Eight strategies for equitable, sustainable and effective digital literacy development in Ontario's LBS system

DRAFT DISCUSSION DOCUMENT

Introduction

> *To work towards a system-wide digital literacy development approach that is more equitable, sustainable and effective we also need to address some of the underlying structural challenges.*

Adults in Ontario's Literacy and Basic Skills (LBS) programs are learning digital literacy and learning literacy in digital spaces. Technology integration is integral for further education and training, employment and learners' daily lives. LBS is one of the only comprehensive learning opportunities designed for adults with less than a secondary education.[1]

Individual LBS programs have a long history of technology integration in instruction. What this looks like, the extent of the integration, tools used, professional development, and so on, vary across the three main delivery sectors (i.e. colleges, community and school boards) and cultural streams (i.e. Deaf and Deafblind, Francophone and First Nations). In addition, five organizations deliver online learning in collaboration with certain sectors and streams with some support provided by Contact North.

Community-based programs do this work without some of the institutional supports that colleges and school boards might be able to access, such as technology departments, group purchasing, institutional licensing agreements and instructional design expertise. These are long-standing issues in the LBS system that the pandemic is compelling us to address.

The technology inequities and lack of coordination are directly related to overarching challenges in the LBS system that were identified in a 2016 evaluation report, such as

...fragmented leadership, poor relations between the Ministry and the field, threats to sustainability (including inadequate funding) and a lack of a clear vision for whom the program is intended to serve.[2]

To work towards a system-wide digital literacy approach that is more equitable, sustainable and effective, we also need to address some of the underlying structural challenges that limit the ability of educators and coordinators to build capacity and develop technology-rich learning opportunities that respond to the aspirations of all adult learners.

As Ontario's only organization focused on helping adult literacy education professionals to incorporate digital technology, we recognize the need for a more comprehensive and coordinated approach—an approach that respects individual program, sector and cultural differences and also provides a system-wide foundation.

We propose eight strategies to build a more equitable, sustainable and effective foundation. The report contains details of each strategy along with examples of possible changes. We also frame the strategies with a research informed rationale focused on broader digital inequities.

