



sharing**the**flame
recognizing excellence in learning

passez**le**flambeau
promouvoir l'excellence en apprentissage

Celebrating Effective Learning Practices

2008 Program Descriptions

CANADIAN COUNCIL ON LEARNING **CCL** **CCA** CONSEIL CANADIEN SUR L'APPRENTISSAGE

1410-50 O'Connor, Ottawa ON Canada K1P 6L2 | T: 613.782.2959 | F: 613.782.2956

www.ccl-cca.ca

TABLE OF CONTENTS



Introduction 2



Aboriginal Learning 4

Master of Education: Leadership in Learning (Nunavut)	5
Mi'kmaq Studies / Integrative Science Program	6
The Native Language Instructors' Program (NLIP)	7
Uniting Our Nations: Relationship-based Programming for First Nations and Métis Youth	8



Adult Learning 9

Aboriginal Women for Tomorrow	10
Quebec Construction Industry Program for Vocational Training	11
Reading Advantage	12
Turning a New Page	13



Health and Learning 14

Bookmates Alphabet Soup	15
Gatekeeper Training Program	16
Intergenerational Landed Learning at UBC Farm: Learning to Garden for Human and Ecological Health	17
Youth Voices (TeenNet Research)	18



Work and Learning 19

Alinov Québec	20
PTP–Adult Learning and Employment Programs	21
Reclamation and Prospecting (RAP)	22
Teck Business Education Program	23
Workplace Learning PEI Inc. Literacy and Essential Skills Development Service	24



Introduction

INTRODUCTION

The Canadian Council on Learning created the *Sharing the Flame: Recognizing Excellence in Learning* program to honour innovative and effective learning programs as part of our vision to be a catalyst for lifelong learning in Canada.

On behalf of CCL, I would like to congratulate the 17 organizations who are being recognized in the second round of our *Sharing the Flame: Recognizing Excellence in Learning* program. By sharing promising practices in Adult, Work, Health and Aboriginal learning, CCL hopes to strengthen learning in communities across Canada.

A handwritten signature in black ink, reading "Paul Cappon". The signature is fluid and cursive, with the first letter of each word being capitalized and prominent.

Paul Cappon
President and CEO
Canadian Council on Learning



Aboriginal Learning

Recognizes programs
incorporating the foundational
principles of Aboriginal learning—
place, spirit and language—
to enhance learning opportunities
and outcomes

Master of Education: Leadership in Learning (Nunavut)

Overview

Introduced in 2006, the Master of Education: Leadership in Learning has provided for the very first time an opportunity for experienced Inuit educators, with Bachelor of Education degrees, to complete a graduate program in Nunavut. Through a highly successful partnership between the University of Prince Edward Island's Faculty of Education, Nunavut Department of Education, St. Francis Xavier University's Faculty of Education and Nunavut Arctic College, the first cohort of 21 Inuit women graduated on July 1, 2009. With their new qualifications, these graduates are prepared to provide much-anticipated leadership as agents of change in the Nunavut education system. Planning is underway to offer the program to a second cohort of students.

The program was collaboratively designed to meet the professional needs of experienced Inuit educators by combining Inuit Qaujimajatuqagit (Inuit Traditional Knowledge) and Inuit languages with all the elements of a mainstream graduate program.

Objectives

- develop Inuit educational leadership within Nunavut
- increase the capacity for Inuit research in education
- contribute to the creation of an Inuit education system in Nunavut

Innovation

- graduate program that combines *Inuit Qaujimajatuqagit* (Inuit Traditional Knowledge) and mainstream knowledge delivered in Nunavut
- combination of face-to-face and distance courses taught by professors with extensive Nunavut teaching experience
- Elders, Inuit co-instructors and a trained counsellor on the instructional team
- local mentors to assist with all aspects of distance education courses
- Inuktitut and English used as modes of communication and expression

Benefits

- infusion of Inuit education leaders in Nunavut
- increased options for educational research by Inuit



CONTACT

Fiona Walton
Associate Professor
University of PEI
550 University Avenue
Charlottetown, PE
C1A 4P3

Tel: 902.566.0351
Fax: 902.566.0416
E-mail: fwalton@upei.ca

Mi'kmaq Studies/ Integrative Science Program

Overview

The vision of the *Toqwa'tu'kl Kijijitaqnnl* Integrative Science Program is to bring together modern Western sciences and the Mi'kmaw conceptual world view. Given the label “MSIT” (a Mi'kmaq word meaning everything together), these courses taught at Cape Breton University emphasize relationships within nature, and acknowledge the profound knowledge of such relationships as they are reflected in Mi'kmaq language and legends. Course content is approximately 80–85% Western/mainstream science and 15–20% Indigenous science.

