Adult Literacy Curriculum Framework (OALCF) which guides service delivery across Ontario’s Literacy and Basic Skills (LBS) programming. The skills training and goal path support offered through LBS programs plays an important role in assisting Canada’s most vulnerable¹ populations to alleviate their financial circumstances and rise out of poverty.

The United Way’s most recent report on income inequality, *The Opportunity Equation: Building Opportunity in the Face of Growing Income Inequality* highlights the increasing split between high-paying and low-paying jobs in Toronto.¹ The report points to a vicious cycle within low-income neighbourhoods of lower levels of educational attainment, higher unemployment and higher levels of poverty compared to other parts of the city. According to the United Way, the growing gap demonstrates there is a high risk that “if we continue on this path, Torontonians could face the cruel realities of cities across the United States – marginalized neighbourhoods, growing rates of unemployment and high-levels of crime.” In this context, LBS training in support of employment goals can play a critical role in bridging and supporting our communities towards success.

Evidence from comparable jurisdictions suggests that while the reading, writing and other basic skills taught in LBS programs are invaluable to supporting improved quality of life adults and their families, it is important for programs to remain mindful of the following factors in order to enhance the overall outcomes for their learners on the Employment Pathway. These include the importance of:

1. Working towards standardized and reliable credentials that are meaningful and relevant to available employment opportunities;
2. Designing explicit connections between literacy and employment skills so that learnings are readily applicable to workplace needs; and
3. Coordinating wrap-around supports to help overcome the often complex barriers that can prevent employment success.

This paper examines these three considerations and how they can improve employment outcomes for adults who participate in LBS programs. It is important to note, that although this paper specifically addresses how these factors relate to the Employment (or finding better employment) Pathway, they can also be important supports toward achieving other learning goals and can boost learners’ self-confidence and overall well-being.

¹ *Aboriginals, youth, single parents, people with mental and/or physical disabilities, the homeless, precariously employed and the under-educated.

Employment insecurity is an essential aspect of the definition of non-standard work.



Standard employment in Canada “generally refers to a situation where the worker has one employer, works full-time, year-round on the employer’s premises, enjoys extensive statutory benefits and entitlements and expects to be employed indefinitely.”²

Employment insecurity is an essential aspect of the definition of non-standard work.

The broadest measure of non-standard employment used in Canada comprises four situations that differ from the norm of a full-time, full-year, permanent paid job: part-time employment, temporary employment, including term or contract, seasonal, casual, temporary agency, and all other jobs with a specific pre-determined end date, self-employed with no paid employees; and multiple job-holding.³

Here is an overview of the most common types of non-standard employment that are significantly over-represented within vulnerable populations, especially those with lower educational attainment:

Causal/Contingent Employment – Employment opportunities that have an explicit or implicit contract which is not expected to continue for more than a short period, whose duration is to be determined by employer.⁴ This type of employment rarely includes any sort of additional benefits for the worker, beyond basic compensation.

Misemployment – When a worker is unable to find work within their specific field of vocational or technical training and therefore takes a job in a mismatched field for the sake of survival.⁵

Precarious Employment – Non-standard employment that is poorly paid, insecure, unprotected, and may not be sufficient to support a household.⁶ Precarious work is frequently associated with the following types of employment: part-time employment, self-employment, fixed-term work, temporary work, on-call work, home-based workers, and telecommuting.⁷ All of these forms of employment are related in that they depart from the standard employment relationship (full-time, continuous work with one employer).⁸

Seasonal Employment – Workers in seasonal employment are workers who hold implicit or explicit contracts of employment where the timing and duration of the contract is significantly influenced by seasonal factors such as the climatic cycle, public holidays and/or agricultural harvests.⁹

Underground Economy – According to the Canada Revenue Agency (CRA), this concept refers to “business activity that is unreported or underreported for tax purposes. It can be particularly widespread in industry sectors where cash transactions are common, such as retail, hospitality, and construction, including home renovations... just to name a few.”¹⁰ Employment in the underground economy, or “under the table”, is unregulated, often does not measure up to health and safety regulations and excludes workers from accessing many social benefit programs, such as Employment Insurance, or opportunities to take legal action if the worker’s rights have been violated.