The eight strategies

For learners

1. Collaborating to ensure affordable data and devices
2. Developing an integrated and informative learning framework

For educators

3. Developing a blended learning approach and various models
4. Sharing diverse knowledge and innovation

For programs

5. Making sustainable investments in ed tech infrastructure
6. Building people's capacity for technology integration

For the system

7. Designing responsive and equitable services, data collection and reporting
8. Choosing performance measures (success indicators) that work for everyone
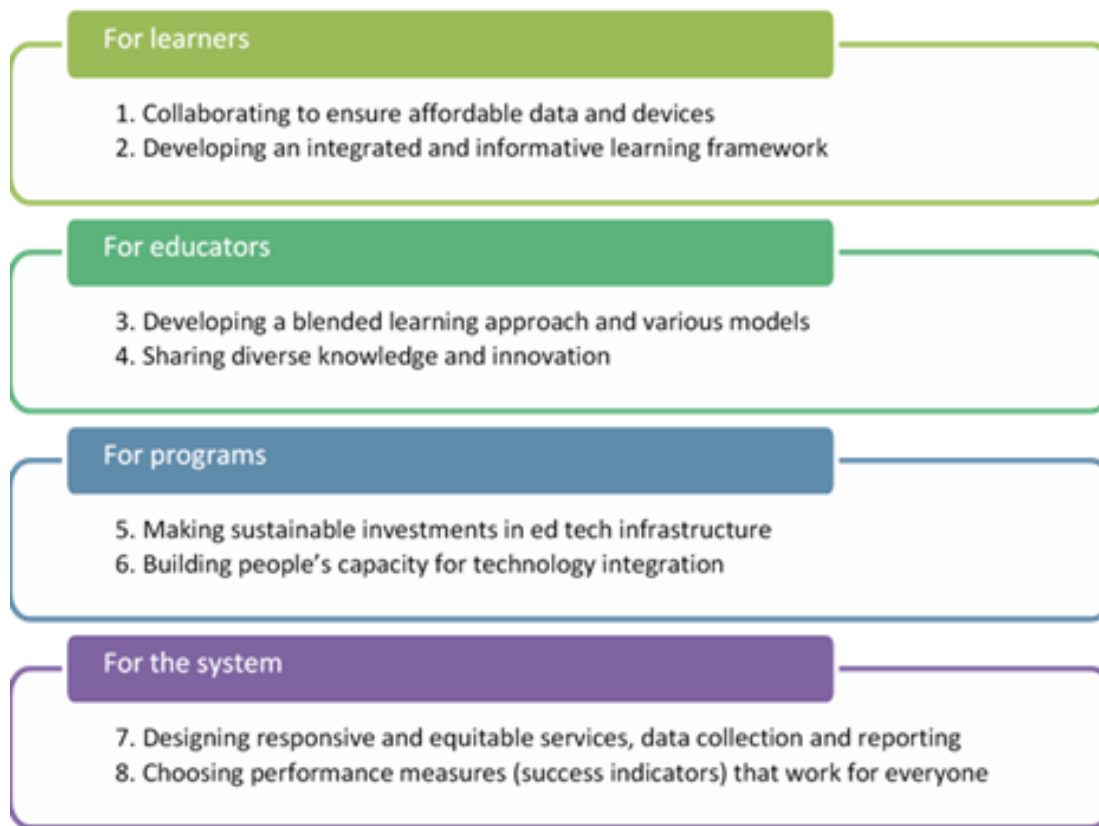
Based on extensive review, consultation and our first-hand experience working with programs, we have identified these eight strategies to build a more equitable and inclusive LBS system that can provide learners with lifelong and lifewide digital instruction opportunities (see Appendix 1 for additional details about their development).

We have taken a comprehensive approach, recognizing how elements within the LBS system interact and create conditions that both suppress and support digital literacy and technology integration.

The strategies are not definitive and are a starting point for discussions that we plan to have this year with stakeholders inside and outside the LBS system.

A growing digital divide

The pandemic compelled services, businesses and supports to offer digital-first and digital-only modes of interaction and transaction. Existing digital inequities became further entrenched as the speed of digital adoption eclipsed efforts to ensure basic access to affordable data and devices.[3]

Digital literacies are essential for adults' full participation in economic and civic life. There is a danger that the lack of digital access and digital literacies could add disproportional disadvantage to adult learners...[4]

The digital divide is not only an infrastructure issue, an ongoing challenge in rural and remote areas.[5] It is also an issue of affordability for low-income Ontarians, forcing some to forgo other basic needs in order to pay a monthly internet bill.[6] People with low-incomes are less likely to have a household internet connection and multiple devices, and more likely to rely on smartphones and public Wi-Fi.

Time spent online is curtailed since it requires planning and effort.[7] Reliance on public access is not a means to digital inclusion and digital literacy. At best, it is merely a stop-gap, at worst—as demonstrated during the pandemic when public access became unpredictable—it is debilitating.[8]

Limited online engagement also means people have fewer opportunities to develop their digital repertoires. Digital inclusion barriers, fueled by a lack of affordability, accumulate, preventing people from accessing vital services and fully participating in social, economic, learning and civic online spaces. Voices are not heard, benefits are not realized and new inequities compound as businesses, services and supports shift rapidly to online-only and online-first interaction and transaction.

