

Exploring Options for the Future Delivery of Foundational Training in Family Literacy in Ontario

August 29, 2004

By Joanne Kaattari and Vicki Trottier
Community Literacy of Ontario

Background Information

Literacy organizations across Ontario have been delivering family literacy for many years, but until a few years ago there was no nationally recognized foundational training that provided consistency across all provinces. The Centre for Family Literacy in Edmonton, Alberta has changed all that! In consultation with a pan-Canadian team of experts from universities and family literacy organizations from across Canada, the Centre for Family Literacy developed Foundational Training in Family Literacy. The goals of this foundational training are to provide a common knowledge base to family literacy practitioners across Canada and to give professional credibility to the field. This nationally recognized training is now being offered across Canada by various provincial organizations.

Here in Ontario, Community Literacy of Ontario (CLO) and the Ontario Literacy Coalition (OLC) were delighted to bring this valuable and nationally recognized training to the Ontario literacy community. We are also excited to be jointly building a made-in-Ontario approach to this national training.

In 2002/2003, Community Literacy of Ontario received funding from the National Literacy Secretariat (HRDC) and the Ministry of Training, Colleges and Universities to deliver the Foundational Training in Family Literacy. This training was delivered via a series of six live, online, interactive training seminars once per month from January to June 2003 to 21 participants from community literacy agencies. The evaluation results were overwhelmingly positive.

In 2003/2004, thanks to funding from the National Literacy Secretariat, Community Literacy of Ontario and the Ontario Literacy Coalition were pleased to offer the national Foundational Training in Family Literacy using two different modes of delivery. CLO provided this foundational training once per month from January to June 2004 via online training seminars. The Ontario Literacy Coalition offered a week-long face-to-face institute in July 2004 in Barrie, Ontario. Both of these training events were highly successful and received excellent evaluations from participants.

By August 2004, the Foundational Training in Family Literacy will have been run three times in Ontario: twice online by CLO and once in a face-to-face setting by the OLC. CLO has also received funding from the National Literacy Secretariat to re-deliver this training online for a third time in 2005. Neither organization would have been able to deliver this time-intensive training without financial support from the provincial and federal governments.

A question remains for both Community Literacy of Ontario and the Ontario Literacy Coalition, as well as for other stakeholders in family literacy in this province. That question is: How should Foundational Training in Family Literacy be delivered and certified in this province in the future?

As part of our current project, Community Literacy of Ontario has committed to exploring and writing this report on possible options for the future delivery of Foundational Training in Family Literacy in Ontario.

This report will only explore possible options; it will not make recommendations.

It is hoped that this report will be used by CLO, the OLC, Action for Family Literacy Ontario, the National Literacy Secretariat, the Ministry of Training, Colleges and Universities, the Centre for Family Literacy and any other interested parties as they consider the future options for delivering this important national training initiative.

In the writing of this report, CLO has conducted substantial research and has linked with representatives from the Centre for Family Literacy in Alberta, the Ontario Literacy Coalition, Action for Family Literacy Ontario, the Ontario Team of Trainers, participants to the online and face-to-face training sessions, as well as other stakeholders. Further, during this project, CLO has linked with some of the other provinces delivering the foundational training.

Standards for Delivery

Community Literacy of Ontario supports the standards developed by the Centre for Family Literacy around the delivery of the foundational training. These standards include:

- Maintain national standards in order to enhance the credibility of the training and give practitioners a common knowledge base
- Use the course material in full to in order to maintain the integrity of the course and provide consistency and continuity across Canada
- Provide certificates only to those who complete all ten modules of the training
- Base all training on the content developed for the National Foundational Training in Family Literacy, as contained in the Practitioners' Resource

- Deliver training only through certified trainers
- Provide course material only to participants in approved training
- Honour copyright rules for the course material as established by the Centre for Family Literacy
- Adhere to the Centre for Family Literacy's guidelines for distributing course material, issuing certificates, adding new sections to the course materials, coordinating and sharing information, and generally ensuring national standards are met
- Ensure that the training sessions are evaluated by participants