Underemployment – Employment in a job that is below the employee’s working capacity both in terms of required skills and/or potential time commitment. The experiences of underemployed workers tend to be more reflective of the experiences of unemployed workers than that of workers with adequate employment.¹¹

1. Tangible and Meaningful Credentials

The benefits of participating in LBS programs include those related to personal growth, family support and community participation. However, for learners seeking to secure employment or improve their employment prospects, they often need more concrete and tangible credentials that are meaningful to employers. In a narrow way, “credentials” in this context refer to credentials that are recognized or endorsed by colleges, universities and/or employers as proof of having met certain standards or obtained specific competencies.¹² Tangible credentials that demonstrate the individual’s accomplishments and level of skill could come in many forms; for example, a certificate of completion from the LBS program, secondary school credits, completing various stages of apprenticeship, etc.



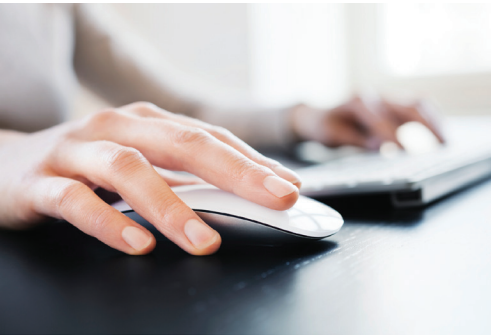
Numerous studies highlight the strong positive correlation between educational achievement and improved earnings.

From the perspective of employers, educational credentials, and the skill levels they indicate, are one of the factors used to differentiate candidates when employers make hiring decisions. Numerous studies highlight the strong positive correlation between educational achievement and improved earnings – a concept sometimes referred to as the “sheepskin effect”¹³. Statistics Canada reports that Canadians with high school diplomas earn on average \$4,300 more than those without.¹⁴ College and university graduates, respectively, earn \$10,000 and \$25,000 more than Canadians without a college diploma or university degree. The 2011 National Household Survey found more than half of Canadians earning among the top 10% (which is \$134,900 on average) have a university degree.¹⁵

While there are many more, two examples of broad categories of tangible and meaningful credentials include: (1) traditional educational certification such as high school diplomas, GED, college certificates, university degrees, etc.; and (2) skills certifications and credentials offered by trade unions and industry associations such as The Manufacturing Institute in the US. Although two of the goal paths under the OALCF are directly related to educational credentials (i.e., secondary school credits and post-secondary education), completion of these certifications does not always translate into meaningful credentials related to specific employment opportunities. For learners interested in the Employment Goal Path who are completing high school or upgrading toward specific high school credits, it is important to ensure that their learning directly relates or leads to the qualifications or certification the learner needs to reach their employment goal.

LBS program participants also express the opinion that credentials that are related to current jobs trends and opportunities are more desirable than generalized programs.¹⁶

In addition to credentials available through educational institutions, LBS programs can also be part of workplace training. By linking literacy and basic skills education to the workplace, learners (as well as their current and future employers) are able to see the applicability and the value of training and skills upgrading offered through LBS programs. The Upskill Project conducted by Social Research and Demonstration Corporation (SRDC) examined the effectiveness of workplace training offered to workers who need literacy and basic skills towards various industry certifications.¹⁷ The project identifies a number of factors that contribute to the positive return on investment from the perspectives of the workers/learners, their employers and the government. One of the factors contributing to success is the degree of alignment between the training and the work requirements articulated by employers and the industry associations that establish industry standards.



The alignment between training and work ensures that skills obtained are transferrable and practical in the real world. The Pathway to Possibilities (PTP) adult learning and employment programs in Toronto is one example of a program that takes this approach.¹⁸ The various programs offered through PTP, including literacy and basic skills, are specifically designed to provide learners with educational credentials (GED or academic and career entrance certificate) or training that is directly applicable to employment situations. In the United States, the Manufacturing Institute has partnerships with organizations that offer certification processes for those working in the manufacturing sector. One of the certificates available is the National Career Readiness Certificate which is a credential workers and learners can use to demonstrate their competence in essential workplace skills.¹⁹

