

FEDERATION OF FRANCOPHONES OF NEWFOUNDLAND AND LABRADOR

Family Literacy in French in
Newfoundland and Labrador

2013

*Fédération des francophones
de Terre-Neuve et du Labrador*



NEEDS ASSESSMENT AND RECOMMENDED MODELS

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This project was undertaken within the framework of the 2008-2013 family literacy initiative of the Réseau de développement de l'alphabétisme et des compétences (RESDAC).

It was made possible by financial support from the Office of Literacy and Essential Skills of Human Resources and Skills Development Canada.

Foreword

BACKGROUND

It is widely accepted that oral and written communication forms the basis of lifelong learning and begins at birth. The home is a child's first school and parents the first educators. Every member of the family may contribute to educating the other family members. Communities can encourage and support families in becoming dynamic Francophone hubs of oral and written communication. The goal of family literacy initiatives is to prevent illiteracy and to raise literacy levels in families with young children.

Francophone minority communities across Canada understand that early intervention among children and their families represents an investment in the future of people's precious French-language culture. Communities must develop their young children in order to maintain their vitality. Francophone minority communities such as that in Newfoundland and Labrador face a unique set of challenges, which must be kept in mind when planning all interventions with members of these communities.

In Newfoundland and Labrador, Francophones are served by the Federation of Francophones of Newfoundland and Labrador (FFTNL), which represents the province's Francophones in regard to literacy issues. Within the framework of the Family Literacy Initiative emerging from the Roadmap for Canada's Linguistic Duality 2008-2013: Acting for the Future (RCLD), the FFTNL undertook a project in 2012 to study the family literacy needs of Francophones in Newfoundland and Labrador. This project specifically targeted Francophone and exogamous families as well as Francophone immigrant families. It was conducted from the perspective of potentially increasing literacy levels and supporting skills development with a view to assisting these target groups in thriving as families and contributing more to enhancing the vitality of their communities.

The FFTNL carried out this research and analysis project to create a more detailed portrait of the situation and needs of Francophone regions in Newfoundland and Labrador in order to guide its future actions and those of its partners in the area of literacy. In addition to gaining a better understanding of the situation, the FFTNL aimed with this project to identify and implement models and resources adapted to each region with the goal of increasing literacy levels in French.

The following report is divided into two complementary parts. Part 1 deals mainly with the nature of the research conducted and an analysis of the current situation in the Francophone regions of NL, while Part 2 focuses on presenting the andragogical models and constructions proposed for each region.

Part 1

CONSULTANT'S MANDATE

In January 2012, the FFTNL retained the services of the firm X.O. Consultants based in Prince Edward Island to conduct a study of the family literacy needs of Francophones in Newfoundland and Labrador.

It was agreed at the outset that the main outcomes of this study would be:

- Analysis of the literacy status and needs of adults living in Francophone regions of the province with a focus on exogamous, Francophone immigrant and Charter rights families
- Identification of best practices in family literacy within the Canadian Francophonie
- Identification of relevant initiatives in family literacy.

METHODOLOGY

The main phases of the methodological approach were as follows:

- **Document review**

The consultant began by collecting all documentation required to carry out the abovementioned mandate on behalf of its client. It then proceeded with comprehensive research including a review of similar projects implemented to date elsewhere in the country. Among other things, this research enabled clear definition of best practices across Canada and identification of suitable models for meeting the needs of Francophones in Newfoundland and Labrador. (See Appendix A for the list of documents consulted.)

- Interviews

Interviews were conducted with practitioners and experts at the community and government levels in Newfoundland and Labrador to assist in creating an accurate portrait of the current situation and identifying existing resources as well as partnering opportunities. The subjects were selected with a focus on individuals currently engaged and active in the literacy sector and on Francophone community practitioners in the various regions. (See “Acknowledgements” for the list of members of the advisory committee and Appendix B for the names of the other persons consulted.)

- Survey

With the assistance of the consultant, the FFTNL conducted a survey in the spring of 2012 of Francophone, exogamous and Francophone immigrant families to gain a better understanding of their situation, needs and level of interest in participating in literacy programming over the years to come. A total of 63 families took part in this field survey. Section 3 of this part of the document describes the ensuing data compilation and analysis processes. (See Appendix D for a copy of the survey questionnaire.)

- Regional meetings

Meetings were held in the fall of 2012 in each of the Francophone regions between representatives of communities and their partners and the FFTNL team. (See Appendix E for the list of participants.) The objectives of these information and awareness sessions were to:

- *Raise awareness among stakeholders concerning the importance today of population literacy*
- *Learn more about the current status and needs of each region in relation to family literacy*
- *Agree on short and medium-term approaches in each region*
- *Identify potential resources and partners to support implementation of the approaches defined.*

Part 2

Objectives

The objectives of Part 2 relate to a reflection, consultation and design process focused on developing the skills of Francophone adults in Newfoundland and Labrador. More specifically, the purpose of this part of the document is to:

- *Look at the family literacy needs identified in Part 1 from the broader perspective of skills development and training for adults and community development*
- *Agree on short and medium-term approaches in each region for meeting adults' needs in terms of skills development and the availability of services*
- *Explore possible solutions for skills development for parents and adults in general*
- *Identify potential resources and partners to support implementation of the approaches defined.*

Contributors

The following persons contributed to this part of the document:

- Planning, research, writing: Donald Lurette, consultant
- Planning and writing of Section 7 on mentoring: Mélanie Valcin, Collège Frontier College
- Document review: Gabrielle Lopez, consultant
- Proofreading: Claire Mazuhelli
- Logistic and financial support: Réseau pour le développement de l'alphabétisme et des compétences (RESDAC)

Methodology

This part of the document sets out the skills development model proposed for Francophone adults in Newfoundland and Labrador applicable to the family, work or other contexts. This model proposes developing andragogical constructions to meet the multiple needs identified among the adults in individual communities. Through the research at hand, no single andragogical construction could be identified as applicable to every reality and context, due to the diversity of the Francophone population of Newfoundland and Labrador. For this reason, andragogical constructions are proposed for each of the target regions with a view both to seeking

to address the needs identified as specific to each region and to describe the greater diversity of skills development contexts.

These andragogical constructions are based first on preliminary analysis of all relevant data collected during Part 1 of the research project, whether through the field survey or the document review. The andragogical constructions take various considerations into account, including the needs expressed during one-on-one meetings with parents (semi-directed interviews) and regional consultations with key actors. They also reflect the sociodemographic profiles of the Francophone community in Newfoundland and Labrador as presented in Part 1.

Second, these constructions build on the information gleaned from a follow-up document review, including the study of research initiatives in family literacy carried out in Canada within the last several years (see the bibliography for Part 2).

ACKNOWLEDGEMENTS

The conduct of this study would not have been possible without the generosity of many individuals in terms of their time and expertise.

First and foremost, we would like to thank:

The members of the advisory committee:

- ❖ Gaël Corbineau, executive director, Federation of Francophones of Newfoundland and Labrador
- ❖ Patricia Greene, program coordinator, Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP)
- ❖ Christophe Caron, executive director, RDÉE TNL
- ❖ Martine Fillion, Fédération des parents francophones de Terre-Neuve-et-Labrador (FPFTNL)
- ❖ Catherine Fenwick, executive director, Association régionale de la côte-Ouest (ARCO)
- ❖ Karina Lamontagne, executive director, Association francophone du Labrador
- ❖ Karine Gaudreau, executive director, Association communautaire francophone de Saint-Jean

Next, we would like to recognize the outstanding co-operation of the numerous organizations, both Francophone and Anglophone, and government agencies that

contributed in one way or another to this study. Special thanks also to everyone in the various regions who kindly agreed to complete the survey questionnaire.

Finally, this project would not have been successful without the dedicated efforts of Roxanne Leduc, project officer with the FFTNL, who looked after all logistics, including scheduling all meetings, follow-up actions and much more. Her enthusiasm for this project speaks well for its anticipated long-term impact. We would also be remiss not to thank Florent Hofer, intern at the FFTNL, who undertook the challenging task of administering the survey questionnaire, which involved travelling directly to the various Francophone regions to meet with the people.

Part 1 – Report on Research Outcomes

1.0 Community profile

1.1 Highlights

Population

In 2011, the Francophone and Acadian community of Newfoundland and Labrador was made up of 3,015 persons citing French as their mother tongue. Francophones in Newfoundland and Labrador live in three main clusters: the Port au Port Peninsula, the St. John's census metropolitan area (CMA) and Labrador. In 2011, there were 310 Francophones living in the Port au Port Peninsula, 1,095 in the St. John's CMA, 280 in Labrador City and 90 in Happy Valley–Goose Bay. Another 1,240 Francophones were living outside of these designated Francophone areas. In total, the province had more than 23,000 residents in 2011 with some knowledge of French.

Age

The Francophone population of Newfoundland and Labrador is made up largely of adults overall. The proportion of young Francophones is relatively low, particularly in the Port au Port and Labrador regions. Moreover, the Francophone population of the Port au Port region, with its very high proportion of seniors, is aging significantly faster than that region's Anglophone population.

Highest Level of Education

Francophones in Newfoundland and Labrador are better educated overall than their Anglophone counterparts. Generally speaking, the level of education of Francophones in the St. John's CMA and Labrador is much higher than that of Francophones in the Port au Port region, the province's population as a whole and even the national average.

Earnings

Francophones in Newfoundland and Labrador have higher earnings than the average for Newfoundland and Labrador as a whole. In 2005, the average earnings of Francophones in Newfoundland and Labrador were \$36,447, significantly higher than the provincial average of \$27,636.

Work

Francophones in Newfoundland and Labrador are very well represented in the “government service,” “education,” “health and social services” and “retail trade” sectors. In Labrador, the “mining, oil and gas” industry is also predominant among Francophones.

Preschool and School Population

Enrolment at all five French-language schools in Newfoundland and Labrador has grown dramatically in recent years. At the start of classes in September 2011, the schools had a combined population of 306 students, up 15% over the previous year. Preschool attendance is also increasing, with a total of 54 children between the ages of 3 and 4 at the five preschools as of January 2012.

Community Services and Other

In 2012, the Francophone and Acadian community of Newfoundland and Labrador was served by four different provincial organizations and numerous regional groups working in a range of sectors targeting general development of the community as well as one parapublic organization, the province’s Francophone school board. Over the years, stakeholders have opted to establish a sector-based organizational structure to support community development. In addition to its mandate as an organization representing Francophones in Newfoundland and Labrador, the Federation of Francophones of Newfoundland and Labrador plays a leading role on issues in the areas of culture, health and immigration. Francophones enjoy access to a range of cultural programming and various French-language media, including a bi-weekly newspaper, but only limited health services in French.

1.2 Overview

In 2011, the Francophone community of Newfoundland and Labrador was made up of 3,015 people citing French as their mother tongue.¹ This community represents nearly 0.6% of the province’s total population. Another approximately 20,000 people in the province are able to communicate in French. Francophones in Newfoundland and Labrador live in three main clusters: the Port au Port Peninsula, the St. John’s CMA and Labrador, mainly in Labrador City and Happy Valley–Goose Bay. In 2011, there were 310 Francophones living in the Port au Port Peninsula, 1,095 in the St. John’s

¹ 2011 Census, Statistics Canada.

CMA, 280 in Labrador City and 90 in Happy Valley–Goose Bay.² More than half of these Francophones were born outside of the province, coming mainly from Quebec. Newfoundland and Labrador also has a small immigrant population.

The history of the Newfoundland and especially in the St. George) area in the community is based Peninsula in the George, Mainland Duck Brook it makes up nearly this community



commercial fishing, subsistence farming and, during the off-season, logging. Outside of the peninsula, Francophone populations are found in the local service centre of Stephenville and further north in Corner Brook.

Francophone community in Labrador is centuries old, George's Bay (Bay St. province's southwest. This mainly in the Port au Port communities of Cape St. (La Grand'Terre) and Black (L'Anse-aux-Canards), where 12% of the population. Life in revolves largely around

The Francophone community in the Avalon region, including the St. John's CMA, is much more diverse. Developing more recently, this community is made up largely of Francophones from elsewhere, such as the Maritime Provinces, other French-speaking parts of Canada and Saint-Pierre and Miquelon, who have been drawn to the area by the broader range of services and higher standard of living. Lastly, the Francophone community in Newfoundland and Labrador includes Francophone clusters in Labrador, notably the mining towns of Labrador City–Wabush and the military base at Happy Valley–Goose Bay. These communities have developed close ties with the province of Quebec.

Besides the 2006 and 2011 censuses of Statistics Canada, data for establishing this profile were also taken from the following sources (linked content is in French only):

- ✓ **Profile of the Francophone community of Newfoundland and Labrador**, Fédération des communautés francophones et acadienne du Canada (2009)
http://profils.fcfa.ca/user_files/users/44/Media/Newfoundland%20and%20Labrador/terre_neuve_et_labrador.pdf

² Besides the 1,775 French-mother-tongue people living in the three main Francophone regions of Newfoundland and Labrador in 2011, another 1,240 Francophones were living outside of these regions, bringing the total for the province as a whole to 3,015 French-mother-tongue residents.

- ✓ **Community profile 2009 - Francophone and Acadian community of Labrador West**, RDÉE TNL inc.
http://www.francotnl.ca/FichiersUpload/Documents/20090208Profil_Labrador_2009_FINAL.pdf
- ✓ **Community profile 2009 - Francophone and Acadian community of the Port au Port Peninsula**, RDÉE TNL inc.
http://www.francotnl.ca/FichiersUpload/Documents/20090238Profil_Port_au_Port_2009_FINAL.pdf
- ✓ **Community profile 2009 - Francophone and Acadian community of the St. John's CMA**, RDÉE TNL inc.
http://www.francotnl.ca/FichiersUpload/Documents/20090220Profil_St_Jean_2009_FINAL.pdf
- ✓ **Socio-economic profile of Newfoundland and Labrador's Francophone and Acadian community**, RDÉE Canada (2008)
<http://www.rdee.ca/statistique/fr/terre-neuve-et-labrador/index.php>

1.3 Entire province

Total Population

A total of 3,015 people in Newfoundland and Labrador currently cite French as their mother tongue (2011 Census). This French-mother-tongue population grew dramatically, by 36%, between 2006 and 2011. It is to be noted that the Francophone population of Newfoundland and Labrador has fluctuated significantly since the 1950s due to the periodic movement of certain groups within the population and the outmigration of many Francophones leaving the province in search of work.

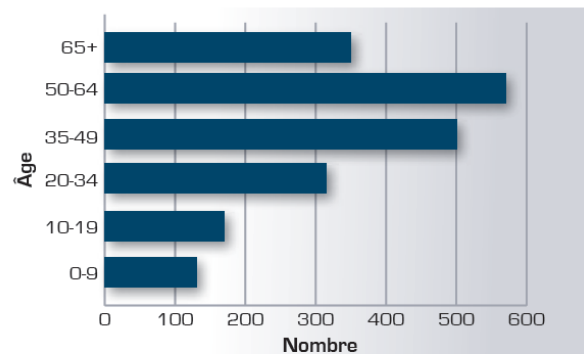
The proportion of Francophones in the province has consequently also fluctuated greatly, although it has never exceeded the 1% threshold. Representing 0.7% of the total population of Newfoundland and Labrador in 1961 and 1971, the Francophone community currently accounts for 0.6% of the province's population.³

Francophones in Newfoundland and Labrador are relatively concentrated within three census divisions. Their presence in daily life in these Francophone areas of the province is consequently greater than might be inferred from the province-wide statistics.

Age

According to the results of the 2006 Census, Newfoundland and Labrador's Francophone population is made up largely of adults. The low proportion of young Francophones is evidently reflected in a top-heavy age pyramid, which varies relatively significantly from that of the province's population as a whole among adults and those aged 65 and older. This variation is more pronounced in some regions than in others, as explained later in this section.

Distribution des âges, Francophones, 2006, Terre-Neuve-et-Labrador

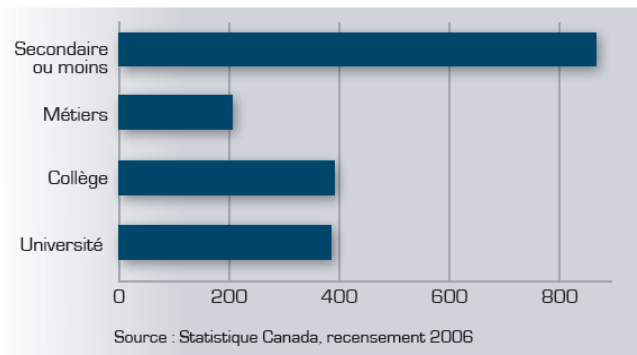


³ 2011 Census.

Highest Level of Education

According to the 2006 Census, Francophones in Newfoundland and Labrador tend to be better educated than the population of the province as a whole. A greater number of Francophones go on to trade school, college or university. Overall, one out of every two Francophones in 2006 had some post-secondary education.

Scolarité, Francophones, 2006, Terre-Neuve-et-Labrador



two Francophones in 2006 had some post-secondary education.

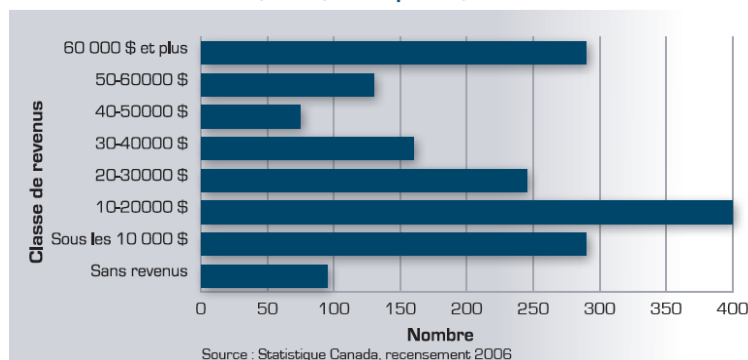
A greater proportion of Francophones also went on to university specifically, with 21% of the community reaching that educational level, whereas just 11% of the province's overall population had attended university. The percentage of Francophones

attending university also exceeded the national average of 16% among Canadian Francophones. However, these data were compiled for the entire province and mask a high level of regional diversity in terms of educational attainment among the province's Francophone population. Gaps exist in this regard between rural, resource-dependent regions such as Labrador and the capital city of St. John's.

Earnings

In 2005, the average earnings of Francophones in Newfoundland and Labrador were \$36,447, significantly higher than the provincial average of \$27,636. Slightly more than one in every five Francophones earned less than \$10,000, which has sure impact on the community's financial capacity. On the other hand, many Francophones were high up in the earnings distribution, earning more than \$60,000.

Revenu total individuel, 2006, Francophones, Terre-Neuve-et-Labrador



Work

Francophones in Newfoundland and Labrador were very well represented in 2006 in the public service sector, with nearly 43% of Newfoundland and Labrador’s Francophone labour force working in government service, education or health and social services. Being well-established in the service economy makes Francophone workers less vulnerable to a certain extent to fluctuations in the resource sector.

Speaking French at Home

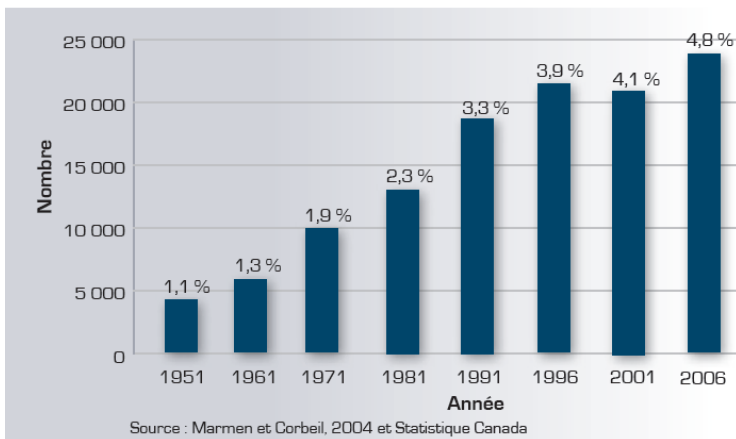
In 2006, 835 respondents stated that the language they spoke most often at home was French; this number was 1,085 in 2001. However, another 2,250 respondents stated that they spoke French regularly at home although it was not the language used most often.

Francophone Immigrants

In 2006, Newfoundland and Labrador was home to 255 immigrants citing French as their first spoken official language. Between 2001 and 2006, the province welcomed more than 1,400 new immigrants, of whom approximately 120 were Francophone. These people settled mainly in the St. John’s CMA, which accommodated more than 1,000 immigrants, including approximately 50 Francophones. Although 20 new immigrants settled in Labrador City, none of them was Francophone, while the Port au Port region did not receive any new immigrants.⁴

Knowledge of French

La connaissance du français, 1951-2006, Terre-Neuve-et-Labrador



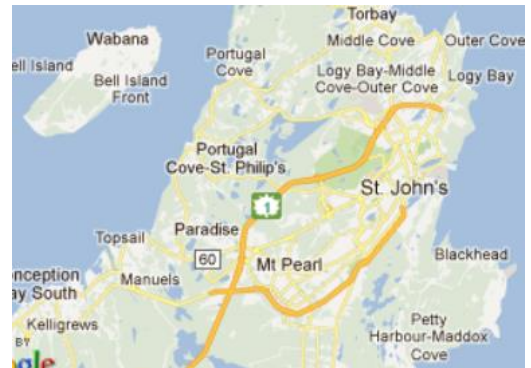
The number of people who know French (whether alone or in addition to English) in Newfoundland and Labrador has quintupled since the 1950s. More than 23,590 people in the province currently speak French, or

⁴ http://profils.fcfa.ca/user_files/users/44/Media/Newfoundland%20and%20Labrador/terre_neuve_et_labrador.pdf

4.6% of the population.⁵ Evidently, for Newfoundland and Labrador’s Francophone community, the number of French speakers represents significant potential in terms of overall development.

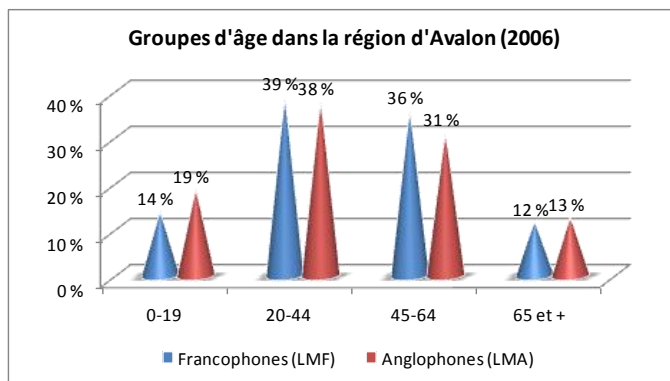
1.4 Avalon region

The Avalon region accounted for 38% of Newfoundland and Labrador’s population in 2011, including 0.6% (1,095 people) citing French as their mother tongue. Regardless, 36% of all Francophones in the province were living in this region in 2011.

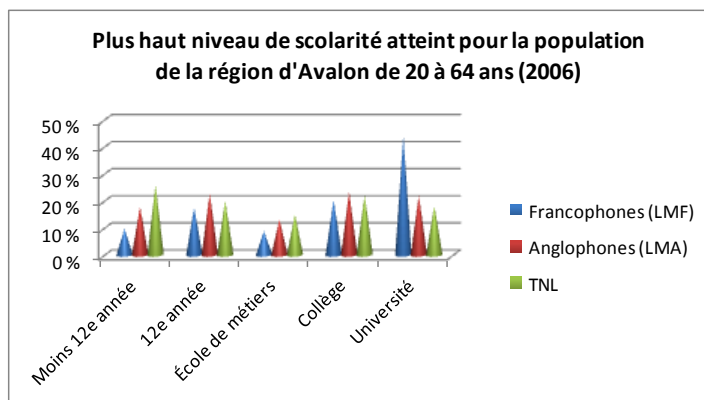


In 2006, the age distribution of the Francophone population in the Avalon region was nearer to optimal: all age groups were represented, including a significant number of young people. Moreover, the differences between age groups

were generally minimal in comparison to those for Anglophones in the same region, although the proportion of young people among Francophones was slightly smaller.



It is difficult to underestimate – both personally and financially – the value of a diploma or degree, often of any kind. Francophones in the Avalon region are doing quite well in terms of highest level of education attained. On the bottom rung of the education ladder, only 10% of Francophones in 2006 had not graduated from high school. For comparison, 26%

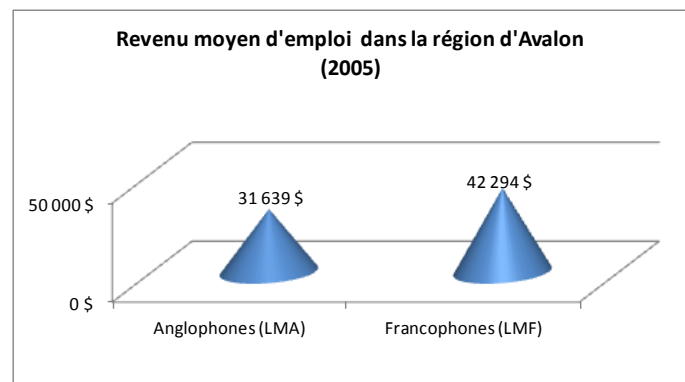


⁵ 2011 Census.

of the general population of Newfoundland and Labrador who could earn a high school diploma did not have one, while the national average in this regard was 24%. As for Anglophones in the Avalon region in 2006, 18% of this group had not graduated from high school.

In 2006, Francophones in the Avalon region also demonstrated strong performance in the area of advanced education, with 42% of their population having completed university studies, a proportion nearly double that among Anglophones in the same region (22%) and more than double the proportion for the province as a whole (18%).

Average employment earnings among Francophones in the Avalon region in 2005 were 34% higher than among Anglophones in the same region. In addition, the average annual earnings of workers employed full-time, full-year grew by 20% between 2001 and 2006 among both Francophones and Anglophones. In 2006, the unemployment rate was lower among Francophones (8.5%) than Anglophones (13.0%) in the St. John's CMA.



In 2006, approximately 15% of the active Francophone population of the Avalon region was working in educational services, compared to 7% for the province as a whole. Francophones in that region were also well represented in government service, which employed another 15% of the active Francophone population, compared to a corresponding province-wide figure of 8%. With regard to the occupations predominant among the active Francophone population in the region, the “social science, education, government service and religion” category was ranked first with 28% of the active population, followed by “business, finance and administrative” with 24%.⁶

⁶ <http://www.rdee.ca/statistique/en/terre-neuve-et-labrador/avalon/indicateurs.html>

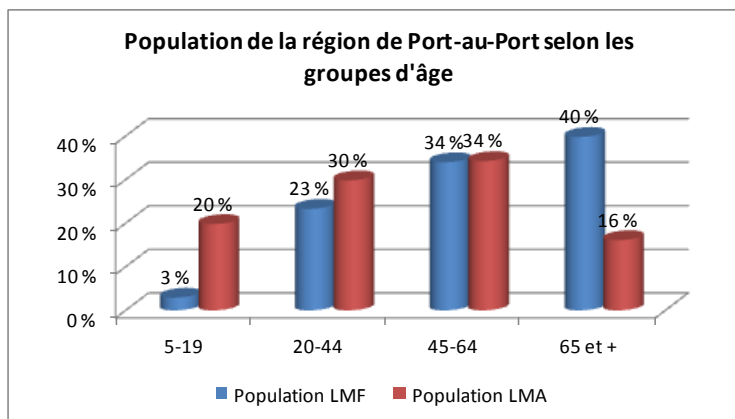
1.5 Port au Port region



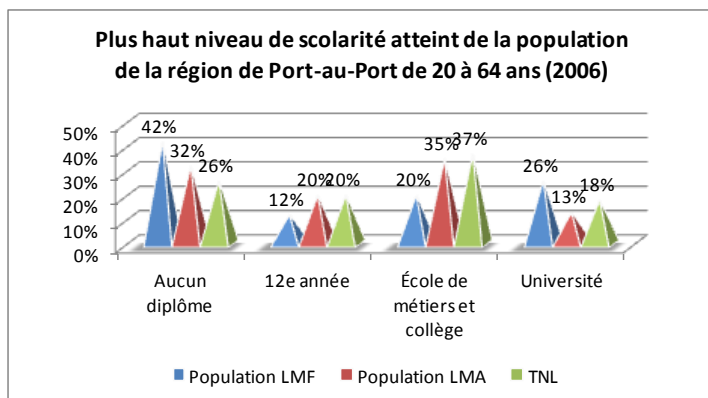
According to the data from the 2011 Census, 310 people in the Port au Port region cited French as their mother tongue.

In 2006, this Francophone population was clearly older on average than the region's Anglophone population. Among Anglophones, 20% were between 5 and 19 years of age, while only 3% of Francophones belonged to this age group. Among Francophones, 40% were aged 65 and older, while only 16% of Anglophones

belonged to the same age group. As described in Section 2.5, the Francophone population of Port au Port stands out for its older age distribution in comparison to the province's other Francophone regions.



Generally speaking, Francophones in the Port au Port region have reached a lower level of education than those in Newfoundland and Labrador's other Francophone regions or the province's population as a whole. This difference is especially evident in the "no diploma" category.



The population of the Port au Port Peninsula includes very few immigrants. Only 0.1% of the Anglophone population immigrated to the region between 1996 and 2006, and 1% of the Anglophone population was born in another country. The numbers are similar among the region's Francophones: no

Francophones immigrated to the region between 1996 and 2006, while 2% of

Francophones were born in another country. Interprovincial migration to the Port au Port Peninsula has also been limited among Francophones: only 20 people have migrated to the region within the last five years, all of them coming from Nova Scotia.

The average annual earnings of workers employed full-time, full-year increased by 55% between 2001 and 2006 among Francophones and 14% among Anglophones, narrowing the average earnings gap between the two groups. In 2001, average earnings among Francophones were estimated at \$8,640 less than among Anglophones, a gap that dropped to only \$199 in 2006.

The unemployment rate in the Port au Port region declined somewhat between 2001 and 2006 among both Francophones and Anglophones.

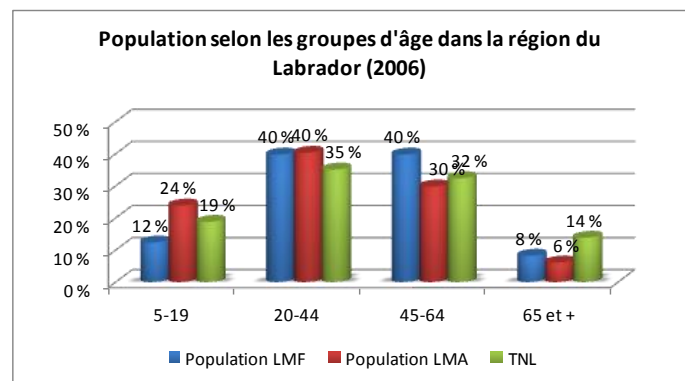
In terms of percentage of the active population, health care and social assistance (14%), retail trade (12%) and educational services (11%) were the predominant industries among the Francophone population.

“Sales and service” occupations account for a large proportion (27%) of the active population. The next three sectors by proportion are “trades, transport and equipment operators” (18%), “business, finance and administration” (13%) and “occupations unique to primary industry” (13%).

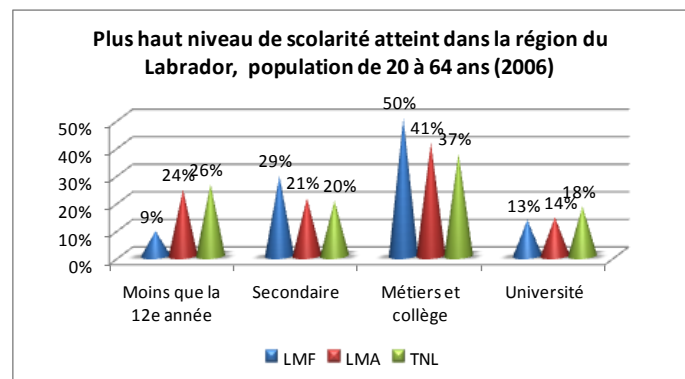
1.6 Labrador region

The Labrador region is home to only 5% of the population of Newfoundland and Labrador but accounts nevertheless for 12% of the province’s Francophone population. The region’s two largest Francophone communities currently have 370 Francophones, and more than 2,000 people (9%) in the region claim to have some knowledge of French. One-third of the population of the Labrador region is made up of Aboriginal peoples.