Key Issues

- The high quality and high standards of the training should be maintained.
- Due to the intensive work involved in organizing and facilitating the training, the training cannot be delivered for free (either project funding must be received or participants must pay full or partial fees)
- It is important to participants that the training be both accessible and cost-effective so that as many barriers to participation as possible are removed.
- The Centre for Family Literacy has an important role to play in this training. Their role could include, but is not limited to, ensuring national standards are adhered to, distributing course material, issuing certificates, coordinating and sharing information, etc. These roles would depend upon the level of project support given to the Centre.
-
- CLO supports the efforts of the Centre for Family Literacy to receive government funding to plan nationally and provincially and to convene a national meeting on future delivery and support.
- The issue of accreditation and its effect on practitioners must be considered. On the one hand, accreditation establishes important benchmarks and credibility for literacy practitioners. On the other, it can exclude qualified people, who have developed important skills but lack formal training.
- The issues of course evaluation (is participation enough or should testing and practicums also be used?) is key and needs further exploration in the future.

Options for the Future Delivery of Foundational Training in Family Literacy in Ontario

1. Adult Literacy Educator Certificate Program

The foundational training in family literacy could potentially be offered as a module of the Adult Literacy Educator (ALE) Certificate Program via Ontario's college system. Three Ontario colleges offer the Adult Literacy Educator certificate program: Algonquin College in Ottawa, Conestoga College in Waterloo and Sault College in Sault Ste. Marie. Thanks to the distance education format offered by all of the colleges, the Adult Literacy Educator Certificate Program is readily accessible and available all across Ontario.

Project Read Literacy Network (based in Kitchener-Waterloo, Ontario) has received funding to review and update the course modules. Currently, ALE consists of the following modules:

- The Adult Literacy Learner
- Assessment and Evaluation for the Literacy Educator
- General Instructional Strategies for the Literacy Educator
- Strategies for Teaching Literacy and Numeracy Skills
- Professional Issues for the Literacy Educator
- Advanced Instructional Strategies for the Literacy Educator

As well, a practicum component must also be completed before the Certificate can be awarded.

In addition to updating the existing modules, Project Read Literacy Network is exploring the idea of expanding the ALE course in the future to include additional modules. To date, they have identified the following topics as potential supplementary modules: family literacy, learning disabilities, program management, and other related topics. Foundational Training in Family Literacy could potentially be one of those additional modules.

Offering the foundational training as part of the Adult Literacy Educator Certificate Program would provide many benefits. ALE is readily accessible across Ontario. The ALE certificate has a high degree of credibility and recognition in the Ontario literacy field and beyond. It is offered by the college system which has established (and respected) standards for accreditation and training.

ALE is strongly linked with the formal education system. Many years of development work, marketing, consultation and partnership building has already gone into the development of the ALE course; adding a new component would build

on this extensive pre-existing work. In addition, as part of the ALE course, the training would be self-sustaining (after all start up and development work was complete). No additional government funding would be needed, since course participants bear all costs associated with obtaining the certificate.

On the negative side, for some, the cost of college courses would be prohibitive. Also, it may be difficult for a college to commit to using only certified trainers in foundational family literacy, due to geography and other constraints. In addition, there may be copyright issues regarding the use of course material by the college.

For information on the Adult Literacy Educator Certificate Program visit these websites:

- Project Read Literacy Network: www.projectread.ca
- Algonquin College: www.algonquincollege.com
- Conestoga College: www.conestogac.on.ca
- Sault College: www.saultc.on.ca

2. Face to Face Training

The Ontario Literacy Coalition successfully delivered a face-to-face institute on foundational training in family literacy in July 2004. Other provinces as well (for example, Alberta, Manitoba and Saskatchewan) have offered the foundational training using a face-to-face format. In fact, the foundational training was initially developed and designed with a face-to-face format in mind.

Face-to-face training allows the foundational training to be offered in full, the way it was designed. Further, face-to-face training provides wonderful opportunities for group bonding, networking and partnership development. It also allows for resource sharing and interactivity both during and outside of course hours. Course activities are often more rich when done face-to-face and the opportunity to learn and share with fellow participants is extremely beneficial.

The foundational training was designed to be participatory in nature and face-to-face is an effective way for this to happen. In online training, while participants do have the opportunity to discuss issues with fellow participants, discussion is limited by the technology, the facilitation skills of the online trainers, and associated time constraints.

On the negative side, the face-to-face training, because of the intensive nature of the course material and the need to offer the course in full, requires that the participants be away from their home and office for a 5-7 day period. Due to home

and work needs and pressures, this can be a significant barrier to many people. Travel time and distance are also barriers.