Objectives

- address the low participation rate by Mi'kmaq students in the post-secondary sciences and science-related programs
- address the lack of acknowledgement by the mainstream science community of Indigenous knowledges
- pursue *Two-Eyed Seeing*, defined as the visionary principle of learning to see from one eye with the strengths of Indigenous Knowledges, and from the other eye with the strengths of mainstream scientific knowledge.

Innovation

Integrative science courses include:

- Sense of Place, Emergence and Participation: the exploration of human consciousness including its brain-basis as understood in modern neuro and cognitive sciences, as well as the traditional world views of Aboriginal people
- Ways of Knowing: the exploration of ways of knowing about and living within nature, including Traditional Ecological Knowledge (TEK) and modern ecosystem stewardship
- Cycles and Holism: human understandings of cycles, rhythms and transformations in nature, including western science and Aboriginal conceptual world views
- Wholeness: human understandings of wholeness and change in nature by exploring the topics of health, disease and healing

Benefits

- demonstrates that Aboriginal students succeed in formal learning when their culture is honoured and reinforced
- between 1999–2007, the number of Aboriginals in first-year post-secondary science at Cape Breton University increased from nearly zero to 115 Mi'kmaq students
- this program has been explored as a model of interest by universities internationally (notably in Australia), and by Aboriginal Studies departments within Canada



CONTACT

Cheryl Bartlett
Cape Breton University
PO Box 5300
1250 Grand Lake Road
Sydney, NS B1P 6L2

Tel: 1.800.474.7212;
902.563.1136
Fax: 902.563.1941

E-mail:
cheryl_bartlett@cbu.ca

Website:
www.integrativescience.ca

The Native Language Instructors' Program (NLIP)

Overview

The Native Language Instructors' Program (NLIP), residing in the Department of Aboriginal Education at Lakehead University, offers a series of opportunities for fluent Native-language speakers of Ojibwe, Oji-Cree and Cree:

- Native Language Teachers Certification (NLTC), designed to certify participants to teach their language
- Native as a Second Language Diploma, which provides opportunities for NLTC graduates to expend their teaching skills
- Native Language Summer Institute, where participants can expand knowledge and become learners of their language

Objectives

- provide students with a basis for understanding the underlying structure of their language, as well as basic methods and techniques for teaching Native As A Second Language
- promote understanding of practical pedagogical principles
- provide students with a combination of observation and teaching experience
- present knowledge on the traditional teachings and values inherent in Native languages and culture
- provide an opportunity to promote the survival of Native language and culture

Innovation

- program is grounded in the foundational principles of place, spirit and Aboriginal language and represents an original and innovative approach to lifelong learning that embraces indigenous knowledge and experience
- encourages and honours the involvement of parents, Elders and community through:
 - a three-summer program, which allows participants to leave their communities for short amounts of time
 - Odaminawin language and culture camp, which allows families to remain intact during participation in program activities
 - residence, providing a home-away-from-home sense of community by having participants reside together with Elders and resident staff
 - Elders-in-residence, providing guidance, support and cultural teachings and counsel to participants and their families

Benefits

- NLIP graduates are employed in First Nations, public and private schools, in Head Start (AHS) programs, adult education, education resources development, and many are now providing leadership as faculty and staff of the NLIP



CONTACT

Stelómethet Ethel
B. Gardner
Chair, Department of
Aboriginal Education
Lakehead University
955 Oliver Road
Thunder Bay, ON P7B 5E1

Tel: 807.766.7195
Fax: 807.346.7706

E-mail:
egardner@lakeheadu.ca

Website:
education.lakeheadu.ca/
aborigenaleducation

Uniting Our Nations: Relationship-based Programming for First Nations and Métis Youth

Overview

Since 2004, a team of CAMH University of Western Ontario Faculty of Education researchers and educators has worked closely to develop a number of strength-based programs in collaboration with Aboriginal youth, educators, community members and the Thames Valley District School Board. Activities have focused around the transition between grades eight and nine; this has been identified as a particularly difficult transition for many youth, as students shift from attending small schools in their home communities to being bussed into large schools in an urban setting. A secondary focus has been providing leadership and development opportunities for Aboriginal students once they have successfully made the transition to high school.