2. Ensuring Explicit Connections between LBS and Employment Skills

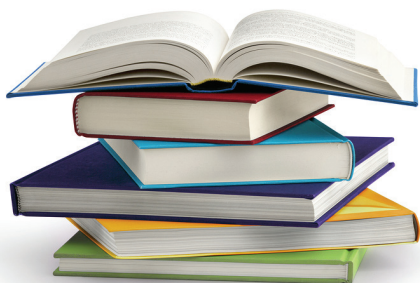
For LBS learners on the Employment Goal Path, another important consideration for LBS programs is to incorporate explicit connections between LBS curriculum and learning and potential employment requirements. These connections are sometimes initiated by educational institutions such as the I-Best program in Washington State. I-Best stands for Integrated Basic Education and Skills Training.²⁰ The I-Best model includes two instructors, one focused on professional/technical contents while the other focuses on basic skills such as math, reading and writing. The lessons under the I-Best model are developed collaboratively between the two instructors to explicitly link literacy curriculum and skills upgrading to the employment context. The rationale behind the I-Best model is to challenge the presumption that learners need to master literacy and basic skills before moving into job-specific training programs.²¹ The importance of joint planning is emphasized in evaluation of the I-Best model in 2012.²² The I-Best model has been used so far for commercial driving, nursing, early childhood education and help desk operations with an impressive success rate for I-Best clients and communities at large.²³



Another example from the United States is the FastTRAC program in Minnesota.²⁴ The FastTRAC approach links literacy and basic skills curriculum and programs directly to the specific careers that individual learners are interested in pursuing. FastTRAC is also focused on assisting learners to improve their literacy and numeracy with the goal of attaining college credentials that will improve their earning potential. The objective of the FastTRAC model is “to build a statewide ‘stackable credentials’ framework for delivering education, training, and employment services.”²⁵ The program specifically targets working age adults who have (1) not attained a high school diploma, (2) entered college, or (3) obtained any degree, and who together account for over 60% of Minnesota’s population between the ages of 18 and 64.²⁶ For learners who need LBS education and skills upgrading, the FastTRAC model (like the I-Best model mentioned earlier) aligns LBS to specific requirements needed for college and for employment.

Industry associations and trade unions also have qualification processes linking education or training directly to work requirements in specific industries or trades.

Not surprisingly, the complexity of adults' day-to-day lives often makes it challenging for learners to continue their participation in training and employment programs.



An example of this is Toronto's Hospitality Workers Training Centre (HWTC) which is a partnership between the Hospitality Workers' union and a large number of major hotels in Toronto.²⁷ The centre specializes in providing training in skills that are considered in-demand by hospitality employers in Toronto in cooperation with the union and the training service provider. As well as providing a foundation of LBS skills, HWTC training is specifically designed to be transferable within the hospitality industry to assist those working in the industry to build and improve their careers and their lives as a whole.

3. Wraparound Support Services for Learners

The final point addressed in this paper is the need to coordinate wrap-around supports for LBS learners to help them overcome the many complex barriers to employment success. A report prepared by Kingston Literacy discusses the various factors that hinder learners from accessing and staying in literacy programs. These reasons include transportation, child care, financial issues, health and security issues and conflict with employment commitments.²⁸ Surveys of LBS learners and consultation with LBS programs reveal that many learners drop out of programs well before they are ready, due to personal reasons including work schedules, health, commitments and family crises.^{29, 30} Not surprisingly, the complexity of adults' day-to-day lives often makes it challenging for learners to continue their participation in training and employment programs.³¹ Research reveals that "the more 'wrap-around' services [that literacy programs] can provide their learners, the better educational results they will achieve".^{32, 33}

Wrap-around support can take the form of monetary and non-monetary subsidies or reimbursements for such things as transit tokens, learning support equipment like reading glasses, calculators, and textbooks or even discounted access to formal diagnosis for learning disabilities in order to expedite access to institutionalized supports.³⁴ LBS program staff also report the importance of working with community social service providers to provide transportation, child care and health services.³⁵ For example, the LBS programs offered at Bow Valley College provide support workers for learners to deal with non-instructional issues, and counselling services including referral services to other Employment Services programs, social service programs and other services and assistance in a wide range of issues from completing applications to developing sensitivities around addiction and trauma.³⁶

Of course, "to make supports available, LBS service providers need to coordinate services with other service providers, as LBS-funded agencies cannot, by themselves, meet the range of needs and challenges that literacy learners bring to their programs."³⁷ It is important for Employment Services, LBS providers and other social service providers to work together to provide meaningful wrap-around supporters for learners and clients. LBS service providers are just one element of the larger social support network of services, each with their own specific areas of expertise. Rather, it is necessary for LBS service providers to work collaboratively with other social service providers in their communities and establish streamlined referral processes that ensure clients can be informed about and connected to the range of available services/interventions as needs arise or are identified.

