



Surveying the Information Landscape

Where and how
do we find information
about adult education and training?

TABLE OF CONTENTS

A: Introduction & Project Background	2
Exploring Learner Pathways – Phases 1 & 2	3
Purpose of this document	3
B: Methodology	4
C: How do Students Find their Programs	4
i Exploring Learner Pathways	4
ii ESL/FSL Learner Surveys	6
iii Evaluation of Language Instruction for Newcomers to Canada Program 2010	8
D. Information Practices of Immigrants	11
E. Approaches and Strategies that Improve Access to Information	17
F. Existing Information Tools – An Environmental Scan	20
G. Recommendations & Considerations for Information Tool Development	49
References	51
Appendix A	53
Guide to Acronyms	64

A. Introduction and Project Background

Before embarking on a journey it is wise to consult a map or examine materials that describe the terrain to be encountered. Asking for directions and looking for clear signs or markers along the way help the traveller to better navigate the roads and paths along the way. Adults who embark on their learning pathways look around their immediate environments to see what their education options are. Once they find information they feel is reliable, they set out on their path.

As newcomers and long-established immigrants in the Toronto and York Region area seek out adult education and training programs, they may find themselves confronted by a barrage of information that is confusing. Conversely, they may be so isolated that information about learning options is barely available to them.

Accessible and reliable information is important to choosing one’s learning pathway. Clear information can make it easier for adults to understand what education options are best at specific points along their learning journey—particularly as their needs change and abilities evolve. When the learning pathways and options are not clear, however, they negotiate the information overload or information dearth the best they can. The following reflection from an adult learner¹ underscores the need for clear and relevant information that can change lives:

*“For me is very important about **the information**, again. That’s the most important. We know about this program, for most of the person somebody tell. I have another friend who experience ESL, high [school] diploma, LBS and now he is at the college and his life changed. We are a person who doesn’t know something about the country. We need to follow the instructions.”*

— LBS learner in a TDSB school board program

The above plea for “the instructions” conveys the frustration a number of immigrants feel as they try to make sense of the piece-meal information they have when determining what classes they should attend. To add to the confusion, however, is the acknowledgment that a number of front-line adult education staff and others who refer clients to the various education and

¹ This adult learner was a focus group participant in the *Exploring Learner Pathways: Meeting at the LBS/ESL Intersections* project.

training programs do not fully understand the options, appropriate transition points and other relevant information that could help their clients.²

Exploring Learner Pathways – Phases 1 & 2

This document forms the research portion of the *Exploring Learner Pathways: Visualizing the Learning Journey (Phase 2)*, which follows directly from the *Exploring Learner Pathways: Meeting at the LBS/ESL Intersections*³ project carried out by the Metro Toronto Movement for Literacy (MTML) in 2011/2012. A key finding of the initial learner pathways project highlighted the need for easy-access and easy-to-understand tools that provide accurate information about the range of adult learning options, about common learning pathways and about well-defined transition points. Indeed, the first two recommendations in that report focus specifically on how better information and better information sharing could clarify learning pathways. This current project is taking some first steps to act on those recommendations.

The Phase 2 *Exploring Learner Pathways: Visualizing the Learning Journey* project, funded by Ontario’s Ministry of Training, Colleges and Universities (MTCU), will develop information tools to provide adult education programs in Toronto and York Region with easy-access visual materials that will help clarify learning options and pathways for adult learners with ESL and/or Literacy and Basic Skills needs. The tools will help program staff gain a greater understanding of adult education language and literacy program options offered by the various provincial ministries (MTCU, MCI, and EDU) and by Citizenship Immigration Canada (CIC).

Purpose of this document

This document—*Surveying the Information Landscape: Where and how do we find information about adult education and training?*—is the research piece within the *Visualizing the Learning Journey* project. It will help the project team and the cross-program work group to collaboratively develop the information tools. It will also become a tool in itself, acting as a repository of information about the myriad of adult education resources/tools already available, and examining the effectiveness of these tools.

² “Misinformation or gaps with respect to other programs and their eligibility criteria were found to be a reality as the researchers interviewed a number of stakeholders in LBS, language training, settlement and OW programs” (Herrmann and Gris, 2012, p. 129).

³ Exploring Learner Pathways: Meeting at the LBS/ESL Intersections project report and supporting documents can be accessed on the project website at <http://learnerpathways.wordpress.com>

B. Methodology

The project researchers conducted an environmental scan of information tools focused on adult education programs within Toronto and York Region, as well as other jurisdictions. A literature review was also carried out and key learner surveys were accessed in order to answer the following **guiding research questions**:

- What do we already know about how the learners in adult education programs across the programs found out about their courses? Where did they get their information?
- What does the research on information practices of immigrants and adults with low literacy levels tell us about how we should go about creating the tools for the greatest impact?
- What information sources are currently out there for informing potential learners and service providers about adult education options in Toronto and York Region?
- What kinds of information approaches/strategies best reach adults who have lower English proficiency / literacy levels?

C. How Do Students Find Their Programs?

The project team looked at how adult learners found information that led them to their current programs. Three reports were looked at:

- i. The Phase 1 Report: *Exploring Learner Pathways: Meeting at the LBS/ESL Intersections*
- ii. ESL/FSL Learner Surveys
- iii. *Evaluation of Language Instruction for Newcomers to Canada (LINC) Program – 2010*

i. Exploring Learner Pathways

What follows are what the different groups the researchers spoke with in Phase 1 had to say about finding information pertaining to adult learning options:

Learners

When LBS learners were asked where they learned about the LBS program they were currently attending, the *most common response was word of mouth* (from friends and family). The remainder of their responses included the following: that teachers from other programs had directed them to LBS, that their OW case worker had steered them to the program, that college

assessors had recommended LBS or that they had found the program themselves (e.g. walk-in, online research).

Also, in the course of several Phase 1 learner focus groups, as the 74 LBS learners whose mother tongue was not English discussed their individual learning pathways, they realized that they had gaps in their understanding of adult education programs as they heard about the learning journeys of others. Some were not aware of ESL credit programs that their peers may have attended, others who were settled immigrants stated they did not think they could take ESL classes after five years. What became obvious during the focus groups was how much adult learners were relying on partial information or misinformation to guide their learning.

Assessors

The online survey forms completed by 24 LBS assessors in Toronto and York Region reinforced that learners do use ‘word of mouth’ or a combination of word of mouth and other referral means (e.g. OW caseworker) when it came to accessing LBS programs. When the assessors who participated in the online survey were asked *“How do learners who need both ESL and literacy find their way to LBS program?”* they checked off multiple answers.

The top four responses provided by assessors were:

- ‘Self referral (learner found the program on his/her own; internet search/posters/walk-in) (88%)
- Through word of mouth information from family, friends or other LBS students (83%)
- Referred from another LBS program (75%)
- Referred through an Ontario Works caseworker (71%)

The above responses show that adult learners relied on their own social networks or on their own information seeking⁴ to find a program, or were directed to their current programs by LBS programs or Employment and Social Services.

Teachers, Assessors and Other Stakeholders

The need to broaden awareness of program options and learning pathways was also expressed by teachers and assessors, as well as other stakeholders consulted during the project (settlement workers, OW case managers, Employment Services staff). Many had a partial

⁴ Immigrants’ information practices will be addressed in Section C of this document and will examine information sources that most appeal to both newcomers and settled immigrants.

understanding of what education options were available but there were some gaps in their knowledge. Those who were in the assessor role were the most well-versed in their knowledge of program options, but they too admitted that they often ran across conflicting information with respect to eligibility criteria. Several assessors also indicated they were challenged when faced with addressing the needs of learners who insisted they had already attended some ESL or LINC classes and were reticent to go back to language training even for higher level classes.

The LBS teacher/tutors and assessors tried to keep abreast of program options, but they knew they did not know enough about the array of ESL programs. It became clear to the researchers that there were a number of gaps in the knowledge teachers and assessors had about the fit of certain programs for learners based on learner goals, needs and English proficiency levels.

Feedback from the forum

The over 60 attendees at the 1-day March 2012 forum—many of whom were teachers and assessors from across programs (LBS, ESL, LINC, and credit)—said that they, too, find that they are often operating on partial understandings and misinformation. Feedback from the forum’s evaluation also highlighted the need for accurate cross-program information. Many attendees appreciated the opportunity to discuss the “grey area” learner (i.e. the learner with both ESL and LBS needs who may be placed in either language training or LBS depending on how the complex needs and abilities of the learner are).

The data yielded from Phase 1 suggest that information materials that contain a holistic overview of adult education options would be welcomed by learners, teachers, assessors and other stakeholders. These easy-to-access materials would improve their ability of front-lines staff to refer to appropriate programs based on the learning needs and abilities of their clients when they enter their doors or are asked about next steps along their learning journeys.

ii. ESL/FSL Learner Surveys

In 2008, 2010 and 2011, MCI’s ESL/FSL adult learners within the 39 district school boards in Ontario completed learner surveys about their experiences within the ESL non-credit program they attend. The number of ESL/FSL learners who completed the most recent 2011 survey was 7,445 (TCDSB, 2011). For the purposes of this project, we looked at how the learners found out about their ESL non-credit class.

The following table shows the data from all three surveys and how adult learners answered the question ‘How did you **first** find out about this class?’

Question: How Did You First Find Out About This Class?							
	Friend or Family Told Me	Internet	Settlement or Social Services Agency	School Board or College	Library	Other	Number of Responses
2008	59%	7%	18%	4%	5%	6%	4,652
2010	60%	8%	19%	5%	3%	5%	7,881
2011	57%	10%	18%	4%	3%	6%	7,287

Source: 2011 ESL/FSL Learner Survey, p. 16

Word-of-mouth is the most common way that learners found their program. And Settlement and Social Services agencies the second most common. A distant third source was the Internet.

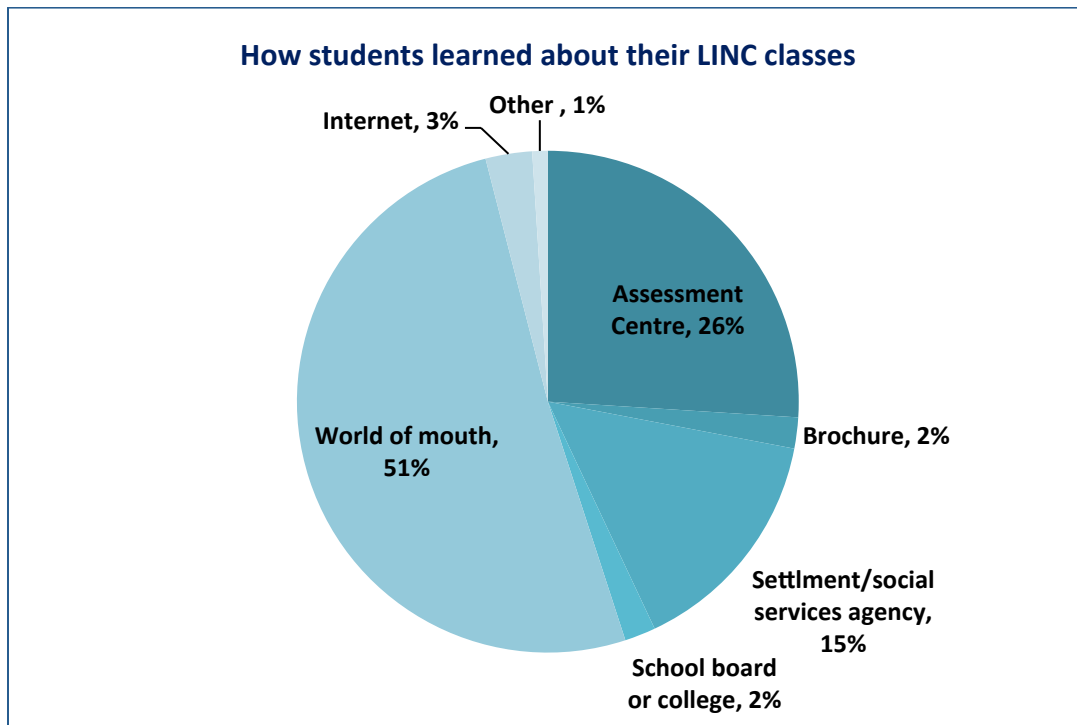
The chart below illustrates variations in the use of information sources by education levels. It must be stressed that the lower the education levels of the learners [highlighted in grey] the more they relied on information that came directly from those closest to them. As education levels rise, learners appear to be more comfortable engaging with the Internet to explore education programs. Settlement and Social Services agencies do direct learners at all education levels, but information seeking autonomy increases for those with higher levels of education.

Question: How Did You First Find Out About This Class?							
EDUCATION	Friend or Family Told Me	Internet	Settlement or Social Services Agency	School Board or College	Library	Other	Number of Responses
None	66%	3%	21%	1%	1%	8%	143
Grade School	65%	4%	22%	3%	2%	4%	645
Some High School	61%	4%	22%	4%	4%	5%	884
Completed High School	60%	7%	21%	4%	4%	4%	1,389
Some College or University	58%	10%	17%	5%	4%	5%	1,088
Trade Certificate	46%	11%	27%	3%	2%	12%	188
Completed College	58%	10%	17%	5%	4%	6%	525
Completed University	52%	17%	17%	4%	3%	7%	2,208

Source: 2011 ESL/FSL Learner Survey, p. 16

iii. Evaluation of Language Instruction for Newcomers to Canada (LINC) Program | 2010

In March 2010, the Evaluation of the Language Instruction for Newcomers to Canada (LINC) Program⁵ was released “to examine program relevance, program management and delivery, and to conduct an assessment of the impact the LINC program” (CIC 2010, p.v). Several pieces of data collected for the evaluation, centred on information sources used by learners to access the LINC program and information outreach/marketing done by the service provider organizations.