Yet, the federal and provincial digital development landscape remains uncoordinated and overly reliant on short-term projects that do little to address entrenched and inter-related challenges.[9]

While LBS does provide a vital learning opportunity, it is only one player in a comprehensive digital inclusion landscape that involves libraries, adult language and settlement agencies, social services, healthcare and business—all of which need to be involved, and working towards the same aim to achieve the goal of making Ontario an "inclusive, equitable and accessible digitally enabled province."[10]
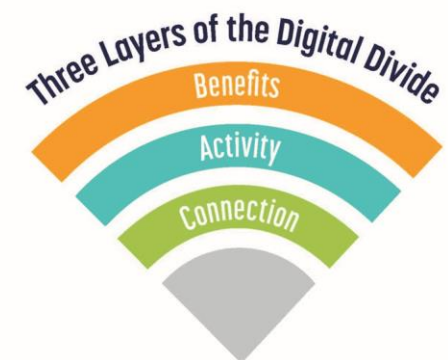
Impacts on adult learners

When LBS programs switched to remote learning in 2020, educators and program coordinators estimated that nearly half of learners (45 per cent) didn't have household internet connections and one-quarter (27 per cent) relied on their cell phones.[11]

An LBS educator who works in a community-based program describes the challenges her learners faced when programs closed:

I found most of them did not have a laptop or a desktop. They had phones. None of them have internet. Some just have a data plan to check their emails. Those who do have a cell phone with data, have limited minutes. Some learners did not feel comfortable running up their data. When we were open, they came to the site and used our Wi Fi to check email.[12]

Affordability is the main barrier to connectivity. People have clearly demonstrated their interest and desire to learn by enrolling in LBS. About 40 per cent of adults in LBS rely on income assistance. Many others depend on low-paid and precarious work.[13]

LBS itself has built-in service delivery inequities, some of which became apparent when programs switched to remote learning. Those working in community and school board programs were far more likely to rely on paper-based instruction and phone calls. College respondents, on the other hand, were far more likely to mobilize the use of a learning management system (LMS), indicating both their learners and staff had additional technology related expertise and support.[14]

An analysis of national data echoes the experience of LBS learners.[15] No affordable access to high speed and reliable internet means people face accumulative barriers that limit their opportunities to develop comprehensive digital literacy repertoires.

➲ They are more likely to depend on their cell phones with data limits and pay-as-you-go plans.

➲ They worry about being on hold.

➲ They might limit or avoid activities, like watching an exercise video, that could run up their data.

➲ They are more dependent on public access in libraries and public spaces, jeopardizing their privacy and security.

➲ They might not have printers, scanners and cameras, making it challenging to complete forms or participate in online meetings.

➲ Overall, they are far less likely to bank online, access government websites, download apps and make phone calls.

What do we mean by digital literacy development opportunities?

AFFORDABLE INTERNET AND THE RIGHT DEVICE

1. A reliable and affordable home internet connection and the device learners need for diverse, interactive and tech-rich learning opportunities

2. Initial digital literacy using their own devices (often a smartphone), and leveraging their device to support further learning

DIVERSE, RELEVANT AND WELL DESIGNED LEARNING EXPERIENCES

3. Transferable digital skills and insights that enable online participation and safeguard privacy, security and one's digital footprint

4. Up-to-date and well-designed applications, platforms, tools and materials for enhanced learning opportunities with a focus on affordable options to support use outside and beyond the program

5. An approach to blended learning that incorporates online and in person spaces where technology rich literacy and numeracy practices are developed; and paper-based practices are integrated, depending on purpose, individual preference and accessibility

6. The regular use of assistive technologies and assistive features within applications to build a repertoire of communication strategies

7. The use of interactive and multi-modal materials and applications informed by evidence-based pedagogy and individual relevance for technology rich learning experiences

INCLUSIVE PARTICIPATION AND REPRESENTATION

8. Support in navigating fundamental services, businesses and institutions with online-only and online-first entry points; and understandings of the implications (both the benefits and potential negative impacts) of the interactions and transactions

9. Inclusive participation and contributions in relevant online spaces for social, economic and civic purposes

10. Engagement in public consultations, democratic forums and processes to ensure representation for themselves, families and communities.

Digital literacy is a tricky concept to pin down. It can mean many things to different organizations and people. Rather than interpret it with a static definition, we describe the more actionable consequences of an equitable, sustainable and effective adult learning system that provides learners with comprehensive digital literacy development opportunities.