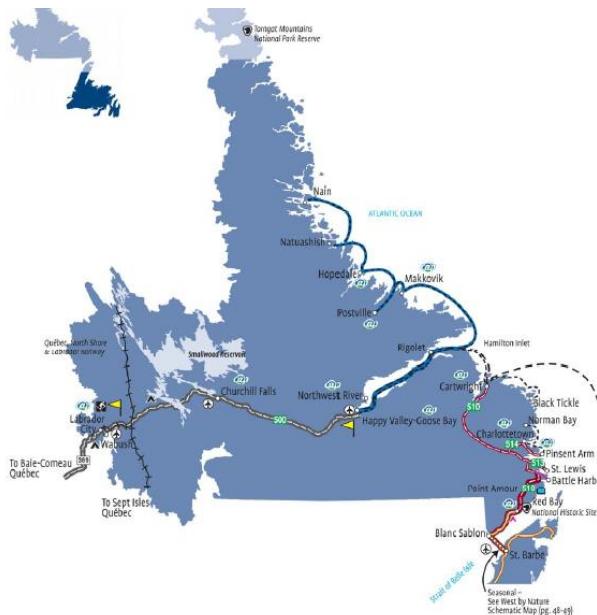
In 2006, the Francophone population had a lower proportion of young people than the region’s Anglophone population and the population of the province as a whole. However, like the Anglophone population, the Francophone population also had a large proportion of young workers and a very low proportion of seniors. These demographics very likely reflect the lifestyle imposed by the regional economy, which draws Francophones and Anglophones alike to work for a time before leaving again.



In 2006, the Francophone population in Labrador had a high proportion of trade school and college graduates in comparison to the region’s general population and the population of the province as a whole. This is likely due to the fact that a large proportion of the region’s Francophone population comes to the region to perform specialized work in local industries.



Among all people in Labrador aged 20 to 64, one-quarter of Anglophones and just 9% of Francophones had not obtained a high school diploma.



In 2001, average annual earnings among Francophone workers employed full-time, full-year in the Labrador region were 30% higher than among their Anglophone counterparts. In 2006, average annual earnings among Francophones were 1% lower than among Anglophones; average annual earnings among Anglophones grew by 25% over that five-year period, whereas Francophones saw their earnings shrink by 5% over the same time frame. With respect to composition of income, nearly twice as many Francophones as Anglophones, proportionately, receive some sort of

retirement pension or annuity.

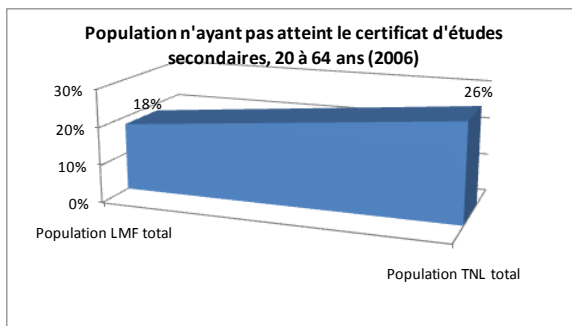
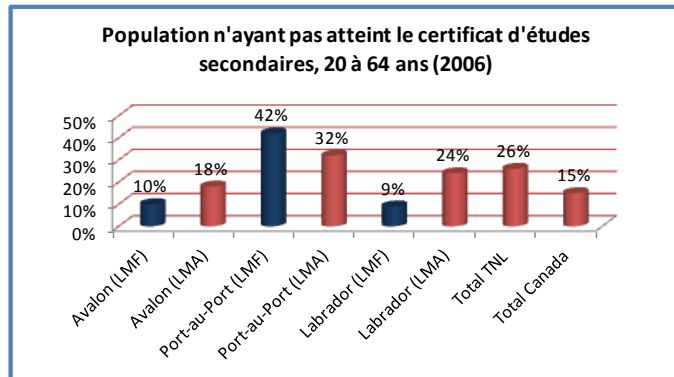
The unemployment rate of 5.6% among the region's Francophones in 2006 was much lower than that among the province's Francophone population as a whole (14.2%). The unemployment rate among the region's Francophones was also just one-third that among Anglophones in the region.

Mining, oil and gas are the main industries in the region, employing 19% of the active population. The most desirable occupations, meanwhile, are found in Labrador in the same proportion as in the province as a whole. "Sales and service" and "trades, transport and equipment operators" were the leading occupations in the region, accounting for 27% and 18% of the active population respectively.

Francophone workers were employed mainly by the mining, oil and gas (22%) and retail trade (15%) industries. The two most common occupations accounted for nearly two-thirds of the Francophone active population: trades, transport and equipment operators (37%) and sales and service (28%).

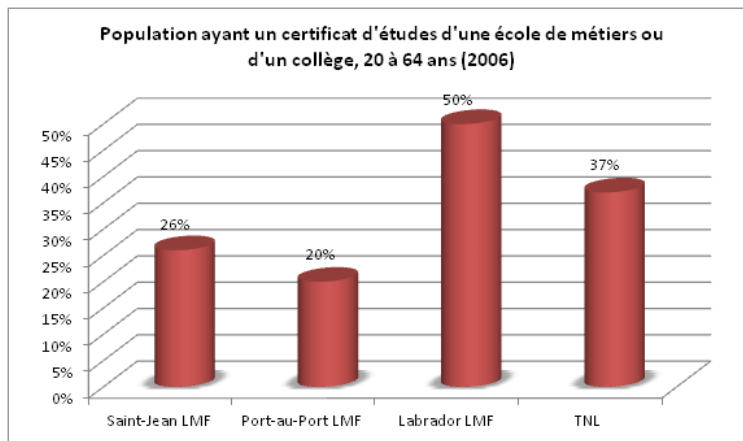
1.7 Selected comparisons (level of education)

Generally speaking, the level of education of Francophones in the St. John’s CMA and Labrador is much higher than that of Francophones in the Port au Port region, the province’s population as a whole and even the national average. While the proportion of Francophones with educational attainment corresponding to less than a high school diploma is only around 10% in St. John’s and Labrador, this figure is 42% in the Port au Port region. The proportion of the population without high school equivalency for Newfoundland and Labrador as a whole is also quite high at 26%.



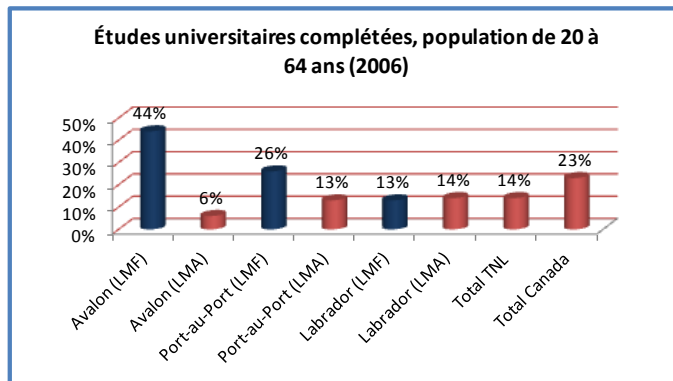
Meanwhile, the proportion of people citing French as their mother tongue in Newfoundland and Labrador in 2006 who had not completed high school was much lower (18%) than for the province as a whole (26%).

The highest proportion of Francophones having completed trade school or college studies is found in Labrador. This figure is much lower in St. John’s and Port au Port



than in Labrador or for the province as a whole. In addition, 32% of all Francophones in the province have completed trade school or college studies, compared to 37% for the entire population aged 20 to 64 in Newfoundland and Labrador.

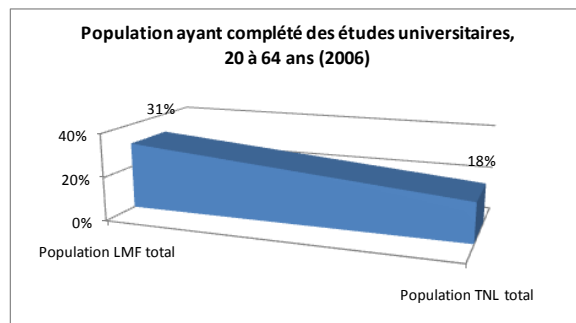
An impressive proportion of the French-mother-tongue population in the Avalon region has completed



undergraduate, graduate or post-graduate studies. At 44%, this proportion is much higher than the corresponding proportion among the Anglophone population (6%) as well as twice the national average. In the Port au Port region also, the proportion of Francophones having completed university

studies (26%) is considerably higher than among both that region’s Anglophones and the province’s population as a whole (14%).

Overall, a higher proportion of Francophones in Newfoundland and Labrador have completed university studies (31%) than among the province’s population as a whole (18%). As mentioned above, the highest proportions of Francophones having completed university studies are found in the St. John’s and Port au Port regions.



1.8 Preschool and school infrastructures and populations

In 1984, Francophones in Newfoundland and Labrador witnessed the opening of the province's first French-language school in Mainland. Four more such schools have been added over the ensuing years. The Conseil scolaire francophone provincial de Terre-Neuve et du Labrador (CSFP), founded in 1997, oversees all Francophone schools in the province. In 2012, a total of five homogeneous schools were offering education in the French language:

- Centre scolaire et communautaire Sainte-Anne in Mainland (opened in 1989)
- École Notre-Dame-du-Cap in Cape St. George (opened in January 1993)
- Centre scolaire et communautaire des Grands-Vents (formerly École française de St. John's, opened in 1998)
- Centre éducatif l'ENVOL in Labrador City (opened in 1998)
- École Boréale in Happy Valley–Goose Bay (opened in 2001)

With regard to enrolment, the total student populations of all French-language schools in Newfoundland and Labrador as of September 2011 are set out in the following table. It is impressive to note that total enrolment at these schools grew by 15% between 2010 and 2011.

School	Community	2010-2011	2011-2012	Chg. (%)
Centre éducatif l'ENVOL (K – 12)	Labrador City	32	26	-19%
École Boréale (K – 7)	Happy Valley-Goose Bay	15	27	80%
École des Grands-Vents (K – 12)	St. John's	95	128	35%
École Notre-Dame-du-Cap (K – 9)	Cape St. George	49	52	8%
École Sainte-Anne (K – 12)	Mainland	75	73	-2%
Total		266	306	15%

École des Grands-Vents, which opened its doors with 34 students, now has 128. Since it was originally constructed for a maximum of 100 students, it is clearly already over its capacity. In fact, it is currently forced to use for classroom space a number of offices and meeting rooms originally intended for the community centre portion of the building. Following completion of a feasibility study in 2010, the Francophone community in St. John's submitted a proposal to the provincial government for a major expansion project to this school and community centre.

Francophone and Acadian parents in Newfoundland and Labrador also enjoy access to preschool programming and services in all regions. These services are delivered at the regional level through school and community centres or conventional schools. It is to be noted that after-school service is also offered at the regional level. The following table sets out preschool enrolment numbers by location as of January 26, 2012.

School	Community	Number of Students (ages 3 – 4)
École Notre-Dame-du-Cap	Cape St. George	6
École Sainte-Anne	Mainland	7
Centre éducatif l'ENVOL	Labrador City	7
École Boréale	Happy Valley-Goose Bay	15
École des Grands-Vents	St. John's	19
Total (as of January 2012)		54

2.0 Document review and best practices

2.1 Highlights

Situation

Some 42% of all Canadian working-age (age 16 – 65) adults fall within the two lowest literacy levels. After isolating the population by mother tongue, this proportion increases to 56% for Francophones, while it stands at 39% for Anglophones, leaving a gap of 17 points between the two official-language populations.⁷

The Francophone and Acadian communities of Atlantic Canada have the highest rates of literacy below level 3, and the literacy gap between the Anglophone and Francophone populations is also widest in Atlantic Canada. In New Brunswick, for example, 51% of Anglophones and 66% of Francophones fall below level 3, for a gap of 15 points.⁸ Unfortunately, no surveys have supported establishment of a representative sample of Francophones and Acadians in the other Atlantic Canadian provinces. That being the case, literacy levels among Francophones and Acadians in Newfoundland and Labrador likely fall somewhere between the average for New Brunswick Francophones (66%) and the national average for Francophones (56%).

Common Challenges/Needs

Based on the document review conducted as part of this project, Francophone communities across Canada frequently report similar challenges and needs including:

- difficulties in terms of reaching the client group of potential learners
- recruitment challenges due in some part to people’s lack of awareness about the importance of improving their situation
- differences in learning needs among the various groups existing within the Francophone population
- a very great need for “refrancization,” or helping Francophones improve their French or relearn it if they have lost it

⁷ Statistics Canada, *International Adult Literacy Survey – The Canadian Component of the 2003 International Adult Literacy and Skills Survey (IALSS): The Situation of Official Language Minorities*, 2003.

⁸ Commission acadienne et francophone pour l’alphabétisation en Atlantique, *Plateforme pour l’alphabétisation en français en Atlantique : 2010 – 2015*, 2010, page 6.

- the tendency among many Francophones to opt for services in English
- the need for a cultural shift or new attitude in relation to literacy, to create a more positive image for literacy

Best Approaches

In general, the following aspects are found to be essential to the success of any family literacy program:

- basing actions on a global vision of literacy development rather than on the delivery of literacy services as such
- developing an inter-program partnership to provide a backdrop of integrated services
- pooling the community's educational resources
- focusing on the needs of learners – the diversity of learners' needs is frequently overlooked
- choosing quality material resources aligned to the participants' needs and interests

2.2 Community engagement

Family literacy programs should promote community engagement, partnering and support. Effective programs recognize the interdependence between education, health and economic and social issues. In this regard, they place great emphasis on fostering different types of partnerships and collaborations between service providers with the objective of supporting adults and children in reaching their full potential. This approach creates more numerous and more accessible opportunities for families while also making best possible use of resources and services.

At an Atlantic Canadian forum on literacy in French organized by the Société Nationale de l'Acadie in 2008, the theme of engagement was discussed extensively by the attendees, who resolved at that event that greater importance should be placed on literacy at all levels and across all sectors of communities. Participants identified as a priority the need for “a cultural shift or new attitude in relation to literacy as well as

greater and more productive involvement of the members of society.”⁹ It is critical to target the establishment of win-win partnerships with organizations and institutions whose goals, objectives and mandates are compatible with those of the family literacy organization.

2.3 Integrated model to support literacy development (RESDAC)

In recent years, RESDAC has been seeking to take a fresh look at the situation of Francophone adults with low literacy skills and the educational resources available to them. In so doing, RESDAC hopes to promote the use of approaches that are better adapted to the needs of these adults and to achieve better outcomes. These approaches are based on a global vision of literacy development rather than on the delivery of literacy services as such.

From this perspective, RESDAC adopted a new approach in 2011 in the area of literacy and skills development, including its “Integrated Model to Support Literacy Development.” This innovative approach involves the integration of multiple public and/or community services through the fostering of dynamic partnerships. The model’s emphasis is on the development of real skills in learners based on their specific needs.

This model has four components: a) analyzing the environment; b) creating strategic local partnerships; c) constructing adapted andragogical interventions; and d) feedback and reassessment of actions.¹⁰ In implementing this model, it is to be noted that the different steps are generally interrelated and may overlap in places. The four essential components of the model are depicted in the diagram on the following page. The recommended model focuses more on “the development of literacy skills for people with low literacy skills than simply on literacy training.”¹¹

Analyzing the environment and needs is not limited merely to the needs of people but also includes understanding these needs against the broader backdrop of the community. During this phase, it is critical to clearly identify the resources in the community equipped to provide quality, cost-effective training and services to adult learners and to clearly understand the situation of the community. This study of the

⁹ Société nationale de l’Acadie, *Résultats des discussions du Forum atlantique sur l’alphabétisation francophone*, 2008.

¹⁰ Towards an Integrated Model to Support the Literacy Development of Francophones in Canada, RESDAC, 2011.

¹¹ Ibid., page 62.

literacy needs of NL's Francophone community is one of the main tasks of this process.

With regard to the partnering component, it is evidently essential to choose organizations that can take on a leading role. However, it is also clearly important to target partners equipped to provide additional resources to enhance the intervention.



Literacy-related skills are the building blocks for learning all the other types of skills; they allow people to evolve and adapt to change. They provide adults with a foundation on which to base the learning of new, more specialized skills. The author of the integrated model identified a number of skills requiring development in addition to the nine essential skills.¹² The fourth component then involves periodic reassessment of the choices made in the preceding steps, fine-tuning approaches and refining actions.

¹² See the nine essential skills listed in Appendix E.

2.4 Literacy in the Francophone minority setting

It is accepted today in Canada that members of Francophone minority communities face a unique set of challenges, which must be kept in mind when planning all interventions with members of these communities. From this perspective, the Fédération canadienne pour l'alphabétisation en français (FCAF, now RESDAC) in 2007 published a guide to best practices in family literacy in a Francophone minority context.¹³ With this research project, the FCAF sought also to respond to a number of fundamental questions, such as: **What are the distinctive characteristics of Francophone minority communities?** According to the FCAF, the following aspects¹⁴ need to be taken into consideration in the Francophone minority context:

- The sociocultural environment in which parents and families are living: for example, it is important to take into account the proportion of Francophones in the community; the vitality of the community; the presence or lack of French-language infrastructures, services and resources; and interlinguistic (i.e., where more than one language is spoken) and intercultural (where more than one culture is represented) households.
- French language and culture: for example, consideration should be given to the extent to which community members have the opportunity to go about their daily lives in French, to which English dominates various aspects of their lives and whether this dominance has an impact on Francophones' language skills.
- Development of a positive Francophone identity and sense of belonging to the larger Francophone community: for example, it is important to look at the aspects that facilitate or hinder the integration of parents and families into the Francophone community and to find ways of including Francophones from diverse backgrounds.

¹³ Fédération canadienne pour l'alphabétisation en français, **Apprendre, ça commence à la maison - Guide de pratiques exemplaires en alphabétisation familiale en contexte francophone minoritaire**, 2007.

¹⁴ Ibid., page 11.

- The effects of linguistic, cultural and identity-related factors on self-esteem: people's awareness needs to be raised about the fact that all things language and culture-related have a direct influence on their identities – who they are, how they perceive themselves (positively or negatively) and how they believe they are perceived by others.

Values

According to RESDAC's *Réseau d'experts en alphabétisation familiale* (expertise network in family literacy), an effective Francophone family literacy program is built on certain values:¹⁵

- a) Valuing families as main resources for childhood literacy and parents as children's first educators.
- b) Applying the following five principles formulated by the expertise network:
 - Helping to foster a partnership between children's school, parents and community.
 - Designing programs as tools promoting the personal development and fulfilment of all family members.
 - Contributing to the creation of a family environment offering each child every opportunity for future success.
 - Helping to highlight the importance of parents' role in their children's development.
 - Supporting the establishment of positive parent-child relationships in a Francophone cultural context.

Awareness

An effective Francophone family literacy program targets raising community awareness about literacy in general and about the programs available to families in particular:

- Provides information to the community on family literacy and the importance of literacy for all.
- Encourages all residents of the community to support literacy in their personal, family and community lives and at their workplace.

¹⁵ Ibid., pages 14 – 16.

Recruitment

An effective Francophone family literacy program adopts appropriate strategies for promoting the organization and its programs and actively recruiting participants:

- Reaches out to diverse families in the Francophone community with specific linguistic, cultural and identity-related needs.
- Uses targeted recruitment and promotion strategies with a view to reaching as many families as possible with specific needs while also taking into account the organization's human and material resources.

Programming

An effective Francophone family literacy program makes available to workers and participants the material resources they need. This may include documentation from households or the community, audio or video cassettes, software, teaching materials, games or toys for children or adults:

- Chooses quality material resources that match the interests and needs of participants.
- Evaluates the material resources on hand and determines what types of new resources should be acquired.
- Assembles French-language resource kits that families can take home with them.
- Produces new material resources or adapts existing resources to take participants' needs into account.

Family literacy in the Francophone minority setting should draw on the needs and values unique to the local community and adopt a flexible approach in this regard.¹⁶

¹⁶ Fédération canadienne pour l'alphabétisation en français, *Recension de la recherche*, 2006.

2.5 Examples of best practices

A. YUKON

The focus chosen by the Service d'orientation et de formation des adultes in the Yukon – exogamous families – is highly relevant to the situation in NL. Like the needs assessment in NL, the Yukon research report *Étude des besoins en alphabétisation familiale : Familles exogames au Yukon*¹⁷ (“Needs Assessment in Family Literacy: Exogamous Families in the Yukon”) demonstrated a high level of interest among parents in exogamous families in ensuring their children are able to communicate in both French and English. Most parents seek to foster in their children a strong sense of community in relation to the Franco-Yukon culture although also to the culture of the non-Francophone parent. Moreover, many parents view family literacy programs as a means of supporting their children’s development from very early childhood.

The second recommendation¹⁸ relates to the reality of exogamous families across Newfoundland and Labrador in that all programs and activities facilitated by individuals working with exogamous families in the Yukon must target the following minimum goals:

- *Support children’s linguistic development in French and English (and other languages, depending on each family’s ethnolinguistic composition) and develop and maintain awareness of the written word in French and English. In other words, the program targets development of additive bilingualism with a focus on French.*
- *Support development of cultural identity in children, who may be at least bicultural and even multicultural.*

B. MANITOBA

Under the auspices of a needs assessment carried out in 2009¹⁹ on behalf of the organization Pluri-elles, numerous programs and tools were identified as being of interest in relation to family literacy in French in Manitoba. Programs were chosen

¹⁷ Service d'orientation et de formation des adultes du Yukon, *Étude des besoins en alphabétisation familiale : Familles exogames au Yukon*, 2010.

¹⁸ *Ibid.*, page 41.

¹⁹ Pluri-elles, *Analyse démographique, analyse documentaire et pistes de suivis*, 2009 (pages 31-36).

mainly for their “holistic” approach to community development and because they took into account the learner’s cultural context. The following five programs or tools could also be of interest to literacy coordinators in NL:

Thinkfinity Literacy Network – online training for literacy program practitioners and managers. This series of courses could be useful in the NL context due to its availability online. <http://literacynetwork.verizon.org/tln/courses>

Creating a Literate Nation by Leveraging the Power of the Family – This program places great importance on parental involvement in their children’s schooling and addresses the cultural realities of learners.
<http://www.familit.org/educators/free-resources>

Harlem Children’s Zone – This model targets participants’ holistic development while also improving their performance at school. The authors of this program propose making family literacy the starting point of social and economic inclusion.
http://www.hcz.org/images/stories/pdfs/business_plan.pdf

Preparing for Successful Fathering – This is a training and facilitation program for fathers focusing on their role as parents of children aged 0 to 6. This program may be relevant to the situation in NL since Francophone fathers in our province tend, in general, to have lower educational attainment.
<http://www.fathering.org/Curricula.asp>

Alphabétisation pour immigrants adultes en français langue seconde selon les niveaux de compétence linguistique canadiens (“Literacy for Adult Immigrants in French as a Second Language According to the Canadian Language Benchmarks”) – This program targets adults who are illiterate or low-literate in their mother tongue and are learning French as a second language. Although this program was developed for immigrant groups, it could prove highly useful in the NL context for people who have lost the French language over the generations.
<http://www.bdaa.ca/biblio/apprenti/bnchmrkf/benchmrkf.pdf>

C. NORTHWEST TERRITORIES

In the Northwest Territories, adult literacy workers have adopted a model with a large volunteer mentoring component.²⁰ Adopted in 2012, this mentoring-based approach targets the development of meaningful long-term relationships between mentor and mentee (learner) at little cost and targeting the whole individual. This model is similar to numerous initiatives undertaken mainly in Anglophone communities.

The following common factors emerged from the research in the NT on volunteer-led mentoring in adult literacy initiatives:²¹

- Mentoring services are provided **at no cost**. The participants do not have to pay any fee, which maximizes accessibility.
- The **volunteer mentors are matched with learners** and perform learning activities.
- **All volunteer mentors receive training from the organizations.**
- Tutoring generally takes place **away from the home** of the mentor or learner.

2.6 Existing programs in Canada

Numerous French-language family literacy and written language awareness programs are offered in Canada. Some of these have been in place for years, while others are more recent. Some programs are for parents (or other significant adults in children's lives), others for both parents and children. In some cases, the programs are more accurately defined as facilitation or support tools for facilitators.

The consultant retained for the study at hand conducted research on the family literacy intervention programs available in Francophone minority settings in Canada. Some models or programs were highlighted because they have been successful and very well-received by Francophone parents and practitioners across the country.

Insofar as family literacy interventions are undertaken mainly with the parents (or other significant adults in the children's lives), the models and programs listed in the resulting inventory focus on the parent as the primary target client. The purpose of the programs is to provide support to adults seeking to introduce their children to the world of reading and writing. Family literacy initiatives help to improve parenting

²⁰ La Fédération Franco-ténoise, *L'alphabétisation familiale axée sur le mentorat bénévole : vers des modèles adaptés à la communauté franco-ténoise*, June 2012.

²¹ Ibid., page 42.

skills by equipping parents to provide stronger support to children throughout their school careers while also assisting them with transmitting their culture.

According to RESDAC, family literacy activities help parents to:²²

- introduce their children to the world of reading and writing
- serve as positive role models by acting as first educators
- develop good communication habits with their children
- uphold the use of the French language and presence of the Francophone culture.

A total of 27 models and programs were identified as potentially appropriate for the context of the Francophone community in Newfoundland and Labrador. They are listed below.²³

- Chansons, contes et comptines
- Grandir avec mon enfant (Literacy and Parenting Skills)
- Père poule, maman gâteau
- J'apprends en famille
- Lire et écrire à la maison
- J'me prépare pour l'école, veux tu m'aider?
- Born to Read
- Prêt-à-conter (Storysacks)
- Les Ateliers Soleil
- Ancres et voiles
- De pas en mots : grandir ensemble
- The Central Gateway for Families Project
- Les Contes sur roues and Grandir avec les livres
- Montre-moi : apprendre, ça commence à la maison
- Family kits from Centre FORA
- De A à Z, on s'aide
- L'Aventure des mots
- Les Petits Crayons
- Les livres dans mon baluchon
- On découvre l'écrit : je t'aide pour la vie
- Paul et Suzanne - un modèle de francisation
- Les Aventures d'Amili
- Le Petit monde de Paul et Suzanne
- L'Abécédaire des tout-petits

²² http://resdac.net/ace/alpha_familiale/definition.html

²³ For detailed descriptions of individual models and programs, please contact the FFTNL.

- Au trot sur les lettres... au galop sur les mots
- L'école, j'en raffole!

3.0 Survey outcomes and data analysis

3.1 Introduction and methodology

Under the auspices of the needs assessment, the FFTNL has undertaken an important research project to create a more detailed portrait of the situation and needs of Francophone communities in relation to family literacy in order to guide its future actions and those of its partners in this area. From this perspective, the FFTNL conducted a survey in the spring of 2012 of Francophone, exogamous and Francophone immigrant families to gain a better understanding of their situation, needs and level of interest in participating in literacy programming over the next several years.

The consultant began by developing a survey questionnaire (in French and English). This questionnaire addressed the following topics: a) respondent profile; b) family context; and c) literacy needs. The questionnaire consisted mainly of closed questions along with a number of open questions.

Respondents were recruited through the province's Francophone schools. With support from the Conseil scolaire francophone provincial, schools were asked to invite parents in their respective regions to volunteer to take part in the survey. A total of 63 families responded to the field survey: 20 in the Avalon region, 30 in the Port au Port region and 13 in Labrador.

Conduct of the survey consisted primarily of administering the questionnaire to target clients, including Charter rights parents, exogamous parents and Francophone immigrant parents. The questionnaire was administered in the field by a researcher assigned to the project by the FFTNL. This face-to-face approach enabled the collection not only of quantitative data but also of qualitative information. Conducted at the community level, primarily in the respondents' homes, the survey enabled researchers to reach out directly to the target populations on the topic of family literacy.

The data collected on the questionnaires were compiled using survey software. To gain a clear understanding of the larger picture while also defining distinctive characteristics at the regional level, four data compilation reports were produced, one for the province as a whole and then one for each of the three regions.²⁴ Lastly, the

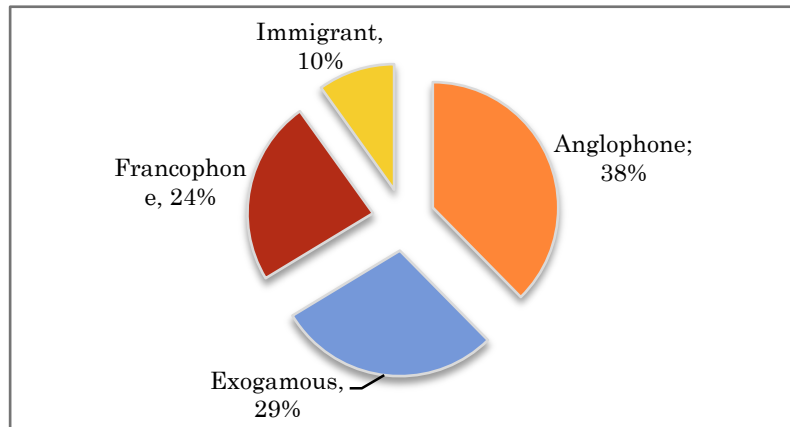
²⁴ Data for the province as a whole are generally used for the purposes of the report at hand. Persons seeking detailed data on individual regions should contact the FFTNL or their regional community association.

consultant was mandated to extract the key findings from the survey. These findings are outlined in the survey summary and analysis reports on the following pages.

3.2 Respondent profile

a) General information

Of the 63 families taking part in the survey, only approximately one-quarter had two Francophone parents, while 29% were exogamous families, 38% Anglophone families and 10% immigrant families (see chart). The highest proportion of respondent families classifying themselves as Anglophone was in the Port au Port region (63%). Four of the immigrant families responding to the questionnaire were living in the Avalon region and two in Labrador.

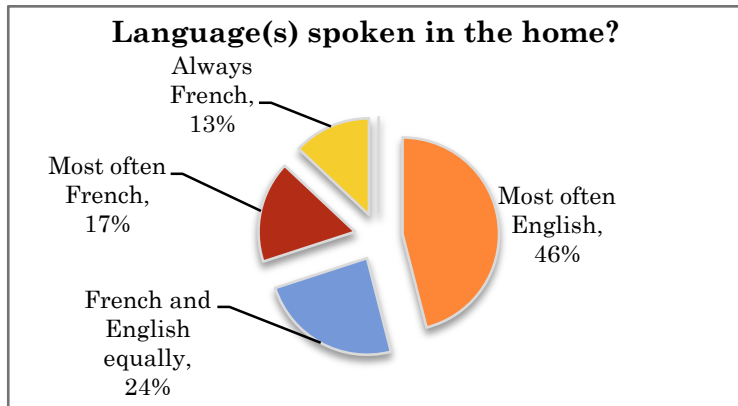


Two-thirds of the families taking part in the survey were made up of married couples, 24% were common-law and 13% were single-parent families. Respondents varied in age between 25 and 54 years. It is to be noted that the vast majority (80%) of respondents were female. Overall, the respondents represented 117 children, 25 of these at the preschool level, 83 in grades K-12 and seven pursuing postsecondary studies. The great majority (86%) of these children were attending a Francophone school in the province, with the remaining children attending an immersion or English-language school.

b) Languages spoken

It is to be noted that the questionnaire was made available in both official languages and that respondents were given the choice to respond in their preferred language. It may be revealing to observe that of the 63 questionnaires administered, 34 (54%) were completed in French, while 29 respondents (46%) asked to completed the survey in English.

With respect to the language spoken by the parents at home, 46% of the respondent parents indicated that they spoke “most often English” at home. Another quarter of the respondents stated that they spoke French and English equally often, while only 30% indicated that they spoke most often in French at home. It is to be noted that



research in Francophone minority settings in Canada has shown that the language spoken most often at home is typically the language passed on to the children as their language of daily use or even their mother tongue.

The following table provides information on the language

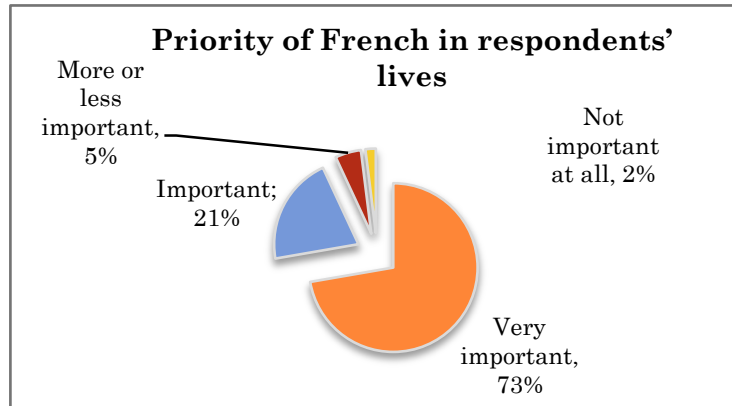
used with children at home for all respondents across the province. Nearly half (46%) of all respondents indicated that they spoke “most often English” to their children. In the Port au Port region, two-thirds of parents spoke to their children in English.

Parent	Always French	Most often French	French and English equally	Most often English
Father	19% (12)	12% (8)	3% (2)	46% (29)
Mother	23% (15)	19% (12)	4% (3)	46% (29)

c) Importance of the French language

According to the survey results, the respondents place fairly great importance on the French language in their lives and, especially, in their children’s lives. Across the province as a whole, 73% of respondents indicated that learning French in their lives was “very important,” while another 21% stated that learning French was “important” (see chart).