Objectives

- provide opportunities for Aboriginal youth to strengthen positive relationship skills and develop leadership capabilities within the mainstream-school setting
- provide culturally relevant course opportunities for Aboriginal youth, to increase their school engagement and build a foundation for their academic success
- provide a comprehensive approach to supporting Aboriginal students during the potentially difficult transition from elementary (Grade 8) to secondary school (Grade 9) through mentoring, conferences, and culturally-enhanced curricula
- increase positive relationships with other Aboriginal youth and adults through mentoring programs (e.g., extracurricular peer-mentoring program, or as part of the First Nations Cultural Leadership Course)

- improve the general level of awareness of cultural and historical issues among mainstream educators through professional development

Innovation

- a peer-mentoring program for Aboriginal secondary students to develop positive relationships with and assist younger students in making a successful transition to secondary school
- a First Nations Cultural Leadership Course that incorporates peer mentoring, cultural enhancement activities and relationship skills
- a culturally enhanced Grade 9 Healthy Living Curriculum that promotes a holistic approach to healthy relationships and violence prevention
- Grade 8 transition conferences that bring together students from urban and reserve elementary schools, to connect them to positive supports available in the high schools

Benefits

- innovative initiatives help to incorporate cultural-enhancement activities, culturally relevant ways of knowing, and stronger connections to community and youth mentors as Aboriginal youth transition into the mainstream-school setting
- comprehensive approach strengthens youths' connections to school as a place of learning and fosters their learning spirit, thereby building a better foundation for general school success
- demonstrated increase in students' behavioural, cognitive and attitudinal indicators of youth engagement



CONTACT

Claire Crooks
Centre for Addiction and
Mental Health Centre for
Prevention Science
(CAMH-CPS)
100 Collip Circle
Suite 100
London, ON N6G 4X8

Tel: 519.858.5144
Fax: 519.858.5149

E-mail:
ccrooks@uwo.ca

Website:
www.youthrelationships.org



Adult Learning

Recognizes programs that encompass a broad spectrum of learning activities ranging from formal to informal learning and located within diverse development and delivery contexts

Aboriginal Women for Tomorrow

Overview

The Aboriginal Women for Tomorrow program (AWFT) is a collaborative, client-centered approach to foster the greater participation of Aboriginal women in their community and the Canadian economy. The program consists of a series of participatory and interactive workshops that empower Aboriginal women by providing an opportunity to build on and to develop their personal, leadership and business skills.

A program of the Canadian Executive Service Organization (CESO), AWFT was first initiated in 2003. It has grown into a national program of workshops delivered across the country, at the request of Aboriginal communities and organizations, by volunteer facilitators.

The AWFT series consists of the six workshops in both official languages:

- Building personal and job search skills
- Communications skills
- Starting your own business
- Governance: skills development for boards and councils
- Financial management
- Health and wellness

Objectives

- offer a unique, culturally sensitive approach to engage Aboriginal women in Canadian economy through training that is developed specifically for Aboriginal women
- provide participants with practical knowledge for increased health and wellness and personal success
- develop the skills necessary for participants to take leadership roles in boards and councils in the community, as well as various areas related to economic development

Innovation

- unique, culturally sensitive program for Aboriginal women
- greater community engagement of Aboriginal women by assuming leadership roles
- targeted mentoring, resulting in accelerated development of necessary skills and knowledge among the participants, resulting in a more rapid transition to the labour and or business market, or economic and political involvement
- Aboriginal and non-Aboriginal women volunteer as facilitators, acting as role models

Benefits

- increased confidence and self-esteem and enhanced knowledge and skills
- training and knowledge empowers Aboriginal women to assume leadership roles in the community
- holistic approach to health and wellness encourages Aboriginal women to make positive changes, benefitting themselves and their families