The importance of coordinating support services and referrals for learners is recognized as part of the Ontario Adult Literacy Curriculum Framework (OALCF). Fifteen support services are grouped into five categories to guide program staff in Ontario in helping learners coordinate their access to different support services. These categories are similar to those listed in the Kingston Literacy report: financial/material supports; academic supports; employment supports; social service supports; and health supports.³⁸ The underlying premise behind including this as part of the OALCF is that learners would be able to access and stay with the literacy and basic skills programs if they could have these barriers addressed. This recognizes that adult learners live in a broader context than just the classroom and that education is only useful when learners can feel secure in addressing more immediate needs.

The Challenge of Perception and Stigma

One challenge to encouraging learners to participate and stay with LBS training programs is the perceived stigma attached to the term “literacy” by potential learners, potential employers and, in fact, the general population at large. LBS service providers and program staff are familiar with this issue and work extensively to change perceptions about LBS services and to overcome the challenges that such stigma can present to the already complex needs of their clients. Although this paper does not address this issue in-depth, it is still worth mentioning if only briefly. Stigma is identified as one of the most difficult challenges facing adult literacy learners to participate in LBS programs.^{39, 40} A survey of learners who participate in literacy programs in Scotland found more than a quarter of the learners identified the stigma of going to the programs as a barrier.⁴¹ When compounded with low self-esteem and confidence, learners become even more reluctant to join the programs they need to succeed.⁴² To encourage access and participation in LBS programs, “clear, ‘non-stigmatized’ advertising” would help remove at least some of the stigma associated with being labelled as a person who has literacy challenges.

Take-Away Points

For learners who come to Literacy and Basic Skills programs with the goal of obtaining employment or improving their employment potential, it is important to ensure that LBS programs cater to their specific needs and requirements. First, the removal of barriers to access and ongoing participation has significant implications for learners. These barriers are often more than simply financial barriers – accessibility in terms of public transit, personal learning style, rapport with instructors or tutors, etc. The assessment of barriers needs to be conducted on a case-by-case basis and from the perspective of the learners. For learners making an effort to enter employment within a specific industry, their learning needs to be oriented to the context of the industry. Tangible, recognizable, meaningful and transferable credentials that connect as directly as possible to specific industries would be valuable to learners seeking employment. Further, learning designed collaboratively with those from specific industries and those with a literacy education background is likely to be beneficial to learners who want to use the LBS programs as a springboard into new employment opportunities.

For learners making an effort to enter employment within a specific industry, their learning needs to be oriented to the context of the industry.

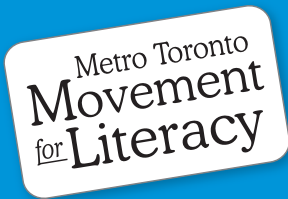


Endnotes

- 1 United Way Toronto (2015)
- 2 Cranford (2009)
- 3 Vosko et al. (2003)
- 4 OECD (2001)
- 5 Chung (1990)
- 6 Cranford et al (2009)
- 7 International Monetary Fund (2007)
- 8 Cranford et al (2009)
- 9 OECD (2001)
- 10 CRA (2014)
- 11 McKee-Ryan et al. (2011)
- 12 Porter et al. (2001)
- 13 Ferrer et al (2001)
- 14 Statistics Canada (2008)
- 15 Statistics Canada (2013)
- 16 US Department of Labor et al. (2014)
- 17 SRDC (2014)
- 18 Pathway to Possibilities (2015)
- 19 Manufacturing Institute (2015)
- 20 I-Best (2015)
- 21 I-Best (2012)
- 22 Wachen et al. (2012)
- 23 The National Center for Public Policy and Higher Education (undated)
- 24 Minnesota fastTRAC Initiative (2011)
- 25 Kotamraju (2009)
- 26 Kotamraju (2009)
- 27 Hospitality Workers Training Centre (2014)
- 28 Kingston Literacy (2004)
- 29 Bean et al. (1989)
- 30 Pinder (2011)
- 31 Malicky & Norman (1996)
- 32 Liebowitz et al (2003, p. 13).
- 33 US Department of Labor et al. (2014)
- 34 Bean et al. (1989)
- 35 Bean et al. (1989)
- 36 Bow Valley College (undated)
- 37 MTCU (2011)
- 38 MTCU (2011)
- 39 National Adult Literacy Agency (2010)
- 40 Tett et al. (2006)
- 41 Tett et al. (2006)
- 42 National Adult Literacy Agency (2010)
- 43 Tett et al. (2006)
- 44 Benseman et al. (2005)