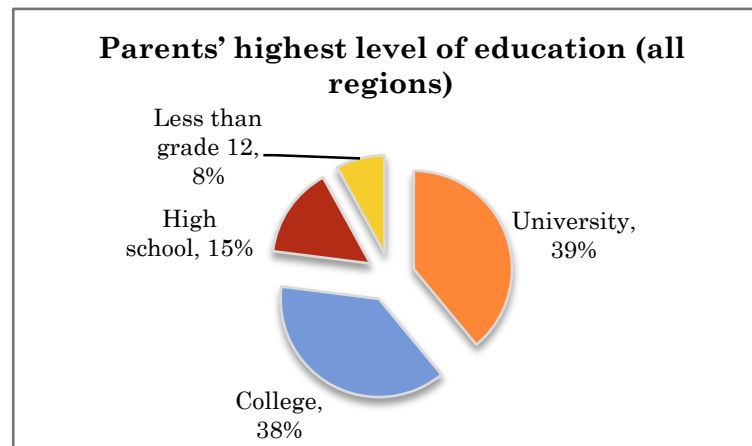
Meanwhile, 92% of respondents indicated that they felt it was “very important” for their children to learn French.



3.3 Highest level of education and other factors

a) Highest level of education

Approximately three-quarters (77%) of the parents reached had completed postsecondary studies, a higher proportion than for the Francophone population of Newfoundland and Labrador as a whole, which stands at approximately 50%. All respondents in the Avalon region had completed postsecondary studies. In Labrador, the majority (60%) of parents responding to the questionnaire had a postsecondary diploma. In the Port au Port region, however, 46% of respondents had not completed postsecondary studies.



b) Writing and reading skills

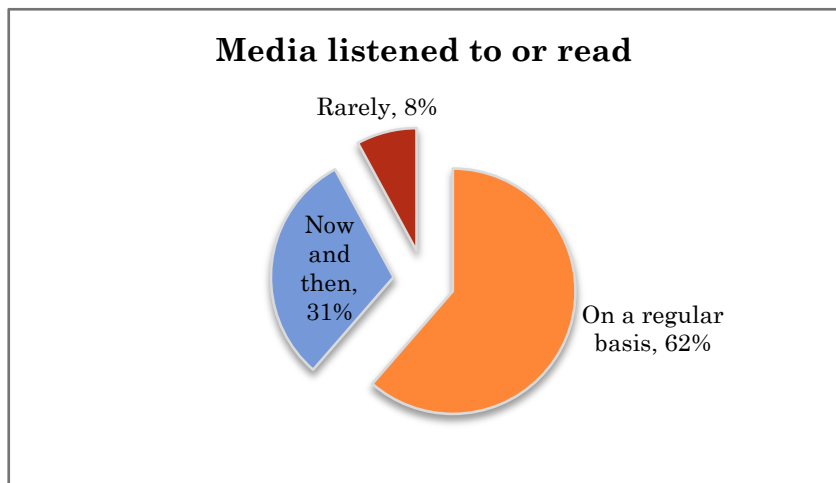
The following table depicts the parents' reading and writing abilities in English and French. The respondents evaluated their own abilities as well as those of their partners. More mothers than fathers were either "at ease" or "very much at ease" reading and writing in both languages. Significant variations were noted between mothers and fathers with respect to reading and writing in French. Although fathers were generally comfortable in English, they were often "not very at ease" writing and reading in French (28% and 30% respectively).

	Très à l'aise	À l'aise	Peu à l'aise	Aucune connaissance
Mère - écriture en français	34% (22)	22% (14)	23% (15)	19% (12)
Mère - lecture en français	52% (33)	19% (12)	12% (8)	15% (10)
Mère - écriture en anglais	76% (48)	12% (8)	9% (6)	1% (1)
Mère - lecture en anglais	79% (50)	14% (9)	4% (3)	1% (1)
Père - écriture en français	28% (18)	4% (3)	17% (11)	33% (21)
Père - lecture en français	30% (19)	9% (6)	14% (9)	30% (19)
Père - écriture en anglais	61% (39)	12% (8)	9% (6)	0% (0)
Père - lecture en anglais	63% (40)	14% (9)	6% (4)	0% (0)
Autre parent/adulte - écriture en français	1% (1)	0% (0)	1% (1)	0% (0)
Autre parent/adulte - lecture en français	1% (1)	0% (0)	1% (1)	0% (0)
Autre parent/adulte - écriture en anglais	3% (2)	0% (0)	0% (0)	0% (0)
Autre parent/adulte - lecture en anglais	3% (2)	0% (0)	0% (0)	0% (0)

3.4 Cultural and community life

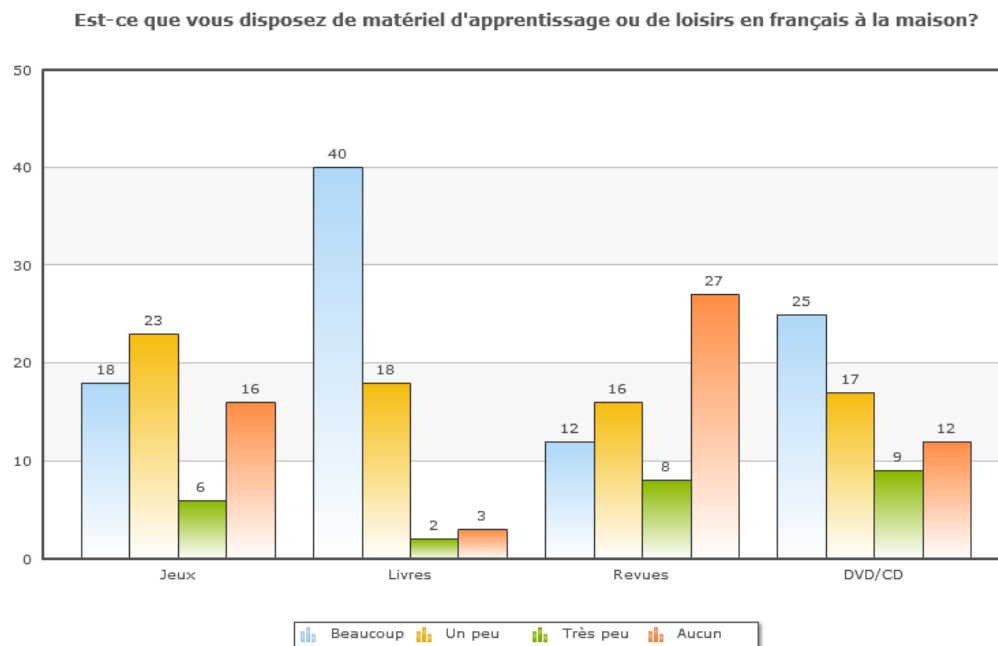
a) Media

To gain a clearer understanding of the environment in which Francophones live, the respondents were asked to indicate whether French-language media played an important role in their lives. Overall, based on the survey results, print and broadcast media have a fair presence (62% replied “on a regular basis”) in the lives of the parents responding to the questionnaire. In the Port au Port region, however, only 6% of respondents indicated that they listened to or read French-language media on a regular basis.



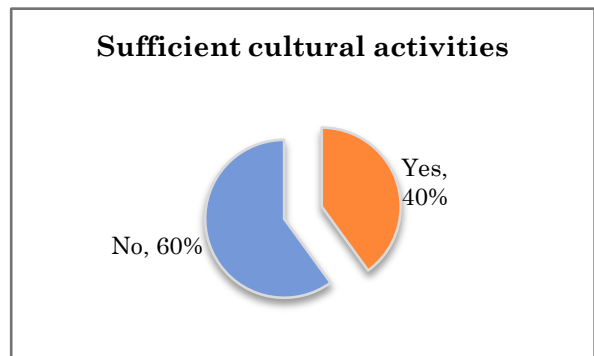
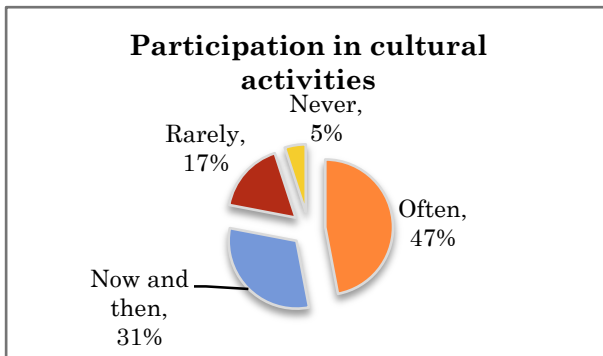
b) French-language learning material

The respondents were also asked whether they had French-language learning material in their homes. A good number (around two-thirds) indicated that they had books in French. However, only 28% had games in French at home, while 40% had French-language DVDs or CDs. In the Port au Port region, one-third of families did not have any games in French at home, and only 46% had French-language books.



c) Cultural programming

Insofar as cultural and social activities in French can represent an important component of “life in French” for Francophone families, the respondents were questioned about their habits in relation to cultural programming in their communities. They were also invited to make suggestions concerning any new activities that might meet their, and their children’s, needs. At the time of the survey, approximately half (47%) of the respondent families stated that they “often” attended local cultural or community events in French. Nearly one-quarter stated that they “never” or “rarely” attended events in French in their region.



With respect to cultural programming in general, 40% of respondents found that there were a sufficient number of cultural or community activities held in French in their community to meet their family’s needs. In the Avalon and Labrador regions, 60% of respondents felt that cultural programming was sufficient, while 73% of respondents in the Port au Port region indicated that there could be more cultural activities in their region.

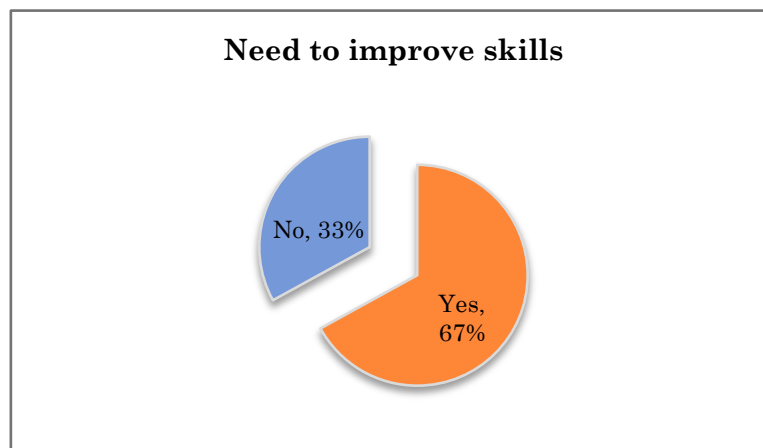
The following table provides a summary of the respondents’ suggestions concerning new activities in each of the province’s three Francophone regions.

Port au Port	Avalon	Labrador
sports / dance	summer camps	sports
music / painting	live entertainment	cinema
cinema / theatre	music / cinema	art
summer camps	activities for ages 3–5	reading
cultural workshops	sports	

3.5 Literacy needs

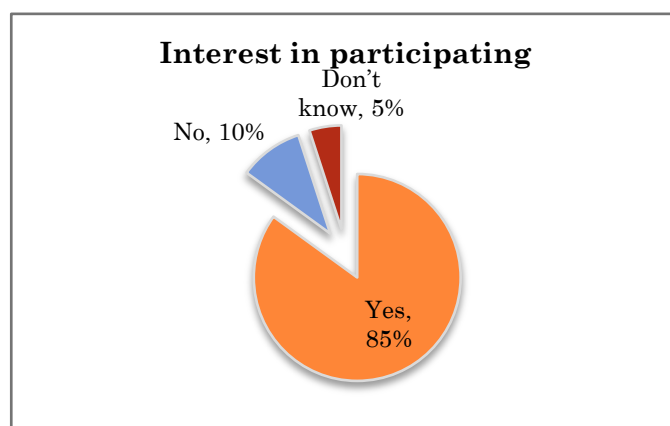
a) Needs and interest

Out of all 63 respondents, two-thirds, or 42, indicated that they felt they had needs in terms of improving their reading, writing and/or numeracy skills in French (see chart). In the Labrador and Avalon regions, approximately half of the respondents indicated that they had basic literacy needs, while 80% of respondents in the Port au Port region felt that they had literacy needs. The survey was also used to gauge the importance that parents placed nowadays on basic skills. In this regard, all respondents (100%) indicated that they found it “important in our society today to be able to read, write and calculate in French.” Why do the respondents find this to be important? The three reasons cited most often were:



on basic skills. In this regard, all respondents (100%) indicated that they found it “important in our society today to be able to read, write and calculate in French.” Why do the respondents find this to be important? The three reasons cited most often were:

- Work opportunities
- Transmitting their culture
- The importance of bilingualism.



One of the goals of the survey was to determine the level of interest in family literacy programming in French among Francophones in Newfoundland and Labrador. It is to be noted that 85% of respondents indicated that they would be interested in taking part in family literacy activities if this type of programming were available.

b) Motivating factors

There are a number of activities and programs designed to help parents gain the knowledge and skills they need to better support their children's learning in French. As part of the survey, the parents were asked to indicate which aspects they considered to be important. The five main aspects that emerged were:

- To encourage my children to read more
- To support my children in school
- To encourage my children to speak French
- To know activities to do with my children to better stimulate their development
- To develop in my children a sense of identification with Francophone culture.

To guide decisions concerning the content of family literacy programs in the future, the respondents were asked to indicate what might motivate them to enrol in a literacy program or activity. Based on the survey results, the following five reasons were cited equally often:

- To allow me as a parent to help my children with their schoolwork in French
- To obtain valuable advice that would help me support my children in their learning or improvement of the French language
- To transfer/instil in my children the importance of learning or improving French
- To transfer/instil in my children the importance of French culture
- To socialize in French with other families.

c) Varied skills

The survey coordinators wanted to take advantage of the opportunity to ask the respondents to provide information on their literacy and skills needs other than in relation to their family. They asked the respondents to indicate whether there were other skills they would like to develop or improve in the following three categories:

SKILLS RELATED TO YOUR JOB OR SKILLS TO HELP IN ACQUIRING A JOB:

Port au Port	Avalon	Labrador
computer use	computer use	résumé preparation
basic conversation skills	paid apprenticeships	practice interviews
		spoken French skills

SKILLS RELATED TO EVERYDAY LIFE:

Port au Port	Avalon	Labrador
yoga / relaxation	yoga / relaxation	yoga / relaxation
budgeting	budgeting	budgeting
understanding the news		completing administrative paperwork
		self-confidence

SKILLS RELATED TO THE DEVELOPMENT OF YOUR COMMUNITY:

Port au Port	Avalon	Labrador
volunteering	volunteering	leadership training
project management	local Francophone community	project management
	board operation	board operation
		preparing minutes

3.6 Main survey findings

Following analysis of the outcomes of the survey and other research carried out under this research project, certain key findings were identified. The subsequent recommendations are based on these findings:

- Important differences exist in terms of context and needs in relation to literacy between the three Francophone regions in Newfoundland and Labrador.
- Francophone parents in NL have a relatively high level of education, particularly in the Avalon region.
- The proportion of households in which the language spoken is “most often English” is very high in all regions but especially so in the Port au Port region.
- The respondent parents were much more at ease reading and writing in English in the Labrador and Port au Port regions.
- Generally speaking, the respondents in all regions indicated that they prefer “non-traditional” family literacy activities.
- Parents seek additional and more varied cultural programming.
- The respondent parents are interested in family literacy programming.
- The respondent parents state that they are interested in family literacy primarily in the best interests of their children.
- Parents do not necessarily have the skills, knowledge and resources required to support their children’s linguistic and cultural development.

4.0 Regional consultations

4.1 Objectives and methodology

Consultation sessions were organized in all three Francophone regions by the FFTNL in October 2012 with a view to clearly defining the needs, challenges and opportunities in each region. The literacy project team made up of Roxanne Leduc, project officer with the FFTNL, Patricia Greene of the CSFP, Maurice X. Gallant of X.O. Consultants and Donald Lurette, adult education consultant, travelled to the various regions. In addition to these individuals, a total of 22 local resources participated in the sessions. The objectives of this regional consultation process were as follows:

- Objectives relating to the family literacy research project:
 - *Raise awareness concerning the importance today of a literate population*
 - *Learn more about the current status and needs of each region in relation to family literacy*
 - *Explore possible solutions in the area of family literacy*
- Objectives relating to a reflection and consultation process focused on developing the skills of Francophone adults in Newfoundland and Labrador and their communities:
 - *Look at the family literacy needs identified in the region from the broader perspective of skills development and training for adults and community development*
 - *Agree on short and medium-term approaches in the region for meeting adults' needs in terms of skills development and the availability of services*
 - *Identify potential resources and partners to support implementation of the approaches defined.*

4.2 Regional consultation report

Selected Findings

The consultations confirmed the existence of relatively striking differences between the various Francophone regions of NL and that the community actors in the province should consider studying Labrador as two separate regions in the future.

Although a general model may be adopted for family literacy initiatives, this model should also be adaptable to each region identified with a view to accurately reflecting the reality and needs of each of the four regions.

The stakeholders hope that the issue of skills development in French in NL continues to gain momentum and that short and medium-term development in this area takes place under the guidance of the FFTNL with support from provincial organizations and regional entities with an interest in the Francophone community. The stakeholders recommend defining a service structure for the provision of training to Francophone adults in the province.

Port au Port region, October 1, 2012

The French-mother-tongue population in this region is found mainly in three communities: Mainland, Cape St. George and Black Duck Brook. According to local tradition, people in this region rarely travel outside of their communities to seek out activities or services. In addition, joint activities between the two schools are infrequent due to transportation challenges and limited financial resources. It is to be noted that the road between Mainland and Cape St. George was only built in 1995, before which time these communities were even more isolated. Immersion trips (for adults and/or students) outside of the region also pose challenges in terms of financial resources and distances.

Although the region's population has some Francophone and Acadian roots, the majority of people, Francophone and Anglophone alike, have Métis origins. Those officially recognized as Métis (*Certificate of Indian Status*) have access to certain benefits, including financial support for basic literacy and postsecondary training. (References: *Qalipu Mi'kmaq First Nation Band* <http://qalipu.ca/> and office in St. George's in the Port au Port Peninsula.)

For several years, ARCO (with support from College of the North Atlantic [CNA], Stephenville campus) offered literacy courses in the region. However, these courses were stopped approximately three years ago. According to ARCO and other local stakeholders, the courses proved unfeasible because they did not draw enough people. According to ARCO, the collaboration with CNA also posed certain challenges since CNA does not have any French-language administrative staff or instructors. The stakeholders would prefer to have the CSFP and FFTNL take on a greater role to reduce the dependency on CNA.

It is important to note that in this region it is necessary to undertake nearly everything in both languages due to the high number of exogamous families and families that have lost the French language due to the lack of Francophone schools. (Example: bilingual bingo in Black Duck Brook). Many people between the ages of 30 and 50 have lost French as their main language of communication. Moreover, few activities are available to young people in French, and practitioners would like to see more French-language activities incorporated into children's daily lives.

The stakeholders in this region suggested expanding the mandate of the province's Francophone school board to add a literacy and skills development component. The CSFP could also potentially provide the community access to its school facilities for adult training activities.

Some Charter rights parents do not enrol their children in French-language school because they are unable to support their children in French. Children have a right to education in French, but some practitioners question whether parents should not also have the right to develop their own skills in French in order to support their children at school.

Stakeholders in the region noted that several province-wide organizations, including the FFTNL, were originally founded in the Port au Port Peninsula. These stakeholders would like provincial organizations to have a greater presence in their region.

Finally, stakeholders in the Port au Port region found that the Francophone community in NL should have a service structure in place for providing training to adults. In their opinion, it is important to maintain and explore new services for developing parenting skills, employability skills for adults and access to postsecondary studies for young people in the region.

Labrador Region, October 2, 2012

In the opinion of the stakeholders in Labrador, it is essential above all to recognize the striking differences between the municipalities of Happy Valley–Goose Bay (HVGB) and Labrador City. First and foremost, the demographics are very different. Besides these differences in demographics, it is to be noted that these two regions are 600 km apart from each other and do not have joint programming. For the purpose of research projects and community profiles, this geographic area should consequently be recognized as two separate regions. According to the stakeholders in HVGB, more consideration also needs to be given to the Francophiles and Inuit in that region.

The Francophone community in HVGB includes a high number of professional and public employees insofar as it is Labrador's capital in certain respects. Government has been well-established there for a number of years, and the municipality is also the main centre for the First Nations peoples of Labrador. It also has a large military population. Meanwhile, Labrador City, as a major mining centre, has a high concentration of miners who, according to the stakeholders, have a high income and work more or less "all the time." They are not highly interested in improving their language or other skills except in relation to technical skills they need for their work. Many of these miners also do not maintain a permanent residence in Labrador City and consequently do not have a strong attachment to the community.

It also should not be overlooked that a Francophone population exists in L'Anse-au-Clair near Labrador's southeastern border. Parents there seeking to enrol their children in a French-language school have to take them to Blanc Sablon on the Quebec side of the border as part of an agreement between the Quebec and NL governments. The community of L'Anse-au-Clair has a parents' committee which is supported by the FPFTNL.

HVGB has a lack of adequate facilities for community programming in French and no organization dedicated to community or cultural development. There is also a lack of human resources for associated initiatives in this region. The school does what it can with the limited resources it has in this regard. In both Labrador City and HVGB, Francophones have no library services in French. However, given Labrador City's location near Fermont, Quebec, people use the library in that town, where they also have access to various other items in French (greeting cards, games, music, magazines, etc.).

The major mining companies in Labrador City seek to promote the community's Francophone culture since they employ a fairly significant number of Francophones, mainly from Quebec and northern New Brunswick.

The stakeholders in Labrador maintained that the FFTNL should continue its efforts in family literacy and recommended that the organization expand its mandate in this area to fulfil a range of additional needs at the community level.

Avalon Region, October 3, 2012

Francophone schools in the Avalon region face strong competition from local English-language schools. According to the stakeholders in this region, it is important to focus on student retention in conjunction with the government and other interested organizations. It is also important to keep in mind that intervention in relation to language skills begins at birth. In the Avalon region, more initiatives should be undertaken to integrate Charter rights parents who speak English.

Since the Avalon region is home to a large number of Francophones from other provinces or even countries, there is a need for second-language development among some of these Francophones.

There is still a need to improve the visibility and credibility of the region's Francophone community among all client groups, including Francophones, Anglophones, immigrants and Charter rights parents. One suggestion was to open a "café" in the city to raise visibility and provide a hub for interaction and socializing. As in other regions, it is necessary in the Avalon region to continue and, if possible, expand strategies for giving students and other young people greater exposure to the French language.

According to the practitioners, the initiative's mandate should be expanded to take an overall look at needs in relation to skills development insofar as everything is interconnected in the end. However, it was suggested to possibly use parenting skills as the starting point in this regard.

Stronger leadership is needed at the provincial level; it was proposed that the FFTNL continue leading on literacy and skills-related issues. The stakeholders suggested transforming the advisory committee for this first component into a steering committee for the subsequent components in addition to creating smaller sub-structures in each region for carrying out actions over the short, medium and long terms.

5.0 Existing resources

5.1 Provincial

a) Francophone community network

The Francophone community in Newfoundland and Labrador is highly dynamic when it comes to community organization. Its community network is made up first and foremost of the Federation of Francophones of Newfoundland and Labrador (FFTNL), which is dedicated to promoting the French fact and fostering the growth and reach of the province's Francophone and Acadian community. As the official representative of this community, the FFTNL is based out of St. John's, the centre of the provincial government and regional federal agencies, with which it works to uphold the rights of Francophones in minority settings. Its main functions include providing political representation, liaising between members and moving forward on provincial issues. The FFTNL also plays a leading role on issues in the areas of culture, health and immigration at the provincial level.

Other Francophone organizations are active in key sectors province-wide, including youth (Franco-Jeunes de Terre-Neuve et du Labrador), the economy (RDÉE TNL) and education (Conseil scolaire francophone provincial and Fédération des parents francophones de Terre-Neuve et du Labrador). The CSFP is a particular focus of attention in that it has resources at the regional level and is involved in skills development and other human resources issues. Francophones also have their own bi-weekly newspaper, *Le Gaboteur*.

At the regional level, all three Francophone regions have a number of organizations and groups in place, including parents' committees, a seniors' group in St. John's, and organizations targeting social and cultural promotion and development.

b) Cultural programming

Cultural programming falls mainly under the umbrella of four organizations: at the provincial level, Réseau culturel francophone de la FFTNL; and at the regional level, Association communautaire francophone de Saint-Jean (founded in 2003), Association francophone du Labrador (founded in 1973) and Association communautaire de la côte Ouest and its affiliated organizations (founded in 1975).

Cultural programming is highly diverse from one region to the next, with examples including:

- Special events to mark traditional and national days of celebration
- Winter carnivals
- Celebrations to mark Rendez-vous de la Francophonie
- Events such as the annual festival in Port au Port Peninsula
- Social activities in French
- Shows featuring local and outside Francophone performers.

French-language cultural life in Newfoundland and Labrador's Francophone community is based mainly out of the school/community centres and conventional schools in each region.

c) Community services and other

Media

Le Gaboteur, a bi-weekly French-language publication founded in 1984, reports on Francophone news in Newfoundland and Labrador and serves as an essential tool linking the province's various Francophone communities. The Association francophone du Labrador, meanwhile, distributes a monthly newsletter under the title *Fran Copain* to keep members informed about news and events of interest to Labrador's Francophone community. *Le Trait d'union du Nord*, the bi-weekly newspaper in Fermont, is also available in Labrador West.

Francophones have access to the radio programming of Radio-Canada from the Montréal and Atlantic Canada regions including provincial coverage from a Francophone journalist based in Newfoundland. Satellite (or, in some areas, cable) television subscribers have access to a range of French-language television channels, including TV5, Radio-Canada, Télé-Québec, TVA and RDI. Francophones also have access to Radio-Canada's television services including, as for radio, provincial coverage from a Francophone journalist based in Newfoundland.

Since 2007, Newfoundland and Labrador's Francophone community has had one-stop access to the online portal <http://www.francotnl.ca/index.php>. Organizations use this French-language website to post their latest news. People can use the site to stay abreast of the latest offerings of development organizations in their communities and current and upcoming initiatives.

In 2008, the community radio station CJRM in Labrador, in conjunction with the Réseau culturel francophone de Terre-Neuve-et-Labrador, launched a Web-based radio station to link Francophone communities across the province; it is called RAFALE FM. Serving all Francophone regions with a single radio station helps to create stability in programming while also providing communities access to the information they want. Rafale FM went independent on April 1, 2012. The stations in Labrador City and the Port au Port Peninsula are not currently in operation.

Health

One priority of the Francophone community in Newfoundland and Labrador, as set out in its 2009-2014 Global Development Plan, is improving the health of its members. The Francophone health network Réseau santé en français de Terre-Neuve-et-Labrador (RSF-TNL) rallies the leading actors in the health care system around a single objective: *“to obtain health care services in French for the francophone and Acadian community of Newfoundland and Labrador.”*²⁵ This network is administered by the FFTNL.

Despite a significant increase in the region’s French-speaking population, health care professionals able to deliver their services in French remain scarce, and not a single establishment exists mandated to provide care in French. However, the HealthLine service at 1-888-709-2929 offers bilingual health care services to all residents of Newfoundland and Labrador 24 hours a day, 365 days a year.

The goals of RSF-TNL include establishing a bilingual health clinic in St. John’s offering an adequate range of services to meet the needs of the many Francophone and exogamous families in the community. A study was completed in this regard in 2010 leading to a recommendation to incorporate a bilingual health clinic into the project to expand the Centre scolaire et communautaire des Grands-Vents.

English-Language Institutions and Organizations

Memorial University of Newfoundland (MUN) – With a total enrolment of 18,000, MUN is the largest university in the Atlantic Provinces. Its headquarters and main campus are located in St. John’s. Two of the university’s faculties are of potential interest to Francophone stakeholders in relation to French literacy and skills development. First, the Faculty of Education (<http://www.mun.ca/educ/home/>) plays a role not only in English literacy but in French literacy as well. Based on

²⁵ <http://www.francotnl.ca/francophonie-terre-neuve-et-labrador-251-reseau-sante-en-francais.php#RAISON D'ÊTRE>

discussions with one professor in Education,²⁶ it appears that the faculty would even be willing to support development of online tools for Francophones in Newfoundland and Labrador. Moreover, MUN's Department of French and Spanish may also be interested in French literacy issues (<http://www.mun.ca/frenchandspanish/welcome/>).

College of the North Atlantic (CNA) – CNA is the public college in Newfoundland and Labrador and has 17 campuses located throughout the province. In terms of the Francophone regions, the following campuses may be of interest: Labrador West, Happy Valley–Goose Bay, Bay St. George for the Port au Port Peninsula, and the two campuses in St. John's. Although CNA does not offer any courses in French, it might be willing to support certain literacy initiatives, even if only in terms initially of providing space and equipment as required.

CNA is also responsible for delivering levels 2 and 3 of the Adult Basic Education (ABE) program²⁷ on behalf of the NL Department of Advanced Education and Skills.²⁸ This program offers adults in Newfoundland and Labrador the opportunity to earn their grade 12 equivalency. However, this program is available only in English. In the event that the content of this program were translated into French, CNA could play a partnership role in delivering the program in one or more Francophone regions.

Literacy NL – Literacy NL is a non-profit organization representing the literacy sector in Newfoundland and Labrador.²⁹ This provincial network is made up of numerous community entities and groups of individuals interested in literacy issues. The organization functions primarily in English but could also provide tools, information, etc., in French on request. It would benefit Francophone literacy co-ordinators to strengthen their ties with this network in order to gain access to its experience and expertise. Literacy NL works closely with front-line community groups.

Various organizations – A number of Anglophone community organizations across the province deliver level 1 of the ABE program. Level 1 corresponds to grade 6. As required, Francophone literacy co-ordinators could ask the Department of Advanced Education and Skills to translate this program. In the area of mentoring, two main organizations exist to provide support at the regional level (in English only):

²⁶ Dr. Marc Glassman, Professor, Faculty of Education, Memorial University.

²⁷ <http://www.cna.nl.ca/programs-courses/show-program-details.asp?program=102>

²⁸ <http://www.ed.gov.nl.ca/edu/ged/index.html>

²⁹ <http://www.literacynl.com/about/>

Newfoundland and Labrador Laubach Literacy Council (<http://www.nlllc.ca/>) and Teachers on Wheels (<http://www.teachersonwheels.ca/>).

5.2 Port au Port region

Resources	Description
Space	School and community centre in Mainland, school in Cape St. George, community centre in Black Duck Brook
Schools	Two French-language schools: École Sainte-Anne in Mainland (K-12) and École Notre-Dame-du-Cap in Cape St. George (K-8)
Library	French-language library at Centre scolaire et communautaire Sainte-Anne in Mainland
Early childhood	Preschool services in Mainland and Cape St. George
Community structures	Regional community development organization (ARCO) Cultural development organizations in all three main communities: Héritage de l'île Rouge in Mainland, Les Terre-Neuviens français in Cape St. George and Chez les Français in Black Duck Brook Parents' committees in Mainland and Cape St. George
French-language literacy programming	No programming available as of 2012
Human resources	Community leaders, three cultural officers, an officer with RDÉE TNL, administrators and staff at two schools, staff at the early childhood centre
Adult education	Available in English only through College of the North Atlantic (CNA) in Stephenville
Cultural programming	Traditional celebration days, "Club du samedi" for children, social events (e.g., bingo), community-level classes (painting, dancing, etc.), festivals, Journée de la Francophonie, etc.
Other	Community access centre in Mainland – 6 computers with high-speed Internet connections

5.3 Labrador region

Resources	Description
Space	Schools in Happy Valley–Goose Bay and Labrador City Space at CNA in HVGB and Labrador City
Schools	Two French-language schools, in Labrador City (K-12) and HVGB (K-12)
Library	No library in either community; however, Labrador City residents have access to library services in Fermont, Quebec
Early childhood	Pre-kindergarten services in Labrador City and HVGB
Community structures	Community development organization in Labrador City but none in HVGB Parents' committees in Labrador City and HVGB
French-language literacy programming	No programming available as of 2012
Human resources	Community leaders in Labrador City, an officer with RDÉE TNL, administrators and staff at two schools, staff assigned to pre-kindergarten service
Adult education	Available in English only, through CNA in Labrador City and HVGB
Cultural programming	Traditional celebration days, "Club du samedi" for children

5.4 Avalon region

Resources	Description
Space	Centre des Grands-Vents in St. John's Space at CNA and Memorial University in St. John's
Schools	One French-language school in St. John's (K-12)
Library	French-language library at Centre des Grands-Vents
Early childhood	Early childhood services at Centre des Grands-Vents (day care, pre-kindergarten, homework help)
Community structures	Community and cultural development organization – Association communautaire francophone de Saint-Jean Parents' committee and school board Multiple provincial organizations (see list in Section 5.1) Board of directors of "Les P'tits cerfs-volants" early childhood centre Le Club des débrouillards (seniors' group)
French-language literacy programming	No programming available as of 2012
Human resources	Community leaders, officers with RDÉE TNL, school administrators and staff, staff at regional organizations, staff at early childhood centre
Adult education	Available in English only, through CNA; French courses at Memorial University; French and conversation courses delivered by ACFSJ
Cultural programming	Club du samedi (children aged 5–14), sport and recreational activities, French-language cinema, Club des débrouillards, live entertainment, "5 à 7," traditional celebration days, information sessions (health, rights, seniors, etc.), Festival du vent, mass in French, participation in the Acadian Games, book fairs, shows at school, etc.