Face-to-face training is also costly for the host organization to organize and deliver and the high costs for travel, accommodation and meals must be factored in. As well, facilitators need time to conduct various background activities such as preparing course material, developing activities and tailoring the course to the needs of their audience. Project funding is critical if this training is to be offered using a face-to-face method. Alternatively, costs could be borne in full by participants, but full, unsubsidized costs would be cost-prohibitive for most literacy practitioners.

Blended learning (a combination of face-to-face and online training which will be discussed in full at a later point) could potentially marry the benefits of face-to-face training with the benefits of online training and/or self-directed learning.

3. Self-Directed Learning

Self-directed learning is perhaps the most flexible of all learning formats. Self-directed learning can include:

- Web-based training modules
- Training modules on CD ROM or DVD disks
- Self-study of printed resources

Self-directed learning is highly accessible (just download material from the Internet or purchase the printed resources or CD!). Some websites do charge a nominal fee for downloading material or for registration to help support ongoing maintenance/processing costs. However, such costs are normally quite minimal.

Participants can easily access materials at times and locations convenient to them. It is also extremely cost-effective as there are only nominal costs (the purchase of resources) involved which could be easily borne by participants. There might be initial development and ongoing administrative costs associated with self-directed learning, but they would be minimal and much less than delivering a formal course (whether face-to-face, online or via the college or university system). Self-directed learning is commonly used in the literacy field, given the extensive skills sets needed by practitioners.

Some of the negative aspects of self-directed learning include:

- Without additional resources for updating, the course information would remain static and there is no opportunity for facilitators to introduce content on local or provincial issues or information on emerging issues and trends.
- This type of training would not allow for networking or information sharing between participants and it removes the very valuable participatory aspect of the overall training.
- There is no quality control. Unless a national or provincial organization received resources to monitor and test participants (or have them write or present practicums), it would not be possible to tell whether participants have met the course requirements. Further, it would be difficult to maintain standards and quality and it is unlikely that participants in self-directed learning could receive course certification.

However, self-directed learning could potentially be combined with face-to-face and/or online learning. Again, this option will be further discussed under “blended learning”.

4. Blended Learning

Blended learning is learning that combines face-to-face and online approaches and uses a variety of formats and techniques. A 2002 Harvard Business School study reported that students not only learned more when combining online sessions with traditional lessons, but student interaction and satisfaction also improved. (Source: “Strategies for Building Blended Learning” by Allison Rossett, Felicia Douglass & Rebecca V.

Frazer; <http://www.learningcircuits.org/2003/jul2003/rossett.htm>.)

There are some excellent reasons to consider a blended learning approach.

- The developer can “pick and choose” from the various options to deliver material in a variety of ways.
- It is an excellent way to introduce the concept of e-learning. If someone is hesitant about participating in online learning, you can incorporate a single module into an overall course. Similarly, while a week-long face-to-face institution would be cost-prohibitive, a single session could be incorporated into a blended learning approach for a significantly lower cost.
- It can provide a variety of learning experiences and respond to a variety of learning styles as per good adult learning theory.

On the negative side, if the various approaches incorporated in a blended learning environment are not well-integrated, there is the possibility that the participants can simply pick and choose the parts that they enjoy and ignore the rest. (Source: E-Learning Centre's Guide to E-Learning; <http://www.e-learningcentre.co.uk/guide2elearning/3-2/>).

There are a number of options for blended learning that can incorporate two or more of the following:

- Face-to-face formal learning (classroom, workshop, etc.)
- Face-to-face informal learning (networking, team meetings, etc.)
- Live (synchronous) online learning (workshops, training sessions, etc.)
- Asynchronous online learning (e-mail, bulletin boards, listservs, discussion groups, etc.)
- Self-directed learning (web-based modules, printed resources)
- Other learning supports (CD-ROM, DVD, audio cassettes, workbooks, etc.)

When deciding which components to include in a blended learning experience, a number of factors should be taken into consideration including:

- Cost (both for the developer and the participant)
- Time (both for the developer and the participant)
- The amount of face-to-face interaction required (some activities lend themselves better to a face-to-face setting while others can be more readily adapted to an online environment)
- The amount of general interaction required (will the participant benefit from interaction with a facilitator and/or other participants?)
- Software and hardware requirements (if you need a specific type of software, it may not be available to all participants)
- The number of participants (live online events cannot accommodate large numbers of participants at one time)
- How much will the content change over time? (More "static" information is easier to produce in print modules whereas ever-changing information might be better presented in a web-based environment where changes can be more easily made)

At a focus group held by CLO and the OLC at the Ontario Literacy Coalition's face to face training institute in July 2004, a blending learning approach was strongly endorsed by many participants.