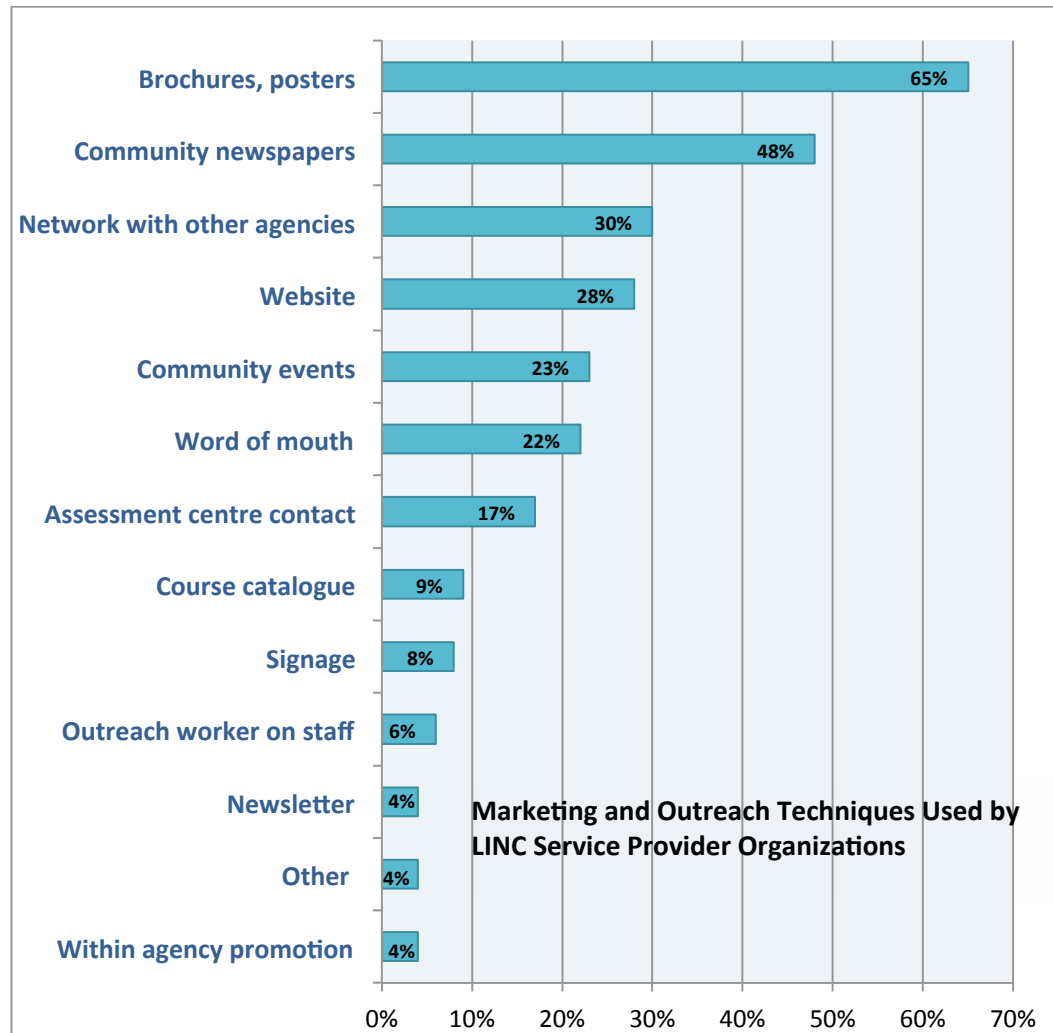


Source: CIC. Evaluation LINC Program – March 2010, p. 30

The data for Ontario LINC learners alone aligns closely with the figures in the ESL/FSL Learner Survey for word-of-mouth. The report states that where there is “a large concentration of newcomers in the GTA, friends and relatives accounted for 60%; assessment centres (20%) and settlement agencies (10%).”

⁵ Can be accessed on the Citizenship Immigration Canada website at <http://www.cic.gc.ca/english/resources/evaluation/linc/2010/linc-eval.pdf>

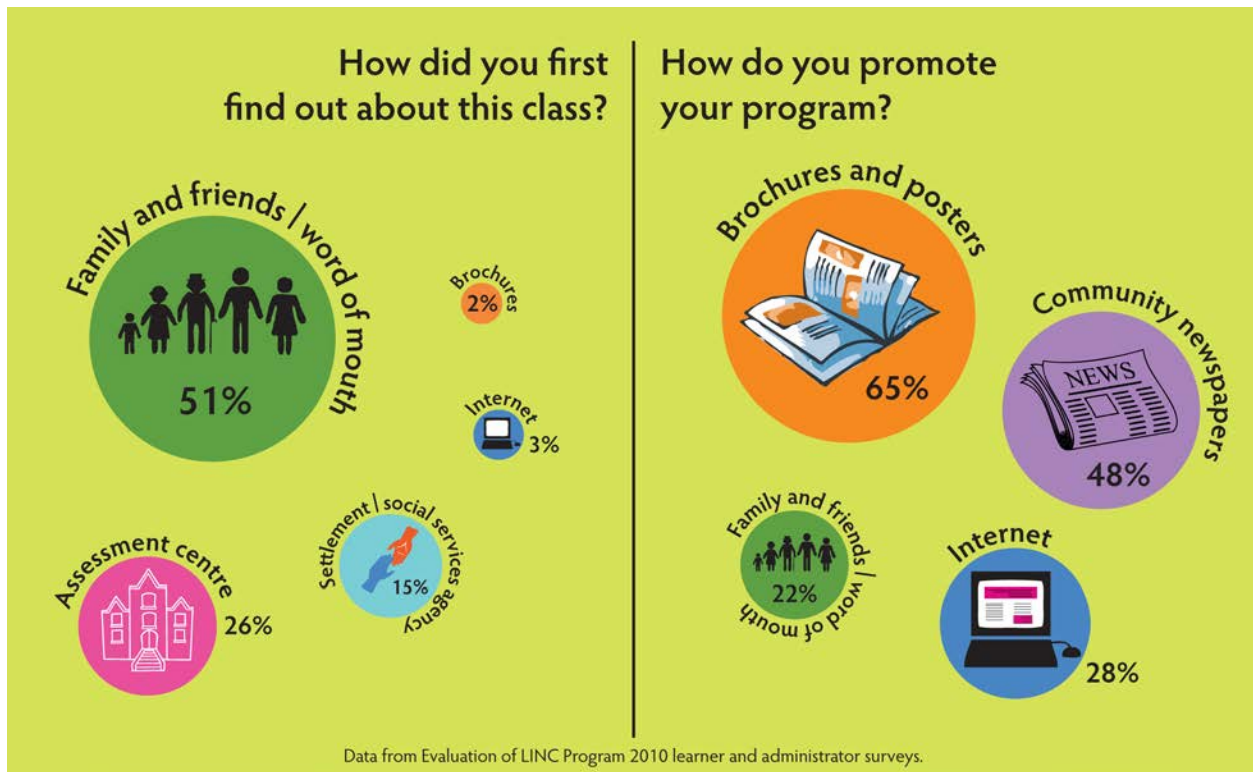
The 141 administrators of LINC programs across Canada who did submit responses to the Administrators Survey indicated that they employed a variety of means for marketing their program.



Source: CIC, Evaluation of LINC Program 2010, citing data from the administrators survey, p. 29

If one compares the previous chart on page 8 (from the Learner Survey) with the figures in the chart immediately above, there seems to be a disconnect between what the SPOs are doing to promote their programs and where the learners find information about their language learning.

The following infographic depicts how much of a disconnect exists between how LINC learners find their classes and how programs promote themselves:



The next few sections in the *Surveying the Information Landscape* document explore the information practices of immigrants and the types of information strategies that are most effective for adults with low literacy levels. As the project team and work group look to develop materials for learners and for service providers, it is imperative that they have a clear understanding of how these groups of adult learners confront what Caidi, Allard and Dechief refer to as a “culturally alien information environment” (2008, p. 10).

D. Information Practices of Immigrants

We live in an information-saturated society and, for Canadians who are literate and have moved on to post-secondary learning, accessing information through the Internet or poring over printed materials is second nature. Is it second nature for adult learners who hail from other countries or who struggle with reading?

Cortinois, in his 2008 doctoral thesis, examined how recent immigrants access information on health-related services and had this to say about the information that reaches newcomers:

“...recent immigrants face a vast amount of disorganized, often confusing, and sometimes poor quality information that reaches them through a dispersed constellation of disjointed sources... newcomers identify, usually by accident, a variety of information ‘entry points’ and follow a myriad of different [health-related] referral pathways” (p.235)

For the purposes of the *Visualizing the Learning Journey* project, understanding how immigrants —newcomers and settled—go about looking for information is key to how we will develop and position the information materials around adult education options. In the exploration of information needs, information sources and barriers to information by Caidi et al. (2008), the term ‘information practices’ was defined as “an umbrella term used to capture active information seeking as well as less-directed practices” (p. 9; citing Mckenzie, 2003).

In Caidi’s extensive literature review the researchers state that “there is relatively little research about the ways in which newcomers and longer established immigrants locate and access content in forms that are understandable and usable to them” (p. 8). However, they state, “...we do know that in addition to using formal information sources such as government and

settlement agencies, immigrants are a common source of information for each other.” This rings true when we consider the adult learner surveys and research cited in the previous sections.

Caidi, Allard and Dechief (2008) frame their literature review of information practices around the *settlement stages of immigrants* (i.e. pre-migration, immediate, intermediate and long-term (p.13). The chart below identifies some of the top information needs in the early and later stages of settlement. These stages correspond closely to what Kennan, Lloyd, Qayyum & Thompson call the three phases of “settling in – i.e. transitioning, settling in and being settled” (2011, p. 191).

Information Needs

Top Information Needs of New Immigrants	Top Information Needs for Longer Established Immigrants
<ul style="list-style-type: none"> ▪ Language information (including information about training, translation, and interpretation services) ▪ Pre-migration information ▪ Employment information (including job searching skills and special services to foreign trained professionals) ▪ Housing information ▪ Information about making connections in the community (including connections to professional associations, volunteer opportunities, mentoring, and community organizations) ▪ Information about the new culture and orientation to “Canadian life” 	<ul style="list-style-type: none"> ▪ Health information ▪ Employment information ▪ Educational information [re: children] ▪ Political information and current events (especially news about country of origin) ▪ Language learning information (including information about ESL programs and materials) ▪ Information about transportation ▪ Information about identity construction (including how to position themselves vis-à-vis Canadian society) ▪ Information about cultural or religious events

Source: Caidi, Allard, and Dechief (2008), p. 16

You will note that adult education and training needs [highlighted in blue in the chart above] are present across several settlement stages, if not all.

Information Sources

Active information seeking carried out by immigrants is explained in the following chart, and underscores the primacy of the mother tongue and interpersonal communication with trusted individuals when it comes to preferred information sources.

Top Information Sources Immigrants Use to Find Information
1. Interpersonal Sources <ul style="list-style-type: none">• Friends and family
2. Media (particularly in languages <i>other than</i> English) <ul style="list-style-type: none">• Newspaper• Internet• TV• Radio• Telephone directory
3. Organizations <ul style="list-style-type: none">• Community organizations• Social service agencies• Employment centres• Public libraries• Settlement agencies• Language training centres• Immigrant organizations• Professional associations• Authorities such as police• Schools

Source: Caidi, Allard, and Dechief (2008) p.30

Knowing where immigrants, both newcomers and those who are settled, look for their information, and providing information tools about adult education options at appropriate times will help adult learners make the best decisions for themselves on their learning pathway.

Barriers to Information, and Social Isolation

It is important to consider the information barriers that exist for both newcomers and established immigrants.

Top Barriers for finding information for newcomers (in country less than 5 years)

- Language
- Cultural differences
- Isolation and small “ethnic” social networks (gatekeeper [key individual in their community who speak English] who withholds and may provide inaccurate information)
- Don’t read local newspaper or watch TV

Source: Caidi, Allard, and Dechief (2008), p. 17

Top Barriers for finding information for longer established immigrants

- Language (including fear of speaking in English and non-“ethnic” environments)
- Suspicion or mistrust of authority
- Isolation and the sense of being an outsider
- Using children to find information
- Unfamiliarity with many information sources
- Cultural differences
- Poor social networks
- Don’t know how to ask for services
- Perception of media bias and lack of relevant information
- Family poverty
- Legal status
- Suspicion from others
- Lack of dialogue and public education

Source: Caidi, Allard, and Dechief (2008), p. 18

The barriers listed in these two charts are indeed sobering and underscore the “vulnerability of newcomers” who most likely require “information provision in the first language” (p. 17) and the enduring “mistrust of authority [that] creates particular challenges for service delivery” (p.

18). Indeed, these barriers to information lead to social exclusion, and Caidi et al. conclude that “the social exclusion of immigrants ought to be considered an information problem, caused in part by the significant barriers immigrants face as they navigate the Canadian information environment” (p. 6). This sentiment is echoed by Kennan, Lloyd, Qayyum & Thompson who state that “there is a strong relationship between information illiteracy, information poverty and social exclusion” (2011, p.208).

Taking into account information needs based on settlement stages, preferred information sources and barriers to information, our information tools will need to be developed in such a way as to give immigrants opportunities to communicate with each other—about the array of adult education programs and their experiences in these programs.

Another point to consider in developing these information tools is the importance of interpersonal sources of information. For example, Chu (1999) stresses that immigrant children act as social mediators for their parents, and the information the adults receive from these children depends on how information-savvy the children are. Perhaps the dissemination strategy for the tools to be created can be targeted at the children of immigrants.

The Role of ICTs in the Lives of Immigrants and Individuals with Low Literacy Levels

Research shows that immigrants have the use of home computers and use the Internet (Veenhof, Wellman & Hogan, 2008). Also, there is evidence to suggest that immigrants are more likely than Canadian-born to use the Internet in communication with friends and family, in public places, and in using Web 2.0 tools such as social networking sites, blogs, and wikis (Caidi et al., 2008; Sexsmith, 2010). In Section B of this document, however, the question of how/where learners found out about the class they were attending was investigated, and it became quite evident that the Internet was not a primary source of information. The reasons for this can be found in the interim report submitted to HRSDC in March 2007 by Caidi, Longford, Allard and Dechief, which looks at issues of digital inclusion and exclusion, the information and communications technologies (ICT) usage of immigrants and the implications of this usage, and the issue of access to ICTs.

Caidi et al. (2007) evoke the construct *information poverty*— “the inadequate access to resources or lacking the ‘literacies’ to make sense of needed information” (p. 10, citing Chatman, 2006). This can become an issue for many immigrants (and literacy learners, too) because “they may not possess the social networks or necessary skills to find the information they need in a bureaucratic system.” The ‘digital divide’ and the issue of access is real, and

persists for certain populations identified by Industry Canada as “Canadians who do not have access to the Internet because of economic, geographic or social barriers...low income Canadians,...Canadians with limited education... recent immigrants...” (CAP application wording cited on p. 15).

