

Research Announcements (p.1)

Health Literacy p.1

Research Reports (p.2)

Elementary Education p.1

Family Literacy p.2

International Surveys p.3

Workplace Literacy and Essential Skills p.4

Keywords (p.6)

Announcements

Health Literacy

Health Literacy Research Funded by the National Institutes of Health (NIH) (US)ⁱ

The NIH has been funding studies since March 2011 on health literacy. Among the topics are: communication strategies (including internet use), assessment tools, types of health literacy (print, conceptual, oral), the role of culture, medication safety, informed consent, oral (dental) health, patient adherence, self-management, medical interpreters, cancer treatment, pre-natal care, environmental health literacy, child safety, and specific populations (children, youth, older people, pregnant women): <http://www.nih.gov/icd/od/ocpl/resources/healthliteracyresearch.htm>

Keywords: Clinical studies; Health literacy assessment; Health communication; Health education; Health literacy interventions

Reports

Elementary Education

Are Ontario Elementary Students Enjoying Reading Less?

[People for Education](#), an Ontario advocacy group for public education, has released a [report](#) expressing concern about data from the provincial [Education Quality and Accountability Office](#) (EQAO) that shows the percentage Grade 3 children who report they “like to read” dropped from 75% in 1998/99 to 50% in 2010/11. The number of students in Grade 6 who “like to read” fell from 65% to 50%. Despite this, students’ literacy scores improved during this period. The report notes that international studies show that students with positive attitudes to reading are more likely to be successful in all school subjects, and that “engaged” readers are more likely to be socially and civically engaged. Based on previous studies the report speculates that reasons for the decline in reading enjoyment could include a reduction in school library facilities and an overemphasis on the “mechanics” of reading as opposed to reading for pleasure.

Keywords: Children’s literacy; Ontario; Reading for pleasure

Family Literacy

NRDC Report Recommends Family Literacy to European Union Member States

Carpentieri, J., Fairfax-Cholmeley, K., Litster, J., Vorhaus, J. (2011). Family literacy in Europe: using parental support initiatives to enhance early literacy development. London: NRDC, Institute of Education. http://ec.europa.eu/education/more-information/doc/2011/literacy_en.pdf

This report, produced by the National Research and Development Centre for Adult Literacy (NRDC) for the European Commission, analyses the effectiveness of a range of family literacy interventions with emphasis on those targeted at disadvantaged families. Despite the title, the focus of study is not on Europe – much of the research analyzed took place in the United States and other countries. According to the researchers, only Turkey, the Netherlands and the UK have produced a significant body of quantitative research on the effectiveness of family literacy programs.

The researchers find family literacy programs to be effective at improving child literacy and improving parental support skills, based on a review of six recent meta-analyses of family literacy interventions, all of which found positive results. Furthermore, they find that family literacy programs have a greater impact than most educational interventions. Primary research data from European studies also support this conclusion.

A meta-analysis combines the results of several primary research studies on the effectiveness of a particular type of intervention while also assessing the quality of the primary research, giving greater weight to results from stronger studies.

Keywords: Children's literacy; European Commission; Family literacy; meta-analyses

International Surveys

OECD, Statistics Canada (2011), Literacy for Life: Further Results from the Adult Literacy and Life Skills Survey, OECD Publishing.

<http://www.statcan.gc.ca/pub/89-604-x/89-604-x2011001-eng.pdf>

This is the second international report from the [Adult Literacy and Life Skills Survey](#) (ALL), in which [Canada participated in 2003](#). The first, [Learning a Living](#), was published in 2005 by the OECD and Statistics Canada. Since then, results have come in from countries that participated in the ALL between 2006 and 2008; this is the first report to compare results for all eleven countries and regions that participated in the survey.

Reports focusing on Canadian results of this survey include [Building on our Competencies](#); other Statistics Canada publications based on Canadian findings of ALL and its predecessor IALS (carried out in Canada in 1994) can be found [on the Statistics Canada website](#).

Some notable findings:

- Canada (as well as Australia and New Zealand) had “consistent but average” results compared with other countries surveyed. Most countries improved their scores, but many increases were not significant (including for Canada)
- Several countries, including Canada, significantly reduced the inequality (range) of results, due mainly to improvements at the “lower end” of the skill distributions. Norway and the Netherlands had high overall results and relatively little inequality

Note: The time between administration of the IALS and ALL ranges from five years (IALS 1998 to ALL 2003) to 14 years (IALS 1994 to ALL 2008) so caution should be applied to comparisons between survey results.