References

- Bean, R. M., Partanen, J., Wright, F., & Aaronson (1989). *Attrition in Urban Basic Literacy Programs and Strategies to Increase Retention*. Washington, D.C.: Educational Resources Information Center.
- Benseman, J., Sutton, A., & Lander, J. (2005). *Working in the Light of Evidence, as well as Aspiration: A Literature Review of the Best Available Evidence about Effective Adult Literacy, Numeracy and Language Teaching*. Auckland, New Zealand: Tertiary Education Learning Outcomes Policy Group, Ministry of Education.
- Bow Valley College (undated). Helping learners Overcome barriers – ESL Literacy Network – Website. Retrieved from <https://esl-literacy.com/essentials-life/program-considerations/supporting-life/helping-learners-overcome-barriers#>.
- Canada Revenue Agency (2014). "About the Underground Economy." Retrieved from <http://www.cra-arc.gc.ca/undergroundeconomy/>
- Chung, Y. (1990). Educated Mis-employment in Hong-Kong: Earnings effects of employment in unmatched fields of work. *Economics of Education Review*, 9(4), 343-350.
- Crawford, C., Vosko, L., Zukewich, N. (2003). Precarious employment in the Canadian labour market: A statistical portrait. *Just Labour*, 3(Fall), 6-22.
- Ferrer, A. (2001). *Sheepskin Effects and the Return to Education*. British Columbia: University of British Columbia and Western Research Network on Education and Training.
- Hospitality Workers Training Centre (2014). About Us in the Hospitality Sector – Website. Retrieved from <http://hospitalitytrainingcentre.com/about-us/>.
- I-Best (2012). Washington's community and Technical Colleges: Integrated Basic Education and Skills Training – Fact Sheet. Retrieved from <http://www.sbctc.ctc.edu/college/abe/i-bestfactsheet.pdf>.
- I-Best (2015). I-Best: Integrated Basic Education and Skills Training – Website. Retrieved from http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx.
- International Monetary Fund, Central Committee 2007 (2007). "Global action against precarious work". *Metal World (Global Union Research Network - GURN)* (1): 18–21.
- Kotamraju, P. (2009). *The Minnesota FastTRAC Project: Solving the Career Pathways Puzzle*. Presented at the 15th Annual Data Quality Institute, Baltimore, MD.
- Kingston Literacy (2004). *Reaching Across the Barriers: Increasing Outreach and Participation in Family and Adult Literacy Programs*. Kingston: Kingston Literacy.
- Liebowitz, Marty, Robins, Amy, & Rubin, Jerry. (2003). *Rising to the Literacy Challenge: Building Adult Education Systems in New England*. Retrieved from <http://www.jff.org/publications/education?page=12>
- Malicky, G. V., & Norman, C. A. (1996). Perceptions of adult literacy learners about themselves and their lives. *Adult Basic Education*, 6(1), 3-20.
- Manufacturing Institute (2015). Manufacturing Institute: Skills Certification. Retrieved from <http://www.themanufacturinginstitute.org/Skills-Certification/Certifications/NAM-Endorsed-Certifications.aspx>.
- McKee-Ryan, F.M., & Harvey, J. (2011). "I have a job, but..." A review of underemployment. *Journal of Management*, 37(4), 962-996.
- Ministry of Training, Colleges & Universities (MTCU) (2011). *Ontario Adult Literacy Curriculum Framework: Foundations of Transition-Oriented Programming*. Toronto: MTCU.
- Ministry of Training, Colleges & Universities (MTCU) (2011). *Ontario Adult Literacy Curriculum Framework: Supporting Learners through Service Coordination and Referrals*. Toronto: MTCU.
- Ministry of Training, Colleges & Universities (MTCU) (2013). *Literacy and Basic Skills (LBS) Report: Fiscal Year 2012-2013. Stream: Anglophone; Sector: Community Agency, Community College, School Board*. Toronto: MTCU.
- Minnesota fastTRAC Initiative (2011). Website. Retrieved from <http://www.mnfasttrac.org/>.
- National Adult Literacy Agency (2010). *NALA Research Briefing Paper: Identifying and Reducing Barriers to Participation in Adult Literacy and Numeracy Tuition*. Dublin: National Adult Literacy Agency.
- Organization for Economic Cooperation and Development – OECD (2001a). *Glossary of Statistical Terms: Workers in Seasonal Employment*. Retrieved from <http://stats.oecd.org/glossary/detail.asp?ID=2936>
- Organization for Economic Cooperation and Development – OECD (2001b). *Glossary of Statistical Terms: Casual Workers*. Retrieved from <http://stats.oecd.org/glossary/detail.asp?ID=293>
- Pathway to Possibilities (2015). PTP Adult Learning & Employment Programs: Writing about the Pre-Culinary Program – Website. Retrieved from <http://www.ptp.ca/2011/02/15/writing-about-the-pre-culinary-program/>.
- Porter, J. R., Cheney, G. R., & Kraemer, J. (2001). Credentials for career academies. *Principal Leadership*, 2(1), 36-40.
- Pinder, R. A. (2011). *Adult Learners' Understandings and Expectations of Literacy and Their Impact on Participation in Adult Literacy Programs*. A Doctoral Dissertation. University of Michigan.
- Social Research and Demonstration Corporation (SRDC) (2014). *Upskill: a Credible Test of Workplace Literacy and Essential Skills Training – Summary Report*. Ottawa: SRDC.
- Statistics Canada (2008). *Special Reports – What Difference Does Learning Make to Financial Security?* Retrieved from <http://www4.hrsdc.gc.ca/.3ndic.1t.4r@-eng.jsp?id=54>.
- Statistics Canada (2013). *NHS in Brief: Education and Occupation of High-Income Canadians – National Household Survey (NHS), 2011*. Ottawa: Statistics Canada.
- Tett, L., Hall, S., MacLachlan, K., Thorpe, G., Edwards, V., & Garside, L. (2006). *Evaluation of the Scottish Adult Literacy and Numeracy (ALN) Strategy: Final Report*. Edinburgh: Scottish Executive Social Research.
- The National Center for Public Policy and Higher Education (undated). *A Teaming Approach: Washington State's Integrated Basic Education Skills Training*. San Jose, CA: The National Center for Public Policy and Higher Education. Retrieved from http://www.highereducation.org/reports/Policy_Practice/IBEST.pdf.
- US Department of Labor, US Department of Commerce, US Department of Education, & US Department of Health and Human Services (2014). *What Works in Job Training: A Synthesis of the Evidence*. Washington, DC: US Department of Labor.
- United Way Toronto (2015). *The Opportunity Equation: Building Opportunity in the Face of Growing Income Inequality*. Toronto: United Way Toronto.
- Vosko, L.F., Zukewich, N., & Cranford, C. (2003). Precarious jobs: A new typography of employment. *Perspectives on Labour and Income*, 15(4).
- Wachen, J., Jenkins, D., Belfield, C., Van Noy, M., Richards, A., & Kulongoski, K. (2012). *Contextualized College Transition Strategies for Adult Basic Skills Students: Learning from Washington State's I-Best Program Model*. New York: Community College Research Center, Columbia University.