Immigrants do use ICTs, but primarily for accessing online local newspapers in languages other than English and French, or for country-of-origin Internet sites. Caidi et al. (2007) stress that “new immigrants are very busy making ends meet and are making strategic use of their time in public settings where computers and other information and settlement resources are available” (p.34). In fact, conducting online job searches is the primary reason for using public computers in locations such as libraries or settlement agencies.

Service providers at these organizations rely on ICTs to gather their information and to refer clients; however, “although many immigrants are familiar with ICTs when they arrive in Canada,” they do use the Internet in the way that Canadians do (p.37). They may need basic computer training along with higher levels of English proficiency to conduct a successful online search.

Barriers to accessing information online

As noted above, immigrants who have language and literacy needs do indeed use the Internet; however, there are several barriers that make it difficult for information to be found online. These barriers are similar to those outlined by Muttersbach (2010) and include:

- language
- the diversity of the immigrant population, and lack of familiarity of resources available in the “host” country (Sexsmith, 2010)
- low literacy in the language of the “host” country (Sexsmith, 2010)
- lack of literacy in their native tongue (Sexsmith, 2010)
- culturally diverse needs, and it is impossible to satisfy all information needs (Sexsmith, 2010).
- lack of familiarity with information resources available to them (Sexsmith, 2010).

A practical example of the complexity of accessing information online was studied by Birru, Monaco, Charles, Drew, Njie, Bierria, and Steinman (2004). In their examination of Internet searches for useful health information, they discovered a number of reasons why searching strategies were difficult for some low-literacy adults:

- Search terms used were non-specific

- Difficulty generating search terms
- Reluctance to use links
- High literacy levels of websites (Birru et al., 2004)

All of these barriers have implications regarding website design and the development of online information tools.

E. Approaches and Strategies that Improve Access to Information

When considering the most effective strategies and approaches to creating accessible and easy-to-understand information tools, the area where the greatest headway has been made is in the health communication and public health fields. Plimpton and Root (1994) identified a “mismatch between that level at which information is delivered, and the level of patient understanding” (p. 87). Some common problems with health materials— similar to the problems with resources about adult education—are “related to vocabulary, sentence length, conceptual complexity, information overload, tone, technical jargon, small print, too many graphics, too much text and no illustrations” (p.88).

Plain language and visuals:

As we create the information tools for adult learners, we must bear in mind that “people under stress have limited ability to understand” (p.91). For this reason, Plimpton and Root advocate plain language, as do a number of other researchers in health literacy (Stableford and Mettger, 2007; Mazur, 2000; Doak, Doak, Friedell, and Meade, 1998; Zanchetta and Poureslami, 2006).

Simich (2009) points out that “evidence from both Canada and the U.S. shows that using participatory educational methods for learners to identify, research and learn about health issues results in improvement to most aspects of health literacy. (p.10). Examples given include using pictures, theatre and video, and the creative use of a photonovella about nutrition as a health literacy tool. We also came across a similar photonovella tool about gambling addiction put out by CAMH.

According to Kennan, Lloyd, Qayyum & Thompson (2011), “information is more easily understood when it is presented in visual or oral form, often in person, and when it is focused towards being interactive and applied” (p. 204).

Visuals and low literacy individuals:

Sexsmith (2010) who draws on the work of Sherwani, Ali, Rose, and Resnfeld (2009) and Medi and Toyama (n.d., 2006, 2007) would agree, particularly when directing information to individuals with the lowest levels of literacy. The main challenge is to replace text with visuals. For example, Sexsmith (2010) states, “the available research agrees...not only that video and audio are feasible alternatives to textual information for the non- or semi-literate audience, but also that their use in an electronic environment can have significant advantages for vulnerable populations” (Sexsmith, 2010, p. 25).

Cultures that rely on oral traditions— which are prevalent in Toronto and York Region—require content with different organization, presentation, and context (Sherwani, Ali, Rose and Resnfeld, 2009). Guiding principles—provided by Sherwani et al. (2009)—in disseminating information to “oral users” includes the following:

- Information needs to be rooted in common experience with specific examples (i.e. familiar cultural memes, draw on existing characters in community’s folklore)
- Narrative stories are more memorable and more effective at conveying information than neutrally listed bullet points
- Rhythm aids recall (i.e. rhyme and alliteration are likely to be understood rather than prose)
- Linguistic style should be structured additively, hierarchically (i.e. use coordinating conjunctions “and” or “so” rather than subordinate conjunctions “while,” “then,” “since,” “although”)
- Redundancy needs to be embedded in the content (i.e. user should be given opportunity to request repeated presentations; opportunity for repetition should be embedded in content)
- Each and every word needs to be understood
- Abstract categories should be avoided (i.e. use of categories should be minimized; hierarchy in information architecture - browsing multiple depths of information is difficult)
- Requiring adherence to specific spoken words or phrases is less likely to succeed
- Oral people do not internalize new information the same way as literate people (i.e. they are selective when choosing whether to internalize new information and will tend not to if it is written)
- (Sexsmith, 2010, pp. 25-26)

Medhi and Toyama (2006, 2007) also provide useful insights into “text-free user interface design” to address literacy challenges. Factors increasing rates of finding information among illiterate and semi-literate users included:

- full-context video - explained broader context of application, how it works, how to use it
- use of graphics and imagery; static hand-drawn representation with voice annotations (best out of all of the media;
- consistent “help” icons
- no text (numbers okay)
- voice feedback on all functions
- mouse-over functionality

Infographics—a visual tool that has made tremendous headway in business and the media—may also be a visual device the work group could explore. According to Smicklas (2012) an ‘infographic’ is “a visualization of data or ideas that tries to convey complex information to an audience in a manner that can be quickly consumed and easily understood” (p.3).

With all or some of the above strategies in place, and through combining the use of the Internet with face-to-face interaction, redundancy is then introduced (Caidi, Allard, and Quirke (2010). “Redundancy” allows for “information [to be] provided several times, in several formats, and through several means [to] ensure minimal misinterpretations, maximal absorption of information, and thorough understanding of the concepts presented” (Sexsmith, 2010, p. 13).

The project team and work group may need to reflect on how to best train service providers and their staff, to engage the learner in working with the information tools, thus reinforcing their understanding.

In addition to reinforcing understanding, the act of service providers and adult learners using information tools together can help to strengthen the social capital of immigrants (and service providers) by increasing what Putnam (2000) calls “bridging capital.” Immigrants who rely on close friends or relatives for information rely on the “bonding” forms of social capital, which are “inward looking and tend to reinforce exclusive identities or homogeneous groups” (p. 22). Bridging forms of social capital can, however, expand horizons and lead to new viewpoints, experiences and learning opportunities because they are “outward looking and encompass people across diverse social cleavages” (p. 22). Both forms of social capital lead to positive social outcomes; reciprocity, solidarity, linking to diverse others and information sharing.

F. Existing Information Tools — an Environmental Scan

Scan Purpose & Background

This section presents key findings from an environmental scan of existing information dissemination initiatives, internationally, nationally, provincially, and locally - in Toronto and York Region. The purpose of this scan is to provide a basis for comparison when developing information dissemination tools – for learners and Service Provider Organizations – in the latter stages of this project. Those represented here have been selected based on promising practices outlined in the literature. This report provides descriptions of a sample of the 73 tools reviewed and three integration models and have been selected based on promising practices outlined in the following reports: "Best Practices in the Dissemination of Integral Information to New Immigrants" (Muttersbach, 2010) and "The Internet as Effective Medium for Distribution of Integral Information to New Immigrants" (Sexsmith, 2010).

According to the report prepared by Muttersbach (2010) — and drawing on major works in settlement research — new immigrants mostly use interpersonal communication and ethnic media when seeking information. Muttersbach (2010) also reports that print media, audio and visual media, theatre, interpersonal communication, and the Internet are some of the information distribution methods currently employed to provide information to new immigrants seeking health, employment, and legal information. Further, the report discusses barriers to accessing information for new immigrants, notably language barriers, low literacy levels (with respect to language of the "host" country), and cultural diversity within immigrant populations (Muttersbach, 2010). Based on such barriers, Muttersbach (2010) reviews the literature outlining promising practices with regards to "information distribution methods." Sexsmith (2010) confirms that the Internet is a means through which many immigrants and other literacy learners find information; however, she states that "there is a multitude of information available, but [those] who seek it do not know where to find it" (p. 23). Based on this statement, Sexsmith (2010) offers web and digital resource design tips to ensure that common barriers to seeking and finding information online are overcome.

As stated, the information distribution methods documented in the Muttersbach (2010) report discuss how new immigrants find health, employment, and legal information. However, it is relevant to the purpose of this scan as new immigrants also seek the above mentioned services

throughout different settlement stages (pre-immigration, immediate, intermediate, and integration), similarly to methods of seeking information regarding education options during these stages (Caidi, Allard, and Dechief, 2008). In this spirit of the Muttersbach (2010) and Sexsmith (2010) reports, this scan has been conducted with the information needs of ESL and LBS learners, and the information dissemination practices of Service Provider Organizations, as main research concerns.

Scan Methodology

Prior to presenting key findings of the scan, a brief comment on the scan process is warranted to provide richness to the information presented herein. To begin, 73 tools and three pathway models were reviewed in total during November 2012. The scope of the scan focuses on Toronto and York Region; however, information dissemination tools beyond these jurisdictions have been reviewed to provide a more holistic picture of how information is disseminated to immigrant and literacy learners. Tools and initiatives from the United States, Nova Scotia, Manitoba, Alberta, British Columbia, and Ontario were reviewed, and a sample is represented here based on promising practices outlined in the preceding literature review. See Appendix A for a full list of tools reviewed.

Preliminary analysis of tools reviewed revealed that only 17% of the 73 tools reviewed were print documents such as flyers, information pamphlets, magazines, and course catalogues. Approximately 78% of the tools were found on the Internet in the form of websites (including portals, digital resources, and online PDF documents), web-based learning tools, and online search tools. Finally, the remaining 5% of tools reviewed were indicators of face-to-face communication such as information sessions. Indicators included listings of conferences on immigration portals and posters/flyers used to promote information sessions, as well as evidence of telephone hotlines. These documents were found online; however, they were catalogued as "information sessions" as the researchers were not able to attend the events as they had passed.

It is pertinent to note here that there is a reason for the large percentage of tools found online (i.e. 78% stated above). Starting in the summer of 2012, the Principal Researcher gathered folders of print flyers, information pamphlets, magazines, and course guides/catalogues from physical Service Provider Organization (SPO) locations; however, due to the vast number of SPOs in York Region and Toronto, it was impossible to gather all print tools outlining adult education pathways. When possible, the Research Assistant found these print materials online and categorized them as "tools found on the Internet." Although this is a limitation in the

methodology used for the environmental scan (i.e. as the tools were found in physical locations), this action was taken based on a website design flaw that Sexsmith (2010) outlines as prevalent in presenting client information online. Sexsmith (2010) reveals that although relevant information is available online, much of it is presented as list of “PDF” files, which are difficult for language learners to access. Although Sexsmith (2010) speaks of information regarding health, legal, and employment information, this scan has revealed a similar trend in terms of presentation of information regarding adult education options as well. It is this aspect of poor website design that the Research Assistant brings to light as one aspect of this scan. Sexsmith (2010) offers promising practices to overcome this barrier. The Research Assistant conducted this scan using the above mentioned methodology to highlight this flaw in website design when disseminating information to ESL and LBS learners, despite the presence of the print media in SPO locations. She feels that this is necessary as the tools created for this Project will have an online component meant for both SPOs and learners.

For each tool reviewed, the following information was documented and catalogued: title, the source, the intended audience/users, purpose (i.e. orientation material, referral guide, planning tool, marketing tool), type, layout & design, associated website, information type being offered (i.e. program type), and a description of the tool. What follows is a listing of some of the most promising tools reviewed – including a description, a visual representation of the tool (if possible), and an associated website (if available).

ENVIRONMENTAL SCAN

United States

Integrated Basic Education and Skills Training (I-BEST) Model

Website: http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx

Intended audience/purpose: Curriculum developers, program managers and directors/policy innovation - integration of academics and employment training

Description: Washington’s Integrated Basic Education and Skills Training Program (I-BEST) is a nationally recognized model that quickly boosts students’ literacy and work skills so that students can earn credentials, get living wage jobs, and put their talents to work for employers. I-BEST pairs two instructors in the classroom – one to teach professional and technical content and the other to teach basic skills in reading, math, writing or English language – so students can move through school and into jobs faster. As students progress through the program, they learn basic skills in real-world scenarios offered by the job-training part of the curriculum (Washington State Board for Community and Technical Colleges, 2012). I-BEST challenges the traditional notion that students must complete all basic education before they can even start a job-training program. This I-BEST framework allows students to start earning college credits immediately (Washington State Board for Community and Technical Colleges, 2012).

Regional Industry Skills Education (RISE) Model

Websites: <http://www.risepartnership.org/>

Intended audience/purpose: All stakeholders, including curriculum developers, program managers and directors/policy innovation – integration of academics in workplace training

Description: RISE is a joint initiative of the Wisconsin Technical College System and the Wisconsin Department of Workforce Development. The purpose of the model is to develop and refine prototype career pathway models and industry-driven pathway training curricula, to realign state-level program and policy to support career pathways in Wisconsin, and to implement career pathways in regions throughout the state of Wisconsin. Suggested benefits include the following: 1) higher skills, better jobs a more accessible and navigable training and career advancement system for workers, 2) a reliable supply of workers whose skills are geared to industry needs for employers, and 3) more effective engagement with industry and more efficient targeting of resources for workforce training and education programs (RISE Partnership, 2012).



Canada

Citizenship and Immigration Canada (CIC) - Interactive Map

Website: <http://www.cic.gc.ca/english/newcomers/map/services.asp>

Intended audience/purpose: Newcomers/referral

Description: This tool offers geographic representation for language, employment, and mentoring services for newcomers to Canada. Users can search by province and city. The interactive map allows users to narrow searches by specific language support required (e.g. assessment, training etc.) and geographic location. Due to the little amount of text, the interactive map is easy to use and quickly finds relevant information.