To fully realize these opportunities, the same opportunities many take for granted, system-wide adjustments that address learners' access to technology, integrated understandings of digital literacy and literacy in digital spaces, professional development and capacity-building, program infrastructure, service delivery design and accountability and performance measures need to be considered.

Strategy 1
Collaborating to ensure affordable data and devices
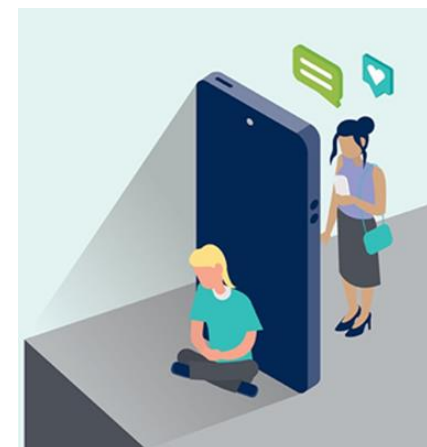
OVERVIEW

The ability of LBS to offer equitable and effective services to Ontarians is directly impacted by learner access to reliable and affordable internet in their homes and a device for learning. Digital literacy along with reading, writing and numeracy knowledge must be actively used inside and outside a program to develop. Comprehensive digital literacy development can only occur with spontaneous and active use in daily life. If we are truly committed to literacy development and lifelong learning for all, then all learners must have the data and device they need for learning.

We recognize that ensuring home access to the internet is a broader socioeconomic issue with solutions currently being proposed by municipal, provincial and federal governments, often in partnership with the big three communications firms.

But the digital development landscape remains uncoordinated and filled with gaps. Even though internet access was declared a basic right by the CRTC nearly five years ago, affordability remains unaddressed.

MLTSD and Employment Ontario along with MCSS have not yet taken up this issue in an apparent way. This has direct impacts on the effectiveness, reach and outcomes of all their funded services and supports.

HOW IT COULD WORK

At the local level, programs can be supported to develop small-scale initiatives with their networks of volunteers and community partners. This could include technology collection drives and refurbishing, building awareness and even advocacy at local council meetings or with small campaigns and letter-writing.

At the provincial level, policy conversations between ministries could focus on supplementing existing mechanisms or creating new ones to ensure enrolled learners have home internet access and the device they need for learning.

We also need to work collaboratively to voice concerns at the federal level to build awareness of the impacts of the current uncoordinated and short-term approach to digital development, and advocate for real changes in the lives of adult learners.

Strategy 2
Developing an integrated and informative learning framework

OVERVIEW

The official learning framework, the Ontario Adult Literacy Curriculum Framework (OALCF), separates literacy, numeracy and digital literacy. It also has a markedly underdeveloped digital literacy domain.

Based on a now outdated Essential Skills framework, the OALCF was not designed to articulate connections to recognized credentials that are valued by learners, employers and other education and training systems. Even though the majority of learners attend LBS programs to gain these credentials and access secondary and postsecondary programs.

As the official framework, educators and coordinators must plan and document instructional activities using the framework's categories. They must also indicate progress using the mandated OALCF Milestones that are directly aligned to the framework. Over the years, the development of resources aligned with the framework has become the priority at the expense of a range of evidence-based instructional approaches, resources and professional learning. Although educators continue to develop responsive and innovative learning, it is not legitimized and fostered.

HOW IT COULD WORK

A truly learner-centred framework, and not one that centres a learner in a testing scheme for accountability purposes, must be relevant to learners and be able to inform instruction. A learner-centred approach rather than an accountability-centred approach would not restrict, categorize and disconnect learning and learners from their interests, experiences and expertise. Language, literacy, numeracy and technology concepts need to be recognizable and meaningful to learners and inform educators' planning and teaching practice with pedagogically sound insights from both practitioner and academic research. As technology's role in learners' lives, society and economies expands, it needs to be fully integrated into a learning framework. Importantly, a framework needs to extend its reach beyond the program to acknowledge that health, community and material stability need to be in place to support learning.