5. Online Training

Community Literacy of Ontario has twice successfully delivered the foundational training online. Because of its online nature, this training was offered once per month over a six month period. The anonymous evaluations from both courses strongly endorsed online learning as an effective method for delivery. CLO has received funding from the National Literacy Secretariat to deliver this training a third time.

CLO uses Centra Symposium, a state-of-the-art online learning software that provides a highly interactive, online, real-time, audio and visual based virtual classroom. Centra is one of the leading platforms in the world for delivering online learning. CLO and the literacy field have access to Centra due to the vision and financial support of the Ministry of Training, Colleges, and Universities. AlphaPlus Centre provides the valuable technical / hosting support for Centra.

Considerable interest has been expressed about CLO's experience with online training. CLO has given demonstrations of Centra and shared our knowledge of effective development of online courses and facilitation to numerous organizations, including the Centre for Family Literacy, the Ontario Literacy Coalition, The National Francophone Literacy Coalition, Literacy Link South Central, the Ontario Ministry of Agriculture and staff from the provincial literacy coalitions in Manitoba and Saskatchewan.

Other organizations also offer online training on Centra (for example, AlphaPlus Centre has offered training to the literacy field on information management and on AlphaRoute). The literacy field has readily adapted to online training and overwhelmingly finds Centra to be a user-friendly and effective training application. Centra offers a highly interactive, live, real-time, easy-to-use solution to training.

Online training is highly convenient for participants and it minimizes the barriers of time away from home and office and travel time and cost. Due to the extreme time pressures facing most Canadian workers, many people enjoy taking training online in the comfort of their offices.

Video conferencing is another option. Organizations such as Contact North have offered effective video conferencing to literacy practitioners. Some school board and colleges also offer video conferencing opportunities. Video conferencing can assist with group bonding as participants can "see" each other and make more personal connections.

On the negative side, online training does not provide the same opportunities for group bonding and networking as does face-to-face training. It is much less interactive for participants and some people find the online environment cold and intimidating. As well, online training is expensive and cannot be done without project support. Online training requires extensive background preparation work by course facilitators because all course material must be fully prepared and uploaded online well ahead of time. Technical support for participants is also needed. Because online learning is so new, trainers with knowledge and experience about effective online course development and facilitation techniques are rarely found. As well, technical difficulties can arise that are beyond the facilitator's control, i.e. power outages, internet service disruptions, computer viruses, etc.

Once again, blended learning could potentially marry the benefits of face-to-face training with the benefits of online learning.

6. Training via a Provincial or National Organization

Potentially, the foundational training could be offered through a provincial or national organization which could ensure both quality control and that the standards were being met. An example would be TESOL (Teachers of English to Speakers of Other Languages). TESOL provides highly respected and valued training and accreditation to ESL teachers. While TESOL would not be suitable as an organization to deliver the foundational training, it provides an interesting example of where this type of model has worked. For more information on TESOL, please visit: www.tesol.org.

Naturally, either a national or provincial organization would need resources to do this. If this option was pursued, the option of whether these resources would come from government funding or directly through those receiving certification and training (as is the case with TESOL) would need to be assessed.

If it was a national organization sponsoring the training, the Centre for Family Literacy in Alberta could potentially play this role. If it was a provincial organization sponsoring this training, "Action for Family Literacy Ontario" or the Ontario Literacy Coalition or some other new or existing provincial organization could potentially play this role. As well, some kind of appropriate combination of the above organizations might also work.

It is beyond the scope of this report to fully explore this option. Further input and discussion with potential organizations would be necessary to determine their interest in and capacity to take on this role.

7. Regional Training

Another option worth considering is regional training. The Ontario literacy community has considerable experience with regional training as a great deal of training has been offered using this format. A recent example is workforce training: Train Ontario was developed by a provincial team of trainers who then traveled to all regions in the province to deliver the training. A few years ago, a similar approach was used when the OLC created a provincial team to deliver learning outcomes and demonstrations training. In both cases, feedback was quite positive because travel barriers were reduced and participants were able to easily take advantage of essential training offered regionally and at limited cost.