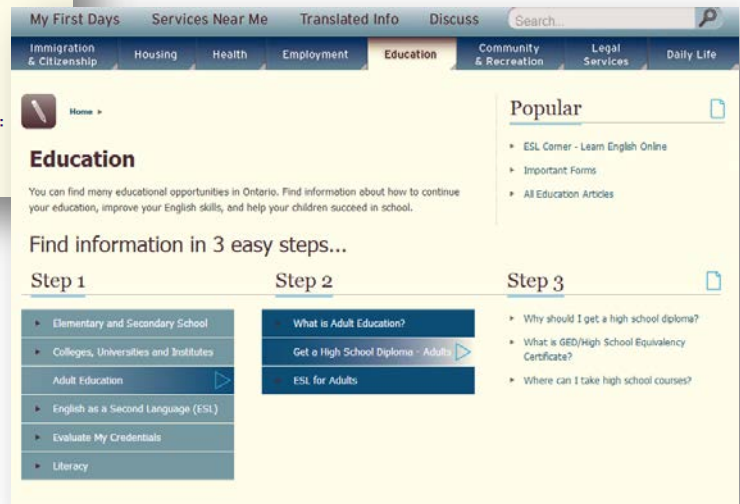
The screenshot displays the website interface for the Citizenship and Immigration Canada (CIC) Interactive Map. The header includes the Government of Canada logo and navigation links for Canada.gc.ca, Services, Departments, and Français. The main navigation bar lists categories: Immigrate, Visit, Work, Study, Citizenship, New immigrants, Canadians, and My Application. The page title is "Immigrant services - Ontario". A search bar is present with the text "Move to a location" and a "Search" button. A "Need Help?" section offers a "GO" button to find answers in the Help Centre. The main content area features a map of Ontario with a "Map Legend" panel on the right. The legend includes options to "Show All" and filter services such as "Language assessment", "Language training (general)", "Job-specific language training", "Help finding a job", "Help with daily life", "Find or become a mentor to a newcomer", "Services for refugees", and "Services for Francophone newcomers". The map shows various locations in Ontario with information icons.

Settlement.org

Website: <http://settlement.org>

Intended audience/purpose: Newcomers/referral

Description: This website offers simple text and relevant visuals (very interactive) great for ESL literacy/LBS learners. It offers information regarding the following: Immigration & Citizenship, Housing, Health, Employment, Education, Community & Recreation, Legal Services, Daily Life. It also provides links for "My First Days," "Services Near Me", "Translated Info," and "Discussion." The Education Tab offers a great visual, interactive interface. It also has a section called Popular that offers links to ESL Corner, Important Forms, Education Articles (great for the motivated/tech savvy ESL learner). Also, the easily visible "1, 2, 3" links to information on education programs with links to Twitter, You Tube. The information is available in different languages. The "Discussion Tab" affords recent, relevant, asynchronous discussions on various topics including employment & education.



211Ontario.ca

Website/contact: www.211ontario.ca/phone 211

Intended audience/purpose: All stakeholders/referral

Description: 211 is a three-digit phone number and website that provides information and referral to community and social services in Ontario. The service provides information on more than 56,000 agencies and services, and the phone service is open 24 hours a day, every day of the year, and is available in more than 150 languages. Online features include a search bar, which is easy to find and use (i.e. top of page, search by keyword and location). This feature provides options to search all provinces in Canada. Search results provide an easy to read list with obvious links to service sites and map format. The homepage has YouTube videos of how the service works and what it offers. Various contact options are available (i.e. phone line (211) and website). Stakeholders can order free service promotional materials online via blog (<http://blog.211ontario.ca/211-outreach-materials-order-form-2011-2012/>), including posters and a free downloadable bilingual brochure.

The screenshot shows the 211Ontario.ca website homepage. At the top left is the 211 logo with the tagline "When you don't know where to turn." Below the logo are links for "Emergency Responders" and "How 211 Can Help". A navigation menu includes "HOME", "ABOUT US", "SUCCESS STORIES", "RESOURCES", "E-NEWSLETTER", "MEDIA ROOM", "CONTACT", and "HELP". A "Passer au site français" link is in the top right. A "Choose Your Location" dropdown menu is set to "Ontario". The main heading is "Ontario" followed by "Find Services in Ontario". Below this is a search bar with two input fields: "Enter a search word, organization or topic" and "Enter a postal code, address or community", separated by "AND". A "Search" button and a "Clear" link are also present. On the left side, there are sections for "Our Blog", "Order Materials", and "Share our Public Service Announcement". The main content area features a "211 is here to help" section with a video player showing a person at a 211 kiosk. Below the video is a list of services including "HEALING CENTRES", "COUNSELLING", "FOOD BANKS", and "JOB SEARCH SUPPORT". At the bottom, there is a quote: "211 solved my problem and I got all the answers." and "I got to talk to a person and they helped me." followed by the 211 logo and the text "211 help is now available everywhere in Ontario".

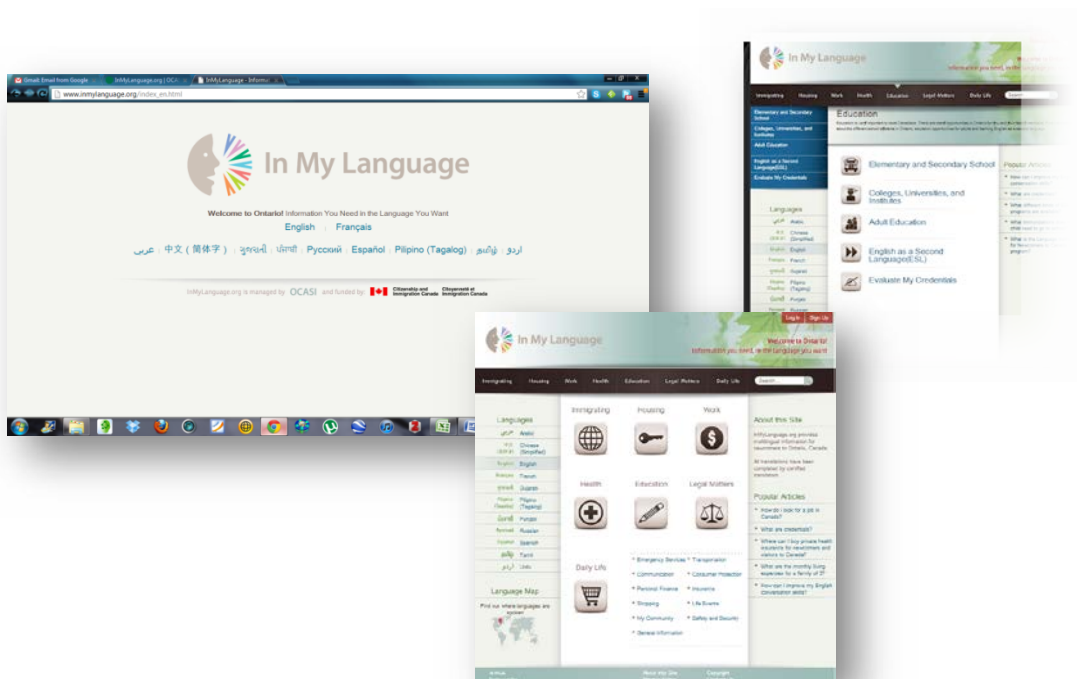
InMyLanguage.org

Website: <http://www.inmylanguage.org>

Intended users/purpose: Newcomers/orientation material

Description: InMyLanguage.org is a multilingual website providing online information and referral resources for newcomers to Ontario, Canada in their own language. Information is available in 11 languages. The site has several tabs: Immigrating, Housing, Work, Health, Education, Legal Matters, and Daily Life. The Education link leads users to information on the following: Elementary and Secondary School, Colleges/Universities/Institutes, Adult Education, English as a Second Language (ESL), and Evaluate My Credentials.

Useful features include a homepage with little text, in various languages, so users are directed to their language first. The site also makes use of excellent infographics, which match menus at top of screen. The Education link offers links to all education related links – including adult education.

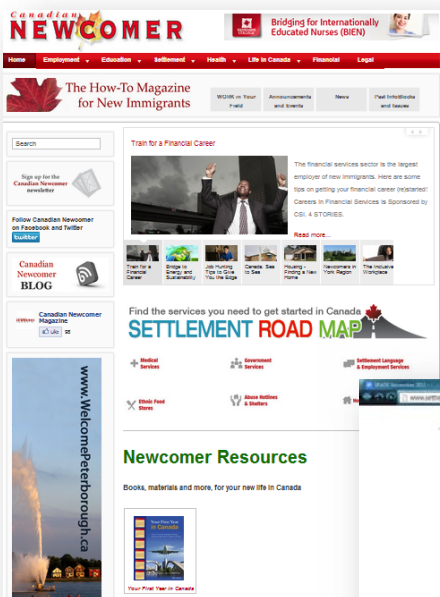


Canadian Newcomer Magazine – Settlement Road Map

Website: <http://www.settlementroadmap.ca/map.cfm>

Intended audience/purpose: All learners/orientation material

Description: This site - <http://www.settlementroadmap.ca/map.cfm> - offers access to the “Settlement Road Map” a tool allowing users to search for information regarding the above categories via an easy to use interactive map. This tool offers access to information on Settlement Service Agencies, ESL and LINC classes, directories of Employment Agencies across Canada, and housing options. The tool has three filters – province, region, and service – allowing users to quickly find what they are looking for. For Toronto, there are 179 language services listed.



Nova Scotia

Government of Nova Scotia Adult Learning Map

Website: <http://gonssal.ca/General-Public/nssal-map.shtml>

Intended Audience/Purpose: All stakeholders/referral material

Description: This tool is a visual portal to all adult learning programs in Nova Scotia. It is available through the "General Public" tab of the "Labour and Advanced Education" section of the Government of Nova Scotia website. As a second option in finding the tool, one must access the "Learning For Life" page, which offers the following adult education options: online education, planning for postsecondary (financial), university, college, private career college, trade, Adult High School Diploma, GED, Financial Assistance, I'm not sure what I want to do. The "Adult High School Diploma" option links to the Adult Learner page offering links to info about: high school diploma, GED, Upgrade My Skills, Military Training Recognition (RPL), Thinking About a Job, English/French as a second language, Tutoring, Other literacy programs, Success Stories. This tool is available from a variety of access points, and the tool search function yields both detailed map and text listings based on geographical area of service.

Nova Scotia School for Adult Learning Map

Home
Adult Learner
General Public
About NSSAL
Recognition of Prior Learning (RPL)
Other Literacy Programs
The NSSAL Map
Documents and Resources
Educator
LaMPSS
Volunteer
Awards and Events
Success Stories
Great Government Sites
Contact Us

Programs are offered at more than 150 sites across Nova Scotia to help Nova Scotians improve their literacy skills and/or earn their high school diploma.

For a listing of the programs in your community, click on your region for further information.

For more information call the toll-free line at: 1-877-go-NSSAL (1-877-466-7725) to speak to a representative in your community.

Operators are available Monday to Friday from 8:30 a.m. to 4:30 p.m.

Residents outside the province, please call 1-902-424-8879 (long distance charges will apply).

Residents outside the province, please call 1-902-424-8879 (long distance charges will apply).

NSSAL Map [print](#) | [close](#)

Cape Breton
Halifax
Northern
Southwest
Strait
Valley

HALIFAX REGIONAL MUNICIPALITY PROGRAM CONTACTS

COMMUNITY LEARNING ORGANIZATIONS

Bedford Sackville Learning Network
PO Box 77, Superstore Mall
248 Sackville Drive, Lower Sackville, NS B4C 2S8
Tel: 869-3838
Fax: 869-0342
E-mail: bsln@chebucto.ns.ca
website: www.chebucto.ns.ca/education/bain

Cunard Learning Centre (Metroworks)
7071 Bayers Road
Unit L102
Halifax, NS B3L 2C2
Tel: 453-2982 ext 105 or 425-4969
Fax: 453-6703

Alberta

Government of Alberta Education & Training Site – Adult Back-to-School Planner & Adult Education Videos

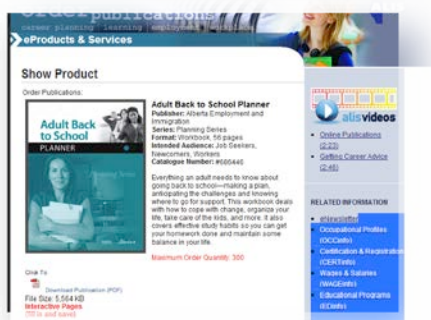
Website:

<http://alis.alberta.ca/ep/careershop/showproduct.html?DisplayCode=PRODUCT&EntityKey=27>

Intended audience/purpose: All learners/education option planning & program information

Description (Back-to-School Planner): A scenario based planning tool to aid adult learners in making decisions about adult education options - and associated issues with respect to going back to school. It provides learners with an initial plan for moving ahead with education. This tool provides good information of all of the factors an adult needs to think about when returning to school (i.e. motivation, cost, family, emotional impact of change etc.). Worksheets are provided on the following: back-to-school plan, questions to ask when finding a caregiver for children, and time management. Each worksheet is introduced by outlining a case scenario of an adult learner who had to address the issue in their learning journey – this is a strategy outlined in Sexsmith (2010) that is effective for “high context” communities. Finally, the planner provides a comprehensive resource list (starting place) for services that can aid learners in making decisions about where to go to access the appropriate social service and education option information.

Description (Education Videos): These videos provide case scenarios of adult learners who accessed services via the ArrowMight Literacy Program - a distance education program available online for literacy, First Nations, and immigrant learners. The program is based on models that were successful in Cuba and New Zealand. Videos on Adult Education Pathways (case scenarios) are relevant as they exemplify learners following various pathways (e.g. apprenticeship, high school). The videos provide information on how to access literacy programs in Alberta via www.adultliteracy.alberta.ca. Finally, videos are engaging and do not contain a lot of text, which has been outlined by Sexsmith (2010) as an effective means to engage “oral learners” in an online environment.



Adult Back-to-School Planner

Education Pathway Scenario Videos



British Columbia

Website:

http://www.welcomebc.ca/local/wbc/docs/service/publications_and_reports/publications/pdf/newcomers_guide_en.pdf

Intended audience/purpose: Newcomers/orientation material

Description: This guide offers information newcomers to B.C. need to know. The following Chapters are included: The First Few Days, Finding a Place to Live, Money and Banking, Health Care, Education, Help for Individuals and Families, Car and Driving, Employment and Business, The Legal System, Government & Citizenship, Community/Culture/Sports, Environment, About British Columbia.