CONTACT

Rebecca Nepinak
National Program
Coordinator
Canadian Executive
Services Organization
(CESO) Aboriginal Services
700 Bay Street
Suite 700
Toronto, ON M5V 1Z6

Tel: 416.961.2376 ext. 256
Fax: 416.961.3987

E-mail:
rnepinak@ceso-saco.com

Website:
www.ceso-saco.com

Quebec Construction Industry Program for Vocational Training

Overview

The Commission de la construction du Québec (CCQ) has been active in the professional development field since 1987. Their program for vocational training ensures the industry enough skilled workers to meet its needs.

The program's structure allows workers to continue to acquire new skills in their trade throughout their careers. It is based on the principle that the best way to ensure the continued professional development of the labour force is to make such development easily accessible.

Objectives

- encouraging the development of a new generation of skilled workers
- supporting the progress of apprentices
- encouraging further training by the industry's workers
- maintaining and improving mechanisms that respond to the specific training needs of workers and employers

Innovation

- organizational flexibility
- complete industry control of all the steps involved in the professional development of its workforce
- the creation of two training funds that now contain more than \$180 million thanks to employer contributions of .20 per hour worked and declared

Benefits

Of the 137,400 Quebecers working in the construction industry in Quebec, 15% participated in training activities in 2007-08. The CCQ believes that the foundations of a culture of vocational training and upgrading development in Quebec's construction industry have now been solidly laid.



CONTACT

Chantal Dubeau
Director of Professional
Development
Commission de la
construction du Québec
(Quebec Construction
Commission)
3530 Jean-Talon West
Montreal QC H3R 2G3

Tel: 514.341.7740 ext 6617
Fax: 514.736.6742

E-mail:
chantal.dubeau@ccq.org

Website:
www.ccq.org

Reading Advantage

Overview

In fall 2000, the Calgary Public Library began an exciting new volunteer-based program called Reading Advantage. This free one-on-one program allows adults with low literacy skills to improve their reading and writing, changing the direction of their lives.

Dedicated and skilled volunteers are matched individually with learners and together they work on goals specific to the learners' lives. This includes learning how to use a phone book or dictionary, reading the newspaper or restaurant menus, helping children with homework, acquiring new jobs, understanding phonics and improving spelling. The program also addresses personal goals such as improving communication, understanding learning styles and developing a love for lifelong learning.

Objectives

- support adult learners in their quest to improve literacy skills, life skills, confidence and self esteem in a positive, non-threatening and inclusive environment through the involvement of caring, skilled volunteers committed to lifelong learning
- expose learners to public library resources and services
- provide volunteers with a meaningful contribution to society

Innovation

- program values and encourages learners and volunteers to continue their involvement in the program for several years
- operates on an ongoing basis until learners' goals have been reached (as opposed to using a semester-type format or requiring re-registration each year)
- by providing volunteers with extensive training and professional development opportunities, the program ensures a bank of committed, skilled volunteers

Benefits

- improved literacy skills
- learners are more confident and self-assured
- learners' children witness first-hand that it is never too late to learn and that reading and writing practices are for everyone
- by creating more confident parents, program creates more active and involved members of community, in this generation and the next



CONTACT

Emily Robinson LeClair
Program Coordinator
Calgary Public Library
616 MacLeod Trail SE
Calgary, AB T2G 2M2

Tel: 403.260.2729
Fax: 403.260.2737

E-mail: emily.leclair@calgarypubliclibrary.com

Website:
www.calgarypubliclibrary.com

Turning a New Page

Overview

The Turning a New Page program at Westmorland Institution in Dorchester, New Brunswick is a research-based literacy program involving incarcerated adults. The focus of the program is to assist struggling adult readers to become competent readers by recording children's books on CDs for distribution to classrooms in local elementary schools.

Since May 2000, the program has assisted these adult readers to develop reading fluency, comprehension and vocabulary through practice-readings and final audio recordings of children's books. The program also serves to reinforce positive social values and social responsibility among a segment of Canada's population typified by disaffection and social isolation. Turning a New Page offers an opportunity for these individuals to contribute to rather than take from society.