Regional training could either be coordinated by a provincial organization or in the actual regions by a variety of local and/or regional organizations. Both methods have been successful in the past. Regional training can be more convenient and accessible since it reduces travel time and costs for participants. Especially in rural, remote and northern regions, people often appreciate the training coming to them; rather than they having to go to the training! Regional training can also respond better to local needs and can provide people with wonderful networking and partnership opportunities in their own communities.

Another option worth exploring is having the standard face-to-face training in foundational family literacy be offered in different regions around the province on a yearly basis.

Probably the biggest drawback to regional training is the substantial work (and therefore cost) involved in organizing and facilitating regional training. Because of the many logistical considerations involved in regional training, it would take substantial resources to be successful. It would be very time consuming for a group of local or regional organizations or a provincial organization to deliver this training in various regions. Considerable resources would be needed from the government, and this option would very likely be the most costly of the options overviewed here.

Regional training can also be quite cost prohibitive because often the training is offered to fairly small groups. Unless there is substantial provincial coordination and support, it is also harder to maintain national standards when training is delivered in many locations by different deliverers.

8. Certificate Program through a University

The potential also exists to offer foundational training in family literacy as a certificate program through a university.

The Centre for Family Literacy is currently in discussions with the University of Alberta to explore the potential of this university granting credit for the foundational training. The program being explored is the Certificate of Adult and Continuing Education through the Faculty of Extension, University of Alberta. Please visit www.extension.ualberta.ca/cace for more information.

Such a certificate would be a wonderful national achievement. However, the approval process is extensive and it seems likely that the foundational training would need to include a formal evaluative component if it was to receive such credit.

Another wonderful example of a university certificate program is Ryerson University in Toronto. Ryerson University offers a Certificate in Family Supports. This certificate provides individuals with skills and knowledge to support families in a rapidly changing society. Participants must successfully complete eight courses in order to receive the certificate. The Certificate in Family Supports is offered through blended learning; a combination of online and face-to-face training. For more information, please visit www.ryerson.ca.

Offering the foundational training as a certificate program via a university would provide many benefits. A university certificate would have a high degree of credibility and recognition. Universities are well-known for their high standards for accreditation and training. As with the college system, offering the foundational training via the university system would be self-sustaining (after all start up and development work was complete). No additional government funding would be needed, since course participants bear all costs associated with obtaining the certificate.

However, the high cost of university courses would be a barrier to many. A university may not be to commit to using only certified trainers in foundational family literacy, due to geography and other constraints. There may also be copyright issues regarding the use of course material by the university. As well, access would likely be more limited through the university system, unless the courses were offered via distance education or online.

Also, the certification process would likely be quite rigorous, requiring formal examinations, etc. Given that the foundational training was designed as a participatory course, it could be difficult to adapt it to meet university standards.

9. Train the Trainer

Train the trainer involves one organization training people to deliver a training program to others. In fact, the Centre for Family Literacy initially used this method of training when it offered the "Train the Trainer Institute on Foundational Training

in Family Literacy” in Pictou Nova Scotia in October 2001. Ontario’s six certified trainers received their training at that event.

The main benefit of this training is that it is relatively inexpensive. Various individuals receive training and they in turn train others. As well, this method broadens the pool of people who have skills in knowledge. It can bring important training to regions where such training was not available before.

However, train the trainer also has many negative aspects. Ontario literacy practitioners have repeatedly noted their dislike for the train the trainer method. Often those who receive the training are extremely busy people who, despite good intentions, have neither the time nor resources to train others. Funding is rarely available to support the trainers to offer training in their home regions. It is often difficult for trainers to gain release time from their agencies to train others. It can be an enormous burden on them. Also, if trained trainers leave their positions, the skills and knowledge are lost to the literacy community. The availability and skills of the trainers can vary regionally and standards can be inconsistently applied in the regions. Resources (financial and information) are definitely needed both during and after the “train the trainer” event to make this option feasible.

It can be sometimes difficult to maintain standards when using the Train the trainer method. If trainers are left unsupported without central support and communication, it may be difficult to coordinate activities, share information and function as a training team. Some will have more or less resources and support available to them, affecting their delivery of the training (e.g. more or less handouts and other information, longer or shorter training sessions, more or less coordination and organizational support for delivering the training, etc.).