6.0 Recommendations and action strategies

The following recommendations are based on the in-depth research and analysis conducted throughout the various phases of this study. In the consultant's opinion, these recommendations accurately reflect the reality of the Francophone community in Newfoundland and Labrador. The recommendations were developed taking into account all opportunities identified along with the main issues defined by the practitioners involved both in literacy development and in the overall development of this province's Francophone community.

In light of the importance of offering programs adapted to the needs of Francophone, exogamous and immigrant families in the specific contexts and the fact that the survey revealed striking differences in terms of literacy contexts and needs between the four Francophone regions in NL, it is recommended to:

Recommendation 6.1 – Adapt literacy programming to the unique situation and needs of families in each region.

In light of the survey outcomes in terms of programming needs, it is recommended to:

Recommendation 6.2 – Adopt a mainly “non-conventional” approach to programming.

In light of the major literacy-related challenges in the Port au Port region, it is recommended to:

Recommendation 6.3 – Intensify efforts in the area of French-language family literacy particularly in the Port au Port region, that is, place the priority on this region.

In light of the need for a province-wide mechanism for ensuring follow-up of the needs assessment, it is recommended to:

Recommendation 6.4 – Have the FFTNL form a provincial steering committee made up of community and government practitioners and responsible for follow-up of the needs assessment.

In light of the fact that the Conseil scolaire francophone provincial (CSFP) has a structure and resources in all regions and maintains direct ties with parents, it is recommended to:

Recommendation 6.5 – Call upon the CSFP to play a substantial role in family literacy in the province’s Francophone community.

In light of the need for consensus, awareness and implementation mechanisms in each region, it is recommended to:

Recommendation 6.6 – Have the FFTNL and its partners support the establishment of consensus and promotion mechanisms for literacy in each region and make these mechanisms “multisectoral.”

In light of the need among parents and practitioners for access to information about literacy and the many programs and online training tools available, it is recommended to:

Recommendation 6.7 – Have the FFTNL (in co-operation with its partners) add to its website a section dedicated to family literacy and skills development.

Recommendation 6.8 – Have the FFTNL invite Memorial University to contribute content to the website adapted to the literacy needs of Francophones in Newfoundland and Labrador.

Recommendation 6.9 – Have the FFTNL ask the Department of Advanced Education and Skills to translate the level 1 adult training (ABE 1) module into French.

**Part 2: Skills Development for Francophone Parents in
Newfoundland and Labrador**

Background for Part 2

In this part of the document, we present the proposed model for assisting Francophone parents in Newfoundland and Labrador seeking to improve their skills in various areas. This model proposes developing a range of andragogical constructions based on the needs identified among the adults in individual communities.

Under the auspices of the research at hand, no single andragogical construction could be identified as being suitable for every reality and context due to the diversity of the Francophone population of Newfoundland and Labrador. Since it was not feasible to develop a single set of practices incorporating every relevant solution for meeting all needs of the population, a separate andragogical construction was developed for each of the three target regions identified under the research project. In exploring andragogical constructions on a region-by-region basis, we are attempting to illustrate the diversity of the potential responses to the specific needs of each region while also covering the widest possible range of contexts and realities for Francophone adults in Newfoundland and Labrador.

Development of the constructions for each region was based mainly on the relevant data collected as part of the research described in Part 1 through both field interviews and a review of the literature. The andragogical constructions take various considerations into account, including the needs expressed during one-on-one meetings with parents (semi-directed interviews) and regional consultations with key actors. They are also based on information gleaned from the review of the literature, including a review of selected research initiatives in family literacy conducted in various parts of Canada.

Section 1: Main Research Parameters Guiding Model Selection³⁰

1.1 Primary target clients: parents... in a *family* system

In the field of “family literacy,” the focus of interest for intervention among families can vary depending on the nature of the target clients, which may be parents, children or both parents and children. The following table depicts four separate focuses identified in various projects documented to date (Nickse’s program typology, from Laberge 2010).

Family literacy projects categorized by the emphasis placed within the family by the actors in the intervention system		
	Type	Description
1	Parent-focused	Direct adult/indirect child participation
2	Parent and child-focused	Direct adult/direct child participation
3	Child-focused	Indirect adult/direct child participation
4	Resource/facilitator-focused	Indirect adult/indirect child participation

For the purpose of the research at hand, we seek mainly to propose andragogical constructions among families building on type 1 projects, since the target clients are first and foremost the parents.

“...[Family literacy] is an approach supported by the parent or other significant adult in a child’s life in his or her role as the child’s first educator by stimulating development of the child’s cultural, school and community literacy. (LeTouzé 2005, p. 2, from Brunet 2009) (translation)

³⁰ “A model presenting, in a co-ordinated manner, selected properties of a particular type of teaching and particular type of learning and serving as a representation of the relationship between the two.” (Legendre 2005, 3rd Edition)

“Representation of a certain type of organization of a learning situation based on specific overall goals and objectives and incorporating a theoretical framework justifying its existence and giving it an exemplary and prescriptive dimension.” (Sauvé L. 1992)

Moreover, special attention is given to parents falling within levels 1 and 2 for certain skills as defined by the 1994 International Adult Literacy Survey (IALS) and the 2003 International Adult Literacy and Skills Survey (IALSS). Research shows that although these adults exhibit substantial needs in terms of skills development, they are also the group that participates least frequently, by far, in adult training initiatives.³¹

In the spirit of inclusion without labelling, stigmatization or further isolation, Vautour (2012) proposes a positive-discrimination approach to the parents who are often excluded, isolated or living in vulnerable situations. This group includes low-income or low-literacy parents, single parents and parents of different ethnic origin as well as parents with handicaps. She further proposes adopting a positive-discrimination approach to Charter rights parents who do not speak French. Exogamous families, or families where both French and English are spoken at home, are becoming increasingly numerous in the Francophone minority setting. Also according to Vautour, both parents and children in families whose Anglophone parent does not have access to family literacy services in the community are disadvantaged.

“One of the challenges in the fight against illiteracy is fostering adults’ desire to seek out training. The intention of family educational activities is clearly, then, to take advantage of the sense of motivation frequently seen in parents when their children enter the school system in an effort to reconcile them with basic skills. Besides equipping them to support their children’s educational development, this also means helping them take first steps down their own path of relearning certain skills.” (Service francaskois de formation aux adultes, Collège Mathieu, 2010) (translation)

Creation of Family Learning Units

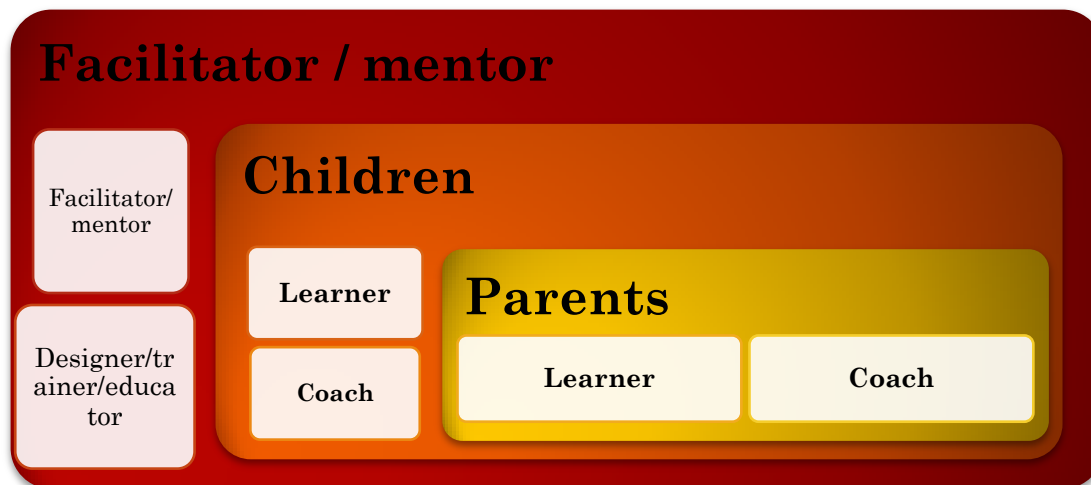
However, although the primary target clients of this project are the parents, we agree that the purpose of related interventions among families also includes strategic promotion of children’s medium to long-term development. This group of actors consequently has an important role to play in the andragogical model and constructions proposed herein. For this reason, we also derive inspiration from type 2

³¹ International surveys have shown that adult education programs tend to appeal to adults with higher literacy and education levels. Literacy programs face the same challenge. For example, family literacy workshops with parents, notably as part of the *Entre parents* pilot project, generally attract parents of higher socioeconomic status. This reflects a social reality in which education is generally less accessible to those who are least affluent. (from Vautour 2012)

(parent and child-focused) projects in that the children are also targeted and can come to play an active role alongside their parents in certain learning contexts.

“It is agreed that a literacy program must target the parent first but may also incorporate participation of the child. The objective of interventions is to equip parents to more effectively encourage their children’s awareness of the written word and support their children at school. These interventions are built on family strengths and relationships against the backdrop of the community and school and take into account the French culture and language.” (Laberge 2010) (translation)

The following diagram illustrates the types of roles potentially played by the various actors in the intervention system in relation to the families (children, parents, facilitator/mentor). Although the main target of the interventions proposed is, for the parents targeted in Newfoundland and Labrador, the children – this being the parents’ primary motivation – the parents are in fact the first target clients of the intervention over the short term. The andragogical constructions proposed actually involve a hybrid learning system in which parents and children can switch between the roles of learner, trainer and learning coach depending on the nature and goals of the various learning activities.



Parental perspective:³² *Actions appear focused on the children with parents serving as coaches*

Program perspective: *Actions are focused on parents with parents and children serving sometimes as coach/trainer, other times as learner*

According to Côté (2000), parenting skills are primarily relational and are expressed in a spirit of exchange rather than simply in the actions performed by the parents within a relationship. In other words, each action triggers feedback which, in turn, informs and modifies the action; the modified action is then directed again at the child, and so on.

“This model for intergenerational mentoring comes into full play in minority communities where the mother tongue is gradually losing status.” (from Service francsaskois de formation aux adultes, Collège Mathieu, 2010) (translation)

What’s more, according to the report *L’alphabétisation familiale, c’est l’affaire de tout le monde* (from Valcin 2012), “...Some literacy workers insist that family literacy simultaneously targets two generations brought together to take part in a single learning process. They find this to be the best approach to helping parents regain their rightful role and authority as first educators. They maintain that intervention strategies should focus on training both adults and children with activities in the following areas: adult education; parenting skills (support group); early childhood

³² *It is important to remember that all parents have an interest in their children’s success at school and in life.* (Vautour 2012)

(ages 0–5); school years (ages 6–16); and sharing of the family experience.”
(translation)

According to Côté, research into parenting skills reveals four skill areas:

- *Each parent as an individual performing educational tasks*
- *The parental couple with its combined skills, or parental subsystem*
- *The children, in relation to their parents and siblings*
- *The environment, which supports and facilitates as parents and children demonstrate their skills: family of origin, relatives, friends, neighbours, school, leisure activities, work conditions, organizations at the institutional and community levels providing support to parents, police and the courts, departments subsidizing these organizations and directing their policies, and financial and tax-based support.*

Wherever possible, the model and the various constructions proposed as part of the research at hand are founded on these skill areas (parents, children, environment) in order to guide the intervention framework and andragogical proposals.

1.2 An analytical framework based on parenting tasks and functions

The starting point for many family literacy projects is developing parents' basic skills (also referred to as literacy skills or essential skills). According to this approach, development of parents' basic or essential skills has a direct beneficial effect on their children's development and success at school. While the objectives and outcomes targeted by this approach are legitimate, its success in terms of reaching parents has been limited, particularly parents with weaker basic skills. Côté (2000) mentions the obstacles created by institutional approaches (and their professional context), which place excessive emphasis on parents' problems and shortcomings rather than on their needs.

Inspired by this finding, we seek with the research project at hand to offer a different perspective based on an andragogical approach to skills development in low-literacy parents in the place of a family literacy approach as such. Our primary interest in this regard is in developing parents' skills strategically rather than “teaching them literacy” in the conventional sense of the term. It is our belief that first and foremost, parents want to learn how to take effective action with their children based on use of a comprehensive set of skills (including basic skills) with a view to fulfilling their parenting functions as fully as possible. The starting points for our needs assessment

and andragogical proposals are consequently parenting tasks and functions.

“Moreover, the majority of skills targeted by the programs studied fall into the categories of essential skills or parenting skills. As such, we find it highly logical to give preference to activities that can be used to simultaneously address multiple types of skills (essential, parenting, generic, sociocultural, specialized) in order both to support development of these skills iteratively and to broaden the range of skills covered by the framework of a program in British Columbia targeting both family literacy and integration of immigrant women.” (Educentre College 2012) (translation)

Parenting Functions According to Côté

As described by Côté (2000), parenting functions include *“a series of activities undertaken with the objective of producing and raising children able to function effectively in a particular society. ...They depend on the use of specific skills, including behavioural and relational skills, as well as specific attitudes, values and beliefs”* (translation). Côté identifies four parenting functions: nurturing (emotionally and intellectually), protecting, guiding and controlling. Also according to Côté (2000), society is responsible for supporting parents so that they can perform their functions effectively.

What skills do parents need to perform these functions? What is meant by parenting skills? Côté (2000) proposes a three-part definition:

- Tangible skills based on intellectual, relational and behavioural abilities and knowledge and on the values, beliefs, knowledge and attitudes that we use in practical situations in order to carry out actions effectively and efficiently and achieve an objective.
- Capacity to cope with situations and use them to carry out actions and achieve an objective efficiently, effectively, in a timely and appropriate manner and in keeping with generally accepted standards.
- Specific skills for meeting the needs of our children insofar as they are perceived as legally and factually unable to care for themselves.

Côté (2000) posits that “...parenting skills are consequently tangible skills used to nurture, protect, guide and control our children effectively and efficiently, in keeping with generally accepted standards, until such time as they are able to function effectively in society. These skills vary depending on the situation, environment and cultural setting and on the phases of the family cycle.” (translation)

Côté finds that many parents do not have access to adequate conditions or possess the personal assets to fulfil these functions properly. Many of these parents also tend to feel that today’s society burdens them with the entire responsibility for problems arising in relation to their children’s development.³³ Moreover, according to the Quebec Conseil supérieur de l’Éducation (MEQ 2012), “...many parents feel a certain amount of anxiety about their children’s entry into the school system... In reality, schools frequently have implicit expectations concerning children’s developmental level as they start kindergarten. However, all parents do not have access to the same resources, and schools should not expect them to have brought their children up to a specific level, for example, in terms of literacy. ...Although parents may provide support to their children entering kindergarten, they also have their own needs, questions and expectations at this time. In the opinion of some researchers, the school-family relationship known to influence children’s success at school takes shape early in a child’s school career.” (translation)

Defining a Matrix of Parenting Functions and Tasks

According to Côté (2000), the parenting functions and skills required vary from one society and social group to the next. People may define what they believe to be important functions and the associated tasks, but society or the environment then lets them know whether they have made the correct choices.

In the project at hand, one major component remains: defining a parenting skills matrix to guide the intervention process among families in Newfoundland and Labrador. These skills should be selected to support performance of the parenting tasks associated with the various parenting functions defined as relevant to these families.

³³ According to Côté (2000), it is interesting to note that the various organizations working with parents and children must all simultaneously fulfil the roles associated with their institutional missions and exhibit the attitudes identified as individual parenting skills in order to provide adequate support for parenting and family functions.

“Selecting a family literacy matrix: ... The Pluri-elles program should include the acquisition of parenting skills, reading and writing awareness, parental commitment to their children’s education, the role of fathers and personal involvement in community life in the Canadian context, taking immigrants’ native culture into account.” (from Bisson 2009) (translation)

That said, ***development of parenting skills should be perceived not as an ultimate objective in parental development nor as an end in itself but rather as an effective strategy in ongoing skills development in adults.***

“... Our task is to foster conditions in which parents can not only make us aware of their skills, both actual and potential, how they perform their parenting functions and how they might learn to perform them more effectively where possible, but also develop new knowledge about their parenting abilities and skills built upon different and innovative questions and actions focused on identifying solutions.” (Shazer and Berg, from Côté, 2000) (translation)

Section 2: Presentation of the Recommended Model³⁴

The andragogical constructions proposed as part of this research project concerning Francophone parents in the various regions of Newfoundland and Labrador are based on the model developed by RESDAC. This model targets the integrated development of skills on multiple levels with a focus more on developing literacy than on delivering literacy services as such, which is frequently considered an end in itself. In a paradigm in which the primary emphasis is on developing literacy in low-literacy adults, all community resources can play a role, whether the school environment, the economic environment or the community and cultural environment. In the model proposed, the programs serve as complementary means of supporting literacy development in adults. This is a purposeful step away from unilateral interventions delivered in an isolated manner with the focus mainly on internal accountability and on programs and institutions whose very existence all too frequently becomes the ultimate goal.

2.1 The four components of the model³⁵

The proposed model is designed around integrated services and based on the findings of the latest major international studies in the area of adult literacy, according to which “*literacy skills are like muscles: they are maintained and strengthened through regular use*” regardless of the context. This model consequently affirms that an integrated approach to educational services in no way slows the development of literacy skills in comparison to a conventional, full-time literacy program. This is because literacy skills can be maintained and strengthened just as effectively in a real-life context (e.g., personal or parental development) as in a more academic literacy setting where the emphasis is placed exclusively on more abstract learning of reading, writing and numeracy. The four components of the model are: analyzing the environment; creating strategic local partnerships; constructing adapted andragogical interventions; and feedback and reassessment of actions.

³⁴ Section 2 is taken from Lurette 2011, a document setting out a literacy and skills development model for Francophone adults in Canada.

³⁵ For additional information on the RESDAC model, please consult the comprehensive document available at the RESDAC website: <http://resdac.net/>. Part 3 of that document also provides an illustration of a similar approach adopted in Hawkesbury, Ontario, based on two decades of action research and reflective practice at the field level.



Although these four components of the model are presented in sequential order, they should not be perceived in a linear fashion. The wisest approach to

developing interventions inspired by the model would involve analyzing and treating each component in a simultaneous and interrelated manner. The components should all influence one another as part of an uninterrupted flow

of service development. In this regard, one component does not necessarily end where another begins; instead, a certain amount of overlapping and interdependence exists among the various components. As such, the model should always generate andragogical analyses and interventions that are fluid and evolve within the community.

First Component: Analyzing the Environment

Across Canada and around the world, it has been proved that the success of efforts to reach a large proportion of the clients classified as “natural” candidates for adult literacy programs has been very limited with conventional recruitment initiatives (OECD 2003, from Gobeil 2006). As such, it has been difficult with the strategies applied to circumvent the barriers to training faced by adult learners, particularly

lower-literacy learners.³⁶ Recruiting and retaining learners for training, especially for literacy training, continue to pose major challenges, and constant innovation is required in this regard. The socioeconomic conditions in the region and the needs of the local population also remain major factors in terms of reaching out to the people. This first component is all too often either disregarded or taken for granted, and yet it clearly constitutes one of the keys to encouraging adults to step forward and seek out training (Bélanger and Voyer 2004). Moreover, we see the existence of an essential link between better understanding the environment in which lower-literacy adults live and developing new and more effectively integrated training services that are better adapted to the needs of these adults.

Second Component: Creating Strategic Local Partnerships

The literacy development model proposed involves the planning of innovative approaches to creating relevant links between lower-literacy adults in a community and the available resources in that community. From this perspective, it is important for practitioners in adult education to clearly understand the needs of lower-literacy adults and the contexts in which these needs might be addressed. To this end, we propose establishing a local consensus process that would support both more insightful analysis of the environment through the sharing of multiple viewpoints and the fostering of new alliances between organizations. This approach would make it possible to offer local programming in adult education that is more relevant and consistent in relation to the needs of the adults in each community.

Third Component: Constructing Adapted Andragogical Interventions

The dialogue established between the partners can lead to the adaptation of existing training services or the launch of new training programs that meet the needs of adults while also remaining within the various partners' mandates. Establishing a joint service offering facilitates access to a range of human and financial resources with the goal of delivering more educational services and more effective logistic support (e.g., transportation and child care services) to adults. In the end, all of this

³⁶ According to Myers and de Broucker (2006), "...the adult learning participation rate of the least educated Canadian adults is quite low by international standards... Canada has lower rates of participation in job-related training than several other advanced nations including the United States. Many observers have pinned the problem on adult **learning systems** that are **complex, incoherent and incomplete**. An overwhelming and generalized trend is also observed in that adult training resources always reach the most qualified workers." (from Lurette 2011)

builds the community's collective capacity to serve adults more effectively. In designing projects of this nature, it is important to adopt a broad perspective of the needs of adults with low literacy skills so as to better identify the multiple skills they must develop in order to pursue personal projects of interest to them that also meet their needs.

Fourth Component: Feedback and Reassessment of Actions Taken within the Context of the Model

Despite the best efforts of local partners seeking to implement initiatives based on the recommended model, the biggest challenge for adult learners and adult education networks continues to be adjusting to socioeconomic changes caused by situations over which local practitioners have little control but which may, however, significantly influence both their ability to take action and the lives of adult learners.

During economic cycles, as with social and political movements, there will always be periods where unemployment and job losses are higher, and where the needs of adult learners will be significant, but where the short-term solutions are more difficult to find. There will always be complex geographies that pose enormous challenges, including large distances to cover and the isolation of certain Francophone populations. There are no miracle solutions to all these challenges; however, we trust that the proposed model will make it easier to implement part of the answer for Francophone communities in Newfoundland and Labrador.

2.2 First component: analyzing the needs of adult learners – the very core of an andragogical intervention

International surveys have revealed that adults limited to performing tasks requiring level 1 or 2 skills,³⁷ referred to as “lower-literacy adults,” form a large group in Canada. These adults also have multiple and complex needs. Most have to work in order to meet their and their families’ needs. All naturally want the best for their children. To succeed, some of these adults may need to learn to communicate more effectively in English in environments such as Newfoundland and Labrador, where English is the dominant language and French-speakers constitute a minority. Others need to relearn French as their first language in order to provide better support to their children in the French-language school system.

The needs of lower-literacy adults are difficult to define. In addition to varying from one person to the next, they are also shaped by the broader reality of the community. For the purposes of this project, we must ask how we can help lower-literacy adults to develop the skills they require to meet the various parenting needs specific to the Francophone reality in Newfoundland and Labrador while also designing projects that meet the collective needs of the community. Analyzing the environment (the first component of the model) in order to effectively meet the needs of learners is therefore not limited merely to assessing each individual’s needs but also includes understanding these needs against the broader backdrop of the community.

In this exercise, we find it important to ensure that local practitioners have a clear understanding of the impact of cultural, socioeconomic and educational contexts on the dynamics of the local environment and the adults living there. They need to gauge the extent to which certain cultural and social realities may influence the types of training services designed for Francophone adults and parents. Interventions should

³⁷ The levels recommended based on international surveys concerning adult literacy and skills clarify certain aspects of the basic skill profile of our target client group. Under these surveys, some groups of adults demonstrated a maximum ability for performing level 1 and 2 tasks (on a scale of five levels). It was observed that the development of certain essential skills in these adults was limited in that their skills did not enable them to perform more complex tasks than level 1 or 2. Level 3 is deemed to be required in order to function in today’s economy and our knowledge-based society; adults limited to performing level 1 to 2 tasks for certain skills are generally less likely to benefit from opportunities for formal learning or for informal or self-directed learning. That said, the levels are not assigned directly to the adults but rather to the tasks these adults are asked to perform. Any adult individual may consequently have level 1, 2, 3, 4 or 5 skills depending on the nature of the skill in question. The purpose of this description is to assist in situating adults who are limited to performing tasks at this level for certain skills. In this respect, the term “*lower-literacy adults*” is used to refer to adults with certain essential skills not enabling them to perform tasks higher in difficulty than level 1 or 2.

take some of these aspects into account.³⁸ Based on this analysis, it will be easier to plan andragogical interventions that meet the needs of parents while also respecting the socioeconomic and cultural context of people's home communities.

Another objective of analyzing the environment is to define the multiple barriers lying between prospective learners and success in embarking down the path toward skills development. The solutions proposed should include measures for eliminating, or at least minimizing the negative impact of, these irritants. The obstacles standing in the way of adult candidates and a successful process of skills development can be divided into three categories: *institutional*, *situational* and *psychosocial*. Lastly, understanding the frequently dysfunctional interrelationships between the various educational resources at the local level also plays an integral role in creating a realistic portrait of the needs of learners and their communities.

Analyzing the Needs of Adult Learners in Each Region of Newfoundland and Labrador

A preliminary analysis of the environment, or needs assessment among Francophone adults in Newfoundland and Labrador, was undertaken under the auspices of Part 1 of this research project. The following are some key questions that we hope will guide stakeholders through the reflection process concerning this first component.

What is the education profile of the members of the community?

What are the needs of lower-literacy adults in the community?

What types of psychosocial, institutional or structural barriers do low-literacy adults in the community face (e.g., transportation, child care, local availability of programs, local recognition of learning)?

Analyzing the cultural context

What is the local profile of the Francophone community?

What role does English play in the community?

What community and educational resources are available to adult learners who might be interested in the creation of adapted andragogical interventions?

What is the history of collaboration between organizations?

³⁸ It is to be noted that certain community realities can have a dramatic influence on an adult's choice of language of instruction (e.g., social bonds between cultural groups, predominant language in the workplace).

How can we maximize the use of existing resources in a given area in order to offer quality, affordable training to learners with lower literacy skills?

How could I learn more about their needs (e.g., meetings with adults, focus groups)?

2.3 Second component: creating strategic local partnerships in an integrated approach

The second component of the integrated model is ***creating strategic local partnerships***. This step requires a significant time investment and an open mind with emphasis on negotiation and co-operation. Pooling our resources enables substantial improvement of the various phases of the analysis leading to the development of training focused both on the needs and profiles of learners and on the various needs and contexts of the community. Creating local strategic partnerships also facilitates analysis of the environment by providing access to additional information with a view to adapting more effectively to local conditions. This leads in turn to an increased capacity for attracting target clients and proposing productive andragogical interventions to them.

Integration of services is achieved through partnerships enabling the simultaneous joint offering of training services to adults. Under this type of approach, the integrated services link together the training steps that are typically offered separately, in linear fashion, thereby assisting low-literacy learners down the path toward developing multiple skills (including essential, generic, second-language and parenting skills) in a co-ordinated manner. These learners can then benefit from development programs in parenting or other skills to which their access would otherwise be limited at this stage in their process of acquiring literacy skills. At this integration level, the stakeholders wonder what types of programs or services might be combined to ensure that andragogical interventions promote skills development based on the needs of the adults targeted. The joint, inter-program approach supports the integration of learners with low literacy skills into training initiatives designed to meet their needs and realities more effectively.

Skills integration requires the integration of services

Rather than limiting the analysis of adult learners in relation to a single program, the skills-based approach takes into account all needs of adult learners as members of their communities in terms of identifying the skills to develop. This type of approach ultimately aims to promote the development of multiple skills in adult learners on a lifelong basis (*continuum* of skills) by offering integrated educational services where appropriate (*continuum* of learning services) within a particular community.

This andragogical approach consequently deals with the entire adult learning *system*, including the interests and needs of the adults targeted; the nature of the resulting learning objects; learning styles (how educational content is transmitted and how new skills are acquired); the learning environment (community, types of support, etc.); and, lastly, the possible learning transfers. In our opinion, all of these elements must be incorporated into the design of an andragogical intervention using a skills-based approach.

Strategic partnerships

We find it to be more effective for a local service network for adults to design its training programs as part of a continuum of services irrespective of the service providers. In our opinion, this makes it easier to reach potential adult learners simply by avoiding numerous obstacles to going to back to training. Basing an approach on the continuum of services also facilitates the delivery of multiple services to a target group as part of a single offering, thereby simplifying this group's perceptions concerning the adult education system. Evidently, this path appears much more compatible with a perspective of ongoing skills development through implementation of training initiatives designed to take this into account. As noted by Vautour (2012), it is important to

“... integrate and co-ordinate community, family and parenting activities and the family services offered through the various service providers with a view to effectively leveraging and streamlining the resources and effort invested.”
(translation)

Community organizations working with lower-literacy adults have developed better-integrated approaches for helping them to overcome the numerous obstacles they face in their daily environment and to successfully navigate the inevitable changes inherent to life in an evolving society. In most cases, the integrated services approach requires various types of strategic partnerships. Although this approach may be the best overall for reaching lower-literacy adults and supporting their skills development, it also comes with some challenges.

“Fostering strategic partnerships with community partners in diverse sectors (practitioners with parent and family-focused programs, school administrations, etc.) with the objective of respecting the reality of parents, children, families, schools and communities. Learning is a lifelong process that takes place in all areas of our lives. Engagement and active participation on the part of school administrators can only have positive impact on parents’ involvement in school activities. However, even with a high degree of commitment from these leaders, no school can overcome on its own the challenge of low parent participation in school and community activities.”
(Vautour 2012) (translation)

Strategic Partnerships at the Provincial Level and in Individual Regions

Under the auspices of Part 1 of this research project, a number of strategic partnerships have already been established at the provincial and regional levels in relation to Francophone adult clients with skills development needs. That being the case, the following are some key questions that we hope will guide stakeholders through the reflection process concerning the second component of the model. The purpose of these questions is to support efforts to develop the strategic partnerships required for implementation of the proposed model. These key questions must be explored by the partners associated with this project during testing of the integrated model to support skills development for Francophones in Newfoundland and Labrador.

Mobilizing the community’s resources to support skills development for adults

- Who are the partners most likely to work together?
- What is each partner’s prevailing ideology? What impact does this ideology have on its organizational culture and its ability to participate in partnerships?
- What is the partner’s vision of the partnership?
- What framework could we implement or use in order to boost collaboration?
- What partnerships are needed to develop integrated interventions?

Developing a local adult education planning process

- How can we facilitate the planning of local adult training services while respecting the jurisdictions and accountability requirements of everyone?
- In this respect, are there strategic partnerships to be developed with certain natural partners?
- Is it necessary to create a forum for pooling resources (e.g., single entry point, joint committee for a specific initiative, round table, multi-service centre, etc.)?
- If yes, how does one convince partnering organizations to set up such a centralized system?
- If yes, what activities or services should be pooled together (e.g., intake, registration, assessment of literacy levels, identification of learner needs, management of teaching/administrative files)?

Developing collaborative agreements and strategic partnerships in order to make andragogical interventions operational

- How can we mitigate the structural barriers that limit the participation of adults with lower literacy skills?
- How can we mitigate the psychosocial barriers that limit the participation of adults with lower literacy skills?
- How do we implement a joint program in which all partnering organizations will feel that success has been achieved on multiple fronts, including respecting administrative requirements, respecting jurisdictions and respecting intervention philosophies (e.g., training, insertion)?

2.4 Third component: andragogical constructions adapted to parents' skills development needs

The andragogical approach of the RESDAC model offers the benefits of integrating literacy from a broader perspective to make it easier to fulfil the needs of low-literacy adults. As such, the literacy process becomes *part of* a global skills development initiative. However, designing training interventions for people with lower literacy skills requires adopting a broad perspective of the needs of these adults so as to better identify the multiple skills they must develop in order to pursue personal projects that meet their needs. To this end, practitioners need to know how to go about analyzing the various types of skills that might be developed in lower-literacy adults based on their parenting needs.

That said, we find that the traditional approach adopted by literacy programs, as with other types of programs, may be too restrictive;³⁹ it does not always allow practitioners to effectively meet the needs of learners or to take their living context into account. We believe that an effective andragogical intervention for adults with lower literacy skills must take into account the multitude of skills they need to develop in order to achieve their personal learning objectives. These diverse skills must fit together seamlessly. Practitioners consequently need to be able to identify these types of skills and to understand their interrelationships.

Linking skills development in order to construct an andragogical intervention

In constructing an andragogical intervention with the objective of meeting the needs of adults with lower literacy skills and of the community, the proposed approach provides for integration on two levels. The first level of integration occurs at the teaching-model level whereby the development of many types of skills is conceived in a unified and integrated manner within a single intervention subsequent to assessment of the needs of targeted adults with low literacy skills. The second level of integration occurs at the partnership level, where adult training services can be pooled and offered simultaneously in an integrated manner (see description of second component in previous section).