Strategy 3
Developing a blended learning approach and various models

OVERVIEW

Blended learning is an approach where educators leverage technology and digital access for learners to create, communicate, collaborate and apply critical thinking skills to construct knowledge in our connected world. The four Cs are concepts that help educators make decisions about the ways they blend online and offline activities and integrate technology to support literacy, language and numeracy instruction. Our approach to blended learning, described in a position paper and overview, helps educators make decisions about what, when and how they engage learners with technology when it's appropriate and meaningful in the learning process and learners' lives. When programs are invested in blended learning, they are more flexible and responsive to the needs of learners whenever more online or more in person engagement is needed. While blended learning models and pedagogies are widely discussed in the context of K-12 and higher learning, the concept is not well developed for the more unique LBS environment.

HOW IT COULD WORK

We need to develop our own models in response to learners' access to technology at home and the way they participate in a program (i.e. how long, how often, one-to-one or groups and balance of online/offline engagement). Also shaping blended learning models are the specific goals of learners and the pedagogical approaches those goals might imply. For example, a blended learning model that helps learners pass a test for certification looks very different from one designed for a group participating in a multi-week course, exploring one topic or content area. Various models include project and problem-centred learning, integrated work experience learning, cognitive and explicit models to support those with learning challenges and disabilities, arts-based/therapeutic models to address well-being and social justice models that support learners, families and communities.

Strategy 4
Sharing diverse knowledge and innovation

OVERVIEW

Technology is reshaping every aspect of learners' lives. However, there is no sustained and comprehensive effort to examine the impacts of these changes and devise responses that support LBS learners. A sustained knowledge development and sharing initiative that includes learner, educator and expert knowledge is integral to building people's capacity with technology. We are missing opportunities to learn and develop as a field and ignoring vitally important questions about learning with and about technology, and the impacts of technology on literacy and numeracy. When important questions remain unexplored, we are not able to coordinate effective responses in the form of training and resources.

HOW IT COULD WORK

Knowledge development can involve a variety of processes such as action research with learners, reflective practice with educators, small-scale program-based or regional research projects and more comprehensive provincial research projects with partners, including policy analysts in MLTSD. Also important are summaries and reviews of existing knowledge that are contextualized for the field, along with a vehicle for sharing, distributing and engaging with knowledge development resources. From this basis, the need for innovative instructional materials can be identified and supported. A sustained knowledge sharing hub could be a place where educators, coordinators and policymakers can find evidence-based insights to support decision-making and also find more engaging case studies and narratives of learner accomplishments, pursuits and challenges, along with innovative instructional resources, particularly open educational resources (OER).

Strategy 5
Making sustainable investments in ed tech infrastructure

OVERVIEW

Before the pandemic, a comprehensive tech audit in LBS revealed 39 per cent of program sites had connectivity issues and difficult to obtain or slow broadband service. Over half (52 per cent) of respondents stated they need more training to integrate technology into learning programs. Even more (62 per cent) stated there is a need for training to integrate mobile technology, the device that many learners rely on. Respondents also indicated they are not able to make sound decisions about the types of devices and applications to purchase when funding is available, since they have no opportunities to evaluate new and available technologies.[16]

Based on the audit and first-hand knowledge when working with programs, we are aware of numerous examples of frustrating inefficiencies.

➲ Technology departments in some settings approved the purchase of tablets and iPads, but didn't permit Wi-Fi

➲ Older hardware prevented important software updates, leaving programs vulnerable to security issues and restricting access to more innovative and collaborative applications.

➲ Programs invested in expensive equipment without the support to troubleshoot issues, opportunities to field test and without a more comprehensive pedagogical plan.

➲ Digital tools like Google Suite or Office 365 are only available to the instructors in some programs and not available to learners.

HOW IT COULD WORK

A permanent process needs to be developed to provide a coordinated approach to investments in hardware, software and technical support. Additional elements of a coordinated approach include regular tech audits, the opportunity to participate in group licensing agreements and access to tech support arrangements at a regional rather than individual program level.