The guide is available in 11 languages in downloadable PDF format. Localized guides are available in interactive PDF format, powered by ISUU. Graphics are placed in the table of contents for ease of finding relevant information. Also, all information regarding education (both children’s, youth, and adult) is in the same chapter “Education”; this includes information on private and post-secondary, English classes, continuing education, distance education, and a list of contacts for “Settlement Workers in Schools” based on geographical region. There is also a list of college/universities available province wide including contact information.



Government of British Columbia Education & Training Homepage

Website: <http://www.workbc.ca/Education-Training/Pages/Education-Training.aspx>

Intended audience/purpose: All learners/orientation

Description: The Education & Training website found via the WorkBC homepage & Government of B.C. website. This site offers portal links to employment related (adult) education & training options: career planning, post-secondary education, skills upgrading (including language). This site also offers links for career planning, financing education, and employment programs. Useful features include, a Google search bar (can search the Government site via Google search engine which is familiar to many), links to an interactive map that allows learners to find services centres in their area, and live chat support.



Ontario

Orientation to Ontario

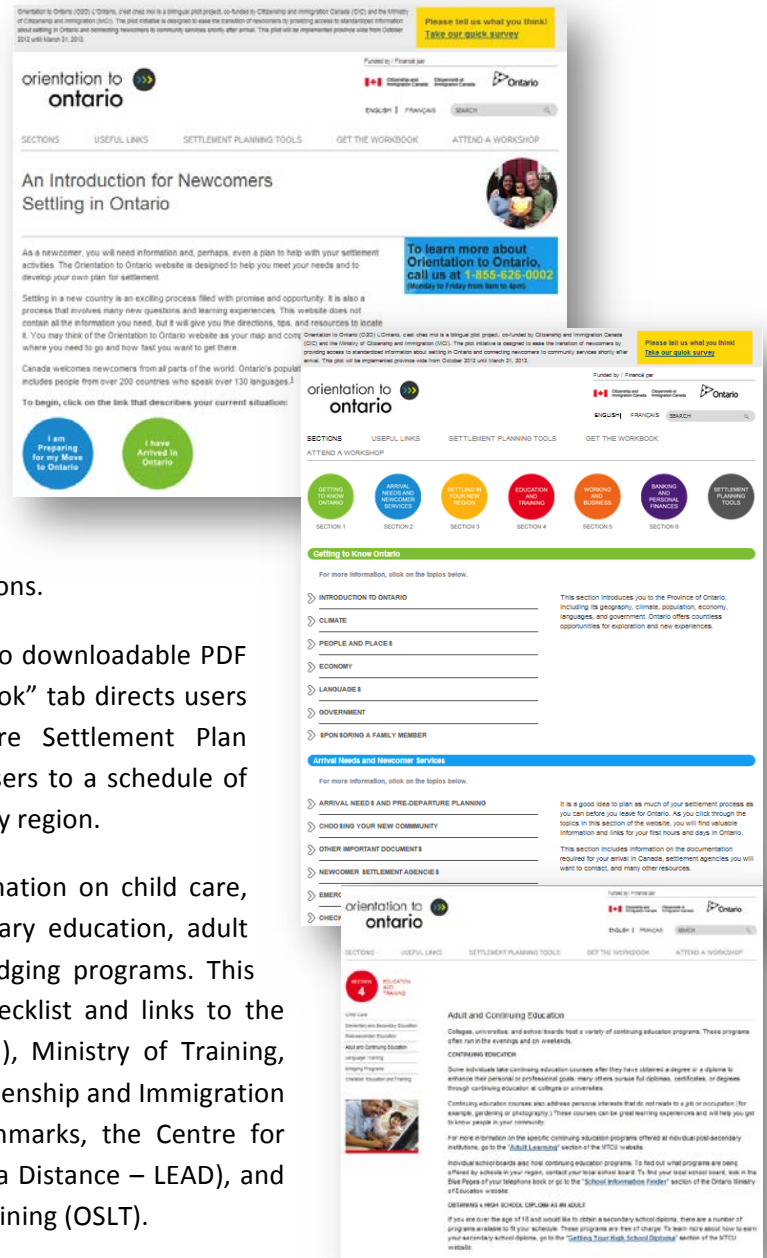
Website: www.orientationontario.ca

Intended audience/purpose: Newcomers/orientation material

Description: The Orientation to Ontario website portal is funded by the Ministry of Citizenship and Immigration (CIC) and the Ministry of Training, Colleges, and Universities (MTCU) and is intended to support newcomers to Ontario in addressing settlement needs, including education & training. By clicking on the “Sections” tab, users will be directed to the following sections: Getting to Know Ontario, Arrival Needs and Newcomer Services, Settling in Your Region, Education and Training, Working and Business, Banking and Personal Finances, and Settlement Planning Tools. The “Useful Links” tab offers links related to each of the above mentioned sections.

The “Settlement Planning Tools” tab offers links to downloadable PDF action plans and checklists. The “Get the Workbook” tab directs users to a downloadable PDF version of the entire Settlement Plan document. The “Attend a Workshop” tab links users to a schedule of workshops across the province; users can search by region.

The Education and Training section offers information on child care, elementary & secondary education, post-secondary education, adult and continuing education, language training, bridging programs. This section also offers an education and training checklist and links to the following websites: Ministry of Education (EDU), Ministry of Training, Colleges, and Universities (MTCU), Ministry of Citizenship and Immigration (MCI), the Centre for Canadian Language Benchmarks, the Centre for Education & Training (i.e. Language Education at a Distance – LEAD), and Colleges Ontario Occupation-specific Language Training (OSLT).



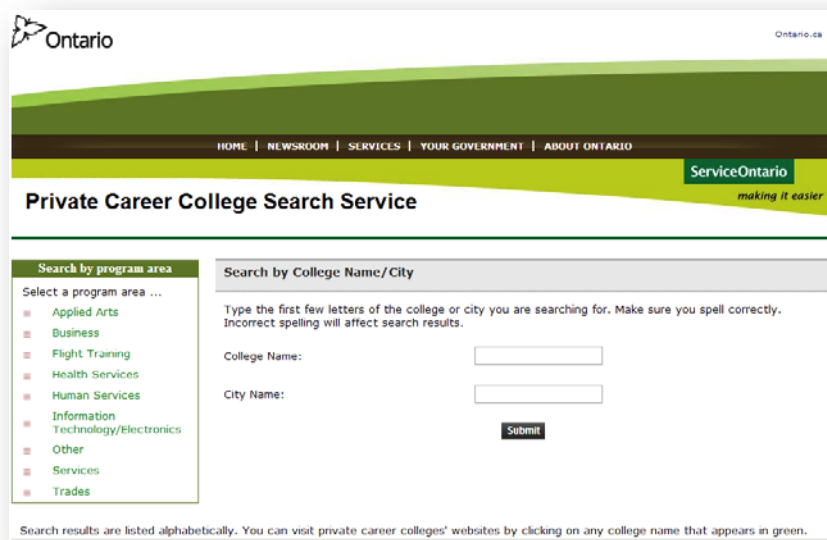
Service Ontario - Private Career College Search Service

Website:

https://www.ricccpcc.serviceontario.ca/pcc/CommandServlet?command=publicreport&config=pccProgram1Html.xml&parm_type_1=StrING&parm_value_1=EN

Intended audience/purpose: All learners/referral

Description: Allows for search of private career colleges by program area, college name, and/or city. When searching by program areas, searches return program titles, including costs; links to career colleges are provided.



The screenshot shows the ServiceOntario website interface for the Private Career College Search Service. The page features a green and white color scheme with the Ontario logo in the top left. A navigation bar includes links for HOME, NEWSROOM, SERVICES, YOUR GOVERNMENT, and ABOUT ONTARIO. The main heading is "Private Career College Search Service" with the ServiceOntario logo and tagline "making it easier".

There are two search sections:

- Search by program area:** A dropdown menu titled "Select a program area ..." with options: Applied Arts, Business, Flight Training, Health Services, Human Services, Information Technology/Electronics, Other, Services, and Trades.
- Search by College Name/ City:** A section with instructions: "Type the first few letters of the college or city you are searching for. Make sure you spell correctly. Incorrect spelling will affect search results." It includes input fields for "College Name:" and "City Name:", and a "Submit" button.

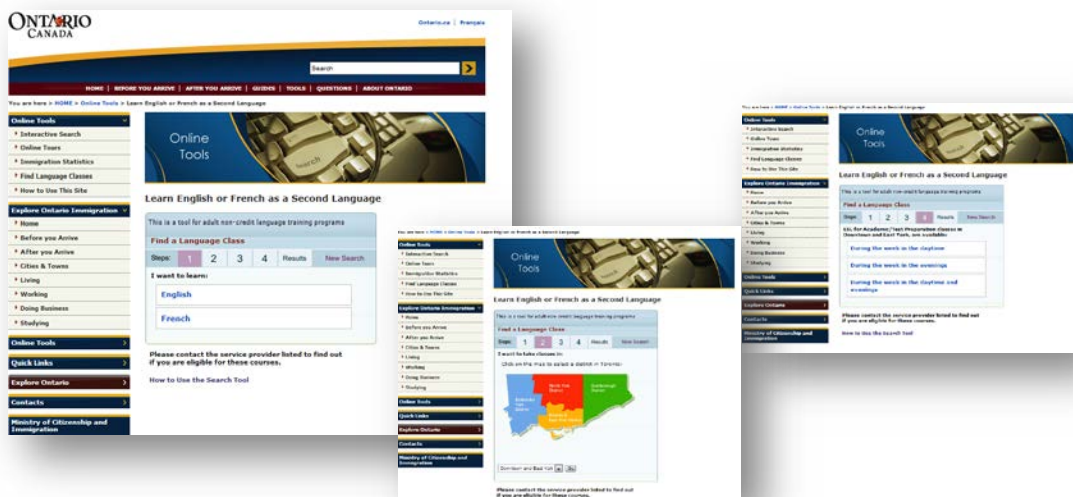
At the bottom of the search area, a note states: "Search results are listed alphabetically. You can visit private career colleges' websites by clicking on any college name that appears in green."

Ontario Immigration - ESL Wizard Tool

Website: <http://www.ontarioimmigration.ca/en/learn/index.htm>

Intended audience/purpose: All learners/referral

Description: This site offers links related to "studying in Ontario", both for children and adults. Links to adult programming - upgrading (MTCU), Immigration Ontario (Working in Ontario page), adult education for newcomers (Settlement), secondary and post-secondary options, including OSSD, GED, ILC, and continuing-education for adults online (Immigration Ontario -Study in Ontario page and MTCU - adult learning options). The site provides a series of interactive tools to aid learners in finding language programs in Ontario. The home page offers graphics and text to easily find the "studying" category, as well as offering links to Settlement.org, the Ministry of Training, Colleges, and Universities (MTCU), Immigration Ontario, and the Independent Learning Centre (ILC) and General Education Diploma (GED) websites. The interactive map tool is particularly useful in searching for language training programs as it contains filters for language, geographical area, and class time.



Ontario Bridge Training page - MCI Key Services site

Website: <http://www.citizenship.gov.on.ca/english/keyinitiatives/bridgetraining.shtml>

Intended audience/purpose: Teachers/assessors/other stakeholder; referral

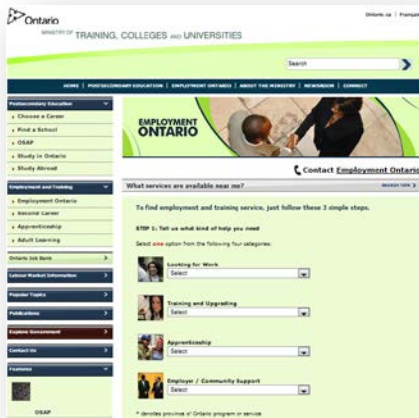
Description: This site highlights the characteristics of bridge training programs supported by MCI: assessment of education and skills, workplace experience, skills training/targeted academic training, preparation for license or certification, language training for a specific profession/trade, and individualized learning plans to identify other needs. The site provides links to a wide variety of bridge training programs based on profession. This provides a list of the organizations that offer the training, including the contact information and a Google map.

Employment Ontario Search Tool (Find an Employment and Training Service - FEATS)

Website: <http://www.tcu.gov.on.ca/eng/search.asp>

Intended audience/purpose: Newcomers/referral

Description: This tool provides access to adult education & training options based on type of "learning" of interest (e.g. Reading/writing/math, Upgrading Your Skills, Getting Your High School Diploma, Learning ESL or FSL, Getting Ready to Work in Ontario). The link above leads to a 3 step search tool. Search results return services listings along with a map of locations of the services. The site also links to listings of schools and school boards, the Independent Learning Centre, the ESL Wizard via MCI (for language offerings), and 211.on.ca.



Colleges Ontario - Occupation Specific Language Training Site

Website/contact: <http://www.co-oslt.org/en/>

Intended audience/purpose: All stakeholders/referral

Description: The Colleges Ontario website – funded by the MCI – offers OSLT program information. The homepage offers information about the different types of programming the organization offers: business, health sciences, child and youth worker, technology, construction trades, automotive trades, and policing and security. Via the “Where and How?” link available from the home page, users can find eligibility and college contact information for colleges across Ontario offering these programs. The information provided via this site is offered in checklist chart style as a means to inform users of programs.

Home | Where and How | Courses | Background Information | Success Stories | Contact Us | Links Français

Are you new to Canada?

Want to improve your workplace communication skills?

If you have training or experience in one of the occupations or sectors below OSLT might be for you!

- BUSINESS**
 - Accounting and Finance Personnel
 - Entrepreneur and Sales/Marketing Personnel
 - Hospitality Worker
 - Project Manager[Learn more](#)
- HEALTH SCIENCES**
 - Dental Hygienist
 - Medical Radiation Technologist
 - Nurse
 - Personal Support Worker
 - Sleep Technologist[Learn more](#)
- CHILD AND YOUTH WORKER**
 - Child and Youth Worker
 - Early Childhood Educator[Learn more](#)
- TECHNOLOGY**
 - Architectural Technologist and Technician
 - Engineering Technologist and Technician
 - Mechanical
 - Industrial Engineering and Manufacturing
 - Electrical and Electronics
 - Environmental Technologist and Technician
 - IT Personnel[Learn more](#)
- CONSTRUCTION TRADES**
 - Bricklayer
 - Carpenter
 - Electrician
 - Plumber
 - Steamfitter[Learn more](#)
- AUTOMOTIVE TRADES**
 - Automotive Service Technician
 - Heavy Duty Equipment Technician
 - Truck and Coach Technician[Learn more](#)
- POLICING AND SECURITY**
 - Policing Occupations
 - Security Occupations[Learn more](#)

What's New

Dec 8, 2012
There are brand new OSLT courses beginning this Winter! Click here to see more....

