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101 - Berryman, S. E. (1994). *The role of literacy in the wealth of individuals and nations*. Retrieved 21 November, 2004, from http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/22/e4/fb.pdf

Summarizing research findings, this report presents offers useful historical statistics describing the effects of employer training on employees. The report suggests that employers' training is concentrated on workers with higher levels of basic literacy and tends to accentuate differences in earning potential established through school attainment rather than compensating for differences.

The papers offers a useful point of reference to important trends in adult education, such as the visibility of employer investment in education, the effects of education on earnings and job stability, and the significance of basic school attainment as the most important factor in employment and earning.

102 - Green, A., Preston, J. & Sabates, R. (2003). *Education, equity and social cohesion: A distributional model*. Retrieved 8 November, 2004, from <http://www.learningbenefits.net/>

This report examines the relationship between education levels in society and social cohesion through measures of trust, cooperation and crime. Models of social capital are rejected as an adequate means of describing variation in social cohesion in societies. The authors propose a model that focuses on the distribution of education as a more significant variable in the relationship between educational and social cohesion. They then use international statistical data to test their proposed model and conclude that inequality in educational outcomes have a significant effect on social cohesion.

This report offers a useful model for research that attempts to link education al levels with rates of crime, participation in society and levels of trust. It clearly indicates the need data on the distribution of education outcomes to be integrated into quantitative measures of education in a community.

103 - MacLachlan, K. & Cloonan, M. (2003). Three dimensional change? The relationship between theory, policy and adults' understanding of literacies. *Research in Post-Compulsory Education*, 8(1), 123-136.

This paper describes the findings of a project carried out in North Ayrshire, Scotland, aimed at understanding adults' perceptions of literacies, the incentives and barriers that influenced the accessing of literacy services in the community. In surveying current theory and policy on literacy, the authors recognize the increasing complexity

in our understanding of literacy. The study, which involved focus groups and interviews, revealed that participants perceived literacy as a set of skills and none challenged the concept of one acceptable literacy. Participants described their sense of exclusion because they perceived themselves as lacking skills, their fragile sense of confidence and the significant role education can play in building confidence. Participants clearly identified barriers and incentives to engaging in literacy development.

This paper offers a full description of a project that examines perception around literacy, highlighting the difference between policy and theoretical understanding of literacy and the understanding that influences community members. The paper then is useful not only for its findings but for its description of the research process.

104- Searle, J. (2001). Constructing literacies in the new work order. *Literacy and Numeracy Studies*, 11(1), 21-40.

In this interview-based study examining the influence of new work order practices in the construction industry, the author concludes that flatter company structures and greater worker participation in the planning and implementation of projects has, as Gee and Lankshear assert, placed a high requirement on workers for adequate literacy skills. The author noted that workers in the construction company studied, have generally responded positively to this expectation but view literacy as a basic set of skills.

This paper offers a useful insight into the role of literacy skills within an identified new work order environment. It raises questions of the perception of literacy by workers and the implications of this perception in training programmes and long term development of skills.