At the first level of integration, the practitioners question which skills the intervention aims to develop in the targeted adults with regard to their needs. What place will essential skills, generic skills, second-language skills or specialized skills (e.g., parenting skills) occupy in order to meet the communication and interaction needs in the various personal projects of the targeted adults? Note that for each of these skills, it is the learners' needs that determine to what extent each skill type merits being further developed and to what degree the service offering should take this into account.

³⁹ The programs offered to low-literacy adults are frequently very narrow in scope and do not take all needs into account. The majority of training services are consequently focused on the acquisition of specific, highly developed skills to more effectively meet the program requirements established. For example, most literacy programs focus exclusively on improving certain basic skills (reading, writing, numeracy, computer use). In other words, very few adult education services target the development of more than one type of skill in an integrated manner under a single initiative.

Andragogical Constructions Adapted to Each Region

The following are some key questions that we hope will guide stakeholders through the reflection process concerning the third component of the model so they might proceed with developing the andragogical constructions required for implementation of the proposed model. In this regard, *responses to some of these key questions are covered in the following sections*, while others must be explored by the partners associated with this project during testing of the integrated model to support skills development for Francophones in Newfoundland and Labrador.

Thoughts on developing literacy skills and other types of skills

- What are our thoughts on the skills in question? What are the adults' needs with regard to these skills?
- What are the most important skills we want to develop as part of the new intervention, based on the adults' needs?
- What role do second-language skills play in meeting the integration, communication and interaction needs in the various personal projects of the targeted adults?

Linking the development of literacy skills to the development of other types of skills in order to construct an andragogical intervention

- How do we link, within a single intervention, the development of literacy skills and other skills?
- Can educational interventions be designed that allow literacy skills to play a fundamental and strategic role in the acquisition and development of parenting skills?

2.5. Fourth component: feedback, reassessment and adjustment of actions – a continuum of assessment

The final component of the integrated model is **feedback, reassessment and adjustment of actions** after the reality test. Flexibility and the option to review the directions of certain interventions in order to improve their effectiveness, still in the best interest of the targeted learners, must form an integral part of this innovative approach. This quest for continuous improvement is powered by analysis of the data collected both from various partners and from the learners themselves over the course of development, implementation and evaluation. In other words, integrated training based on multiple services must be subjected to ongoing observation with the

acknowledged aim of establishing dynamics supporting continuous improvement, one of the main virtues of the integrated model being its flexibility and accommodation of continuous efforts to adapt training more effectively to learners' needs.

Because of their multi-program and multi-partner nature, the integrated initiatives proposed lead to the establishment of various co-operation and collaboration agreements between local entities. We are aware that implementation of such initiatives is no easy task. However, after one cycle of strategic partnerships and of offering integrated services, everything will no doubt become easier for the partners as they build new experiences on the outcomes, reviewed and enriched through a reflection process, of their experiences to date. New partnerships and initiatives will eventually follow and likely contribute to achieving greater integration within the learning community. (Lurette, 2011)

“Evaluation may be used to:

- *Take stock of work completed to date.*
- *Share information on strategies that have succeeded or failed.*
- *Draw lessons that might inform future decisions.*
- *Assess the cost-effectiveness of various strategies.*
- *Promote high-quality initiatives.*
- *Manage initiatives more effectively.” (Vautour 2012) (translation)*

Feedback, Reassessment and Adjustment of Actions in Individual Regions

The following are some key questions that we hope will guide stakeholders through the reflection process concerning the fourth component of the proposed model so they might continue the work required for implementation of the model. In this regard, responses to some of these key questions are covered in the following sections, while others must be explored by the partners associated with this project during (and subsequent to) testing of the integrated model to support skills development for Francophones in Newfoundland and Labrador.

Fourth Component: Feedback and Reassessment of Actions

- Now that a collaborative process is in place, how is it working?
- What are the contentious points?
- How well are the partnering organizations communicating?
- How well is our referral system working?
- What aspects require improvement?
- What were the outcomes of our first integrated program?
- Are the parents satisfied? What would they like to improve?
- What are our success rates and drop-out rates?
- What improvements should be made to our second integrated project, if applicable?

Section 3: A Model Founded on Strategic Skills Development for Parents⁴⁰

3.1 The concept of skills

Insofar as skills development is central to the proposed model, we find it important to examine this concept in greater detail before recommending possible solutions. It is difficult to provide a single definition of the concept of “skills.” Regardless, we choose to subscribe to definitions that incorporate skills into the fulfilment of parenting tasks and functions, since the project at hand is founded on skills development in parents. Moreover, any number of reference frameworks supporting literacy or training policies and programs for Canadian adults have been constructed around skills. The notion of *skills*, or competencies, is omnipresent in the world of adult training and education. *But what exactly is a skill?*

Skills as a concept and their relationship with parenting tasks and functions

The concept of *skills* has been defined in many ways. However, many of these definitions relate to the completion of tasks. In the case at hand, we have purposely associated the concepts of *tasks* and *functions* in the context of the *parent educator*. We have consequently opted to present the definitions of (parenting) task and (parenting) function, as they relate to parent educators, as follows:

Task: an activity performed by a subject in order to achieve an educational objective. (Legendre, 3rd Edition, 2005)

Function: actions a person is expected to perform in his or her role (as parent).

This being the case, for the definitions of skills we have chosen and for the remainder of the document at hand, we have opted to combine the notions of task and function in the context of the parent educator.

Skill (general): “a person’s ability to assume a responsibility or perform a task/function.” (F. Landry 1987)

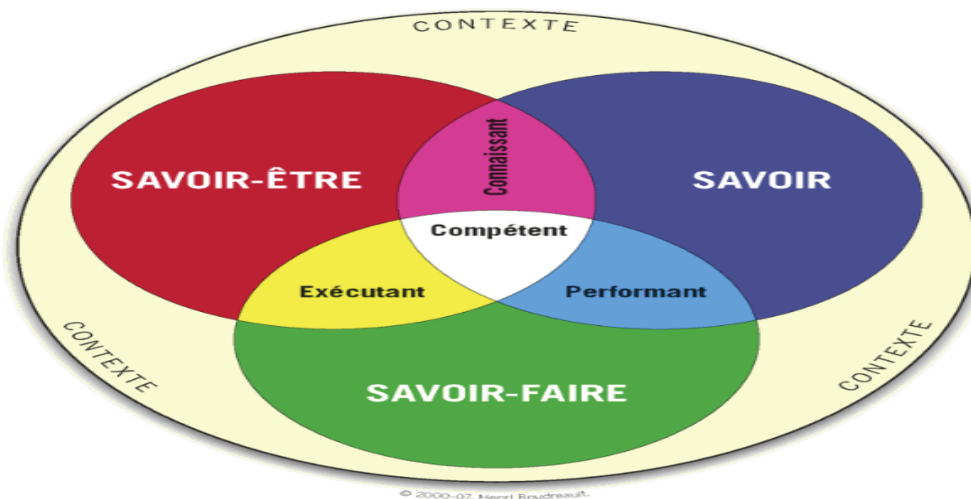
⁴⁰ The third section is taken primarily from Lurette (2012): *Agir avec compétences, Référentiel pour le développement de compétences professionnelles des organisations et des intervenants dans le contexte d’une démarche andragogique intégrée*, RESDAC, to be published in 2013.

Skill (from the viewpoint of learning and training): “All those dispositions (knowledge, abilities and attitudes) enabling a person to adequately perform a task/function or series of tasks/functions.” (Legendre, 3rd Edition)

The nature of skills

A skill is widely thought of as a “combination of knowledge, the ability to implement this knowledge, and attitudes – meaning those mental dispositions needed for this implementation. A skill can be broken down into *knowledge*, *know-how* (practices) and *self-awareness* (relational behaviours) as well as physical aptitudes. These three types of knowledge are very closely interrelated” (Haut Conseil de l’Éducation of France). The following diagram by Henri Boudreault clearly illustrates these interrelationships between the types of knowledge which must be mobilized in order for a person to develop a skill and then apply it in a broad range of contexts with the objective of becoming *competent* (from Lurette 2012).

REPRÉSENTATION DE LA COMPÉTENCE PROFESSIONNELLE

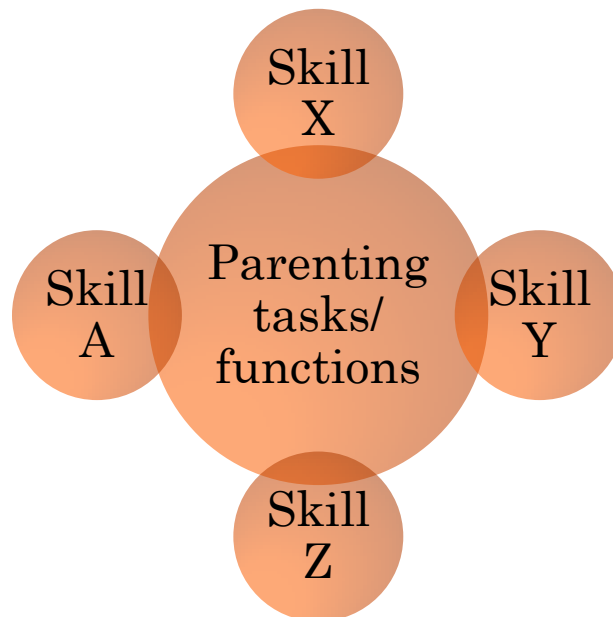


Le Boterf (2008) notes, however, that “adults may possess resources in terms of knowledge, know-how and self-awareness, but they also need to know how to put these resources to use in specific contexts. They are then demonstrating competency.” He adds in this regard that “breaking this competency down into units takes away its meaning. Competency is not merely a checklist of resources or knowledge; in performing a task (or function) as a set of skills, each element is modified by the others, for interactional dynamics exist between these elements.” Le Boterf maintains that demonstrating competency requires knowing how to combine having skills with the ability to apply these skills.

Skills development

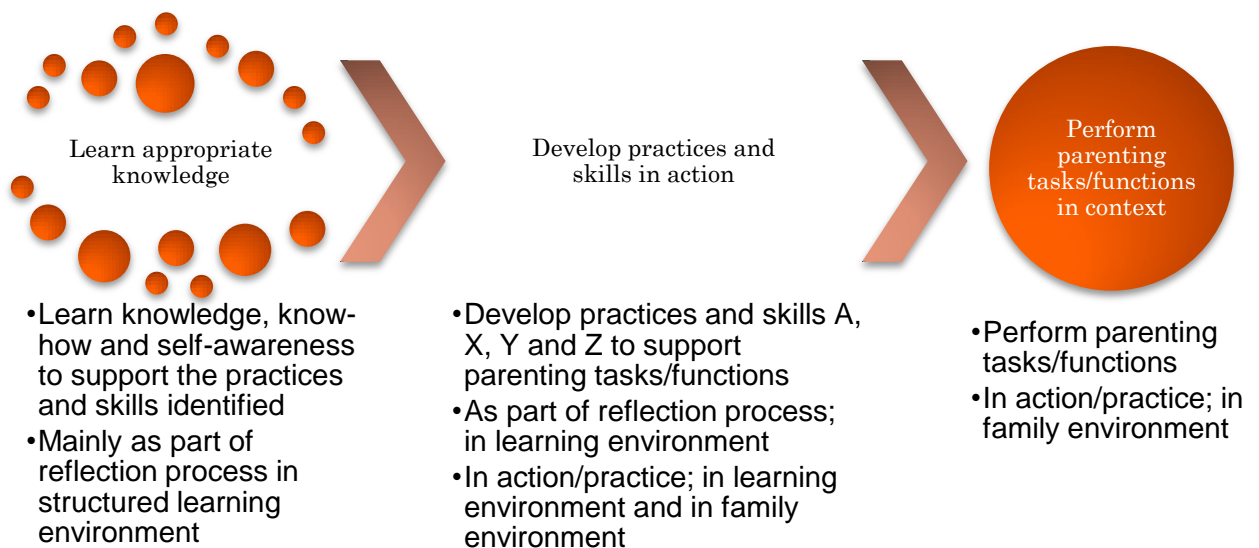
It can be assumed that the effectiveness of skills development depends, according to its nature, on certain strategic give-and-take between abstract learning (potential component) and hands-on action (supporting the task or function). This strategic give-and-take between theory and action is a key characteristic of the proposed model. Côté (2000) advances a similar argument by emphasizing the tangible aspects of the definitions of parenting skills. He states that “...*attitude appears to be a fundamental element of skill, but a skill that remains within the realm of intent is not realized, and a child cannot benefit from a skill until he or she has moved from intent to practical action. Abstract knowledge is not necessary, although its integration can be useful. What is most important is action as well as communication and exchange between parents and children*” (translation).

A task or function, meanwhile, is frequently perceived as a *combination of diverse skills that are closely interrelated*. The following diagram depicts this interrelationship between the types of skills which must be mobilized in order for a person to perform a parenting function and apply it in a broad range of contexts with the objective of becoming *competent* as parents.



Interactions between knowledge, skills and parenting tasks/functions as part of the dynamics of ongoing development

The following diagram depicts this interrelationship between the types of *knowledge* and the types of *skills* which must be mobilized in order for a person to perform a *parenting* function and apply it in a broad range of family contexts with the objective of demonstrating *competency* in these contexts.



3.2 Types of skills targeted by the project

In our opinion, different types of skills can facilitate the performance of parenting tasks and functions, in training, or in family and community life. Four types of skills were identified under the project at hand, which are presented as categories of skills potentially facilitating the performance of parenting tasks and functions.

The Four Categories of Skills

Presenting the skills in this manner has two main objectives. First, this categorization helps to provide a better understanding of the skills that can be developed in lower-literacy adults under the auspices of our initiatives to meet certain needs identified in parents. Second, it enables the planning of andragogical constructions based on the development of certain types of skills to facilitate certain parenting tasks or functions in specific contexts in order to meet the needs of parent learners, with each type of skills frequently involving particular knowledge and development contexts.

The four categories of skills are:

- Essential skills (ES)
- Generic skills (GS)
- Second-language skills (LS)
- Specialized skills or parenting skills (PS)

In the context of performing a parenting task or function, we believe that these various types of skills fit together seamlessly with one skill complementing or supporting another during the learning process or during action. The following table sets out a list of these skills.

Essential skills	Generic skills⁴¹	Second-language skills	Parenting/specialized skills⁴²
Communication Writing Working with others Computer use Continuous training Document use Numeracy Reading texts Thinking skills	Self-confidence Resourcefulness Team spirit Ability to adapt Ability to learn from one's experiences Ability to carry out repetitive tasks Ability to work under pressure Ability to communicate Sense of observation Sense of organization Interpersonal skills	Reading Writing Conversing Listening	Attentiveness, interest in child Respect for child: perception of the child as separate and different with his or her own worth and independence to be fostered Self-respect (keeping one's own needs in mind) Respect for others' limits and personal space Accepting each individual's place in the

⁴¹ Taken from the reference document of the Institut de coopération pour l'éducation des adultes (ICÉA) 2012.

⁴² From Côté 2000.

	<p>Sense of responsibility Pride in a job well done Perseverance Ability to trust others Self-control Creativity Ability to resolve problems Ability to set goals Persuasion skills Sense of initiative Leadership</p>		<p>hierarchy Nearness versus distance Recognition of and respect for differences Stimulating children’s abilities, initiative and power Setting clear, firm and flexible values and standards Alliances and solidarity Ability to express oneself clearly Assigning personal responsibility Problem-solving: effective – regular – consistent versus ineffective – chaotic – inconsistent Conflict resolution Receptiveness to messages Empathy versus refusal versus overwhelming Emotional expression: capacity to express feelings appropriately</p>
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First category: essential skills (ES)

The skills people need for work, learning and life, in accordance with the framework and scope assigned by the Office of Literacy and Essential Skills (OLES).⁴³ Essential skills are defined by OLES as the nine basic skills that allow adults to fully participate in the labour market and the community. They are indispensable for a wide range of tasks at work and in daily life, and they provide adult learners with a foundation for learning new skills. In this respect, essential skills increase people’s ability to adapt to change. Insofar as they are used in *authentic* situations, they have varying levels of complexity based on the nature of the task in these real situations. The preceding table sets out the list of nine essential skills.

⁴³ This office reports to Human Resources and Skills Development Canada.

Today a distinction is made between literacy and numeracy skills as well as basic computer skills. Some of the nine essential skills relate to *knowledge*, while others are more *generic* in nature. Thinking skills, working with others, oral communication and continuous training are classified as essential generic skills.

Second category: generic skills

“A generic skill is a set of abilities relating more closely to a person’s personality than to a specific function. People acquire generic skills through action and develop them on a lifelong basis as they gain life and work experience.” (Definition from facilitators’ guide for the *Nos compétences fortes* (NCF) program, prepared under the direction of Rachel Bélisle, 1996)

As is the case for essential skills, generic skills act as the common threads between peoples’ different experiences (work, family life, personal projects). They are not tied to any specific function as are specialized skills, but they develop in all sorts of learning situations and translate into action. Several generic skills often play a decisive role in social, family and professional engagement. This explains why they are considered to be basic skills (Institut de coopération pour l’éducation des adultes [ICÉA] 1995, p. 21). The notion of generic skills as used by the ICÉA is based on the following two-fold reality:

- One individual can develop multiple generic skills.
- There are numerous generic skills (the latest official count from the ICÉA is 22), including sense of organization, sense of responsibility, ability to work under pressure, thoroughness, sense of observation, ability to adapt and ability to resolve problems.

Generic skills:

- o Represent a set of abilities.
- o Develop through action.
- o Evolve on a lifelong basis.
- o Develop through all types of work and life experiences.
- o Are useful in all areas of life (work, school, family, other).
- o Are transferable, meaning that they can be mobilized in different areas of application, action contexts and situations.

Third category: second-language skills

This refers to “an individual’s knowledge of a language or ability to use that language in context” (Legendre, 3rd Edition). These skills relate to the acquisition of strategic elements of a second language that enable an adult learner to perform tasks or functions requiring the use of a language of communication other than his or her first language.⁴⁴ In Francophone communities in Canada, these types of skills can prove necessary in order for parents/learners to perform parenting functions in exogamous families.

Learning related to language skills in a second language required to perform parenting tasks or functions is not to be confused with learning of English or French as a second language. Second-language skills involve the strategic acquisition of certain functional aspects of a second language to complement the development of skills in a first language. In this specific context, however, all training is taking place in the first language.

Fourth category: specialized skills or parenting skills

These are skills used to perform specific parenting tasks or functions. According to Côté, these skills are based on tangible skills, on intellectual, relational and behavioural abilities and knowledge and on the values, beliefs, knowledge and attitudes that we use in practical situations in order to carry out actions effectively and efficiently and achieve an objective – in the situation at hand, meeting the needs of our children insofar as they are perceived as legally and factually unable to care for themselves.

⁴⁴ First language is not to be confused with mother tongue, which may not be the same language in certain contexts.

Section 4: Building on Parents' Knowledge, Practices and Skills in Appropriate Contexts

In initiatives targeting adults and funded wholly or in part by public monies, it is important to design interventions in terms of intentions that are relevant to the target clients, realistic for practitioners and organizations, and effective and transparent for public funding entities. As such, issues relating to assessment and accountability play an increasingly important role in the new context of public funding. Without claiming to propose solutions to all major issues, we will discuss certain considerations to be explored when implementing services for Francophone adults in Newfoundland and Labrador.

4.1 Acquiring broad generic knowledge for developing contextualized practices and skills

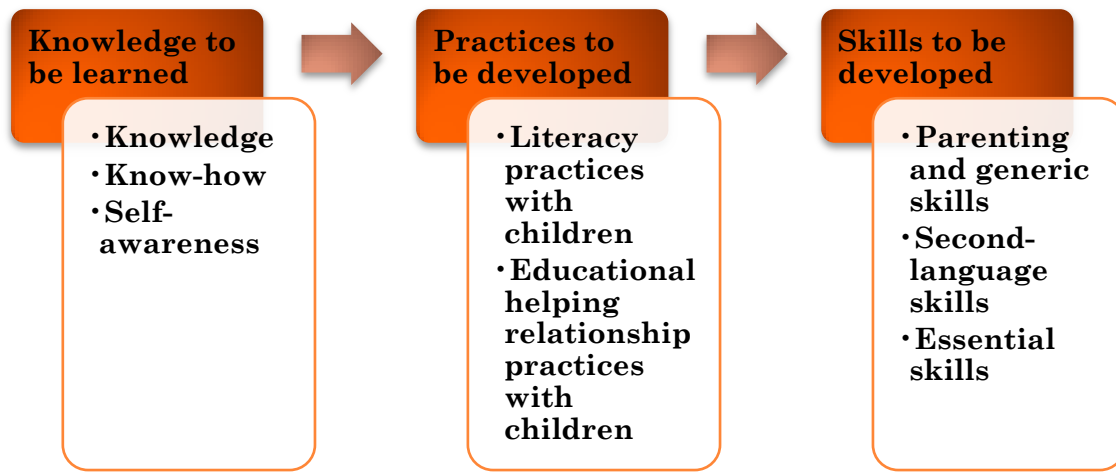
In research carried out for the Fédération d'alphabétisation du Nouveau-Brunswick (FANB), Vautour (2012) notes that the “...goal of the *‘Entre parents’ learning community is to equip parents and communities to increase or **acquire knowledge, practices and multiple skills** in community family literacy in French.*”⁴⁵

This vision of intervention among parents is an intervention framework for families that we find compatible with the model proposed. The model supports parents' learning on three separate levels:

- Generic knowledge to be learned.
- Contextualized practices to be developed by the participants.
- Specialized knowledge to be acquired by the participants.

The first developmental level consists of knowledge. This knowledge in fact falls into three categories, “knowledge,” “know-how” and “self-awareness,” all of which may be developed over the short term throughout the intervention period and assessed periodically based on the needs of the practitioners or the learners. The learning of certain types of “knowledge” is necessary in order to develop the practices and skills required in parents.

⁴⁵ To summarize, the *Entre parents learning community model* represents the intersection of two major schools of educational thought: social approaches, focused on individual and collective practices and knowledge, and the skills-based approach. Hence the expression used for the purpose of “acquiring and reinforcing multiple types of knowledge, practices and skills.” (Vautour 2012)



The second developmental level consists of practices. In the parent/family context, these practices can be divided into two categories: literacy practices followed by parents with their children (e.g., reading stories to children, making the grocery list with a child) and educational helping relationship practices of all types with children (e.g., helping with homework, encouraging and stimulating children’s interests, being attentive, meeting with school staff when appropriate). These practices may be developed more or less over the short to medium term and assessed periodically based on the needs of the practitioners, learners or program. The learning of these practices is necessary in order to develop the skills required in parents over the longer term. According to Vautour (2012), the “literacy practice” component has been the subject of research and andragogical recommendations through work undertaken by a particular school of thought in adult education:

“Multiple and social literacy: a school of educational thought in which the focus is placed on daily practices, learning in all life situations (at home, at work and in society as well as through formal training) and the social context in which people follow practices and acquire multiple types of knowledge. This school of thought exists in contrast to approaches referred to as “deficit-based.” In this regard, the development of multiple “practices” (including in oral communication, writing and numeracy and in continuous learning) is not based solely on people’s efforts to develop and use their knowledge but also on society’s capacity to provide individuals and groups diverse opportunities for acquiring and using knowledge as part of dominator/dominated social relationships.” (Vautour 2012) (translation)

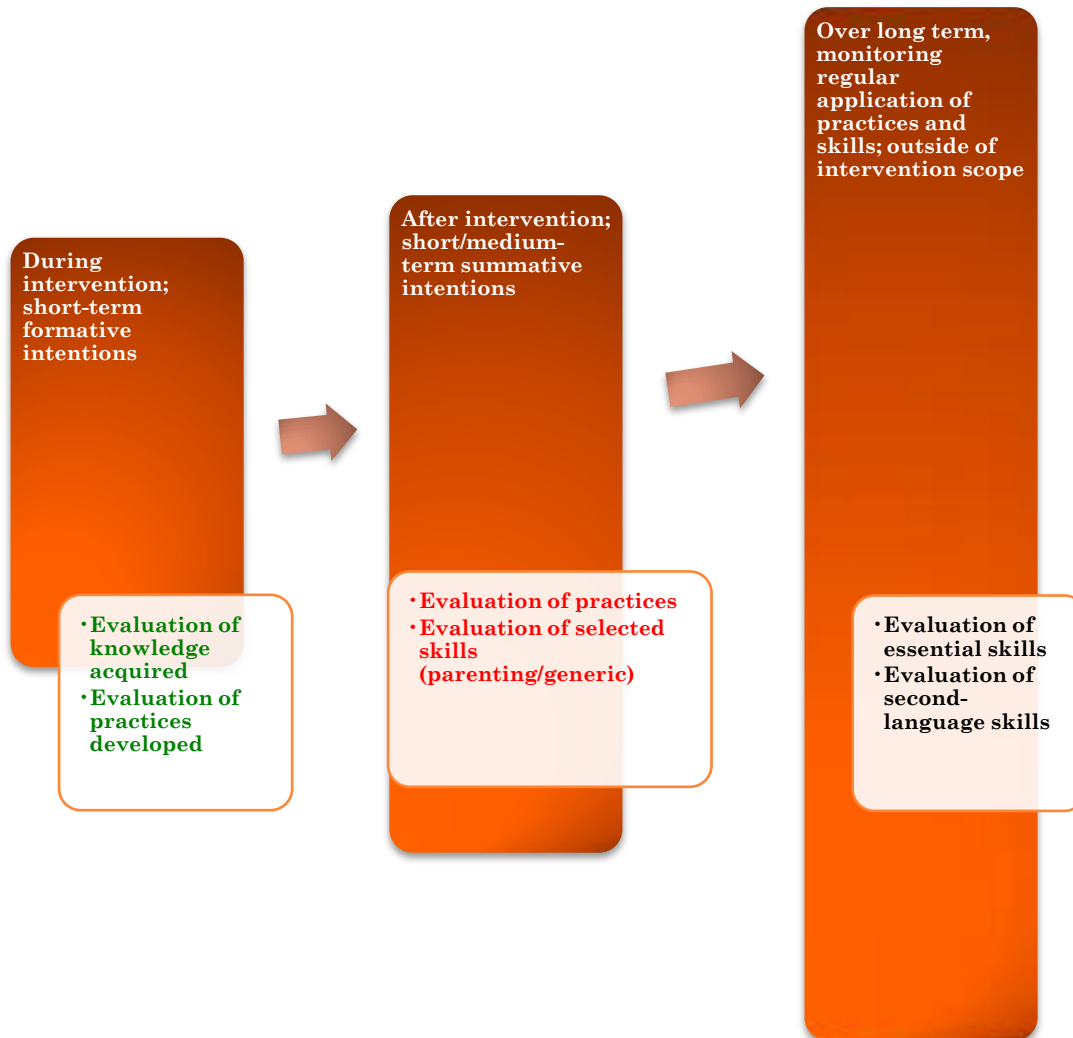
The third developmental level consists of skills requiring development. In the parent/family context, we divide these skills into four categories: parenting skills, generic skills, essential skills and second-language skills (see table in Section 3). Given the relatively generic nature of these “soft skills,” we find that the first two types of skills – parenting and generic – can be developed over the relatively short, medium or even long term. The two other types of skills – essential and second-language – typically develop over the medium to long term with regular use. Assessment of these skills is challenging but possible as part of periodic short-term interventions with parents. Research has tended to demonstrate that development of these “hard skills” frequently comes with the regular use of their associated practices over a relatively extended period.

“Multiple skills: There are many definitions for the concept of skills. In the Entre parents model, multiple skills are defined as a body of knowledge, know-how (applied knowledge as well as reflexive, practical and relational behaviours), self-awareness (attitudes and behaviours with oneself and others) and socialization skills (as part of a family and of society) that is acquired and adapted in order to perform tasks and fulfil responsibilities in specific situations in daily life at home, in the workplace and in social and community life. A skill is not deemed complete until it has been applied in contexts from day-to-day life.” (Vautour 2012) (translation)

4.2 Evaluating the success of interventions: assessing skills, practices or knowledge?

Considering the nature of the *knowledge* to be acquired and of the *practices* and *skills* to be developed, it is important to devise strategies for assessing the learning process and outcomes that are realistic and achievable within a reasonable time frame as well as in line with the nature of the interventions among parents. Skills development interventions among parents in this regard are frequently short-term and performed on a volunteer, part-time basis and within a limited number of learning hours. Under these circumstances, it is unlikely that conditions will allow for observation of significant progress with respect to the latter two skill categories in terms of recognized performance criteria (e.g., levels on the scale of the essential skills framework, changes in second-language skill levels).

Against this backdrop, a sound assessment strategy would be designed with a focus on observing changes in the practices followed by parent learners in order to gauge the development of parenting and generic skills both in the learning environment (self-evaluation, peer evaluation, evaluation by mentor/facilitator) and in the family environment (self-evaluation, evaluation by children).



With this in mind, the focus of interest in assessment of outcomes in parents and, by extension, of a program's success should not be essential skills, at risk of deviating from current trends in family literacy. Essential skills are certainly important and need to be taken into account when developing effective learning strategies with the objective of adjusting to the literacy level of the parent learners. However, we do not believe that they should be the ultimate focal point. On the one hand, their development takes place over the long term and frequently outside of the scope of interventions among parents. On the other, they are not part of a strategic and

imperative learning process in terms of improving parenting functions within a realistic time frame. They should consequently be assessed over the long term and, where possible, within a different framework.

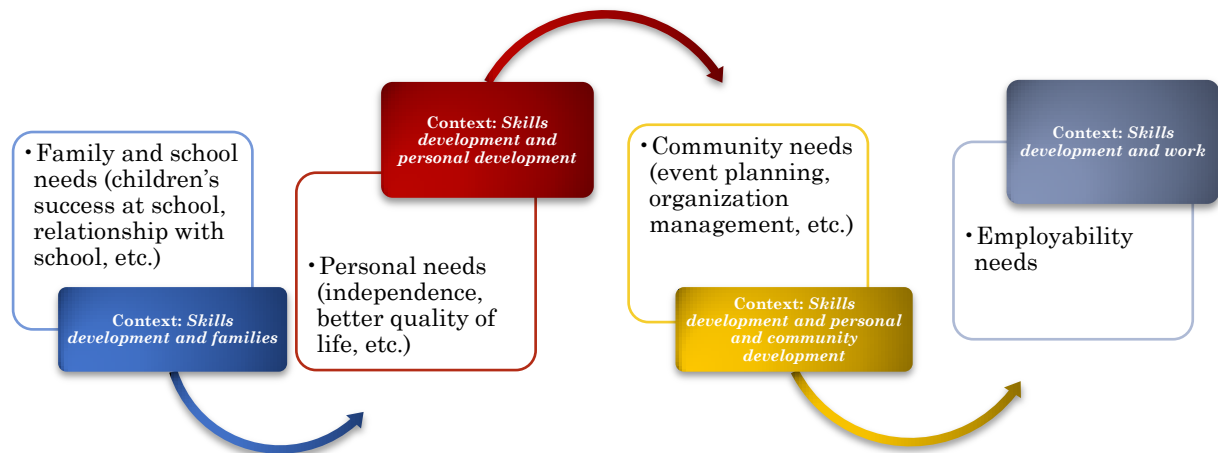
4.3 Potential of evolving intentions in skills development among adults in Newfoundland and Labrador

Based on research data, interventions among parents in a context of parenting skills development appear to make a good starting point. Need in this area appears to be consistent across all Francophone regions, making it easier to put educational resources in place for implementing interventions of this nature.

However, these types of interventions may reveal additional other needs in terms of skills development. Adults who have participated in any significant learning experience and are looking to start by developing their parenting skills will doubtless have an interest in developing other types of skills to meet additional needs, especially where skills learned in a context of parenting development are frequently transferable to new contexts (e.g., the workplace).

The following diagram depicts the possible evolution of skills development contexts through which an adult learner might pass on a learning continuum. The order of these contexts is not linear, as any of these contexts could change places with another.