Dec 5, 2012
Entrepreneur Uses OSLT to Improve Business Communication....

Nov 28, 2012
New OSLT Courses are starting in the Winter! Click here to see an up-to-date listing....

Sep 24, 2012
OSLT Helps Project Manager and Nurse Find Employment....

Aug 22, 2012
OSLT courses are starting in the fall! Click here for an up-to-date list of courses....

Toronto

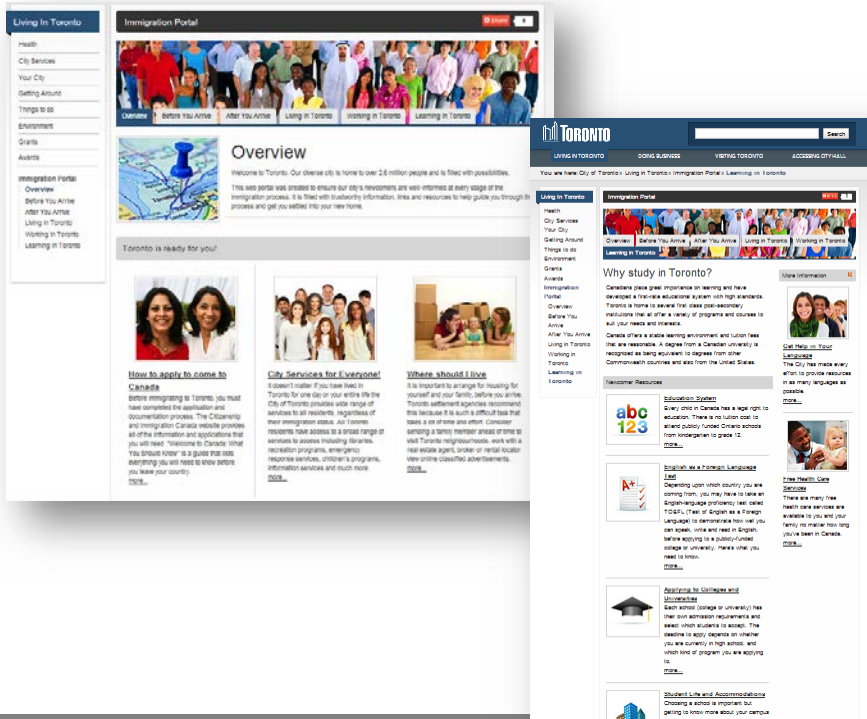
City of Toronto - Living in Toronto Portal

Website/contact:

<http://www1.toronto.ca/wps/portal/toronto/content?vgnextoid=02061b3cf98d1310VgnVCM100003d60f89RCRD>

Intended audience/purpose: Newcomers/referral

Description: This portal offers information for newcomers – in 15 languages - about the following: Education System in Canada, English as a Foreign Language support, Colleges and Universities, and Student Life and Accommodation. By clicking on the EFL Support link, users are directed to YMCA’s language assessment and referral services, including information on eligibility. This part of the portal also provides information on the Test of English as a Foreign Language (TOEFL) and links to the Educational Testing Service (ETS) – the organization that arranges for preparation for this test. The portal also links users to the Immigration Ontario and English Link sites, which provide information on English classes in Ontario. The portal also links to 311 Toronto and InMyLanguage.org.

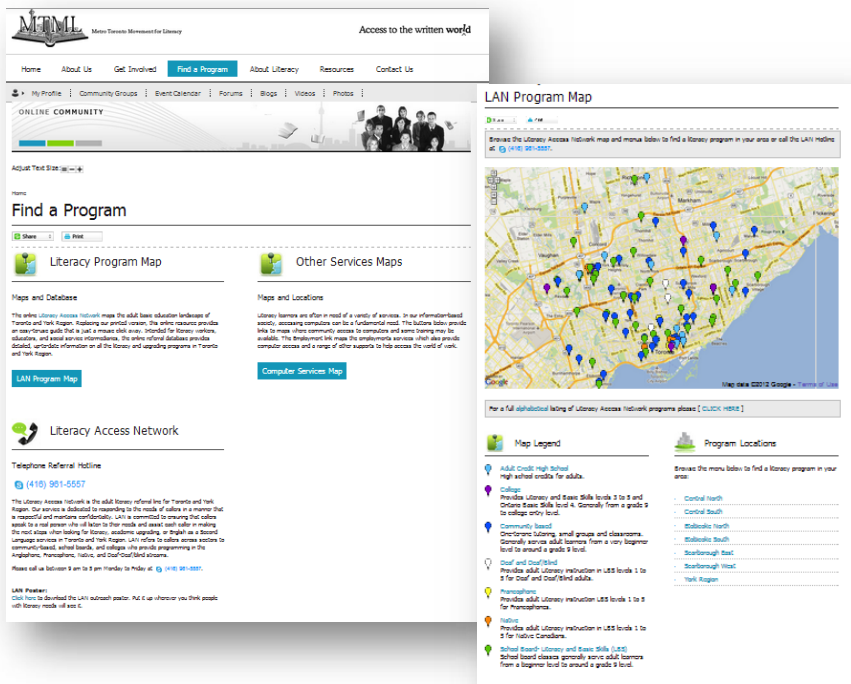


Literacy Access Network – Metro Toronto Movement for Literacy

Website/contact: <http://www.mtml.ca/lan>

Intended audience/purpose: All stakeholders/referral

Description: The Literacy Access Network (LAN) site of the MTML website offers three tools: 1) The Literacy Program Map, 2) The LAN Hotline phone number, and 3) the Other Services Maps. The Literacy Program Map links to an interactive map outlining adult education options – adult credit, college, community-based, deaf and deaf/blind, Francophone, Native, and school board LBS programs in Toronto & York regions. The map also allows users to view a full alphabetical list of services and/or the option to search by location. The site describes the LAN hotline as “the adult literacy referral line for Toronto and York Region.” This service serves the purpose of responding to the needs of callers, assisting them in making the next steps when looking for literacy, academic upgrading, or English as a Second Language services in Toronto and York Region. LAN refers callers across sectors to community-based, school boards, and colleges who provide programming in the Anglophone, Francophone, Native, and Deaf-Deaf/blind streams. The Other Services Map offers information about computer access across Toronto/York Region.



Toronto District School Board – Continuing Education Website

Website/contact: <http://www.tdsb.on.ca/site/ViewItem.asp?siteid=200&menuid=983&pageid=721>

Intended audience/purpose: All stakeholders/program information & referral

Description: This site offers links to several tools offering information on adult credit and non-credit programming (including ESL, SLT, and LBS). The site offers links to homepages of the five Continuing Adult Learning Centres in Toronto (Burnhamthorpe ALC, City ALC, Emery ALC, Scarborough Centre for Alt Studies ALC, Yorkdale ALC). The site also offers information regarding Prior Learning Assessment & Recognition (PLAR) – a means through which mature learners can have life experience and credentials assessed for credit (Ministry of Education, 2006). Finally, the site also offers a Search for an ESL Class tool.

 **Toronto District School Board** Search TDSB here

Find YOUR School Search TDSB Search Schools

STUDENTS PARENTS COMMUNITY MEDIA STAFF ABOUT US EMPLOYMENT HELP HOME

Continuing Education


- Community Programs >
- Secondary Programs >
- Adult English as a Second Language >
- Elementary Literacy and Numeracy Programs
- International Languages Elementary & African Heritage Programs >
- Parent Workshops
- Stories and News
- Global Education Camps and Programs
- Continuing Education Summer Camps

Continuing Education

The Continuing Education Department of the Toronto District School Board is the community's key provider of alternative, life-long opportunities for learning. Our mission is to enable and equip our learners to develop personal skills, build relationships and have fun through flexible, accessible and responsive programming.

Contact us by emailing coned@tdsb.on.ca or by calling [416-338-4000](tel:416-338-4000).



 **Toronto District School Board** Search TDSB here

Find YOUR School Search TDSB Search Schools

STUDENTS PARENTS COMMUNITY MEDIA STAFF ABOUT US EMPLOYMENT HELP HOME

Search for an ESL Program

Search by Course Name, Region and by Special Needs Requirements

Follow the steps below and click 'Find a Course'.

- 1 What course are you looking for?
Click here to select a course
- 2 What region do you live in?
All regions
- 3 Do you require Wheelchair Accessibility?
NO
- 4 When would you like to take your course?
Any Time

Search by Course Location
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z View All

Search by Keyword
To search, type in a keyword and click 'Search':

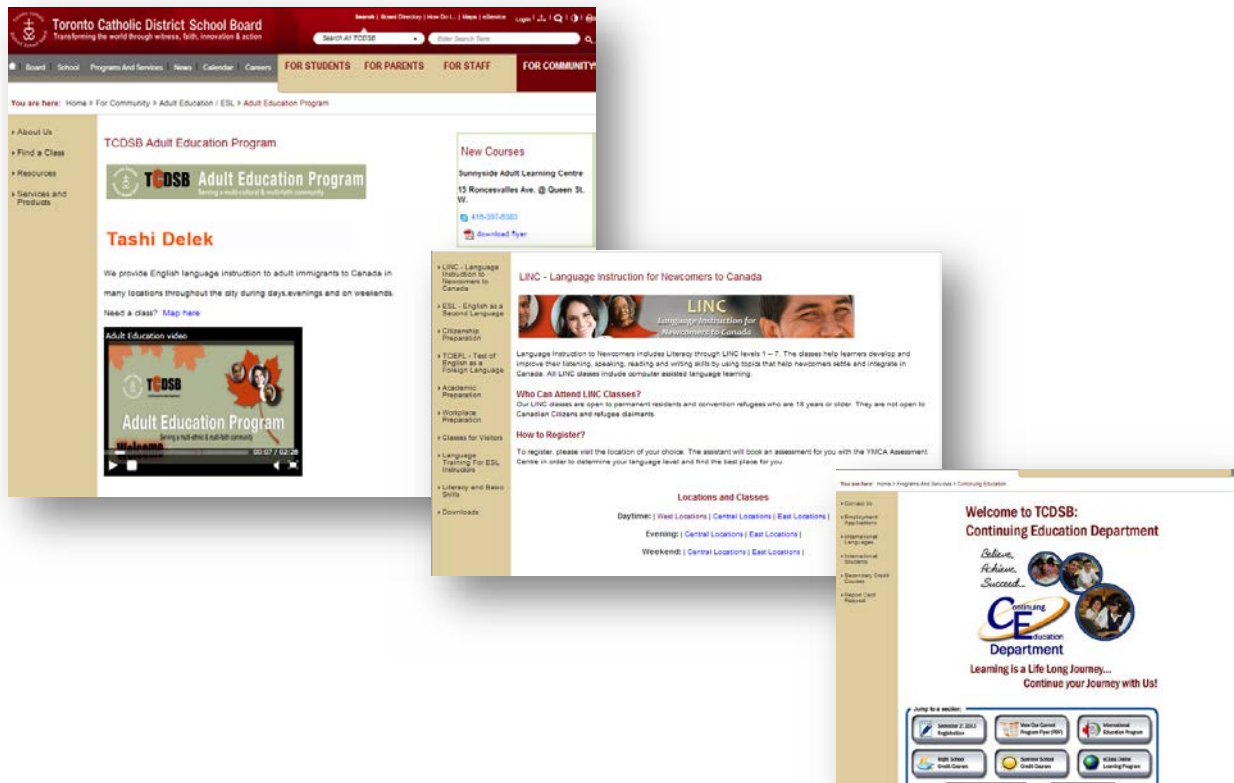
Toronto Catholic District School Board - Adult Education Website

Website:

<http://www.tcdsb.org/FORCOMMUNITY/ADULTEDUCATIONESL/ADULTEDUCATIONPROGRAM/Pages/default.aspx>

Intended audience/purpose: All learners/program information

Description: This site is easily accessed from the TCDSB homepage. Once at the Adult Education page, an introductory message is available in multi-lingual text and video formats. The video outlines program details. Links are available to TCDSB adult education program information, class schedules/locations, resources for practitioners, and services/products available. The “Find a Class” links to information on adult non-credit programming offered: LINC, ESL, Citizenship Preparation, TEOFL Preparation, Academic & Workplace Preparation, and LBS. Under the Programs and Services tab, the Continuing Education option links to information regarding secondary credit courses.



YMCA Language and Assessment Centre

Website/contact: <http://www.ymcagta.org/en/newcomers/you-arrived/language/index.html>

Intended audience/purpose: Newcomers/program information

Description: This site is accessed from the Newcomers' Homepage and provides information on YMCA services regarding English or French language assessment via LINC (Language Instruction to Newcomers to Canada)/CLIC (Course de Langue pour les Immigrants au Canada), LINC Home Study, and higher-level language training (i.e. Enhanced Language Training (ELT), Occupation Specific Language Training (OSLT), and Bridge to Work. The information includes the following: eligibility for assessment, procedures for assessment, contact information, and location links. The site also links to a listing of Information Sessions offered throughout the GTA regarding topics in education for newcomers and the LINC information site of Citizenship and Immigration Canada (CIC).