Objectives

- re-engage reluctant adult readers whose previous experiences with education have been marked by failure and frustration
- validate the results of the program through pre- and post-program testing

Innovation

- program motivates adult readers and helps them overcome their reluctance to read children's books
- establishes a bond between different generations of developing readers

Benefits

- adult readers who have convinced themselves that they will never be able to read become motivated to actively engage in reading and recording children's books on CDs
- school children listening to the CDs while reading the books benefit from hearing and reading the stories at the same time
- as an additional benefit to both children and adults, the children write thank-you letters to the adult readers



CONTACT

Paul Ropp
Senior Vice-President
Excalibur Learning
Resource Centre
25 Markland Street
Kingston, ON K7K 1S2

Tel: 1.888.801.5494 or
613.549.5494
Fax: 613.549.8568

E-mail:
propp@excalibur.ca

Website:
www.excalibur.ca



Health and Learning

Recognizes programs that enhance the ability of participants to access and use health information to improve their own health or the health of others within the community

Bookmates Alphabet Soup

Overview

Bookmates Alphabet Soup is a six-week literacy-based preschool nutrition program. Alphabet soup engages parents and their preschool children in experiences that promote healthy lifestyle choices, the love of books and lifelong learning.

The program was developed in 2002–2003 by Bookmates Inc. in conjunction with Manitoba family-learning programs, parents/caregivers and the Winnipeg Regional Health Authority.

Objectives

- expand the healthy eating experiences of preschool children
- provide parents/caregivers with new food ideas and information
- encourage the love of language and of reading
- promote learning by sharing people's talents, knowledge and other strengths

Innovation

- comprehensive facilitator training in which information-sharing is addressed within a social context
- specific attention given to cultural sensitivity and adult-literacy levels
- involvement and empowerment of parents as partners at the advisory level

Benefits

- enhanced relationships between health professionals and literacy groups
- increased parent/caregiver confidence by becoming more literate and knowledgeable about healthy lifestyle choices



CONTACT

Candyce Jones
Program Coordinator
Bookmates Inc.
623 Erin Street
Winnipeg, MB R3G 2W1

Tel: 204.582.1804
Fax: 204.586.4577

E-mail:
edbookmate@mts.net

Website:
www.bookmates.ca

Gatekeeper Training Program

Overview

Suicide represents a significant personal and family tragedy but it is also recognized as a public-health problem, affecting individuals as well as whole communities.

Worldwide, city-transit systems (e.g., subway tunnels) are a popular site of choice for individuals who commit or attempt to commit suicide. In 2005, Trillium Health Centre and the Toronto Transit Commission (TTC) launched the Gatekeeper Training Program: a suicide awareness, prevention and intervention skills-training initiative for TTC staff—primarily subway operators, their supervisors and instructors and special constables.

Gatekeeper Training consists of three workshop modules:

- SafeTALK (a one-day suicide alertness training program)
- SuicideAWARE (Always Watch and Report Effectively—a three-hour program designed for subway-train operators to observe and identify suicide risk behaviours)
- ASIST (Applied Suicide Intervention Skills Training—a two-day assessment and intervention-training program to train TTC employees as consultants to other civic employees)

Objectives

- increase TTC staff's factual knowledge about suicide and risk factors
- enhance TTC staff's skills in risk assessment
- increase TTC staff's positive attitudes and comfort levels in managing suicidal behaviour

Innovation

- first program offered worldwide (as known to Trillium) to provide suicide awareness and prevention training to subway-transit employees
- program is being empirically researched and will serve to inform and benefit other communities in Canada on effective suicide-prevention strategies

Benefits

- TTC staff's factual knowledge about suicide and risk factors has increased and their suicide assessment and intervention skills have improved
- potential to save lives and reduce incidence of mental-health problems among TTC personnel who witness suicide attempts
- provides evidence-based best practice for suicide awareness and prevention



CONTACT

Mary Lynn Porto, MSW, MHSc
Manager, Community Mental Health
Trillium Health Centre
100 Queensway West
Mississauga, ON L5B 1B8

Tel: 905.848.7580 ext. 3570
Fax: 905.848.7583

E-mail:
mporto@thc.on.ca

Website:
www.trilliumhealthcentre.org

Intergenerational Landed Learning at UBC Farm: Learning to Garden for Human and Ecological Health

Overview

An initiative of the Faculty of Education at the University of British Columbia (UBC), this program began in 2002 as a community-school-university collaboration that engages urban children and community adults in growing, preparing and eating nutritious food at UBC Farm. The experience provides an integrative context for promoting nutrition and lifestyle education for children and modeling principles of ecological and holistic health for all participants.