Diagram illustrating the possible evolution of parental intentions in relation to skills development (possible paths)



Vautour (2012) speaks of the impact of the learning path in the family setting on other areas of parents' lives:

“Although the primary target of this community is continuous learning in the family and community settings, the associated activities can also have impact on parents' learning in the workplace based on the outcomes of the pilot project.”
(Vautour 2012) (translation)

Bisson (2009), meanwhile, proposes organizing interventions for parents around three main objectives – family, work and community involvement – each associated with different skills development contexts:

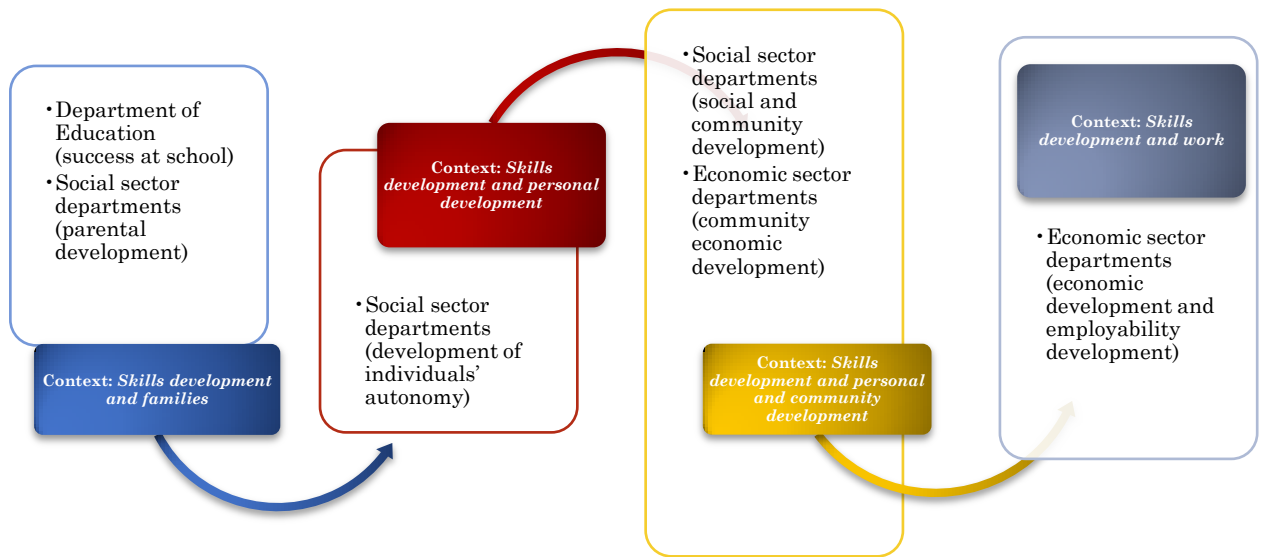
“The purpose here is not to revisit the recognized performance indicators for literacy initiatives, such as reading skills, comprehension levels, learner progression, and so on. The performance indicators we propose for this family literacy project are instead organized around the three main objectives of the Office of Literacy and Essential Skills. Proposed programs in family literacy for immigrants and refugees need to increase the capacity of this group's members for contributing within their respective families... Proposed programs in family literacy for immigrants and refugees need to assist in building their capacity for finding a job or otherwise finding success in the labour market... Proposed programs in family literacy for immigrants and refugees need to assist in

building their capacity for participating in their communities... If the Pluri-elles project continues beyond 2013, it could plan for ways to track the cohort taking part in this initial experiment to determine the longer-term impact of programs on the families.” (Bisson 2009) (translation)

Strategic Funding Strategies

It is advantageous to situate the interventions in ***specific skills development contexts*** insofar as this makes it easier to clearly define the skill profile to be identified in target clients; for example, strategic parenting skills for parents, digital technology skills for seniors or employability skills for job seekers.

It also makes it easier to identify and mobilize key actors or partners (school boards, seniors’ associations, employment services organizations) and appropriate funding sources (see following diagram). According to Vautour (2012), “*These sectors could include education (school system and adult education), early childhood development (day care facilities, family resource centres, early intervention), the economy (economic councils and entrepreneurs such as booksellers), culture, public services (libraries, social services), public authorities and community development (parents’ associations, literacy coalition, anti-poverty groups)*” (translation). In so doing, each of these sectors can more easily provide support for skills development contexts related more closely to their respective mandates and their natural client groups.



Section 5: Implementation of Andragogical Constructions

5.1 Presentation of various strategic andragogical components meeting the needs of Francophone parents in Newfoundland and Labrador

The purpose of this section is to translate the theoretical, generic components of the model into more practical andragogical components and, in some cases, to propose ideas for possible applications among Francophone parents in Newfoundland and Labrador.



Presentation of andragogical components and ideas for possible applications:

- **Short-term interventions relating directly to parenting tasks/functions**

This component is based on possible solutions suggested by the various project participants. It has been established that intervention planning needs to take reasonable time frames into account. The training offered to adults is frequently too long taking their reality into account. It is therefore important to aim for shorter time frames with training relating directly to parenting tasks and functions. Since the time factor is crucial for adult participants seeking to improve their skills, this aspect must be taken into account from the start when planning andragogical constructions.

- **Skills targeted according to the needs of learners**

Insofar as the aim of this model is to address the needs of parents, it is essential to pay close attention to the needs they have expressed and incorporate these needs into interventions targeting skills development. This component involves a needs assessment in terms of skills requiring development by the participants in relation to parenting tasks and functions. The purpose of analyzing these needs is to create a reasonably accurate profile of individuals' needs with respect to skills and practices requiring development to improve their parenting and other skills. Learning activities are then developed based on these needs before and during implementation of the learning approach.

- **Focused on development of multiple types of skills**

The main objective of the learning activities making up the andragogical constructions is to develop parenting tasks and functions potentially representing the most urgent needs in the opinion of the parents. This component requires development of multiple skills, including parenting skills. Generic skills, essential skills and second-language skills may be targeted strategically and, in this manner, support the development of parenting skills. Parenting skills thus constitute the core of the intervention. In these contexts, development of other types of skills is complementary to the development of parenting skills and is imperative for adults with lower literacy skills. In some contexts, however, generic skills may also be classified as parenting skills. The parenting tasks and functions activated in interactional contexts also involve the use of so-called generic skills.

- **Based first and foremost on internal and family resources; the child plays a teaching role**

The primary target of the interventions is the family unit, and in this regard, both parents and children are actors in the learning process. The parents are seeking to increase their capacity for performing their parenting tasks and functions in order to effectively fulfil their roles as the first educators of their children. The children, meanwhile, may occasionally play a teaching role to their parents in certain contexts (e.g., development of French-language skills in exogamous families).

- **Non-formal, informal method**

By nature, this model is non-formal. The delivery methods used are configured and organized in the form of structured workshops and/or labs but do not necessarily lead to any formal certification or other recognition. The learning activities must also support self-validation by the participants of the changes occurring within them. This method can also be classified as informal. Although its purpose is to assist in the development of parenting tasks and functions, it is also hoped that participants will gain confidence and awareness in relation to their worth and abilities and that they will be successful in transposing their newly acquired skills into other parts of their personal, social and professional lives.

- **Andragogical approach promoting transfer of learning**

This component proposes an andragogical approach designed to include teaching through workshops and/or projects, thereby aiming to facilitate the transfer of learning in the family setting. This practice enables the real-time acquisition and development of skills, but on a more practical basis. This component highlights the fact that the use of hands-on workshops, simulations and scenarios places greater focus on transfer of the learning achieved with a view to supporting development of the target skills in real, interactive contexts within the family. This component promotes the development of skills through action and through interaction between the participants, who can see the relevant practices and skills in action and supporting the ongoing improvement of their parenting tasks and functions. The interventions target the strategic development of parenting skills through the use of projects, labs and workshops relating directly to parenting functions. In this manner, the approach builds on andragogical methods focused first on developing parenting and generic skills before addressing essential and second-language skills more indirectly.

- **Intention: to develop a culture of learning among parents**

This component involves fostering parents' desire to learn while also increasing their capacity for learning. Special importance is placed on developing generic/essential skills referred to as continuous learning ("learning to learn"). Its aim is to dispel the popular misconception among lower-literacy adults that learning is difficult but also a necessary evil. A culture of learning involves opening up the lines of communication between individuals.

- **Rallying personal development and sense of community**

By targeting the development of parenting skills, a focus is placed on parents who are willing, available and seeking to improve their interpersonal and intrapersonal skills, which are perceived in the model as crucial skills. The natural extension of this approach leads to development of various types of skills (including essential and second-language skills), potentially helping to meet broader needs at the community level. This approach helps to foster a sense of community and inevitably reduces problems in terms of cultural isolation.

- **Emphasis placed on learning and developing parenting practices rather than on performance/ability measurement**

This component targets establishing a climate of trust among the participants. The purpose of the interventions is to improve parenting tasks and functions with a focus on quality family life. In the model at hand, measurements of performance or ability in relation to designated skills (e.g., measurement of performance in essential skills on entrance and exit) are not a priority. Instead, the learning process targets parental and personal development with family quality of life in mind. In turn, this approach has a positive impact in terms of the application of practices and skills within the family and in life in general. The aim of the interventions is to modify certain intrinsic aspects (of self-awareness in particular) in parents. The outcomes are observable in extrinsic expression in both the learning environment and the family setting (such as educational helping relationship practices with the child and literacy practices with the child).

- **Interventions targeting the development of parenting functions and, in turn, personal development**

This component aims to increase adults' effectiveness at performing their parenting tasks and functions and involves the use of interventions also targeting positive impact in terms of personal development. It is hoped that by focusing on the adults' needs and on their parental and personal development, the benefits of the learning process will extend systematically to other parts of their lives.

- **Needs targeted: development of multiple skills under the umbrella of parenting skills**

The recognition of parenting skills as such by the parents helps to legitimize the intervention for them. The development of parenting skills and their recognition as such by the parents, along with the strategic development of generic, essential and second-language skills, contributes to the process of continuous improvement of parenting functions. Under the umbrella of parenting skills, the other types of skills also required in order to perform parenting functions are incorporated strategically into the learning activities. However, the emphasis is always placed on parenting skills; the other types of skills can then also be incorporated with the goal of supporting or complementing these parenting skills. That said, in the model at hand, essential, generic and second-language skills are just as important in terms of supporting the majority of parenting tasks and functions but are not always recognized formally by the targeted parents.

5.2 How do these andragogical components meet the needs identified during analysis of the environment (first component of the model)?

The purpose of this integrated model is to meet people's development needs while maintaining certain flexibility. The model combines human development with a pragmatic approach within a dynamic fostering the individual's desire to learn. The organization of activities involves listening to and understanding the needs expressed by parents with a view to creating learning situations that generate observable benefits in relation to parenting tasks and functions and emancipation of parent and child. In this way, the model meets parents' learning needs while also fostering a dynamic of continuous learning. It consequently aims to improve parents' quality of life not only within their families but throughout all parts of their lives. Their desire to interact with their children, their motivation to learn and develop their skills should become more pronounced.

This model also proposes learning situations that take into account the various types of knowledge requiring activation with a particular focus on self-awareness to achieve strategic development of interactional parenting and generic skills. We find these skills to be imperative with a view to fostering a healthy family climate and maintaining open communication. Moreover, this model seeks to gradually dispel any fears that some lower-literacy parents may have about learning, thereby making them more open to the development of key competencies.

Although the focus of the interventions may be skills classified as parenting skills, the strategies must also involve the development of essential, generic and second-language skills. As the survey demonstrates, parents also have significant needs in terms of these other types of skills. The respondents indicated clearly the importance of incorporating these types of skills into the interventions.

The outcomes of analysis of the environment also show that the majority of parents are concerned about gaining rapid access to tangible learning outcomes. Insofar as the main objective is to develop parenting skills with a strategic focus on other types of skills, this model effectively prepares parents for improving their parenting skills within a relatively short time frame. The interventions taking the form of workshops or labs further highlight the tangible nature of skill integration over the short term. Against this backdrop, the development of skills is systematically observable by the participants. With its strong focus on practical and interactive aspects throughout the learning process, the recommended andragogical approach supports ongoing, strategic give-and-take between a more abstract context (the learning environment) and an

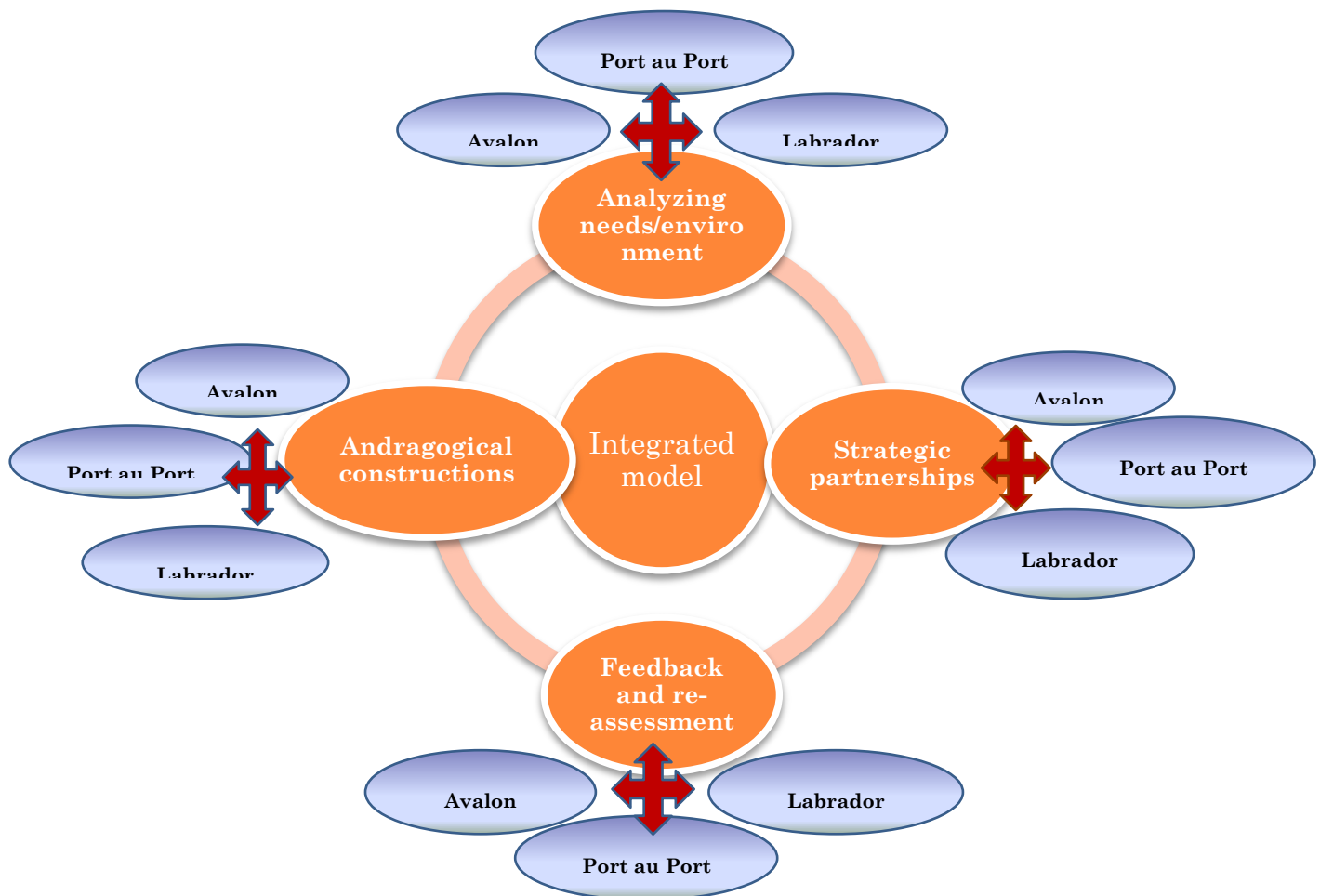
action-oriented, practical context (the family environment), both environments being necessary for development of practices and skills.

It is to be noted that this model is based on the notion of continuous learning. Short-term measurement of performance or ability is not a priority.

Section 6: Andragogical Constructions by Region Based on Parents' Needs

In this section, the andragogical approach of the proposed model is explored in terms of better understanding and planning its potential application in Newfoundland and Labrador.

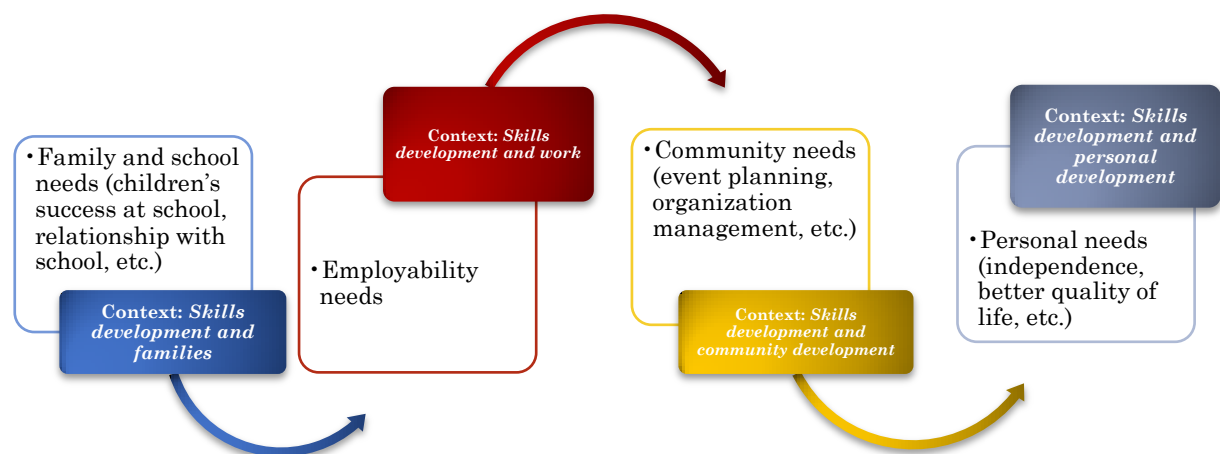
Perspectives are proposed for analyzing and better understanding the data collected and recorded during Part 1 of the project. Potential responses to the needs identified are also presented. Ideas are then suggested for andragogical constructions that incorporate the model's various components into the potential interventions designed for Francophone adults in Newfoundland and Labrador.



6.1 Response to multiple specific regional needs in various skills development contexts

The following diagram was originally presented in the preceding section to illustrate our classification of the various skills development contexts potentially found in a given community. The diagram also depicts the possible evolution of adult learners along a learning continuum, that is, movement from one context to another in accordance with their changing needs. Based on the needs assessment conducted in Part 1 of this project, Francophone adults in all regions of Newfoundland and Labrador expressed a desire to meet their family needs (skills and family). However, some respondents also expressed needs in relation to employability (skills and work), managing community organizations (skills and community development) and personal aspects (skills and personal development).

Diagram illustrating the evolution of intentions in relation to skills development (possible paths) in adults within a continuum of learning



From the perspective of a continuum of learning, it would appear wise to base the planning process for interventions among Francophone adults in Newfoundland and Labrador on the existence of more than one skills development context. This leads to the following question: is it more logical to treat multiple skills development contexts in a linear fashion, planning one intervention to meet needs arising in the family context, then another intervention to meet needs in the workplace, and so on? Or, is it more advantageous to simultaneously address all needs in multiple contexts (e.g.,

family needs and community needs, or family needs and employability needs) with a single intervention?

These two approaches would differ in terms of the types of specialized skills requiring development (e.g., parenting skills versus employability skills) and the resulting skill profiles based on the needs and contexts targeted by the intervention. What status will be assigned to the essential generic and second-language skills supporting the acquisition of specialized skills? That said, both approaches to design and planning (treating contexts in either a linear or a simultaneous fashion) are possible, and the latter may even be preferable in some situations. However, for reasons of clarity and relative simplicity in the presentation of andragogical constructions, we will adopt a linear, sequential approach.

To this end, we propose a looping process whose key components are identified at the time of designing the andragogical constructions.

Loop-based planning of the andragogical components of interventions



This entire process is developed in response to the needs expressed during analysis of the environment. Its purpose is to enable definition of the skills development contexts that most effectively meet the needs regarded as having highest priority for the adults

in a community. Based on this context, the tasks and functions that the learners have to perform are then identified. The various types of skill profiles are then developed to support the performance of these tasks and functions. This facilitates the task for practitioners, before and during an intervention, of identifying the practices and knowledge that the adults will have to learn in order to ultimately meet their needs.

The following subsections explore the implementation of this looping process to provide an idea of how this approach to skills development might be applied to each region in Newfoundland and Labrador. The regions were selected based on certain needs expressed during Part 1 of this research project. Over the medium term, it will doubtless be necessary to address more than one skills development context in each region. In the interest of brevity, however, we have opted to study only one context per region for the purpose at hand. Moreover, the descriptions offered are exploratory only and subject to further discussion and subsequent validation in conjunction with front-line practitioners. We explore a different context for each region so that each description can serve as a starting point for designing similar interventions in the other regions, since the contexts are to a certain extent transferable and can be adapted to the unique needs of each region.

6.2 Port au Port region

6.2.1 Needs assessment among adult learners and strategic partnerships in the Port au Port region

A preliminary analysis of the environment, or needs assessment among Francophone adults in Newfoundland and Labrador, was undertaken under the auspices of Part 1 of this research project. The key elements of the first two components of the proposed model are reviewed here to highlight points of analysis in relation to Francophone adults in the Port au Port region. To this end, we have used the data collected during Part 1 of the project to identify possible responses to certain questions based on the model in an effort to guide the reflection process for practitioners. The responses to these key questions are based on the sociodemographic profile, the outcomes of the survey of parents and regional consultations with stakeholder organizations. They can be used to develop andragogical constructions in the Port au Port region.

What is the education profile of the members of the community?

Adults in the Port au Port region have reached a lower level of education than adults in other Francophone regions in Newfoundland and Labrador. The percentage of university graduates is higher among Francophones than Anglophones in the region. However, the percentage of adults without a university degree is also significantly higher than for the province as a whole. The percentage of adults with a high school, trade school or college diploma is also much lower in this region than for the province as a whole.

What are the needs of lower-literacy adults in the community?

In the Port au Port region, 80% of respondents indicated that they had literacy needs. Parents preferred non-traditional family literacy activities. Besides literacy, adults noted that they needed to develop skills in the following additional areas: computer use, basic conversation skills, yoga / relaxation, budgeting, understanding the news, volunteering and project management. One of the needs most frequently mentioned was the need for refrancization.

What types of psychosocial, institutional or structural barriers do low-literacy adults in the community face (e.g., transportation, child care, local availability of programs, local recognition of learning)?

According to local respondents, people in the Port au Port region have a long tradition of rarely travelling outside of their communities to seek out activities or services. In addition, joint activities between the two schools are infrequent due to transportation challenges and limited financial resources. It is to be noted that the road between Mainland and Cape St. George was only built in 1995, before which time these communities were even more isolated. Immersion trips (for adults and/or students) outside of the region also pose challenges in terms of financial resources and distances. In addition, children of Charter rights parents have access to education in French, but their parents are not equipped to support their educational development because the parents also need training. The high proportion of exogamous families makes it necessary to do activities in both languages. The lack of a strong FFTNL presence in the region was also noted.

Analyzing the cultural context

What is the local profile of the Francophone community?

The population of the Port au Port region is aging. English is the language mainly spoken at home. By 2006, the gap in average earnings between Francophones and Anglophones had narrowed, as Francophones had caught up somewhat. The dominant occupations in the region were health care and social assistance, retail trade and educational services, trades, transport and equipment operators, business, finance and administration, sales and service, and occupations unique to primary industry (commercial fishing, subsistence farming and logging).

Although the region's population has some Francophone and Acadian roots, the majority of people, Francophone and Anglophone alike, have Métis origins. Those officially recognized as Métis (*Certificate of Indian Status*) have access to certain benefits, including financial support for basic literacy and postsecondary training. (References: *Qalipu Mi'kmaq First Nation Band* <http://qalipu.ca/> and office in St. George's in the Port au Port Peninsula.)

What role does English play in the community?

English is widely spoken in households in the Port au Port region. Parents are more at ease reading and writing in English.

What community and educational resources are available to adult learners who might be interested in the creation of adapted andragogical interventions?

The Port au Port region has the following resources:

- Centre scolaire et communautaire Sainte-Anne in Mainland (K-12)
- École Notre-Dame-du-Cap in Cape St. George (K-9)
- French-language library at Centre scolaire et communautaire Sainte-Anne in Mainland
- Early childhood services in Mainland and Cape St. George
- Regional community development organization (ARCO) and cultural activities
- Cultural development organizations in all three main communities of Mainland, Cape St. George and Black Duck Brook
- Parents' committees in Mainland and Cape St. George
- An RDÉE TNL officer
- *Le Gaboteur* (for promotional activities, etc.)
- Radio-Canada radio

- Satellite and Radio-Canada television
- Community radio: station (Rafale FM) not currently operational
- HealthLine service
- Health care services

What is the history of collaboration between organizations?

For several years, ARCO (with support from CNA, Stephenville campus) offered literacy courses in the Port au Port region. However, these courses were stopped approximately three years ago. According to ARCO and other local stakeholders, the courses proved unfeasible because they did not draw enough people. According to ARCO, the collaboration with CNA also posed certain challenges since CNA does not have any French-language administrative staff or instructors. Practitioners would prefer to have the CSFP and FFTNL take on a greater role to reduce the dependency on CNA.

How can we maximize the use of existing resources in a given area in order to offer quality, affordable training to learners with lower literacy skills?

The stakeholders in the Port au Port region suggested expanding the mandate of the province's Francophone school board to add a literacy and skills development component. The CSFP could also potentially provide the community access to its school facilities for adult training activities.

How could I learn more about their needs (e.g., meetings with adults, focus groups)?

All three regions confirm that efforts in this area have already started through the surveys and consultations under the current project. After establishing partnerships and identifying targets, needs will have to be reviewed in greater detail. This may take place in consultation with the partners and target clients as required.

6.2.2 Skills development contexts that meet the needs identified among Francophone adults in the Port au Port region

I- First step in the design loop: Identify the context and associated tasks and functions (at start of process)

- Needs to be met: family and school needs (children's success at school, relationship with the school, etc.).
- Context: skills development and family support.

- Associated tasks and functions: any parenting task arising from the following functions: nurturing (emotionally and intellectually), guiding, protecting and controlling the child.

II- Second step in the design loop: Define the skills requiring development to support the parenting tasks and functions (at start of process)

Early on in the planning process, it is essential to compile an exhaustive list of all types of skills targeted by the intervention for development taking into account the target clients' needs and the *family* context. To this end, practitioners need to question which skills the intervention aims to develop in the targeted adults with regard to their needs for performing their parenting tasks and functions. Also, what role will parenting skills, generic skills, second-language skills or essential skills play in meeting the needs identified? When defining the skills requiring development, it is also important to take into account the need for the intervention to take place within a realistic, frequently short-term, time frame and on a voluntary basis.

A- Skills specific to parenting tasks and functions

Parenting skills

Parenting skills need to be identified using two information sources: 1) a parenting skills matrix such as the one provided in Section 3; and 2) the professional expertise of the practitioners.

Generic skills

A number of generic skills will be identified as important to develop based on the interactional nature of the parenting tasks and functions. These skills include self-confidence, ability to trust others, ability to communicate, self-control, sense of responsibility, interpersonal skills, sense of observation, leadership and ability to learn from one's experiences. Since these skills are closely linked to action and interaction, they could be targeted by interactional learning activities under the auspices of learning initiatives.

B- Literacy-related skills

The literacy-related skills targeted by the intervention are to be prioritized according to the nature of the parenting skills defined. In addition to effectively preparing the learners for a structured learning approach, literacy-related skills help to provide strategic support for development of the specialized skills targeted throughout the intervention period.

Essential skills

Special attention could be given to the essential skills “reading texts” and “document use” since by definition, certain parenting functions (guiding, to help with homework, or protecting, to maintain positive interactions with the school environment) require the use of printed materials (instructions, guides, other school documents, etc.). Relatively lesser importance is placed on more traditional essential skills such as numeracy and writing in light of their limited use in relation to parenting tasks (with the exception of helping with homework). Greater importance, however, can be placed on the “oral communication” skill, since maintaining family relationships requires a high degree of co-operation and collaboration. A technology component (introduction) will no doubt be developed in order to trigger or maintain development of this skill, which has become a prerequisite in all areas of family life and life in general.

Second-language skills

These skills relate to the acquisition of strategic elements of a second language that enable an adult learner to perform tasks or functions requiring the use of a language of communication other than his or her first language.⁴⁶ These types of skills can prove necessary for a number of families in the Port au Port region in order for parents whose first language is no longer (for Charter rights parents) or is not (exogamous families) French to perform parenting tasks and functions with their children.

⁴⁶ First language is not to be confused with mother tongue, which may not be the same language in certain contexts. In the Port au Port region, parents' first language is not always the same as their mother tongue (e.g., for Charter rights parents).

For some parents whose first language is not, or is no longer, French, our interventions aim to support their strategic acquisition of certain functional aspects of their second language, this being the children's language of instruction for the purpose at hand. This type of learning takes place alongside development of the other types of skills. All training must take place in the children's language of instruction in a context in which parents have an opportunity to develop their second-language skills at the same time as they develop their other skills. In this manner, parents and their children consciously share the "trainer" role.

*"Family literacy programs in some Francophone minority settings support the refrancization of Francophones seeking to relearn their mother tongue in order to more effectively support their children attending French-language schools."
(Brunet 2009) (translation)*

III- Third step in the design loop: Define best practices for supporting parenting skills (at start of process and throughout intervention)

Third, we find it important to establish the "practices" to be developed. In the parent/family context, these practices can be divided into two categories: literacy practices followed by parents with their children (e.g., reading stories to children, making the grocery list with a child) and educational helping relationship practices of all types with children (e.g., helping with homework, encouraging and stimulating children's interests, being attentive, meeting with school staff when appropriate).

Examples of literacy practices to be developed as a family

- Practices for reading with the children (e.g., reading stories).
- Practices for writing with the children (e.g., making a grocery list).
- Practices for using printed documents with the children (e.g., completing a form for school).
- Practices for using digital technologies with the children.
- Practices for using numeracy with the children (e.g., estimating the cost of a vacation trip).
- etc.

Examples of educational helping relationship practices to be developed as a family

- Encouraging opportunities for dialogue with the children.
- Encouraging the children's motivation at school or concerning other important projects.
- Creating interactive activities for the parents and children.
- Taking part in activities to support the children in their school careers (e.g., parent meetings at school).

- Playing an active role in helping the children with their homework.
- Developing activities to promote the use and importance of people's mother tongue and Francophone cultural practices within the family (e.g., watching television as a family, sharing books, playing board games).
- Taking part in activities that help to strengthen ties between the family members.
- etc.

IV- Fourth step in the design loop: Define the knowledge to be learned to support development of parenting practices and skills (at start of process and throughout intervention)

Lastly, we come to the three types of knowledge: “knowledge,” “know-how” and “self-awareness.” These may all be developed over the short term and throughout the intervention. Adults have to learn specialized strategic knowledge in order to develop the practices and skills they need as parents.

Knowledge to be mobilized:

Examples of conventional knowledge to be learned:

Good understanding of the local school system; good understanding of the importance of active listening to support children's development; functional knowledge of the digital technologies making up part of children's school and personal lives; some knowledge of the school vocabulary in French; some understanding of children's developmental stages and psychology; good understanding and recognition of the role of the skills, knowledge and attitudes of adult family members in children's success at school; knowledge of the aspects of the French language that support literacy practices with children; some knowledge of issues relating directly to children's success at school (e.g., early drop-out factors, adolescents' career choices).

Examples of know-how to be learned:

Knowing how to engage children in educational activities and games with their parents; preparing children properly for school; knowing how to obtain and share advice concerning homework and lessons; ability to follow the steps in the active listening approach; ability to follow reading, writing and numeracy practices in order to engage with the children (e.g., helping with homework); ability to parse a school document in French and explain its contents; ability to follow procedures and protocols for using digital technology; ability to mobilize and use the family's

strengths with a view to meeting the needs of its members.

Examples of self-awareness to be learned:

Showing a desire to learn; showing openness to listening to the children in situations where appropriate; showing openness to learning from the children (e.g., language skills); showing confidence to resolve problematic family situations; feeling comfortable in a computerized/digital family environment; showing openness to asking for help when part of a task requires use of the parent's second language or for other tasks; feeling comfortable interacting with the school environment; showing interest and confidence in promoting the use and importance of the French language and Francophone cultural practices within the family; showing openness to gaining a better understanding and knowledge about learning resources relating to the children's well-being and development.

6.3 Labrador region

6.3.1 Needs assessment among adult learners and strategic partnerships in the Labrador region

A preliminary analysis of the environment, or needs assessment among Francophone adults in Newfoundland and Labrador, was undertaken under the auspices of Part 1 of this research project. The key elements of the first two components of the proposed model are reviewed here to highlight points of analysis in relation to analyzing the environment and needs of Francophone adults in the Labrador region. To this end, we have used the data collected during Part 1 of the project to identify possible responses to certain questions based on the model in an effort to guide the reflection process for practitioners. The responses to these key questions are based on the sociodemographic profile, the outcomes of the survey of parents and regional consultations with stakeholder organizations. They can be used to develop andragogical constructions in the Labrador region.

What is the education profile of the members of the community?

Adults in Labrador are better-educated, and the Francophone population has a high proportion of trade school or college graduates.

What are the needs of lower-literacy adults in the community?

In the Labrador region, 50% of respondents indicated that they had literacy needs. Parents preferred non-traditional family literacy activities. Besides literacy, adults noted that they needed to develop skills in the following additional areas: résumé preparation, practice interviews, spoken French skills, yoga / relaxation, budgeting, completing administrative paperwork, self-confidence, leadership training, project management, board operation and preparing minutes.