The image displays two overlapping screenshots of the YMCA Greater Toronto website. The left screenshot shows the 'Welcome to Canada!' page, which includes a sidebar menu with options like 'Newcomers', 'Before You Arrive in Canada', 'You've Arrived', 'Newcomer Information Sessions', 'Newcomer FAQs', 'Frequently Asked Questions', 'Contact Us', 'Newcomer Stories', 'Get a Job', and 'Health, Fitness & Recreation'. The main content area features a 'Welcome to Canada!' heading, a paragraph about the YMCA's role in helping newcomers, and a section titled 'YMCA Newcomer Settlement Programs' which includes 'Newcomer Information Centre', 'Language Assessment and Referral Centre', 'Newcomer Youth Leadership Development', 'Korean Community Services', and 'Voices: The YMCA Newcomer Youth Film Project'. The right screenshot shows the 'Newcomer Information Sessions' page, which includes a sidebar menu with options like 'Newcomers', 'Before You Arrive in Canada', 'You've Arrived', 'Newcomer Information Sessions', 'Newcomer FAQs', 'Frequently Asked Questions', 'Contact Us', 'Newcomer Stories', 'Get a Job', and 'Health, Fitness & Recreation'. The main content area features a 'Newcomer Information Sessions' heading, a paragraph about the sessions, and a table of sessions. The table has columns for 'Date', 'Program', 'Time', and 'Poster Size'. The sessions listed are: Mon, Nov 8 'Introduction to Settlement Services' (2-4 pm, PDF 108KB), Tue, Nov 13 'Your Child's Education' (10 am-12 pm, PDF 111KB), Thu, Nov 16 'Evaluation of Post-Secondary Education' (3:30-6:00 pm, PDF 111KB), Tue, Nov 20 'Your First Steps!' (3-6 pm, PDF 80KB), Wed, Nov 21 'Be Your Own Boss' (3-6 pm, PDF 90 KB), Mon, Nov 26 'Your Road to Employment' (3-6 pm, PDF 80 KB), and Wed, Nov 28 'Networking for Newcomers' (3-6 pm, PDF 90 KB). Both screenshots also feature a 'HOW TO:' sidebar with options like 'FIND MY YMCA', 'SEE THE SCHEDULE', 'BECOME A MEMBER', 'GET A JOB', 'FIND A CAMP', 'VOLUNTEER', and 'DONATE'. There is also a 'WHAT'S HAPPENING' sidebar with options like 'YMCA Youth Zones', 'Employer Partners', and 'YMCA Culinary Collection'.

Learning Curves Newspaper

Website/contact: www.learning-curves.org

Intended audience/purpose: All learners/program information; education issues

Description: This publication is a “one-stop-shop” for everything adult education in Toronto and the GTA. It is published by the Workers’ Educational Association of Canada (WEA). It is published five or six times a year and is distributed free of charge to Metro’s schools for adult students (universities, colleges, private colleges, and community agencies), libraries, etc. This paper provides adult learners with information on a broad range of adult learning issues and links learners to articles on adult education options in the GTA.



Ryerson University – Spanning the Gaps*

***Note:** This description provides an example of how one institution is making connections within community to ensure all services are provided under one program, rather than several.

Website/contact: <http://ce-online.ryerson.ca/ce/default.aspx?id=3257>

Intended audience/purpose: All learners & stakeholders/program information -

Description: Spanning the Gaps – Access to Post-Secondary Education describes three programs - Bridges to Ryerson, Ryerson University Now (RUN), Road to Ryerson – serving the goal of increasing participation in post-secondary education by young people and adults who might not otherwise interact with or experience post-secondary education (Ryerson University, 2012).

Bridges to Ryerson provides a “second chance” to access post-secondary education for capable people who need another chance as earlier ones didn’t work out. This one-year, part-time transitional program is aimed at providing students with the skills necessary to be successful in undergraduate degrees, continuing education certificates, or other post-secondary goals (Ryerson University, 2012)

Road to Ryerson supports students taking a ‘victory lap’ of high school in becoming successful university students. The program works in partnership with the Toronto District School Board to identify potential students and determine what they need to meet Ryerson’s admissions standards. Students of Road to Ryerson are recommended by the Toronto District School Board (Ryerson University, 2012)



The **Ryerson University Now (RUN)** program aims to encourage high school students and community members to participate in post-secondary education by offering them a credit course from The G. Raymond Chang School of Continuing Education. It supports individuals who come from environments where no one has been able to provide information regarding post-secondary education. Programming is geared to students' interests as university faculty teach the courses. Also, courses are offered in high schools, community agencies, or on campus.

Ryerson University Now (RUN) Program



Future University Student

"During my final year in high school I decided to enroll in the Ryerson RUN Program because I wanted to try a University-based environment."

The Popular Culture course was a great experience. At the end, I accomplished a major task: earning a credit towards my anticipated Social Sciences degree. In addition, this program has enhanced my writing capabilities thanks to a dynamic and charismatic lecturer. This program has given me a jump-start in the journey to achieving my long term aspiration of becoming a lawyer. The RUN program proved to be a great experience for me."

Riaz
High School Student
RUN Participant

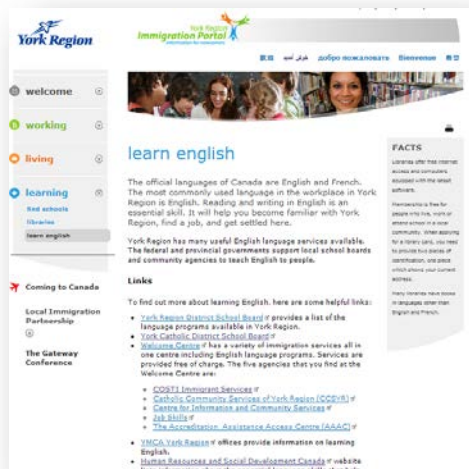
York Region

York Region - Immigration Portal

Website/contact: <http://www.yorkwelcome.ca/wps/portal/learning/learn-english/>

Intended audience/purpose: Newcomers/orientation material

Description: The York Region Immigration Portal offers three simple links under the "Learning" menu – find schools, libraries, and learn English. By clicking on Learn English, several links are available directing users to services offering language training in York Region. This is a guide to English language training in York Region.



York Region District School Board - Continuing Education Guide

Website: <http://www.yrdsb.edu.on.ca/page.cfm?id=CC0000025>

Intended audience/purpose: All stakeholders/programming information

Description: This site offers information regarding general interest, adult credit and non-credit (day and night), high school equivalency (GED), ESL, and Specialized Programs. The Credit Course link also provides information PSW, PLAR, and e-Learning options. Specialized Programs link provides information on Citizenship Classes, Adult LBS, Language Instruction for Newcomers, and International Education. The site also provides information regarding start dates and registration details.

Continuing Education
Home

General Information
General Interest Courses
Driver Education
Ontario High School Equivalency
Credit Courses
English as a Second Language
International Languages
Specialized Programs
Program Guide
Contact Us

Continuing Education

The York Region District School Board continues to provide our community members with many continuing education opportunities. As you review the courses and programs offered, take the time to discover a new interest or a new hobby. We encourage all York Region residents to take advantage of the wide and diverse range of learning experience.

Ken Thurston
Director of Education

Anna DeBartolo
Chair of the Board

Continuing Education 2012-2013

GENERAL INTEREST

Registration Information
Date: Aug 27, 2012
Start: Jan 2, 2013
Registration at schools offering General Interest 8:30 to 8:00 on these dates only.
FALL REGISTRATION: Sep 18, 2012
WINTER REGISTRATION: Jan 22, 2013
If applying by mail or through registration will be accepted at the Dr. Beth Stephenson Centre for Learning, 4000 Hwy 7, 9:00 am to 4:00 pm.

Interest Categories
Arts, Crafts and Activities
Business and Finance
Languages
Community
Travel and Vacations
Fitness, Sports & Recreation
A complete list of courses is available at:

Class Details
FALL: Classes begin Oct 1, 2012
WINTER: Classes begin Feb 4, 2013
Monday-09 Wednesday evening

Class Locations
Classes are offered at various York Region schools. A complete list is available at:

ADULT DAY SCHOOL - HIGH SCHOOL CREDIT

Registration Information
In person registration takes place at Dr. Beth Stephenson Centre for Learning during the dates indicated (except where noted). *Tuition, 2012-2013 (includes 2012)

NEW STUDENTS	ADD-INS	RE-ENROLLMENT	REGISTRATION	CLASS START
Aug 27 to Sep 1	Aug 27 to Sep 1	Aug 27 to Sep 1	Aug 27 to Sep 1	Jan 18 to Feb 4
Aug 27 to Sep 1	Aug 27 to Sep 1	Aug 27 to Sep 1	Aug 27 to Sep 1	Apr 15 to 22
Aug 27 to Sep 1	Aug 27 to Sep 1	Aug 27 to Sep 1	Aug 27 to Sep 1	Apr 15 to 22
Aug 27 to Sep 1	Aug 27 to Sep 1	Aug 27 to Sep 1	Aug 27 to Sep 1	Apr 15 to 22

Subject Categories
Social Studies & English
Social Sciences & Design
Dr. Beth Stephenson Centre for Learning
30 Progress Ave., Richmond Hill, ON L4B 1R1

Registration & Class Location
Registration: 30 Progress Ave., Richmond Hill, ON L4B 1R1
Class Location: 30 Progress Ave., Richmond Hill, ON L4B 1R1

NIGHT SCHOOL - HIGH SCHOOL CREDIT

Registration Information
Registration information is available on the website.
Registration at schools offering Night School 8:30 to 8:00 on these dates only.
FALL REGISTRATION: Sep 18, 2012
WINTER REGISTRATION: Jan 22, 2013
If applying by mail or through registration will be accepted at the Dr. Beth Stephenson Centre for Learning, 4000 Hwy 7, 9:00 am to 4:00 pm.

Subject Categories
English, Math, Science, Social Studies
Geography, Adult Literacy
Dr. Beth Stephenson Centre for Learning
30 Progress Ave., Richmond Hill, ON L4B 1R1

Class Locations
Classes are offered at various York Region schools. A complete list is available at:

Complete course descriptions and online registration are available on the website.
www.yrdsb.edu.on.ca/coned

York Region Catholic District School Board – Adult & Continuing Education

Website: <http://ace.ycdsb.ca/>

Intended audience/purpose: Learners/program information

Description: This site provides all information regarding Adult & Continuing Education for the YRCDSB. Information is provided in two formats – website and downloadable PDF course guide. The Winter Course Guide 2013 provides all necessary information regarding credit programming, including important dates, registration information, and cost. The Adult link leads to links providing information on the following: ESL, SLT, Certificate Programs, and Adult Computer Courses. The ESL link leads to a downloadable PDF course guide – Adult ESL: English as a Second Language. This guide provides information on course description, times, locations, and eligibility.



York Region - Welcome Centres

Website/contact: <http://www.welcomecentre.ca/york/index.html>

Intended audience/purpose: Newcomers/orientation material

Description: The Welcome Centre Immigrant Services websites provides information, in 15 languages, to immigrants in York and Durham Regions with the purpose of assisting them to find needed information regarding the following: Settlement and Integration Services, English Language Classes, Accreditation and Qualifications Information, Employment and Support Services, and other supports. The site provides Centre locations and a link to the Live, Learn Speak site reviewed below.



Learn, Speak, Live Portal

Website: <http://www.learnspeaklive.ca/>

Intended audience/purpose: Newcomers/orientation material

Description: This site is a portal to all services related to English language training in Durham and York Region. It provides links to information on free language training programs including start times, dates, and eligibility for childcare and transportation services. Two links and a 1-800 number are available giving users access to assessment centre and English class information in Durham, Toronto, York, and Peel regions.



G. RECOMMENDATIONS & CONSIDERATIONS FOR INFORMATION TOOL DEVELOPMENT

Having reviewed the literature and scanned the landscape of information dissemination tools, several key issues and trends have emerged as to how to best convey information to adult learners and service providers and these need to be considered when creating tools intended to increase awareness of adult education options, pathways, and transition points. First, the *Visualizing the Learning Journey* researchers recommend that a “toolkit” – rather than one tool – be created. For example, the “toolkit” could incorporate components that include print media, online resources, and support materials to aid service providers and ignite dialogue with clients around adult education options. These support materials should also be created with frontline staff in mind as they have direct contact with the learners in Toronto and York Region and are often the strongest connection some clients have outside of their own communities.

As such, it is recommended that the project team and work group collaborate on how the “toolkit” could achieve most or all of the following:

- Support literacy learner needs in use of “word-of-mouth” to find information
- Allow learners to access information in their mother tongue
- Support increased social connection, including allowing for mediated one-on-one communication with frontline staff
- Consider target audience (i.e. learner and service provider staff), including addressing barriers that users with low levels of literacy face
- Ensure that users are reflected in the tools (i.e. users can interact with/relate to the tool)
- Be mindful of the technicalities regarding searching for and understanding information to ensure users are not overwhelmed

Technical strategies to accomplish the above recommendations can include, but are not limited to the following:

- Use of simple language and very little text
- Use of multiple languages
- Use of audio-visuals (e.g. infographics, video, images)
- Use of relevant contexts via case scenarios (e.g. case-based media)
- Ensure features that afford collaboration (e.g. support materials that assist staff in dialoguing with clients; Web 2.0 tools)
- Contain some element of self-directedness

Taking into consideration the abovementioned strategies will allow for maximum direct access to information for all stakeholders involved. Plain language and visually strong images allow for maximum usability of the “toolkit.” The kit should also be re-usable, be adaptable to local contexts, and ensure user engagement, thus broadening awareness of adult education program options, pathways, and transition points for literacy learners across Toronto and York Region.

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APPENDIX A – INFORMATION TOOLS BY GEOGRAPHIC REGION

Note: Please see end of tables for a guide to the acronyms used in the tables.