Ontario's LBS programs offer a Wide Range of Services

- Individualized, goal-oriented instruction
- Reading, writing, numeracy, basic computer skills and digital literacy
- Academic upgrading and GED preparation
- Pre-apprenticeship preparation
- Essential skills and workforce preparation
- Higher education transition supports
- Workplace training

Established in 1978, the Metro Toronto Movement for Literacy (MTML) is a Canadian non-profit organization working to advance the issue of adult literacy. MTML is one of 16 regional networks in Ontario that supports and promotes the work of adult literacy and skills upgrading programs. With funding support from Employment Ontario and the Ontario Ministry of Training, Colleges and Universities, MTML works with over 40 Literacy and Basic Skills (LBS) programs operating at over 100 locations in the City of Toronto and York Region. MTML collaborates with programs and people to share knowledge, build awareness and promote the lifelong learning needed to participate fully in today's society.

Research Brief Series: 2015-16

The Metro Toronto Movement for Literacy has launched the Research Paper Series to help bring relevant information to literacy service providers and other partners in Toronto and York Region. The goal is to link research to practice and build the capacity of literacy service providers and those interested in adult literacy issues.

Research literature on topics of interest to those in the field of adult literacy is presented periodically to enhance our understanding of learners, their needs and challenges, the current policy environment, and lessons learned from around the world.

MTML would like to thank graduate student Annie Luk at the Ontario Institute for Studies in Education, for her research and collaboration on this project.

Learn More:

www.mtml.ca

344 Bloor Street West, Suite 405, Toronto, Ontario, M5S 3A7

Phone: 416.961.4013 | Fax: 416.961.8138 | Email: literacyinfo@mtml.ca



Metro Toronto Movement for Literacy



@MTMLTorontoYork