Each school year, three classes of grades four through six children from diverse and multicultural Vancouver schools visit the farm on 12 occasions to work in small groups with volunteer community adults (retired farmers, avid gardeners or university students). In the summer, an additional 120 children participate in week-long day camps that focus on weekly themes.

Objectives

- help young children acquire knowledge and skills in sustainable food-growing practices that will aid them in becoming environmental stewards
- improve food literacy, encourage healthy dietary and lifestyle choices
- build intergenerational exchange, caring relationships and learning in the community

Innovation

- teachers meet with the project-education team to plan activities for the farm days, and collaboratively develop activities to integrate field-based learning with classroom lessons
- multi-generational Farm Friend groups construct a caring community that makes learning meaningful for all, contributing to children's social development
- health and environmental education activities are inextricably linked and effectively grounded in a context of hands-on experiential learning, meaningful social relationships and multi-disciplinary learning

Benefits

- fosters holistic health (mental, social, physical, emotional, spiritual)
- breaks down barriers between generations and between schools and the community for mutual learning and community-building
- children and adults develop confidence, knowledge and skills, resulting in more positive attitudes toward constructive actions in their environment



CONTACT

Dr. Jolie Mayer-Smith and
Dr. Linda Peterat
Professors and Co/Directors
Faculty of Education,
University of British Columbia
2125 Main Mall
Vancouver, BC V6T 1Z4

Tel: 604.822.5293

Fax: 604.822.4714

E-mail:

jolie.mayer-smith@ubc.ca
and peterat1@telus.net

Website:

cust.educ.ubc.ca/
landedlearningproject/index.
htm

Youth Voices (TeenNet Research)

Overview

Youth Voices seeks to promote youth engagement, expression, empowerment and exchange through youth-driven media and participatory research. Formerly known as TeenNet Research, Youth Voices was founded by Dr. Harvey Skinner in 1995 with the aim of generating new knowledge and developing practical tools for engaging youth in health promotion using interactive technology.

Objectives

Youth Voices' work is centred on its Youth Voices Process (EIPARS) for authentic and meaningful youth engagement. The six interactive phases include:

- engage youth in expressions of their lives and communities
- identify issues and themes of importance to young people
- plan projects to address youth concerns and priorities
- act for youth-driven community development and social change
- reflect, research and reward achievements and learning
- sustain growth and development of youth-driven initiatives

Innovation

- one of the first programs to combine high-tech website development, community mobilization and action research
- has played a key role in the evolution of youth engagement in Canada and served at the forefront of community-academic research partnerships
- since rebranding to Youth Voices, work has focused on engaging youth expression and learning through Photovoice, a documentary photography process

Benefits

- youth who have opportunities to learn skills, connect with others and have their voices heard will be better equipped to make sustainable personal and community change
- communities that actively engage with and respond to youth will be better equipped to meet the complex and emerging health needs of young people



CONTACT

Dr. Harvey Skinner
Youth Voices
Centre for Health Promotion
155 College Street
Room 766
Toronto, ON M5T 3M7

Tel: 416.978.2201
Fax: 416.978.2087

E-mail:
hskinner@yorku.ca

Website:
www.youthvoices.ca



Work and Learning

Recognizes workplace learning programs that promote lifelong learning, facilitate career development and upgrade employee skills

Alinov Québec

Overview

Created in 1995 by the Continuing Education Department of the Cégep de Trois-Rivières, Alinov is a practice firm which assists unemployed clients to use its employability training to upgrade their knowledge and skills while acquiring work experience and pursuing their efforts to find employment.

Alinov is set up as a full-scale virtual company that replicates the commercial operations of a distributor of aluminum recreational and domestic products. Trainee clients are offered a 14-week training program divided into three segments: 40% work experience, 40% training and 20% job search.