However, many of these barriers could be removed if “train the trainer” could be supported by a national or provincial organization that could ensure consistent standards for the training, and provide information, resources and support to the trainers.

Overview of the organizations who are currently involved with the foundational training in Ontario

Community Literacy of Ontario

Community Literacy of Ontario (CLO) is a provincial literacy network of just over 100 community-based literacy agencies in Ontario. CLO exists to support, promote and provide a united voice for community-based literacy programs in Ontario.

CLO has successfully delivered the foundational training in family literacy twice: from January – June 2003 and from January – June 2004. CLO has received funding to deliver this training a third time in 2005. Community Literacy of Ontario is a

leader in E-learning in both the literacy field and in the not-for-profit sector. For more information on CLO, please visit www.nald.ca/clo.

The Ontario Literacy Coalition

The mission of the Ontario Literacy Coalition (OLC) is: "The OLC looks for the most effective and respectful ways to help people who have literacy challenges in Ontario. We share this information with people throughout the province. We bring together many different people and groups to help us do our work".

The OLC's has four major roles:

- To advocate and be a strong voice for literacy
- To do research and develop resources
- To communicate and co-ordinate
- To help members and others who are interested in literacy develop professionally

The Ontario Literacy Coalition has a strong interest in family literacy and has been actively involved in promoting and supporting family literacy. The OLC has successfully delivered Foundational Training in Family Literacy at a face-to-face institute in July 2004. The OLC also shares information and resources on family literacy and sponsored a family literacy symposium in 2002.

For more information, please visit www.on.literacy.ca.

Action for Family Literacy Ontario

Action for Family Literacy Ontario (AFLO) is a provincial working group of the Ontario Literacy Coalition, committed to developing a plan to move family literacy forward in Ontario.

AFLO's vision and mission are: "We see families learning and growing together in positive, literacy-rich environments. We see family literacy valued, encouraged, supported and sustained in homes and communities throughout Ontario. We work to sustain, promote, and strengthen family literacy services in Ontario through advocacy, communication and research support." AFLO is deeply interested in supporting and promoting family literacy in Ontario. Among other important roles, AFLO is committed to playing a leadership role in professional development for family literacy.

This information was gathered from the OLC's website. For more information about AFLO, please visit: www.on.literacy.ca.

The Centre for Family Literacy

The Centre for Family Literacy (located in Edmonton, Alberta) is a leader in the field of family literacy. In 2001, the Centre first developed Foundational Training in Family Literacy, a one-week training program specifically targeting family literacy practitioners in Alberta. The training program attracted intense interest from family literacy practitioners across the country. During 2001, with generous funding from the NLS, the Centre, and a group of 20 authors with expertise in family literacy redeveloped the Foundational Training program for national use.

The first “train-the-trainer” session was held in October 2001 with 65 participants from five different regions in Canada gathering in Pictou, Nova Scotia. These participants are now training other practitioners in their own regions to give them a common foundation in the theory and practice of family literacy.

A Foundational Training manual has been published and widely distributed across the country. The Centre continues to provide training programs across Alberta, and where requested, supports other groups across the country in delivering this training. Currently, the Centre is applying for funding for provide additional support and coordination at the national level.

This information was gained from the website of the Centre for Family Literacy, for more information, please visit: www.famlit.ca.

In Conclusion

The purpose of this report was to explore various options for the future delivery of foundational training in family literacy.

Community Literacy of Ontario hopes that this report and the various options it has explored will prove useful to planning for future delivery in Ontario. It is our hope that this report will contribute towards moving family literacy forward.

We want to sincerely thank the National Literacy Secretariat for funding this valuable training. Further, we want to thank the Ontario Ministry of Training, Colleges and Universities for providing access to Centra Symposium and other support, and AlphaPlus Centre for providing technical support for Centra.

CLO would also like to thank the organizations and individuals who have supported the foundational training and who have provided information for this report:

- Our wonderful CLO training team partners: Margaret Maynard and Penny Smith Jensen
- The Centre for Family Literacy

- The Ontario Literacy Coalition
- The board and staff of Community Literacy of Ontario
- The Ontario team of certified trainers
- Action for Family Literacy Ontario
- The participants to the training provided by CLO and the OLC

We thank you all for your valuable contributions and support!

Joanne Kaattari and Vicki Trottier

August, 2004