Also to consider are learning innovation labs where learners and educators can test out new apps and software to provide user experience insights. Comprehensive ed tech infrastructure also includes access to a curated and regularly updated online collection of culturally relevant and level appropriate digital books and instructional resources for learners.

Strategy 6
Building people's capacity for technology integration

OVERVIEW

The readiness of sectors and delivery agencies to make a sudden shift to remote delivery during the spring of 2020 varied across the LBS system. Uneven access to targeted and accessible professional training and educational technology tools, in addition to learners' limited access, complicated the efforts of some programs to pivot to remote delivery more than others.

A smaller snapshot study conducted before the pandemic revealed at least half of respondents didn't have adequate materials and resources, including assessment tools. And they felt they didn't have adequate knowledge of digital demands encountered by learners in their daily lives.[17]

HOW IT COULD WORK

The following recommendations made in a recent international research review could guide sustained and equitable professional development.[18]

- Support the development of basic computer skills in a meaningful context.

- Build on what students already know and do with smartphones and social media.

- Ensure that technology use is highly relevant, supporting learners' goals for further education, work and navigating institutions and systems.

- Build opportunities for connection, collaboration and the creation of authentic content that is posted and shared.

The format and structure of professional development needs to be informed by educators and consider various formats. Networking and opportunities for educators to present and build knowledge, should be included. It's also important to introduce regularly occurring sessions that provide interaction with policymakers, and invited experts from other jurisdictions.

Program coordinators and administrators also need opportunities to build capacity related to information security and backup tools, use of social media and website development, efficient data collection, management and analysis for both mandated ministry requirements and more contextualized inquiries, and optimal use of cloud computing for administrative and instructional purposes.

Strategy 7
Developing responsive and equitable services, data collection and reporting
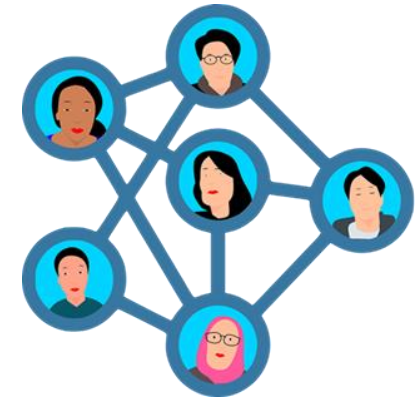
OVERVIEW

LBS support organizations, including AlphaPlus, work in a mostly uncoordinated and disjointed environment. Three sector organizations, three cultural organizations, additional provincial support agencies, 16 regional networks and four distance learning agencies do not have built-in mechanisms to communicate with the funder and develop collaborative working relations. Although there are partial and local efforts, online forums and smaller partnerships, the design of the system promotes a siloed and fragmented approach rather than a more collaborative, comprehensive and learner responsive approach to service delivery. Siloed design also coordinates front-line delivery.

One of the main challenges identified in a remote survey during the spring of 2020 was an inability to coordinate, collaborate and communicate directly with senior ministry decision-makers.[19]

Compounding the fundamental system design shortcomings is the burden of information collection and reporting that programs must complete in order to receive funding.[20] Although many of these issues were comprehensively documented and targeted for changes after an extensive evaluation of the LBS system in 2016, no changes have been implemented. An indication of the demands is the disproportionate allocation of resources to support administration compared to teaching and learning. Nearly half of all employees in college, community and school board programs are administrators, not educators.[21]

HOW IT COULD WORK

Topics to address within this strategy include the following:

- More streamlined and efficient information collection and reporting, including a thorough audit and ways to consolidate resources.
- An examination of privacy issues and the collection of personal information from learners.
- Incentives to support partnership development.
- Responsive funding policies to adapt to changing community needs
- Better alignments between in-person service delivery and e-Channel providers.
- Sustained communication with senior level decision-makers.