Objectives

- offer a service to job seekers in the form of a professional development training period in a simulated business environment, thereby promoting a rapid and lasting return to work and giving them confidence in their abilities by upgrading their skills through experience and training in a real work situation
- offer a service to employers that enables them to recruit qualified employees who are ready to make a contribution from the moment of hiring
- offer a dynamic and realistic process and opportunities to its partner members in Canadian and international practice firm networks

Innovation

- opportunity to combine a number of facets of professional development in a single internship: accounting, human resources, purchasing and logistics, customer service, sales and marketing, graphics and computer support, communications and clerical support
- allows employers an accurate assessment of an applicant's abilities

Benefits

The experience segment allows clients to develop as they would in a real job and to apply concepts related to administrative operations according to their field of interest. The training segment focuses on computers, interpersonal skills and attitudes, and languages. The job search segment gives trainees the time to prepare their resumes and actively look for work. Alinov's job placement target of 80% is regularly achieved and exceeded.



CONTACT

Patricia Marchand
Chef de secteur
Alinov Québec, entreprise
d'entraînement des Services
d'intégration au travail du
Cégep de Trois-Rivières
3500, rue de Courval C.P. 97
Trois-Rivières QC G9A 5E6

Tel: 819.376.1721, ext 2064
Fax: 819.691.1256

E-mail:
patricia.marchand@
cegeptr.qc.ca

Website:
www.alinov.ca

PTP – Adult Learning and Employment Programs

Overview

PTP–Adult Learning and Employment Programs, formerly Preparatory Training Programs of Toronto, is one of Ontario's largest community-based adult literacy and basic skills programs. Their mission is to provide basic skills education, upgrading, job search and related services to adults preparing for employment, training or further education. Originally focusing on Essential Skills programming to guide instruction outcomes, PTP recognized the need to capture learning gains and developed *Communications and Math Employment Readiness Assessment* (CAMERA) as a reliable standardized assessment. A job search program, Job Solutions, was developed to meet the needs of adults with language and literacy barriers.

Objectives

Underpinning all of PTP's work is a commitment to continuously improve adult learners' access to excellent programs and services that reduce the barriers they encounter on their way to realizing their goals. PTP actively pursues opportunities to engage in groundbreaking research and innovative resource development, particularly in the field of workforce literacy. These activities allow PTP to continuously renew and refine the programs and services it brings to its participants.

Innovation

PTP's CAMERA System is uniquely designed to be sensitive to the learner and accessible to agencies delivering workforce literacy.

- CAMERA (Communications and Math Employment Readiness Assessment) – a valid, reliable standardized assessment for capturing learner gains
- Signposts – curriculum guidelines focusing programming on document use, reading text, writing and numeracy as described in HRSDC's Essential Skills Profiles
- workwrite series – seven instructional resources linking directly to activities in the classroom by offering employment-contextualized practice

Benefits

- more than half of PTP's community of learners attain their training goals and an equal number find and maintain employment



CONTACT

Aleksandra Popovic
Senior Manager, Resource
Development
PTP East Centre
815 Danforth Avenue
Suite 201
Toronto, ON M4J 1L2

Tel: 416.510.3266 ext. 23
Fax: 416.510.2566

E-mail:
aleks@ptp.ca

Website:
www.ptp.ca

Reclamation and Prospecting (RAP)

Overview

The Reclamation and Prospecting (RAP) First Nations Workforce Training Program is a three-year pilot project that provides at-risk First Nations youth (18-35 years of age) with the knowledge and skills they need to find entry-level employment in the mineral exploration and mining industry. First Nations youth considered at risk of not pursuing education or with limited employment opportunities are specifically targeted for this project.