What types of psychosocial, institutional or structural barriers do low-literacy adults in the community face (e.g., transportation, child care, local availability of programs, local recognition of learning)?

With regard to the Labrador region, the municipalities of Labrador City and HVGB are 600 km apart from one another and have very different demographics. This makes it difficult to design programs on a joint basis. In HVGB, more consideration also needs to be given to Francophiles and Inuit in that region. HVGB has a lack of adequate facilities for community programming in French and no organization and a lack of human resources dedicated to community or cultural development.

Analyzing the cultural context***What is the local profile of the Francophone community?***

Labrador has a significant number of public employees, and HVGB also has a high number of military personnel. Meanwhile, Labrador City is a major mining centre with a significant number of miners with high incomes. Work in that community is a major focus of activity for the adult population. Francophones there are not highly interested in improving their language or other skills except in relation to technical skills they need for their work. The *fly-in, fly-out* of labour weakens people's sense of community. The area does have a parents' committee which is supported by the FPFTNL. The dominant occupations in the region are mining; oil and gas; retail trade; trades, transport and machinery; and sales and service.

What community and educational resources are available to adult learners who might be interested in the creation of adapted andragogical interventions?

The Labrador region has the following resources:

- Centre éducatif l'ENVOL in Labrador City (K-12)
- École Boréale in Happy Valley–Goose Bay (K-7)
- Library services provided in Fermont, Quebec
- Early childhood services in Labrador City and HVGB
- Regional community development organization and cultural activities in Labrador City only
- Parents' committees in Labrador City and HVGB
- An RDÉE TNL officer
- *Le Gaboteur* (for promotional activities, etc.)
- Radio-Canada radio
- Satellite and Radio-Canada television
- Community radio: station not currently operational
- HealthLine service
- Health care services

How could I learn more about their needs (e.g., meetings with adults, focus groups)?

All three regions confirm that efforts in this area have already started through the surveys and consultations under the current project. After establishing partnerships and identifying targets, needs will have to be reviewed in greater detail. This may take place in consultation with the partners and target clients as required.

6.3.2 Skills development contexts that meet the needs identified among Francophone adults in the Labrador region

I- First step in the design loop: Identify the context and associated tasks and functions (at start of process)

- Needs to be met: employability needs (labour market integration and maintenance).
- Context: skills development in the workplace.

- Associated tasks and functions: special attention should be given to tasks relating to employability (creating a résumé, preparing for a job interview, assembling a portfolio, etc.) to facilitate workplace integration for participants.

II- Second step in the design loop: Define the skills requiring development to support the employability tasks and functions targeting workplace integration (at start of process)

First, it is important to compile an exhaustive list of all types of skills targeted by the intervention for development taking into account the target clients' needs and the *work* context. To this end, practitioners need to question which skills the intervention aims to develop in the targeted adults with regard to their needs for performing their workplace tasks and functions. In this example, we have arbitrarily selected a number of employability tasks relating to workplace integration (e.g., preparing for a job interview, planning and creating a résumé, assembling a portfolio) to illustrate the design process. Regardless, what role will specialized skills, generic skills, second-language skills or essential skills play in meeting the employability needs identified? When defining the skills requiring development, it is also important to take into account the need for the intervention to take place within a realistic, frequently short to medium-term, time frame and on a voluntary basis.

A- Skills specific to employability needs

Employability skills

These skills need to be identified using two information sources: 1) a matrix of employability skills (e.g., ability to create a résumé, ability to participate effectively in a job interview, ability to present oneself well, etc.); and 2) the professional expertise of the practitioners.

Generic skills⁴⁷

A number of generic skills will be identified as important to develop based on the interpersonal and intrapersonal nature of the employability tasks. These skills include self-confidence, ability to trust others, ability to communicate, self-control,

⁴⁷ From the perspective of employability and workplace integration, generic skills are imperative. Given their importance in this regard, they are rightfully considered as specialized skills.

sense of responsibility, sense of initiative, ability to work under pressure, interpersonal skills, sense of observation and ability to learn from one's experiences. Since these skills are closely linked to action and interaction, they could be targeted by interactional learning activities under the auspices of learning initiatives.

B- Literacy-related skills

The literacy-related skills targeted by the training project are to be prioritized according to the nature of the employability tasks defined. In addition to effectively preparing the learners for their integration into the workplace, these skills help to provide strategic support for development of the specialized employability skills throughout the training period.

Essential skills

Special attention could be given to the essential skills “oral communication,” “document use” and “digital technology” since by definition, the employability tasks targeted require the use of these skills. Relatively lesser importance is placed on more traditional essential skills such as numeracy and writing in light of their limited use in relation to the tasks identified. Greater importance, however, can be placed on the “oral communication” and “working with others” skills, since organizing work nowadays requires a high degree of co-operation and collaboration. A digital technology component (introduction) will likely be developed in order to trigger or maintain development of this skill, which has become a prerequisite in the labour market.

Second-language skills

These skills relate to the acquisition of strategic elements of a second language that enable an adult learner to perform tasks requiring the use of a language of communication other than his or her first language.⁴⁸ These types of skills can prove necessary for a number of adults in the Labrador region in order to perform tasks requiring use of their second language.

For some adults whose first language is not the working language, our interventions aim to support their strategic acquisition of certain functional aspects of their second language in situations where English is the working language. This type of learning

⁴⁸ First language is not to be confused with mother tongue, which may not be the same language in certain contexts.

takes place alongside development of the other types of skills. All training must take place in the adults' first language in a context in which some learners have an opportunity to develop their second-language skills at the same time as they develop their other skills.

III- Third step in the design loop: Define best practices for supporting parenting skills (at start of process and throughout intervention)

Third, we find it important to establish the “practices” to be developed to support employability skills.

Various practices for developing employability skills

- Practices for reading appropriate materials (e.g., employment opportunities).
- Practices for writing (e.g., maintaining a log of job searches, assembling a portfolio).
- Practices for using printed documents (e.g., completing job applications).
- Practices for using digital technologies (e.g., searching on the Internet, looking for available courses, creating a résumé, assembling a portfolio, etc.).
- Meeting with potential employers.
- Taking part in projects.
- etc.

IV- Fourth step in the design loop: Define the knowledge to be learned to support development of parenting practices and skills (at start of process and throughout intervention)

Lastly, we come to the three types of knowledge: “knowledge,” “know-how” and “self-awareness,” all of which may be developed over the short term and throughout the intervention. Adults have to learn specialized strategic knowledge in order to develop employability practices and skills.

Knowledge to be mobilized:

Examples of conventional knowledge:

Good understanding of the workplace culture; good understanding of the importance of active listening at a job interview (or during any other interactive work-related tasks); functional understanding of the digital technologies used in the workplace; some knowledge of the technical vocabulary used in the workplace; good understanding and recognition of the role of skills, knowledge and attitudes in success

at work; good knowledge of the elements of written French; knowledge of elements of written English to support certain work practices and tasks.

Examples of know-how:

Ability to follow the steps in the active listening approach; ability to parse a technical document and explain its contents; ability to follow procedures and protocols for using digital technology; ability to communicate orally effectively with co-workers and supervisors; ability to write a short text; ability to interact readily with others; ability to follow internal protocols in workplace situations.

Examples of self-awareness:

Showing confidence in interacting with potential employers; feeling comfortable in a computerized/digital work environment; showing openness to asking for help when part of a task requires use of one's second language; feeling comfortable interacting with co-workers; showing interest and confidence in promoting the use and importance of the French language where appropriate; showing openness to gaining a better understanding and knowledge about learning resources relating to employability development; empathizing with customers who are experiencing problems.

6.4 Avalon region

6.4.1 Needs assessment among adult learners and strategic partnerships in the Avalon region

A preliminary analysis of the environment, or needs assessment among Francophone adults in Newfoundland and Labrador, was undertaken under the auspices of Part 1 of this research project. The key elements of the first two components of the proposed model are reviewed here to highlight points of analysis in relation to analyzing the environment and needs of Francophone adults in the Avalon region. To this end, we have used the data collected during Part 1 of the project to identify possible responses to certain questions based on the model in an effort to guide the reflection process for practitioners. The responses to these key questions are based on the sociodemographic profile, the outcomes of the survey of parents and regional consultations with stakeholder organizations. They can be used to develop andragogical constructions in the Avalon region.

What is the education profile of the members of the community?

Adults in the Avalon region are better educated than elsewhere. A significant number of Francophones are university graduates, with the proportion easily exceeding the average for the province as a whole. The percentage of adults with a college diploma is near the provincial average, while the percentage with only a high school diploma is slightly below the provincial average.

What are the needs of lower-literacy adults in the community?

In the Avalon region, 50% of respondents indicated that they had basic literacy needs. Parents preferred non-traditional literacy activities. Besides literacy, adults noted that they needed to develop skills in the following additional areas: computer use, paid apprenticeships, yoga / relaxation, budgeting, volunteering, local Francophone culture, board operation and second-language skills.

What types of psychosocial, institutional or structural barriers do low-literacy adults in the community face (e.g., transportation, child care, local availability of programs, local recognition of learning)?

Francophone schools in the Avalon region face strong competition from local English-language schools. It is difficult to attract Charter rights parents who speak English.

Analyzing the cultural context***What is the local profile of the Francophone community?***

The Avalon region is home to a large number of Francophones from other provinces or even countries. The Francophone community in this region is consequently much more diverse. Many Francophones are from elsewhere, such as the Maritime Provinces, other French-speaking parts of Canada and Saint-Pierre and Miquelon. The dominant occupations in the region are social science, education, government service and religion. In 2005, the average earnings of Francophones in the region were 34% higher than among Anglophones. In 2006, the unemployment rate was lower among Francophones than Anglophones in the St. John's CMA.

What community and educational resources are available to adult learners who might be interested in the creation of adapted andragogical interventions?

The Avalon region has the following resources:

- Centre scolaire et communautaire des Grands-Vents (K-12)
- French-language library at Centre des Grands-Vents in St. John's
- Early childhood services at Centre des Grands-Vents
- Association communautaire francophone de Saint-Jean and cultural activities
- Parents' committees
- RDÉE TNL officer
- Multiple provincial organizations
- Committee of "Les P'tits cerfs-volants" early childhood centre
- Seniors' group
- *Le Gaboteur* (for promotional activities, etc.)
- Radio-Canada radio
- Satellite and Radio-Canada television
- Community radio
- HealthLine service
- Health care services

How could I learn more about their needs (e.g., meetings with adults, focus groups)?

All three regions confirm that efforts in this area have already started through the surveys and consultations under the current project. After establishing partnerships and identifying targets, needs will have to be reviewed in greater detail. This may take place in consultation with the partners and target clients as required.

6.4.2 Skills development contexts that meet the needs identified among Francophone adults in the Avalon region

I- First step in the design loop: Identify the context and associated tasks and functions (at start of process)

- Needs to be met: personal and community needs (computer skills, ability to serve on a board, etc.).
- Context: skills development and personal and community development.
- Associated tasks and functions: any tasks relating to personal or community development needs.

II- Second step in the design loop: Define the skills requiring development to support the parenting tasks and functions (at start of process)

Early on in the planning process, it is essential to compile an exhaustive list of all types of skills targeted by the intervention for development taking into account the target clients' needs and the personal and community development context. To this end, practitioners need to question which skills the intervention aims to develop in the targeted adults with regard to their needs for performing their tasks and functions in this area. Also, what role will generic skills, second-language skills or essential skills play in meeting the needs identified?

Skills specific to tasks and functions relating to personal and community development

Generic skills

These are strategic skills requiring development to support the tasks and functions associated with this context. A number of generic skills will be identified as important to develop based on the interactional nature of the tasks and functions relating to personal and community development. These skills include self-confidence, ability to trust others, ability to communicate, team spirit, self-control, sense of responsibility, interpersonal skills, leadership and ability to learn from one's experiences. Since these skills are closely linked to action and interaction, they could be targeted by interactional learning activities under the auspices of learning initiatives.

Essential skills

Special attention could be given to the essential skills “reading texts” and “document use” since by definition, certain community functions (attending meetings, volunteering) require the use of printed materials. Relatively lesser importance is placed on more traditional essential skills such as numeracy and writing in light of their limited use in relation to the tasks and functions identified. Greater importance, however, can be placed on the “oral communication” skill, since fostering relationships requires a high degree of co-operation and collaboration. A technology component (introduction) will no doubt be developed in order to trigger or maintain development of this skill, which has become a prerequisite in all areas of personal and community life.

Second-language skills

These skills relate to the acquisition of strategic elements of a second language that enable an adult learner to perform tasks requiring the use of a language of communication other than his or her first language.⁴⁹ These types of skills can prove necessary for a number of adults in the Avalon region in order to perform tasks requiring use of their second language.

For some adults whose first language is not the language of public communication, our interventions aim to support their strategic acquisition of certain functional aspects of their second language in situations where English is the language of public communication in the Avalon community. This type of learning takes place alongside development of the other types of skills. All training must take place in the adults’ first language in a context in which some learners have an opportunity to develop their second-language skills at the same time as they develop their other skills.

⁴⁹ First language is not to be confused with mother tongue, which may not be the same language in certain contexts.

III- Third step in the design loop: Define best practices for supporting parenting skills (at start of process and throughout intervention)

Third, we find it important to establish the “practices” to be developed which, in the context of personal and community development, can be divided into two categories: literacy practices related to personal development (e.g., regular use of digital technology) and practices related to community development (e.g., serving effectively on a board of directors, volunteering).

Examples of literacy practices related to personal development

- Practices for reading personal documents (e.g., reading novels).
- Practices for writing various documents (e.g., keeping a personal journal).
- Practices for using printed documents (e.g., responding to surveys).
- Practices for using digital technologies.
- Practices for using numeracy (e.g., establishing a personal budget).
- etc.

Examples of literacy practices related to community development

- Participating effectively in meetings.
- Co-ordinating group activities.
- Taking part in community activities and events (sport events, cultural events, recreational activities).
- Taking part in activities to support a fund-raising campaign.
- Volunteering actively for community events.
- Developing activities to promote the use and importance of people’s mother tongue and Francophone cultural practices at the community level.
- etc.

IV- Fourth step in the design loop: Define the knowledge to be learned to support development of parenting practices and skills (at start of process and throughout intervention)

Lastly, we come to the three types of knowledge: “knowledge,” “know-how” and “self-awareness,” all of which may be developed over the short term and throughout the intervention. Adults have to learn specialized strategic knowledge in order to develop the practices and skills they need.

Knowledge to be mobilized:*Examples of conventional knowledge to be learned:*

Good understanding of local culture; good knowledge of elements of written French; knowledge of elements of the English language to support certain community practices and tasks; good understanding of how organizations function; good understanding of the importance of active listening in order to participate effectively in a group; functional understanding of the digital technologies making up part of personal and community life; knowledge of elements of the French language that support literacy practices; some knowledge of issues directly affecting the community (e.g., economy, transportation, needs of youth).

Examples of know-how to be learned:

Ability to follow the steps in the active listening approach; ability to parse and understand a document and explain its contents; ability to follow procedures and protocols for participating in meetings; ability to communicate orally effectively with colleagues; ability to write a short text; ability to interact readily with others; ability to engage others in community activities; knowing how to obtain and share advice; ability to follow reading, writing and numeracy practices in order to take part in all types of activities; ability to follow procedures and protocols for using digital technologies.

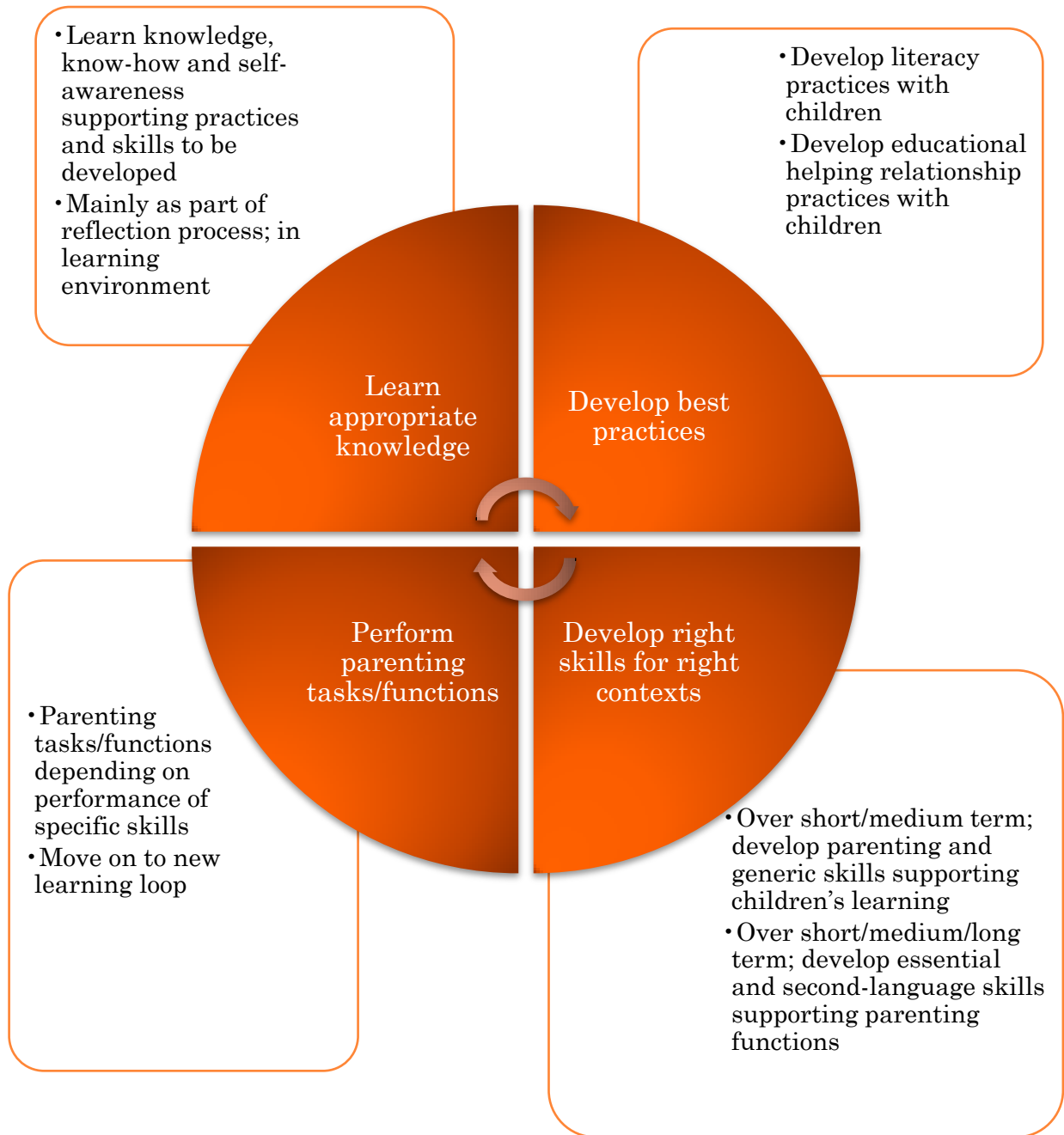
Examples of self-awareness to be learned:

Showing confidence in interacting with others in the community at a public meeting; feeling comfortable in a digital, computerized environment; showing openness to asking for help when part of a task requires use of one's second language; feeling comfortable interacting with others; showing interest and confidence in promoting the use and importance of the French language where appropriate; showing openness to gaining a better understanding and knowledge about community resources; showing empathy toward others; showing a desire to learn; showing the ability to listen actively to others in situations where this is appropriate; showing openness to learning from others; showing confidence in resolving problem situations; showing interest in promoting the French language and Francophone cultural practices in community forums.

6.5 Transfer of learning for learners: reversing the loop

Finally, we have developed a reverse-loop process providing a framework for the andragogical actions supporting each major component of the constructions proposed. This reverse-loop process is used to organize andragogical actions and ensure the successful transfer of learning to the adult learners. This process starts with the smaller elements (learning specialized knowledge) and then moves on to the larger (performing tasks and functions). It runs opposite to the process of designing the components of the andragogical constructions, which starts from the broader perspective (tasks/functions) and then moves on to the more specific design elements (types of knowledge).

This entire process of organizing andragogical actions and interventions is based on the prior planning of andragogical constructions. The intention is therefore to organize knowledge and practices into learning activities that can support development of appropriate skills in response to the needs identified as having highest priority for adults in a community. This facilitates the task for practitioners of planning and implementing learning activities before and during their interventions.





Section 7: Developing Andragogical Constructions by Region Based on Parents' Needs: The Mentoring Approach

7.1 Introduction

A) About Frontier College

Frontier College is a Canada-wide literacy organization founded in 1899. We believe that literacy is a basic right. We work with people to help them develop the skills and self-confidence they need to achieve their full potential and contribute meaningfully to society. We also support other organizations seeking to implement literacy initiatives for their own members.

B) Mandate

Under the auspices of the FFTNL's research project to create a more detailed portrait of the situation and needs of Francophone communities in relation to literacy in order to guide its future actions and those of its partners, the Federation of Francophones of Newfoundland and Labrador has mandated Frontier College to define the role of mentoring in the establishment of skills development models targeting Francophone adults in Newfoundland and Labrador, particularly in the area of parenting skills, and to define the extent to which mentoring practices would be relevant to the reality of Francophone adults in Newfoundland and Labrador.

Naturally, the role of mentoring in the establishment of skills development models for Francophone adults in NL needs to be specified as part of the process of defining and developing andragogical constructions. This is because the role of mentors within an initiative depends largely on needs, the type of andragogical construction developed in response to these needs and the resources available for leveraging by the FFTNL and its partners.

C) Definition of Mentoring

The **mentoring relationship** is characterized by mutual openness, reciprocity, free provision of services and a desire to help others. Developed over the long term, it helps people to navigate personal and professional transitions, promotes self-actualization and contributes to the personal development of both parties involved. Mentoring can take place within the framework of formal programs implemented by organizations seeking to promote this learning mode or as part of personal and professional development. It is most effective when subject to ethical guidelines established in accordance with the ultimate objectives.⁵⁰

As part of a mentoring program implemented in a context of skills development for parents, mentoring takes the form of a purposeful, conscious and voluntary relationship with a focus typically on interpersonal support, guidance, mutual exchange, sharing of knowledge and coaching. The outcomes of the mentoring relationship are beneficial for all parties involved.

Mentoring is performed on a volunteer, i.e., unpaid basis. “Volunteers are individuals who decide freely to offer their services, time, energy and expertise by performing an activity or sharing their skills without any sense of pressure or obligation with a view to assisting another person or organization and seeking in return only the reward, satisfaction and personal fulfilment that comes from work of this nature. No one can be forced or obliged to volunteer. However, the freedom of this act involves a certain sense of responsibility on both sides⁵¹” (translation).

The literature contains frequent references to social or community mentoring. Community mentoring relates to the environment in which the mentoring takes place rather than to the act of mentoring as such⁵². Similarly, social mentoring refers to the environment in which the mentoring takes place – in this case, society.

Transfers relating more specifically to knowledge are often referred to in the literature as tutoring. In the context of the analysis at hand, since the transfer of experience exceeds the bounds of pure knowledge to touch on multiple aspects of the lives of Francophone adults in NL (knowledge, know-how, self-awareness, various practices and skills), the term mentoring is used. This term may refer either to the

⁵⁰ <http://www.mentoratquebec.org/definition-mentorat>

⁵¹ Huard, Ginette. *Bénévole dans un centre d'alphabétisation populaire*. Centre d'action bénévole de la région de Shawinigan et La Cité des Mots, Shawinigan, 2000, page 17.

⁵²

http://www.oqlf.gouv.qc.ca/ressources/bibliotheque/dictionnaires/terminologie_mentorat/mentorat_communaire.html

relationship between two individuals or to the relationship between one individual – the mentor – and a group of people.

7.2 Benefits of mentoring

7.2.1 Benefits of mentoring for the volunteer mentors

The mentoring approach offers numerous benefits to individuals who opt to volunteer as mentors. Once again, in the survey of Francophone families, many parents indicated that they would like to socialize more in French and to develop their skills in terms of organizing activities and events (project management) as well as in relation to family life and employability. Mentoring in the family setting provides a response to all of these needs. Mentors also enjoy the following benefits:

- Access to quality training on intervention in the family setting and implementation of literacy and skills development programs in this context.
- Development and/or application of skills and knowledge in planning and facilitating learning and training activities in the family setting.
- Development and/or application of communication and interpersonal skills.
- Development and/or application of group management and leadership skills.
- Stronger sense of belonging to the Francophone community in NL.
- Involvement in initiatives helping to highlight their role within the community and contributing to the growth and reach of the Francophone community in NL.

Regardless of the model used, mentors working in the area of training and skills development for parents should be screened and advised of their roles and responsibilities. Some of the characteristics sought in mentors working in literacy are as follows:⁵³

- Takes into account the participants' specific needs.
- Acts to facilitate the learning process.
- Respects participants' prior learning.
- Shows empathy and interest toward the participants.

⁵³ Laubach Literacy New Brunswick.

- Shows creativity in adapting activities to the participants' needs.
- Offers constructive comments and feedback.
- Encourages participants to share their impressions.
- Plans structured, well-organized activities.

The mentors do not necessarily need to read and write French perfectly. However, they must be able to serve as models for lifelong learning and to stimulate the participants' desire to learn, which corresponds to the self-awareness component.

7.2.2 Benefits of mentoring for the learners

Based on the regional consultations and the survey of Francophone families, the members of the Francophone community in NL seek better access to non-traditional family literacy activities in French and more opportunities to socialize in French while also developing their skills.

The benefits of effective matching of participants with volunteer mentors are multiple and can meet the needs identified in that they provide the participants flexible, accessible learning scenarios that meet their needs and interests as both individuals and families and are delivered in a relatively non-hierarchical context of exchange between equals.

The participants in a mentoring-based initiative enjoy the following benefits:

- Improved skills and knowledge.
- Increased self-confidence and motivation.
- Stronger sense of belonging to the Francophone community in NL.
- Opportunities to socialize in French.

7.3 Mentoring and design of skills development initiatives for families

Mentoring could prove a highly effective solution for implementing initiatives among families in the context of the Francophone community in NL. This community is small and distributed over four separate regions; no service structure currently exists for skills development among Francophone adults, and the financial resources available are limited.

The use of volunteer mentors has many advantages in relation to implementing activities among families targeting skills development:

- Increases the size of the client group that can potentially be reached: The use of mentoring expands the scope of human resources available for a project, thereby making it possible to reach a greater number of participants, especially in a context where the target client group is small and widely distributed.

Since the Francophone population in NL is widely dispersed over four regions, the mentoring approach could be very useful in meeting the specific needs of communities and individuals seeking to develop their skills.

- Cost: Management of volunteer resources generates certain costs (recruitment, training, wages and monitoring of co-ordinator). However, since the mentors are volunteers, the cost associated with their services is lower than the wage paid to an employee.

In the context of the Francophone community in NL, no service structure exists for Francophone adults, and the financial resources available are very limited. The mentoring approach is a more realistic option from a financial perspective for reaching participants in remote areas since the mentors can be recruited directly in these areas. It is also to be noted that based on the survey of Francophone families, many respondents were open to volunteering.

- Strengthening the sense of belonging to the Francophone community and community spirit: Mentor participation in an initiative and the act of providing support to community peers will promote people's sense of belonging to the Francophone community.

The survey respondents indicated that they wanted to develop their skills in areas such as leadership and project management. They also expressed interest in volunteering within their communities. The mentoring approach could meet these needs while also strengthening the bonds among members of the Francophone community.

7.3.1 Considerations concerning the role of mentoring in developing andragogical constructions in each region

First, it is to be noted that the role of mentoring in development of andragogical practices is bound to vary from one region to the next, since each region has a unique reality and context. Moreover, mentoring is not the response to all learning needs identified in every region. However, mentoring may in some cases be the sole vehicle for transmission of skills or knowledge to learners. It can also be used in conjunction with or in addition to other learning scenarios.

The questions and considerations to be explored in defining the role of mentoring are consequently related to the human and financial resources available, to the learning needs identified in each region, to the types of interventions required and to options for recruiting, training and monitoring mentors and the learners matched to these mentors.

It is important to integrate mentoring by defining its functions and format in relation to each step in andragogical constructions at the regional level.

A pilot project is proposed for the Port au Port region under the auspices of the research at hand. The following section addresses certain considerations in relation to mentoring in that region. It should be noted that many of the considerations cited with respect to the Port au Port region are equally applicable to the other three regions.

7.3.2 Implementation of a mentoring-based initiative for skills development among adults in the Port au Port region

Human and financial resources in the Port au Port region are limited. Distances and isolation pose major challenges to development of models for that region. The need for francization (of exogamous parents) or refrancization (of Charter rights parents) has been identified as a skills development focus requiring attention. Under these circumstances, mentoring, possibly from a distance, constitutes an almost inevitable component in developing andragogical constructions in the region.

However, taking into account the characteristics of the Port au Port region, andragogical constructions incorporating a mentoring component in the traditional sense of the term could prove a significant challenge.

This is because it may be difficult to recruit and manage Francophone mentors in that region, since the adults have lower educational attainment, isolation poses a considerable challenge and English is the language used most often in the home. In addition, the FFTNL has only a limited presence in the region and would not easily be able to support this type of initiative.

Designating one individual to co-ordinate implementation of the constructions/interventions and projects developed is an even more important condition for the success of any mentoring initiatives launched in the Port au Port region. Deployment of the pilot project and all future mentoring projects would require the services of this individual in a paid position. A full or part-time position could be created in this regard to supervise all skills development activities undertaken by the mentors.

The person would follow a well-established structure and oversee the ongoing success of all matches. As such, this co-ordinator will be responsible for recruiting, screening, training and monitoring all mentors. He or she will also be responsible for promoting the initiative or service and for recruiting learners and matching them with mentors based on the outcomes of their needs assessment.

This person will define the mentor role and responsibilities along with the other parameters of the initiative, including the duration of the mentor commitment and their work description. The person will also establish a detailed process for mentor selection, which should include a screening interview and a criminal background and reference check.

The co-ordinator will also be expected to mobilize community resources (schools and other regional resources) with the goal of promoting the skills development project; this activity will support the mentor recruitment process and raise awareness about the initiative among prospective learners.

With regard to mentor recruitment, it will be essential to cover as wide a territory as possible in order to reach all individuals who are interested and available. The most widely used and effective recruitment mechanisms include:

- Word of mouth
- Community newspapers
- Social media
- Websites
- Workplaces
- Schools
- Libraries

Francophone schools in the Port au Port region could serve as sites for mentor recruitment activities, which could also potentially target the parents of students. Other public communication tools in the region can also be used for recruitment purposes. Naturally, word of mouth remains the most effective means of recruiting mentors.

Mentor actions could also touch upon developing second-language skills or other skills and knowledge as defined during development of the andragogical constructions. The mentors will evidently be working to share knowledge and expertise with the learners. Through the nature of their actions, the mentors will also serve as role models for self-awareness to the learners. The informal learning atmosphere offered by the mentors will likely appeal to a greater number of adults.

The content of the mentor training has to be designed to meet the needs identified in the Port au Port region, notably in terms of developing parents' second-language skills and other types of skills. All mentors will need to undergo training before starting their activities. In keeping with best practices, this basic training should be at least one day in length. Insofar as no service structure currently exists for skills development among Francophone adults, the training provided to the mentors will have to be delivered by an organization specializing in this field, such as Frontier College.

It will then be wise to offer periodic refresher training or sharing and brainstorming sessions for the mentors after the start of the mentoring process. These refresher training workshops can be offered on a monthly basis or as required.

7.3.3 Pilot project in the Port au Port region

A pilot project in the Port au Port region would be useful to gauge the feasibility of the skills development model for adults in the region, such as through mentoring. A small number of mentors could be recruited for this purpose either within the region or in another region, for example, the Avalon region, and could work remotely using a technology platform.

Here are some suggestions concerning the implementation of a pilot project in the Port au Port region:

- Hire or otherwise designate a co-ordinator.
- Recruit and select five to 10 mentors either in the Port au Port region or, if necessary, another region.
- Duration of mentor commitment to the pilot project: four to six months.
- Recruit learners in the community with support from partners: local newspapers, community organizations, school, etc.
- Train the mentors in adult education to develop their skills.
- Train the mentors on the appropriate technologies if the mentoring will be provided remotely.
- Match the mentors with learners either one-on-one or in small groups.
- Monitor the progress of all matches on a monthly basis.
- Evaluate the pilot project in consultation with all parties involved: mentors, learners, partners, etc.

The structure and parameters of a pilot project targeting skills development for adults in the Port au Port region have yet to be defined. A consultation process will have to take place first among the various actors potentially involved in the project to determine the feasibility of a pilot project of this type.

7.3.4 Labrador region

This section proposes ideas for possible actions and reflection processes concerning mentoring in the Labrador region. Once again, mentoring appears logical for

implementing the andragogical construction in this region due to limited human and financial resources and the distances involved.