Keywords: Adult Literacy and Life Skills Survey (ALL); International Adult Literacy Survey (IALS); Literacy surveys; Organization for Economic Co-operation and Development (OECD); Statistics Canada

Workplace Literacy and Essential Skills

Local Context and Culture Facilitate Program Sustainability under Skills for Life

Waite, E., Evans, K., and Kersh, N. (2011) *Is Workplace 'Skills for Life' Provision Sustainable in the UK?* published by the Centre for Learning and Life Chances in Knowledge Economies and Societies (LLAKES) at: <http://www.llakes.org/wp-content/uploads/2011/03/23-Waite-Evans-Kersh-compressed.pdf>

This report draws on longitudinal data from the Adult Basic Skills and Workplace Learning Project (2003-2008) and findings from another LLAKES Strand project to examine the key factors that facilitate and inhibit sustainable “Skills for Life” (SFL) provision in the UK. For instance, out of 53 sites surveyed in the Adult Basic Skills and Workplace Learning Project, only 7 sustained provision throughout that and a subsequent project. The authors argue that complex and shifting funding arrangements, and the growing bureaucratization and emphasis on “outputs” make it very hard to sustain workplace Skills for Life provision.ⁱⁱ Where this has been accomplished, it has mainly been by integrating SFL provision within a “broader ecology of learning”, where employers and staff use the resources and opportunities provided to achieve objectives that have little to do with those of “Skills for Life. As well some employers surveyed saw the courses as a means of boosting staff morale and generating positive feelings about the company, rather than a means of boosting productivity through skills enhancement.

Keywords: Centre for Learning and Life Chances in Knowledge Economies and Societies (LLAKES); Funding; Government policy; Program assessment; Program sustainability; Learning culture; Literacy surveys; United Kingdom

Keywords

Aboriginal peoples
Adult education
Adolescents
Anglophones
Apprenticeship
Arts
Assistive technology
Book donations
Book reviews
Call for proposals
Case studies
Children's development
Children's literacy
Clinical studies
Communication technology
Community literacy
Community organizations
Conferences
Digital skills
Digital technology
Disabilities
Easy to Read materials
Elementary education
Embedding
E-learning
English as an additional language (EAL)
Essential skills
Evaluation

Events

Family Literacy
'Financial literacy'
Fluency
Funders
Funding
Government policy
Health communication
Health education
Health literacy
Health literacy assessment
Health literacy curriculum
Health literacy interventions
Immigrants
Informal learning
International Adult Literacy Survey (IALS)
International surveys
Labour education
Language learning
Learning culture
Learning disabilities
Learning transfer
Libraries
Literacy organizations
Literacy proficiency
Literacy promotion
Literacy surveys
Longitudinal studies
Mental health

Meta-analyses	Adult Literacy and Life Skills Survey (ALL)
Official language minorities	Alberta
Online portals	Association of Universities and Colleges of Canada (AUCC)
Periodicals	Australia
Phonemic Awareness	British Columbia
Pilot projects	Canadian Apprenticeship Forum
Portfolios	Canadian Association for Prior Learning Assessment
Post-secondary education	Canadian Council on Learning (CCL)
Prison	Canadian Library Association (CLA)
Professional Development	Canadian Society for Training and Development (CSTD)
Professionalization	Canadian Union of Public Employees (CUPE)
Program Assessment	Centre for Learning and Life Chances in Knowledge Economies and Societies (LLAKES)
Program sustainability	Centre for Workplace Skills
Reading	China
Reading assessment	Collaborative Development Approaches (CODA)
Seniors	CMEC
Social capital outcomes	Community Literacy Ontario (CLO)
Socioeconomic conditions	English Longitudinal Study of Aging (ELSA)
Teachers	European Commission
Transformational learning	Family Literacy Day (FLD)
Vocabulary	Frontier College
Vocational education	Good Reads [series]
Webinars	Grass Roots Press
Workplace Literacy and Essential Skills (WLES)	Health Literacy Missouri (HLM)
Workplace learning	Health Literacy Month
Workshops	Health Literacy Out Loud (HLOL)
Youth	Learn Canada 2020
Name keywords:	Learn@Work Week
ABC Life Literacy Canada	

Learning Progressions series

Lifespeak Inc.

LINCS

Literacy Now

Manitoba

National Centre for Vocational Education
Research (NCVER)

National Institute for Adult Continuing
Education (NIACE)

National Institutes of Health (NIH)

New Brunswick

Northeast Edmonton Literacy Network

Office of Literacy and Essential Skills (OLES)

Ontario

Ontario Literacy Coalition (OLC)

Organization for Economic Co-operation and
Development (OECD)

Prince Albert Literacy Network

People, Words & Change

Program for the International Assessment of
Adult Competencies (PIAAC)

Quebec

Skills Funding Agency (SFA)

Social Research and Demonstration Corporation
(SRDC)

United States