Strategy 8
Choosing performance measures (success indicators) that work for everyone

OVERVIEW

Within the current performance management framework are assessment methods and measures that coordinate the way we understand learner progress, gains and goal completion—that is, learner success. In some programs, they also coordinate instruction.

The approach to assessment was derived from large-scale international assessments. We can make connections between the OALCF and international assessments in the following elements:

- OALCF levels and the criteria used to distinguish the levels
- Some task-group categories
- The OALCF interpretation of task-based learning
- The creation and use of a bank of test-items (OALCF Milestones).

Methods devised for large-scale testing transposed into everyday teaching and learning have introduced confusions and contradictions.[22]

All performance measures and methods have implications and need to be monitored to avoid negative consequences such as

- Distortions of learning and literacy development and instruction
- Performance pressures attached to funding decisions that lead to gaming the data
- Inefficiencies where time is spent learning test methods simply to complete Milestones rather than learn sound methods and approaches informed by research and practitioner expertise.

HOW IT COULD WORK

We recognize the inherent challenges in defining and developing success indicators. The very concept of a success indicator can be problematic when it's assumed that a single quantitatively measurable indicator exists. The approach places the burden of proof on the learner. Learners who might not recognize nor see the relevance of a chosen measure must do the work to demonstrate the value of the overall program.

Future efforts need to consider how the meaning of success is different for different stakeholders. When developed for specific purposes, using a range of data and information collection methods, performance measures can provide valuable feedback for learners, educators and accountability purposes .

CONCLUSION AND NEXT STEPS

These eight strategies along with some possibilities for change are a starting point for discussions with a range of stakeholders within LBS and beyond. While the strategies reflect the extensive knowledge of AlphaPlus, they have not been shared more widely. We will begin an engagement process this year to gather reactions, refine the strategies and gauge their overall usefulness. Some guiding questions for the process include the following:

- Do the strategies and rationale adequately capture the challenges and complexities that learners face?
- Do the strategies reflect the experiences of LBS educators and program coordinators?
- Are these the right strategies? Have we missed anything?
- How can the strategies be better articulated and presented to work towards change?

We will engage with our stakeholders this year to gather input and refine the strategies. We welcome all comments and challenges.

CONTACT US

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Executive Director since 2015, Alan promotes professional learning and innovation at AlphaPlus that empowers its education consultants. He has been with AlphaPlus since the beginning and has worked continually to develop its capacity to help adult learning organizations make the best use of technology.

ABOUT ALPHAPLUS

AlphaPlus is Ontario's only organization focussed on helping adult literacy education professionals to incorporate digital technology. We believe that through the use of digital technology in our sector, we can build capacity, create equity and access to learning, and enhance learning experiences. We work as a leader and guide, sharing knowledge and directly helping literacy educators and administrators to integrate technology in innovative ways that increase effectiveness and reach.

Learn more about AlphaPlus at alphaplus.ca

ACKNOWLEDGEMENTS

Endnotes

1. Although the LBS program is designed for adults with less than high school, close to half of participants previously completed their secondary education. Some have also completed postsecondary. The reasons that adults with a secondary education or more turn to LBS could include refreshing academic skills to prepare for postsecondary, learning academic skills in English if the original diploma was completed in another language and learning to use technology to support work, further learning and personal aspirations.

2. Cathexis Consulting. (2016). Executive summary: Evaluation of the Literacy and Basic Skills (LBS) program [Report].

3. Cukier, W. (2020). Digital Access: A solution to advancing diversity & inclusion [Presentation]. Internet Society Canada: 3rd Annual Digital Access Day.

4. Vanek, J., Harris, K., & Belzer, A. (2020). Digital literacy and technology integration in adult basic skills education: A review of the research [Research review brief], page 6.

5. Canadian Internet Registration Authority (CIRA) (2020, May 8). New internet performance data shows the staggering scale of Canada's urban-rural digital divide [News release].

6. Association of Community Organizations for Reform Now (ACORN). (2016). Internet for all: Internet use and accessibility for low-income Canadians [Report].