Mentoring is frequently associated with the professional development of individuals taking part in this type of relationship. From the viewpoint of developing skills in order to improve employability, a mentoring program in the Labrador region would be highly appropriate.

Mentor actions could touch upon developing employability skills while working to develop the other skills and knowledge identified during the research phase. The option could also be considered in this region of using andragogical constructions with the mentors working either locally or, via technology platform, remotely. In Happy Valley–Goose Bay, for example, remote mentoring could prove practical due to the region's remote location.

Several issues need to be considered in the Labrador region, such as:

- Working with Aboriginal learners: does the mentoring approach meet the specific needs of these learners? This consideration also applies to the Port au Port region.
- Constant coming and going of workers: how can a mentoring relationship be maintained in this “fly-in, fly-out” environment?
- Could mentoring activities directly at the workplace represent a useful approach for the region?

7.3.5 Avalon region

The concentration of Francophones in the Avalon region is high enough to consider the matching of mentors either with individual learners or small groups of learners. In this manner, it is possible to focus on either personal or community needs. Many survey respondents indicated that they would like to volunteer and become more active in their community; in other words, a pool of potential mentors already exists! Some program participants could conceivably also become mentors at some point. After acquiring and developing their own personal and community skills, they could begin serving as mentors to other participants.

Francophone community resources are more plentiful in the Avalon region, making this region an interesting testing ground for a mentoring approach to skills development.

Also, as mentioned previously, if the decision is made to use remote mentoring in the Labrador or Port au Port regions, then the mentors could be recruited in the Avalon region, where the pool of Francophones is denser and more diverse.

7.4 Recommendations on the role of mentoring in developing andragogical constructions in all three regions

- Appoint an organization such as the FFTNL or the province's Francophone school board to be responsible for development and implementation of the mentoring initiatives to ensure they are sustainable and generate significant benefits as part of training services for adults in a region.
- Consult the various members of the Francophone community to gauge their interest in taking part in mentoring as either participants or mentors.
- Incorporate defining the role of mentors and mentoring under a particular initiative into the design process for the andragogical constructions and intervention model.
- Promote the development of strong partnerships to rally the various actors in the Francophone community around an initiative in order to facilitate the recruitment and management of mentors and participants.
- Work with organizations that have expertise in managing volunteer mentors, such as Frontier College or volunteer action centres (volunteer.ca).
- Address the issue of population dispersion and isolation through use, for example, of recent communication technologies supporting the provision of distance mentoring services.
- Showcase the benefits and positive impact of constructions based on or incorporating mentoring in order to facilitate identification of financial resources, promotion of initiatives or activities, etc.
- Implement a pilot project in mentoring in one region – for the purpose at hand, the Port au Port region.
- Test the success of remote mentoring between the Avalon and Port au Port regions.

7.5 Resources

Frontier College is a Canada-wide literacy organization founded in 1899. Each year, the organization recruits and trains more than 2,500 volunteer tutors/mentors working in literacy through its 350 community partners. Over the years, it has developed extensive expertise in management of volunteer tutors/mentors working in the literacy sector. Frontier College can offer the following resources to the FFTNL and its partners to assist with implementation of skills development initiatives in the family setting or in other contexts:

In addition to training tutors/mentors to provide tutoring/mentoring services to children, teens and adults, Frontier College offers training and consultation to support organizations seeking to implement activities including the following:

- Managing volunteer tutors/mentors.
- Implementing tutoring/mentoring programs for adults either one-on-one or in small groups.
- Conducting needs assessments in adult learners.
- Implementing family literacy programs.
- Implementing homework help programs.
- Implementing distance tutoring/mentoring programs through use of technology platforms.
- Preparing learners to write the General Education Development (GED) test.
- Implementing workplace francization programs.
- Implementing literacy and essential skills programs in the workplace.
- Building community capacity and fostering partnerships at the community level.

Section 8: Recommendations Concerning Part 2

We conclude this part of our research report with a number of recommendations founded on the main research outcomes and resulting findings. We trust that these recommendations will provide inspiration for any future research projects or other initiatives targeting skills development for adults, particularly Francophone adults in Newfoundland and Labrador.

General Recommendations

Recommendation 1: Test the model proposed in this report and evaluate its relevance under the auspices of a pilot project in the Port au Port region following the andragogical constructions adapted to that region.

Recommendation 2: Identify a project co-ordinator and form a working committee responsible for planning, implementing and overseeing the project pilot in the Port au Port region.

Recommendation 3: Take into account the sociocultural context in the Port au Port region when testing the model and andragogical constructions. Detailed analysis of the environment would be appropriate to ensure the relevance of the andragogical constructions developed.

Recommendation 4: Harmonize, wherever possible, the perceptions and beliefs of the Francophone practitioners to help ensure the consistency of the andragogical approaches with the skills development needs of adults (especially those with lower literacy skills) and the needs of the community.

Recommendation 5: Develop a strategy for gaining access to public funding (federal and/or provincial) for responding to the multiple needs of adults in the context of the family, employability or personal or community development.

Recommendation 6: Explore the possibility of gaining access to school infrastructures to support any training or skills development initiatives for Francophone adults in Newfoundland and Labrador. Explore funding options for supporting the school board in this regard.

Recommendation 7: Review best practices in adult training and skills development in diverse contexts. Analyze their relevance and possible incorporation into interventions among the Francophone communities in Newfoundland and Labrador.

Recommendation 8: Focus in particular on studying Aboriginal models and practices in Newfoundland and Labrador in relation to skills development in adults. Analyze their relevance and potential for transfer to interventions among the Francophone communities in Newfoundland and Labrador.

Recommendations Derived from Section 1

Recommendation 9: When designing the andragogical constructions, adopt a positive-discrimination approach to promote recruitment of Francophone adults with lower literacy skills in Newfoundland and Labrador.

Recommendation 10: Focus strategically on families with children entering the school system in order to reach parents in communities where the target of interventions is development of family skills.

Recommendation 11: As part of a field experiment, specifically study the role of family relationships in skills development for parents and the role of children as both trainers and learners.

Recommendation 12: Prepare a reference document setting out the parenting tasks and functions relevant to target clients as well as the skills supporting the effective performance of these tasks and functions.

Recommendations Derived from Section 2

Recommendation 13: An analysis of the environment, or needs assessment among Francophone adults in Newfoundland and Labrador, was undertaken under the auspices of Part 1 of this research project. We recommend implementing processes at the community level for needs assessment. These should have a special focus on needs in terms of skills development and gaining a good understanding of the various local barriers to learning and training that lower-literacy clients may face. It is important to find original and sustainable solutions while providing these learners long-term access to initiatives for developing their skills both at the family level and in other activity sectors within their communities.

Recommendation 14: Under the auspices of Part 1 of this research project, strategic partnerships have already been established at the provincial and regional levels in relation to Francophone adult clients with skills development needs. Some of the intervention strategies for adults propose the use of partnering as a strategic means of meeting the needs identified. Study in greater detail the role of strategic partnerships promoting the development of sound skills in the family context, specifically in adults with lower literacy skills, to better understand the full potential and scope of effective partnering strategies.

Recommendations Derived from Section 3

Recommendation 15: The simultaneous development of basic skills and parenting skills may prove a highly effective strategy for meeting the needs of families. This integrated approach must be guided carefully. Over the medium to long term, it appears important to offer diversified initiatives for skills development to Francophone parents in all regions of Newfoundland and Labrador founded on a skills-based approach.

Recommendation 16: In the current context, stakeholders in adult education would likely benefit from focusing on the strategic development of generic skills to promote the development of other skills identified as important in the family context and from studying in more detail the role of generic skills supporting the development of parenting skills.

Recommendation 17: Investigate further the importance of application strategies in action and in practice; study the possibilities for transfer of theoretical learning to action to support effective development of skills (and other aspects) in the family context.

Recommendation 18: Base preliminary efforts in this regard on informal learning approaches rather than on formal training, the cost and availability of which are frequently problematic.

Recommendations Derived from Section 4

Recommendation 19: Define more clearly and develop a learning evaluation strategy that is relevant to the adult learners, service providers and potential funding entities.

Recommendation 20: Define more clearly and develop a program evaluation strategy that is relevant to the adult learners, service providers and potential funding entities.

Recommendation 21: Investigate further the potential role of parents' practices in relation to their children as subjects of short to medium-term strategic assessment as part of family interventions.

Recommendation 22: Define clearly the skills development contexts for Francophone adults in Newfoundland and Labrador and the strategic funding sources potentially associated with these contexts.

Recommendations Derived from Section 5

Recommendation 23: Use field testing to refine the andragogical constructions, i.e., to better define the relationships between the various components, refine the diagrams depicting the constructions and document their impact on target clients, families and the community.

Recommendations Derived from Section 6

Recommendation 24: Explore the possibility of addressing simultaneously, with a single intervention, needs associated with more than one context (e.g., needs of families in conjunction with community needs or needs of families in conjunction with employability needs).

Recommendation 25: Use field testing to refine the andragogical constructions, i.e., to better describe family relationships in a context of second-language skills development for a parent.

Recommendation 26: Review the practices to be developed by parents, including the types of practices applicable to the family context and the best strategies for developing and evaluating these practices.

Recommendation 27: Use field testing to refine the andragogical constructions, i.e., to better describe the design loops for andragogical constructions and learning transfer loops for learners.

Recommendations Derived from Section 7

Recommendation 28: Appoint an organization such as the FFTNL or the province's Francophone school board to be responsible for development and implementation of the mentoring initiatives to ensure they are sustainable and generate significant benefits as part of training services for adults in a region.

Recommendation 29: Consult the various members of the Francophone community to gauge their interest in taking part in mentoring as either participants or mentors.

Recommendation 30: Define the role of mentors and mentoring under a particular initiative at the start of the design process of the andragogical constructions and intervention model.

Recommendation 31: Promote the development of strong partnerships to rally the various actors in the Francophone community around an initiative in order to facilitate the recruitment and management of mentors and participants.

Recommendation 32: Work with organizations that have expertise in managing volunteer mentors, such as Frontier College or volunteer action centres (volunteer.ca).

Recommendation 33: Address the issue of population dispersion and isolation through use, for example, of recent communication technologies supporting the provision of distance mentoring services.

Recommendation 34: Showcase the benefits and positive impact of constructions based on or incorporating mentoring in order to facilitate identification of financial resources, promotion of initiatives or activities, etc.

Recommendation 35: Implement a pilot project in mentoring in one region – for the purpose at hand, the Port au Port region.

Recommendation 36: Test the success of distance mentoring between the Avalon and Port au Port regions.

Appendices

Appendix A – List of References Consulted for Part 1

	Title	Organization/Author	Topic	Year	Source
1	Towards an Integrated Model to Support the Literacy Development of Francophones in Canada	Fédération canadienne pour l'alphabétisation en français	Model	2011	http://resdac.net/documentation/pdf/modele_version_EN_haute_res.pdf
2	Plateforme pour l'alphabétisation en français en Atlantique : 2010 – 2015	Commission acadienne et francophone pour l'alphabétisation en Atlantique	Strategic plan	2010	http://cafaa.unblog.fr/files/2010/07/cafaaplateformersum.pdf
3	Tous à bord!, rapport final, consultations de la FCAF	Fédération canadienne pour l'alphabétisation en français	Governance study	2010	http://www.fcfa.net/documentation/pdf/consultation_nationale/rapport_final_publicque.pdf
4	2009–2014 Global Development Plan for the Francophone Community of Newfoundland and Labrador	Federation of Francophones of Newfoundland and Labrador	Global development plan	2009	http://www.francotnl.ca/FichiersUpload/Documents/20090427PDG_Communaute_framcophone_TNL_2009_2014_Fr.pdf
5	Profil de la communauté francophone de Terre-Neuve-et-Labrador	Fédération des communautés francophones et acadienne du Canada	Community profile	2009	http://profils.fcfa.ca/user_files/users/44/Media/Newfoundland%20and%20Labrador/terre_neuve_et_labrador.pdf
6	PROFIL COMMUNAUTAIRE 2009 - Communauté francophone et acadienne de l'Ouest du Labrador	RDÉE TNL inc.	Community profile	2009	http://www.francotnl.ca/FichiersUpload/Documents/20090208Profil_Labrador_2009_FINAL.pdf
7	PROFIL COMMUNAUTAIRE 2009 - Communauté francophone et acadienne de la Péninsule de Port-au-Port	RDÉE TNL inc.	Community profile	2009	http://www.francotnl.ca/FichiersUpload/Documents/20090238Profil_Port_au_Port_2009_FINAL.pdf
8	Profil communautaire 2009 - Communauté francophone et	RDÉE TNL inc.	Community profile	2009	http://www.francotnl.ca/FichiersUpload/Documents/20090220Profil_St_Jean_2009_FINAL.pdf

	acadienne de la région métropolitaine de Saint-Jean				9_FINAL.pdf
9	Résultats des discussions du Forum atlantique sur l'alphabétisation francophone	Société Nationale de l'Acadie	Forum report	2008	http://www.snacadie.org/~sna/images/stories/rapport_final_du_forum_atlantique_sur_lalphabtisation_francophone.pdf
10	Hand in Hand: Family Literacy in a Minority Context	Coalition pour l'alphabétisation et la formation de base en Ontario	Model and best practices	2008	http://www.coalition.ca/publications/publications/hand.pdf
11	Apprendre, ça commence à la maison - Guide de pratiques exemplaires en alphabétisation familiale en contexte francophone minoritaire	Fédération canadienne pour l'alphabétisation en français	Best practices	2007	http://www.bdaa.ca/biblio/apprenti/gpe/gpe.pdf
12	Promising Practices in Family Literacy Programs	Vanier Institute of the Family	Best practices	2007	http://www.vanierinstitute.ca/include/get.php?nodeid=741
13	Recension de la recherche sur les interventions en alphabétisation familiale en français	Fédération canadienne pour l'alphabétisation en français	Research inventory	2006	http://www.fcac.net/documentation/pdf/alphafamiliale/recherche/Recension_recherche.pdf
14	Intégration des littératies multiples à une définition de l'alphabétisation familiale en contexte francophone minoritaire	Fédération canadienne pour l'alphabétisation en français	Other	2006	http://www.fcac.net/documentation/pdf/alphafamiliale/Litteratie_multipl es.pdf
15	Répertoire commenté : Matériel d'animation en alphabétisation familiale Groupe de recherche en petite enfance (GRPE)	Faculty of Education, Université de Moncton	Directory	2004	http://www.phac-aspc.gc.ca/hp-ps/dca-dea/publications/lang/pdf/repertoire_commente.pdf

16	International Adult Literacy Survey – The Canadian Component of the 2003 International Adult Literacy and Skills Survey (IALSS): The Situation of Official Language Minorities	Statistics Canada	Monograph	2003	http://www.statcan.gc.ca/pub/89-552-m/89-552-m2006015-eng.pdf
17	Études des besoins en alphabétisation familiale : Familles exogames au Yukon	Service d'orientation et de formation des adultes Yukon	Research report	2010	http://www.afy.yk.ca/secteurs/main/en/index.php?site=sofa
18	Besoins en alphabétisation et compétences essentielles dans les Territoires du Nord-Ouest	Service Alpha TNO de la Fédération franco-ténoise	Research report	2010	http://resdac.net/documentation/pdf/alphafamiliale/resultats/tno.pdf
19	L'alphabétisation familiale et l'immigration en milieu minoritaire au Manitoba	Pluri-elles	Demographic and documentary analysis and suggested follow-up measures		http://resdac.net/documentation/pdf/alphafamiliale/resultats/manitoba.pdf
20	L'alphabétisation familiale axée sur le mentorat bénévole : vers des modèles adaptés à la communauté franco-ténoise	Fédération franco-ténoise	Proposed model	2012	http://resdac.net/documentation/pdf/alphafamiliale/resultats/franco-tenoise.pdf

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Côté, Christian; *Conférence sur les fonctions et les compétences parentales : ce qu'elles sont, comment les identifier, et comment les supporter dans l'intervention*; Journée pédopsychiatrique du Pavillon Roland-Saucier Père et mère : les deux font la paire : rôles et responsabilités parentales, October 27, 2000, Chicoutimi, Quebec.

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Appendix C – List of Experts Consulted⁵⁴ (*Outside of Advisory Committee*)

Name	Title	Organization/Department	Contact Information
Deon Perry	Program Consultant	Department of Education / Adult Learning and Literacy	St. John's, NL 709 729 6860 deonperry@gov.nl.ca
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⁵⁴ See Appendix E for a list of the practitioners consulted at the regional meetings.

Appendix D – Survey Questionnaire



Besoins en alphabétisation familiale - Terre-Neuve-et-Labrador

1. Partie A - Profil du répondant et caractéristiques de la famille

1. Vous demeurez dans la région :

d'Avalon

de Port-au-Port

du Labrador

2.

Êtes-vous une famille?

Qu'est-ce qu'une famille francophone?

Une famille francophone regroupe le/les parent(s) qui est/sont des "parlants français".

Qu'est-ce qu'un couple exogame?

L'exogamie est une relation de couple entre deux personnes de différents groupes culturels et/ ou linguistiques. Pour les fins de cette étude, il s'agit d'une personne qui est francophone et une autre qui est non francophone.

Qu'est-ce qu'une famille immigrante?

Une famille immigrante est une famille avec les deux parents qui sont des immigrants.

Qu'est-ce qu'une famille anglophone ?

Une famille où le/les parents parle(nt) seulement anglais

Francophone Exogame Immigrante Anglophone

3. Le.s répondant.s/la répondante est :

un homme

une femme

un couple

4. Est-ce que vous êtes une famille monoparentale?

- Oui
- Non

5. Quelle est votre situation familiale?

- Marié (e)
- Séparé (e)
- Célibataire
- Divorcé (e)
- Union libre
- Veuf/veuve

6. Parmi les groupes d'âges suivants, lequel décrit mieux la moyenne de votre âge et celui de votre conjoint?

- 18 à 24 ans
- 25 à 34 ans
- 35 à 44 ans
- 45 à 54 ans
- 55 à 64 ans
- Plus de 65 ans

7. Quelle est votre langue maternelle, c'est-à-dire, la première langue que vous avez apprise et que vous maîtrisez encore?

- Français
- Anglais
- Autre

8. Quelle est la langue maternelle de votre conjoint/de l'autre parent?

- Français
- Anglais
- Autre
- Ne s'applique pas

9. Combien d'enfants d'âges préscolaires, scolaires ou postsecondaires résident avec vous?

	0	1	2	3	4	5
Préscolaire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scolaire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Postsecondaire ou autre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Quel est le niveau de scolarité le plus élevé que vous avez atteint?

Moins que la 12e année

Secondaire

Collégial

Universitaire

11. Quel est le plus haut niveau de scolarité atteint par votre conjoint/de l'autre parent?

Moins que la 12e année

Secondaire

Collégial

Universitaire

Ne s'applique pas

2. Partie B - La famille dans son contexte

1. Quelle(s) langue(s) parlez-vous le plus souvent à la maison?

- Toujours le français
- Surtout le français
- Autant le français que l'anglais
- Surtout ou toujours l'anglais
- Autre

2. Quelle(s) langue(s) parlez-vous le plus souvent à votre (vos) enfant(s)?

	Toujours le français	Surtout le français	Autant le français que l'anglais	Surtout ou toujours l'anglais	Autre	Ne s'applique pas
Père	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mère	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autre adulte (s'il y a lieu)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Votre(vos) enfants fréquente(ent) une école de langue française, une école d'immersion ou une école de langue anglaise?

- École de langue française
- École d'immersion
- École de langue anglaise
- Ne s'applique pas

4. Règle générale, quelle importance accordez-vous à l'apprentissage du français dans votre vie?

- Très important
- Important
- Plus ou moins important
- Pas du tout important

5. Règle générale, quelle importance accordez-vous à l'apprentissage du français dans la vie de votre (vos) enfant(s)?

- Très important
- Important
- Plus ou moins important
- Pas du tout important

6. Quels niveaux d'habilités avez-vous en lecture et en écriture?

	Très à l'aise	À l'aise	Peu à l'aise	Aucune connaissance	Ne s'applique pas
Mère - écriture en français	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mère - lecture en français	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mère - écriture en anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mère - lecture en anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Père - écriture en français	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Père - lecture en français	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Père - écriture en anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Père - lecture en anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autre parent/adulte - écriture en français	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autre parent/adulte - lecture en français	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autre parent/adulte - écriture en anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autre parent/adulte - lecture en anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. À la maison, est-ce que les médias de langue française sont écoutés ou lus?

Régulièrement De temps en temps Rarement Jamais

8. Est-ce que vous disposez de matériel d'apprentissage ou de loisirs en français à la maison?

	Beaucoup	Un peu	Très peu	Aucun
Jeux	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Livres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DVD/CD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Est-ce que votre famille participe à des activités culturelles ou communautaires en français?

Régulièrement De temps en temps Rarement Jamais

10. Selon-vous, est-ce qu'il y a suffisamment d'activités culturelles et communautaires en français dans votre région?

Oui
 Non

11. Auriez-vous des suggestions quant à de nouvelles activités culturelles ou communautaires qui pourraient être organisées dans votre région et qui intéresseraient votre famille à y participer?

3. Partie C - Les besoins en alphabétisation

1.

Avez-vous déjà participé à une ou des activité(s) d'alphabétisation en français? Si oui, quels genres d'activités? Si non, pourquoi?

(Une activité d'alphabétisation peut comprendre une activité organisée par la bibliothèque, l'école ou un organisme communautaire dans le but d'améliorer les compétences de lecture en français, un atelier de perfectionnement d'écriture ou de lecture en français, un atelier de courte durée ou un programme de plus longue durée dans le but d'aider les parents à appuyer leur(s) enfant(s) dans ses (leurs) devoirs, etc.)

2. Selon-vous est-ce qu'il est important de nos jours d'acquérir des compétences en lecture, en écriture et en calcul en français?

 Oui Non

3.

Remarques au sujet de l'importance d'acquérir des compétences en lecture, en écriture et en calcul en français.

4. Est-ce que vous considérez que vous avez un(des) besoin(s) afin d'améliorer vos compétences en lecture, en écriture ou en calcul en français?

 Oui Non

6. Seriez-vous intéressé(e) à participer à une activité/un programme d'alphabétisation familiale en français?

 Oui Non Je ne sais pas

7. Il y a plusieurs façons d'appuyer les parents dans le développement de leurs connaissances et compétences afin qu'ils puissent mieux appuyer leurs enfants dans leurs apprentissages. Quelle importance accordez-vous à chacun des éléments suivants?

	Très important	Important	Peu important	Aucunement important	Ne s'applique pas
Encourager la lecture chez mon/mes enfant(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprendre les stades de développement de mon/mes enfant(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Savoir comment raconter des histoires à mon/mes enfant(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soutenir mon/mes enfant(s) dans son cheminement scolaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourager l'utilisation du français oral chez mon/mes enfant(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Améliorer mes propres compétences (à l'oral ou à l'écrit) en français	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Améliorer les compétences (à l'oral ou à l'écrit) en français du conjoint non francophone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Améliorer les compétences (à l'oral ou à l'écrit) en français du conjoint francophone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connaître des activités à faire en français avec mon/mes enfant(s) pour mieux stimuler son développement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connaître les ressources disponibles (trousses, livres, programmes, etc.) en français qui m'aideraient à stimuler le développement de mon enfant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apprendre davantage sur l'histoire et la culture francophone locale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Développer chez l'enfant un sens d'identification à la culture francophone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8.

Parmi les raisons suivantes, veuillez cocher toutes celles dont vous pensez qu'elles pourraient vous motiver à vous inscrire à une activité en alphabétisation familiale?

- Pour me permettre comme parent d'aider mon(mes) enfant(s) avec ses(leurs) devoirs d'école
- Pour découvrir des conseils qui me permettent d'appuyer mon(mes) enfants dans son(leur) apprentissage de la langue française
- Pour transmettre à mon(mes) enfant(s) l'importance d'apprendre en français
- Pour transmettre à mon(mes) enfant(s) l'importance de la culture francophone
- Pour socialiser en français avec d'autres familles

9. Autre(s) raison(s) qui pourrai(en)t vous motiver?

10.

Certains facteurs pourraient vous permettre ou vous encourager à participer à des activités d'alphabétisation familiale tel que le lieu. (Cocher une réponse seulement par lieu ou moyen.)

	Je préfère cette option	Je n'aime pas cette option	Ce n'est pas important	Ne s'applique pas
À l'école	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
À la bibliothèque	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Au centre communautaire/culturel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chez moi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Par l'utilisation de l'informatique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Certains facteurs pourraient vous permettre ou vous encourager à participer à des activités d'alphabétisation familiale. (Un atelier est normalement une activité de courte durée, c'est-à-dire d'une durée d'une heure à quelques heures seulement.)

	Moins d'une heure	Deux heures	Plus de deux heures	Peu importe
La durée de l'atelier?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Certains facteurs pourraient vous permettre ou vous encourager à participer à des activités d'alphabétisation familiale. (Un programme est normalement échelonné sur plusieurs semaines et parfois sur plusieurs mois ou années.)

	Quelques jours seulement	Dix semaines	Quelques mois	Une année ou plus	Peu importe
La durée du programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Le coût d'un atelier offert pourrait être un facteur à considérer dans votre décision d'y participer ou non? Combien seriez-vous prêt à déboursier pour participer à un atelier de courte durée?

0 \$ 10 \$ de 10 \$ à 50 \$ Plus de 50 \$ Peu importe

14. Le coût d'un programme de longue durée offert pourrait être un facteur à considérer dans votre décision d'y participer ou non? Combien seriez-vous prêt à déboursier pour participer à un programme de longue durée?

0 \$ de 50 \$ à 100 \$ de 100 \$ à 500 \$ Plus de 500 \$ Peu importe

15. Certains facteurs pourraient vous permettre ou vous encourager à participer à des activités d'alphabétisation familiale.

	En matinée	En après-midi	En soirée	Peu importe
Le temps de la journée?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Certains facteurs pourraient vous permettre ou vous encourager à participer à des activités d'alphabétisation familiale.

	Lundi ou mardi	Mercredi, jeudi ou vendredi	Samedi	Dimanche	Peu importe
Le temps de la semaine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Quelle serait votre préférence quant à la langue utilisée dans un atelier ou programme d'alphabétisation familiale?

Le français Le français et l'anglais

18.

Selon vous, quels moyens devraient être utilisés afin de faire connaître les activités/programmes d'alphabétisation et donner de bons résultats? Veuillez indiquer votre opinion sur une échelle de 1 à 10.

	1	2	3	4	5	6	7	8	9	10
Affiche	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dépliant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bouche à oreille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courriel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facebook/Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Renseignements diffusés lors de rencontres publiques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bulletin/note de l'école	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publicité à la radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publicité dans les journaux	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publicité à la télévision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix E – List of Participants in Regional Meetings

Port au Port region			
Name	Organization	Position	Contact Information
Catherine Fenwick	ARCO	Executive Director	cfenwick@arcotnl.ca 642-5254, ext. 11
Dwight Cornect	École Sainte-Anne	Principal	dcornect@csfp.nl.ca Tel.: 642-5771
Candace Cornect	École Notre-Dame-du-Cap	Principal	ccornect@csfp.nl.ca Tel.: 644-2070
David Jensen	RDÉE TNL	Economic Development Officer - Youth	jeunesse@rdeetnl.ca Tel.: 642-5155
Robert Félix	Chez les français de l'Anse-à-Canards	Cultural Officer	cfac@nf.aibn.ca Tel.: 642-5498
Siobhan Hall	Le Terres-Neuviens Français	Cultural Officer	centretnf@hotmail.com Tel.:
Avalon region			
Name	Organization	Position	Contact Information
Karine Gaudreau	ACFSJ	Executive Director (int.)	bonjour@acfsj.ca Tel.: 726-0308
Dominique Martin	École des Grands-Vents	Principal	dmartin@csfp.nl.ca

			Tel.: 754-8000	
Jean-Marc Bélanger	Parents' Committee	Chair	jeanmarc.belanger@gmail.com Tel.: 722-7669	
Carole Gillingham	Les P'tits cerfs-volants	President	carolegillingham@gmail.com	
Gaël Corbineau	FFTNL	Executive Director	dg@fftnl.ca Tel.: 722-0628	
Martine Fillion	FPFTNL	Executive Director	dg@fpftnl.ca Tel.: 722-7669	
Julien Aboucaya	RDÉE TNL	Economic Development Officer - Knowledge-Based Economy	savoir@rdeetnl.ca Tel.: 726-5974	
Barbara Burnaby	Refugee Immigrant Advisory Council	Researcher	barbara@cancord.org Tel.: 754-4122	
Caroline Vaughan	Literacy NL	Executive Director	cvaughan@literacynl.com Tel.: 738-7353	

Labrador region			
Name	Organization	Position	Contact Information
Karina Lamontagne	AFL	Executive Director	dg@afl.ca Tel.: 944-6600
John Graham	Comité de parents École Boréale (HVGB)	Parent and Parents' Committee Member	
Jean-Pierre Arbour	École Boréale (HVGB)	Principal	jparbour@csfp.nl.ca Tel.: 896-0670
Mustapha Fezoui	RDÉE TNL	Economic Development Officer - Rural	rural@rdeetnl.ca Tel.: 896-3432

Appendix F – Useful Definitions

Literacy levels

The first three literacy levels are generally the focus of literacy initiatives. According to the Organisation for Economic Co-operation and Development (OECD) and Statistics Canada, level 3 is the skill level required in today's economy and the knowledge-based economies of the future.

Level 1 (very weak skills): These individuals have limited ability to understand information or to perform simple numeric operations. They have great difficulty understanding and using printed materials. They have very limited reading skills and often do not know how to write. They may, for example, have difficulty determining from package instructions the correct dose of a medication to give to a child.

Level 2 (weak skills): These individuals can make use only of simple printed materials presented clearly and concerning tasks that are not overly complex. This category is important in that it helps to identify the people who are able to get by in daily life with the limited reading skills they have but who would have difficulty adapting to a new job requiring a higher level of literacy.

Level 3: This level represents more or less the skill level required to complete high school and enter college. These individuals are able to read well but may have limited ability to perform more complex tasks.

Levels 4 and 5: These individuals can manipulate complex information, perform calculations involving multiple operations and resolve a wide range of problems. Their reading skills are increasingly advanced, and they can manipulate multiple information sources simultaneously or resolve more complex problems. These skills are required for some types of occupations nowadays.

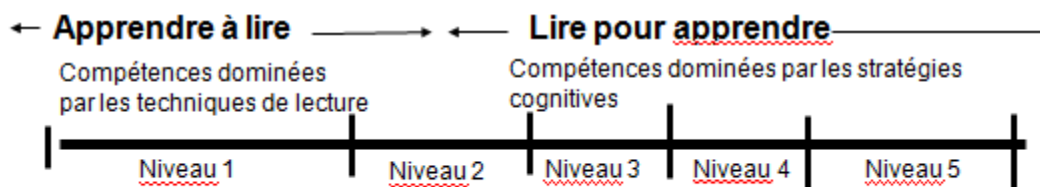
Literacy

Literacy: one's ability to understand and employ printed information in daily activities at home, at work and in the community in order to achieve one's goals and to develop one's knowledge and potential.

Literacy training

Literacy training: the training process whereby an adult learns to speak, read, write and calculate and acquires the skills required to function and grow independently in society.

Le continuum de l'alphabétisation



Family literacy

Family literacy is an approach supported by the parent or other significant adult in a child's life in his or her role as the child's first educator by stimulating development of the child's cultural, school and community literacy. Through family literacy training, adults become better prepared to serve as first educators to their children. Children are the direct beneficiaries of family literacy initiatives, because the adults are able to look critically at and act upon their environment.

Family literacy initiatives help to improve parenting skills by equipping parents to provide stronger support to children throughout their preschool and school careers while also assisting them with transmitting their culture. Family literacy also helps adults to develop and live their lives more fully in French.

Regardless of the definition used, family literacy programs help to address issues of mutual importance: developing adults' basic skills and increasing children's literacy level.

Essential skills

For Human Resources and Skills Development Canada, essential skills are the nine basic skills that allow adults to fully participate in the labour market and the community. They are indispensable for a wide range of tasks at work and in daily life, and they provide adult learners with a foundation for learning new skills (basic skills and technical or vocational skills). In this respect, essential skills increase people's ability to adapt to change. They have varying levels of complexity based on the nature of the task in real situations.

Essential skills are the skills people need to live, learn and work. Nine skills have been identified as essential for daily life and working in today's labour market. At the workplace, these nine skills are used in diverse combinations and applications depending on the occupation. These skills are fundamental and can also be used to learn new skills. They are essential for success both as a worker and as a parent.

The nine essential skills are:

- reading texts
- document use
- numeracy
- writing
- oral communication
- working with others
- thinking skills
- computer use
- continuous learning.

According to RESDAC and its members, three skills “*specific to Francophone communities*” should be added to the list, because they are essential for enhancing the vitality of communities and families in a minority setting:

- transmission of French language and culture
- developing and maintaining awareness of the written word
- participating in the development of one’s community.