TORONTO			
TITLE	SOURCE	WEBSITE	PROGRAM TYPE
Living in Toronto - Immigration Portal	City of Toronto	http://www1.toronto.ca/wps/portal/toronto/landing?vgnextoid=d4851b3cf98d1310VgnVCM1000003dd60f89RCRD	All Settlement Services
Living in Toronto Website	City of Toronto	http://www1.toronto.ca/wps/portal/toronto/content?vgnextoid=02061b3cf98d1310VgnVCM1000003dd60f89RCRD	Language Training (non-credit; ESL, LINC, OSLT, Bridge Training)
YMCA Newcomers Homepage	YMCA Toronto	http://www.ymcagta.org/en/newcomers/index.html	All Settlement Services
Language Assessment and Referral Centres	YMCA Toronto	http://www.ymcagta.org/en/newcomers/you-arrived/language/index.html	Language Training (non-credit; LINC)
Newcomer Information Sessions Schedule	YMCA Toronto	http://www.ymcagta.org/en/newcomers/info_sessions/index.html	All Settlement Services
Newcomer Information Flyers	YMCA Toronto	http://www.ymcagta.org/en/with-work-with/educators/linc_educators/index.html	All Settlement Services
Training, Colleges, and Universities Info Session Flyer - Sample	YMCA Toronto	http://www.ymcagta.org/en/files/PDF/Newcomer-Events/sessions/NIC_2012_TCU.pdf	All adult education options

Toronto District School Board – Continuing Education Website	Toronto DSB	http://www.tdsb.on.ca/site/ViewItem.asp?siteid=200&menuid=983&pageid=721	Secondary credit (including ESL and MPLAR) & non-credit (ESL, LBS, and SLT)
Continuing Education – ESL Classes Poster (Mimico Adult Learning Centre)	Toronto DSB	Print document; no website available.	ESL (non-credit; ESL literacy)
Continuing Education - ESL Classes Schedule (Jones Ave. Adult Learning Centre)	Toronto DSB	Print document; no website available.	ESL (non-credit; ESL literacy)
Learn 4 Life	Toronto DSB	http://www.tdsb.on.ca/wwwdocuments/programs/continuing_education/docs/Winter2013.pdf	Continuing Education (Interest Courses for Adults)
TCDSB – Continuing Education Website	Toronto Catholic DSB	http://www.tcdsb.org/Programs/Services/ContinuingEducation/Pages/default.aspx	Secondary credit programming (including ESL and e-Learning)
TCDSB – Continuing Education Secondary Credit Courses Flyer	Toronto Catholic DSB	http://www.tcdsb.org/Programs/Services/ContinuingEducation/Documents/flyer.pdf	Secondary credit programming
TCDSB - Adult Education Website	Toronto Catholic DSB	http://www.tcdsb.org/FORCOMUNITY/AdultEducationESL/AdultEducationProgram/Pages/Default.aspx	ESL & LBS (non-credit)
Learning Curves - Metro Toronto Newspaper	Workers' Educational Association of Canada	http://www.learning-curves.org/	All adult education options; articles related to adult education and employment
Transitional Year Programme Brochure	University of Toronto	http://www.utoronto.ca/typ/downloads/Brochure.pdf	Transition programming (secondary credit to university)

Spanning the Gaps Program Model	Ryerson University	http://ce- online.ryerson.ca/ce/default.asp x?id=3257	Program model with purpose of increasing access to post- secondary education
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YORK REGION

TITLE	SOURCE	WEBSITE	PROGRAM TYPE
York Region - Immigration Portal	City of York Region	http://www.yorkwelcome.ca/wp/s/portal/learning/learn-english/	All settlement services including Language Training (ESL, LINC, OSLT, Bridge Training)
The Gateway: York Region's Internationally Educated Professionals Conference	City of York Region	http://www.yorkwelcome.ca/wp/s/portal/gate	Internationally Trained Professionals
York Region District School Board - Continue Education Guide	York Region DSB	http://www.yrdsb.edu.on.ca/pdfs/w/coned/ConedFinalweb.pdf	Secondary credit & non – credit options (ESL, LBS, general interest course)
YRDSB - ESL Class Time Information	York Region DSB	http://www.yrdsb.edu.on.ca/pdfs/w/coned/YRDSB-ESLDayClasses.pdf http://www.yrdsb.edu.on.ca/pdfs/w/coned/AdultDayESLmap.pdf	ESL (non-credit; ESL literacy)
YRDSB - PLAR Brochure	York Region DSB	http://www.yrdsb.edu.on.ca/pdfs/w/coned/YRDSB-ConEd-PLARBrochureUpdated.pdf http://www.yrdsb.edu.on.ca/page.cfm?id=CC0000087	MPLAR
YRCDSB - Adult ESL Brochure	York Region Catholic DSB	http://ace.ycdsb.ca/documents/Fall/ESLbooklet.pdf	ESL (non-credit; ESL literacy)
YRCDSB - Specialized Language Training in Ontario (SLT) Flyer	York Region Catholic DSB	http://ace.ycdsb.ca/programs/adult/Specialized%20Language%20Training/	Specialized Language Training (SLT)

YRCDSB - Specialized Language Training in Ontario (SLT) Schedule	York Region Catholic DSB	http://ace.ycdsb.ca/documents/current/SLT%20SCHEDULE.pdf	Specialized Language Training (SLT)
Programs & Services website - COSTI	Citizenship and Immigration Canada (CIC); multiple funders	http://www.costi.org/programs/program_services.php#lt	Language Training (ESL, LINC, OSLT, Bridge)
English Language Classes Flyer - COSTI (Markham)	Citizenship and Immigration Canada (CIC); multiple funders	Print document; no website available.	ESL (non-credit; ESL literacy)
Enhanced Language Training Services (ELT) Flyer - COSTI (Vaughn)	Citizenship and Immigration Canada (CIC); multiple funders	Print document; no website available.	Enhanced Language Training
Literacy Access Network - MTML	Metro Toronto Movement for Literacy	http://www.mtml.ca/lan	All adult education options in Toronto and York Region
Learn, Speak, Live Portal	Citizenship and Immigration Canada (CIC)	http://www.learnspeaklive.ca/	Language Training (non-credit – ESL, ELT, LTW, OSLT, Bridge) for Toronto & York Region
Transfer & Mature Admissions Tool	York University	http://digital.yorku.ca/i/89955	Transfer credit and mature student admissions

ONTARIO

TITLE	SOURCE	WEBSITE	PROGRAM TYPE
Orientation to Ontario	CIC; MTCU	www.orientationontario.ca	All adult education options
Welcome to Ontario Guide - A Guide to Programs and Services for Newcomers to Ontario	Ministry of Citizenship & Immigration (MCI)	http://www.citizenship.gov.on.ca/english/publications/docs/welcometoontario/Welcome-to-Ontario.eng.pdf	Settlement Services
Immigration Ontario Online Search Tool	Ministry of Citizenship & Immigration (MCI)	http://www.onlinetools.ontarioimmigration.ca/esl/wizard/index.aspx?culture=en&external=f	Language Training (ESL, LINC, OSLT, Bridge)
Ontario Bridge Training page - MCI Key Services site	Ministry of Citizenship & Immigration (MCI)	http://www.citizenship.gov.on.ca/english/keyinitiatives/bridgetraining.shtml	Language Training (ESL, LINC, OSLT, Bridge)
Ministry of Citizenship & Immigration - YouTube Channel	Ministry of Citizenship & Immigration (MCI)	http://www.citizenship.gov.on.ca/english/newsroom/youtube.shtml	Language Training (SLT)
Ministry of Citizenship & Immigration - Twitter	Ministry of Citizenship & Immigration (MCI)	http://www.citizenship.gov.on.ca/english/newsroom/twitter.shtml	About MCI and services & events
Ministry of Citizenship & Immigration - Facebook	Ministry of Citizenship & Immigration (MCI)	http://www.citizenship.gov.on.ca/english/newsroom/fb.shtml	About MCI and services & events
Settlement.org	Ministry of Citizenship and Immigration (MCI) and CIC	http://settlement.org/topics.asp?section=EDUCATION	All adult education options

InMyLanguage.org website	Citizenship and Immigration Canada (CIC)	http://www.inmylanguage.org/index_en.html	All adult education options
Employment Ontario Online Referral Guide	Ministry of Training, Colleges, & Universities (MTCU)	http://www.tcu.gov.on.ca/eng/epg/tools/referralguide.html	Language Training, LBS, Employment Services
Employment Ontario Information and Referral Resource Guide	Ministry of Training, Colleges, & Universities (MTCU)	http://www.tcu.gov.on.ca/eng/epg/publications/ir_resource_pkg_2008.pdf	Language Training, Literacy & Basics Skills, and Employment Services
Study in Ontario	Ministry of Training, Colleges, & Universities (MTCU)	http://www.ontario.ca/education-and-training/go-college-or-university-ontario	College and university education options
Employment Ontario Search Tool (Find an Employment and Training Service - FEATS)	Ministry of Training, Colleges, & Universities (MTCU)	http://www.tcu.gov.on.ca/eng/search.asp	LBS, Credit, and Language Training
211Ontario.ca	Provincial - Service Ontario	www.211ontario.ca	All Government Services
Service Ontario - Private Career College Search Service	Provincial - Service Ontario	https://www.riccpcc.serviceontario.ca/pcc/CommandServlet?command=publicreport&config=pccProgram1Html.xml&parm_type_1=StrING&parm_value_1=EN	Private career college options
Colleges Ontario - Occupation Specific Language Training Site	Colleges Ontario	http://www.co-oslt.org/en/	Language Training (Specialized Language Training (SLT))
Colleges Ontario - Occupation Specific Language Training Poster	Colleges	Print document; no site available.	Language Training (Specialized Language Training (SLT))

Occupational Specific Language Training (OSLT) Guide - GTA Colleges	TESL Ontario	http://www.teslontario.net/uploads/news/GTA%20CollegesOSLTSchedule.pdf	Language Training (ESL, LINC, OSLT, Bridge Training)
Language, Literacy, Employment Awareness Flowchart - Literacy Network of Durham Region	Literacy Network of Durham Region	http://www.enhancingpathways.ca/LNDRPathwaysChart.pdf	Language Training, LBS, Employment Services (Durham Region)
Language, Literacy, Employment Awareness Guide - Literacy Network of Durham Region	Literacy Network of Durham Region	http://www.enhancingpathways.ca/LNDREnhancPathAwarenessandReferralGuideSept2011.pdf	Language Training, LBS, Employment Services (Durham Region)
Adult Basic Education Literacy Mapping Partnership Visual	Adult Basic Education Association (Hamilton)	http://www.enhancingpathways.ca/ABEA1LiteracyMappingPartnershipVisual.pdf	All adult education options (Hamilton)
PLAR Information Website - Centre for Individual Studies (CIS)	Kawartha Pine Ridge DSB	http://continuingeducation.kprdsb.ca/plar/	MPLAR

CANADA			
TITLE	SOURCE	WEBSITE	PROGRAM TYPE
Citizenship and Immigration Canada - Come to Canada Wizard	Citizenship and Immigration Canada (CIC)	http://www.cic.gc.ca/app/ctcvac/english/qc100	Pre-immigration services (eligibility)
Citizenship and Immigration Canada - Interactive Map	Citizenship and Immigration Canada (CIC)	http://www.cic.gc.ca/english/newcomers/map/services.asp	Settlement Services
Welcome to Canada Guide	Citizenship and Immigration Canada (CIC)	http://www.cic.gc.ca/english/pdf/pub/welcome.pdf	Settlement Services
ABC Learn Campaign	ABC Life Literacy Canada	http://abclifeliteracy.ca/lookunderlearn	Literacy & Basic Skills
Canadian Immigrant Magazine	Star Media Group	http://canadianimmigrant.ca/category/work-and-education/education-work-and-education	Language Training (ESL, LINC, OSLT, Bridge)
Canadian Newcomer Magazine Online	Canadian Newcomer Magazine	http://www.cnmag.ca/	Settlement Services & Language Training (ESL, LINC, OSLT, Bridge)
Settlement Road Map	Canadian Newcomer Magazine	http://www.settlementroadmap.ca/map.cfm	Settlement Services & Language Training (ESL, LINC, OSLT, Bridge)
Canadian Newcomer Settlement Guide 2011	Federal	http://www.cnmag.ca/pdf/EmploymentServices08.pdf	Language Training (ESL, LINC, OSLT, Bridge)
Directory of Adult Learning Centres	Out of Province - Manitoba	http://www.edu.gov.mb.ca/ael/all/directory/map_index.html	All adult education programs

Adult Literacy in Manitoba: A Discussion Paper	Out of Province - Manitoba	http://www.edu.gov.mb.ca/ael/all/adultliteracystrategy/pdf/booklet_en.pdf	ESL & Adult Literacy
Advanced Education and Literacy Homepage	Out of Province - Manitoba	http://www.edu.gov.mb.ca/ael/	All adult education programs
Adult Learning & Literacy Website	Out of Province - Manitoba	http://www.edu.gov.mb.ca/ael/all/	ESL & Adult Literacy
Adult Learning Map	Out of Province - Nova Scotia	http://gonssal.ca/General-Public/nssal-map.shtml	All adult education options
Education & Training Site - Adult Education Videos	Out of Province - Alberta	http://alis.alberta.ca/videoplayer/player.aspx?vk=20#top	Adult literacy
Government of Alberta Education & Training Site - Adult Back-to-School Planner/Education & Training Planner	Out of Province - Alberta	http://alis.alberta.ca/ep/careershop/showproduct.html?DisplayCode=PRODUCT&EntityKey=27	All adult education programs
Government of Alberta Education & Training Site	Out of Province - Alberta	http://www.programs.alberta.ca/Living/6350.aspx?N=770+126	All adult education options
English Services for Adults (ESAL) Guide	Out of Province - BC	http://www.welcomebc.ca/local/wbc/docs/immigration/settle/learn/elsa_user_guide_en.pdf	ESL (non-credit; ESL literacy)
Post-secondary Education Planner	Out of Province - BC	http://www.educationplanner.ca/plan/adult_learners	Post-secondary

BC Literacy Directory - Interactive Map & 1-800 Number	Out of Province - BC	http://directory.literacybc.ca/index2.htm	ESL & Adult literacy
Education & Training (for work) homepage - British Columbia	Out of Province - BC	http://www.workbc.ca/Education-Training/Pages/Education-Training.aspx	All adult education options

INTERNATIONAL			
TITLE	SOURCE	WEBSITE	PROGRAM TYPE
Integrated Basic Education and Skills Training (I-BEST) Model	State Government of Washington	http://www.sbctc.ctc.edu/college/e/e_integratedbasiceducationandskillstraining.aspx	Curriculum framework integrating workplace and skills training
Regional Industry Skills Education (RISE) Model	Wisconsin Technical College System; Wisconsin Department of Workforce Development	http://www.risepartnership.org/	Prototype of a career pathway model and industry-driven pathway training curricula

Guide to Acronyms

Sources:

CIC – Citizenship and Immigration Canada

MCI – Ministry of Citizenship and Immigration

EDU – Ministry of Education

MTCU – Ministry of Training, Colleges, and Universities

DSB (e.g. York Region DSB) – District School Board

Program Types:

ESL – English as a Second Language

ELT – English Language Training

LBS – Literacy & Basic Skills

LINC – Language Instruction for Newcomers to Canada

MPLAR – Prior Learning Assessment & Recognition for Mature Students

OSLT – Occupation Specific Language Training

SLT – Specialized Language Training