7. Pinsent-Johnson, C., & Sturm, M. (2020). Ontario's digital divide: A spotlight on the differences in online connection, activity and benefits [Research brief]. AlphaPlus.

8. Jacobsen, A. (2020, May 11). Internet is the only lifeline they have: Canada needs to confront "digital divide" amid COVID-19 crisis. CBC Radio.

9. Canadian Internet Registration Authority (CIRA) (2020). Unconnected: Funding shortfalls, policy imbalances and how they are contributing to Canada's digital underdevelopment [Report].

10. Government of Ontario (2019). Sparking a new vision [Online report].

11. AlphaPlus. (2020). The sudden shift to remote delivery in LBS [Survey research report].

12. Metro Toronto Movement for Literacy and AlphaPlus. (2021). Silver Lining Café report, page 15.

13. Raw data describing LBS learners is from the Employment Ontario Information Management System (EOIS) summarized annually and shared with LBS support agencies and programs. Additional analysis was completed by AlphaPlus.

14. AlphaPlus. (2020). The sudden shift to remote delivery in LBS [Survey research report].

15. Sturm, M., & Pinsent-Johnson, C., (2020). Canada's digital divide: A spotlight on the differences in online connection, activity and benefits [Research brief]. New Language Solutions and AlphaPlus.

16. Nearly all (280) of the 314 learning sites in Ontario participated in the audit. TrendSpire Consultants. (2018). *LBS digital technology capacity and requirements consultation: Final report* [Internal report]. Available from AlphaPlus.

17. Cathexis Consulting. (2016). Evaluation of the Literacy and Basic Skills (LBS) program [Report].

18. Vanek, J., Harris, K., & Belzer, A. (2020). Digital literacy and technology integration in adult basic skills education: A review of the research [Research review brief].

19. AlphaPlus. (2020). The sudden shift to remote delivery in LBS [Survey research report].

20. Cathexis Consulting. (2016). Evaluation of the Literacy and Basic Skills (LBS) program [Report].

21. TrendSpire Consultants. (2018). LBS digital technology capacity and requirements consultation: Final report. Available from AlphaPlus.

22. AlphaPlus. (2015). Assessment challenges, contradictions and inequities: Research overview [Report].

23. The mapping and strategies were inspired by the International Society for Technology in Education (ISTE) Essential Conditions.

Appendix: Strategy development methods

Based on extensive review, consultation and our first-hand experience working with programs and ministry officials, we identified eight strategies to build a more equitable and inclusive LBS system that can provide learners with lifelong and lifewide digital development opportunities.

FIRST-HAND EXPERIENCE

AlphaPlus has worked directly with over 100 programs since 2015, helping them address a variety of technology integration challenges and devising individualized solutions.

CONSULTATION

Working with an experienced consultant in 2017-2018, AlphaPlus drafted a system mapping to highlight the current barriers and challenges from the perspectives of stakeholder groups (learner, educator, capacity building organization, and funder/policy makers). Seven strategies were initially proposed.[23] The aim was to use the mapping to facilitate conversations as part of the short-lived MLTSD coordinated effort to respond to the LBS evaluation. It is now time to revisit the mapping and explore the viability of the strategies with the field and external partners.

ALPHAPLUS REPORTS

Informing the consultation process and extending first-hand experiences are several research and information gathering initiatives overseen by AlphaPlus since 2017.

- LinkedIn Learning Report, 2018
- Digital Skills Training for Literacy and Basic Skills Concept Paper [Unpublished report], 2018
- Summary of findings: Analysis of data from the LBS digital technology capacity and requirements consultation [Unpublished report], 2018 (Cathexis Consulting for AlphaPlus)
- Digital Access, Inclusion and Learning in Community Adult Literacy Centres, 2018.
- LBS Programs' Challenges in Using Digital Technology [Unpublished report], 2017 (Cathexis Consulting for AlphaPlus).
- Digital Opportunities Review, 2017.