Objectives

- build participants' labour market skills and employability
- increase participants' access to and interest in skills training and further education
- build positive impressions of the mineral exploration, mining and environmental stewardship sectors as a provider of desirable employment opportunities for participants
- generate efficient project design and processes

Innovation

- hands-on, respectful education to at-risk First Nations youth
- delivered by experienced instructors, industry professionals, First Nations team leaders and elders, student experience the benefits of working as teams, mentoring and exploring the industry in the context of their culture
- living in drug and alcohol free bush camps that mirror actual industry exploration camps

Benefits

- highly successful in building participants' labour market skills and employability, increasing access to further training and education and developing positive relationships between First Nations communities and the mineral industry
- 88.8% of the first year's students found employment within one year of the program



CONTACT

Andrea Kosalko
Manager of Continuing
Education & Industry Training
School of Exploration and
Mining, Northwest Community
College
3966 – 2nd Avenue
PO Box 3606
Smithers, BC V0J 2N0

Tel: 250.847.4461
Toll free: 1.877.277.2288
Fax: 250.847.4568

E-mail:
akosalko@nwcc.bc.ca

Website:
sem.nwcc.bc.ca/RAP/
INDEX.CFM

Teck Business Education Program

Overview

The Teck Cominco Business Education Program began as a single course in the Fall of 1996 and has grown into a Graduate Diploma that ladders into a customized Executive MBA program.

This ongoing initiative demonstrates that universities and corporations can collaborate within pre-existing institutional frameworks to

- develop rigorous academic programs that meet the needs of industry
- bring professors and professionals together to solve complex emerging problems in business and at the interface between business and society
- provide a non-traditional path to a graduate degree for workers in remote locations

Objectives

- help managers approach decision making from business and social as well as technical and engineering perspectives
- ensure academic rigour of training and development
- help shape and propagate a common culture across a rapidly expanding organization
- create sustainable communities of learning by bringing employees together from across the organization to learn and solve problems together

Innovation

- works within existing institutional frameworks in novel ways
- includes corporate subject matter experts in the program design
- frames content from the client perspective
- schedules delivery at the convenience of learners
- provides formal level of accreditation for some participants with limited formal academic qualifications

Benefits

- develops the capacity of future leaders to manage sustainably in a globalized and rapidly changing industry
- provides a non-traditional path to graduate education for non-traditional learners
- brings the university into rural communities
- builds leadership capacity at the company, community and industrial level
- provides opportunities for joint industry-university research and problem solving
- provides insights for participating faculty members into key provincial industries



CONTACT

Mark Selman
Director
The Learning Strategies
Group
Faculty of Business
Administration
Simon Fraser University
500 Granville Street
Vancouver, BC V6C 1W6

Tel: 778.782.5070 or
778.782.5013

E-mail:
selman@sfu.ca

Website:
business.sfu.ca/lsg

Workplace Learning PEI Inc. Literacy and Essential Skills Development Service

Overview

Workplace Learning PEI Inc. (WPL) is a joint initiative of business, industry, labour and government that was developed in response to the changing needs of employees and employers on Prince Edward Island. WPL has been in existence in its current form since 1997.

The purpose of the WPL Literacy and Essential Skill Development Service is to address the lack of co-ordinated services, particularly in the areas of literacy and essential-skills training. Funding is provided by the provincial government to cover the costs of the program and time for employees to participate. By launching this program, the provincial government intends to remove the barriers that are associated with literacy issues.

Objectives

- facilitate opportunities to acquire literacy, learning and essential skills
- promote lifelong learning by reducing barriers to adult learning
- encourage and assist employers, particularly small and medium-sized enterprises, to provide training for low literacy and/or less-skilled employees
- recruit and provide training for practitioners
- develop a comprehensive communications plan
- establish WPL Literacy and Essentials Skill Development Service as a model of how a skills-development service can be successful in other jurisdictions

Innovation

- workplace learning coordinators work with each employee to determine the best learning path
- learning takes place at the workplace during working hours and is available to employees who are permanent, temporary, casual or on a recall list

Benefits

- employees have more confidence, greater job satisfaction and are able to work more efficiently as a result of participating in WPL programs



CONTACT

Barbara Macnutt
Manager, Workplace Learning
PEI Inc.
PO Box 3254
40 Enman Crescent
Charlottetown, PE C1A 8W5

Tel: 902.368.6286
Fax: 902.368.4844

E-mail:
bemacnutt@edu.pe.ca

Website:
www.nald.ca/workplaceedpei



The Canadian Council on Learning is a catalyst for lifelong learning, promoting and supporting evidence-based decisions about learning throughout all stages of life, from early childhood through to the senior years.



1410-50 O'Connor, Ottawa ON Canada K1P 6L2 | T: 613.782.2959 | F: 613.782.2956

www.ccl-cca.ca