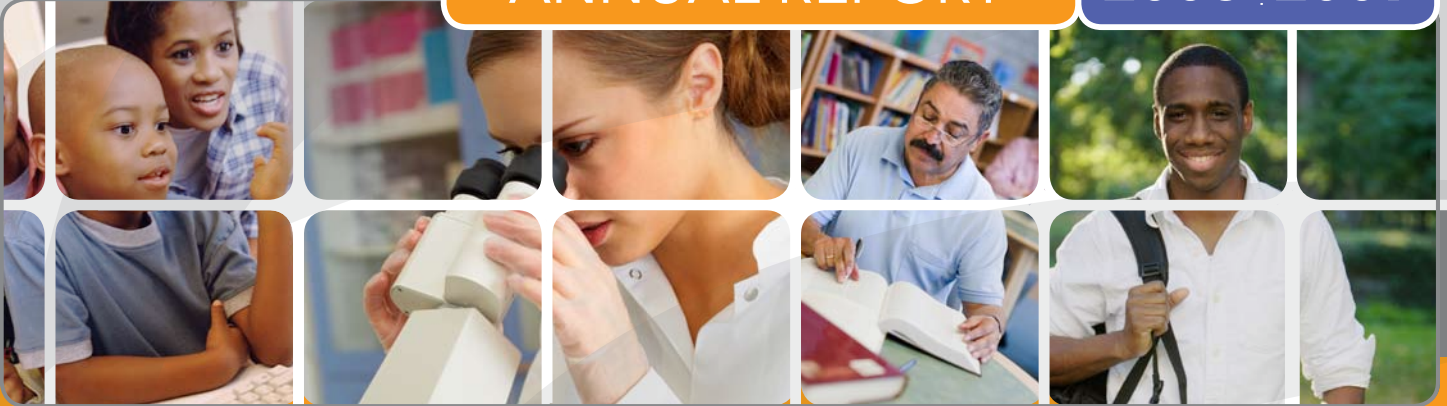


ANNUAL REPORT

2008 | 2009



## ABOUT THIS **ANNUAL REPORT**

This annual report of the Canadian Council on Learning highlights activities and achievements for the fiscal year from April 1, 2008, to March 31, 2009.

## FIND OUT **MORE**

For additional information about the Canadian Council on Learning and its activities, contact us at [info@ccl-cca.ca](mailto:info@ccl-cca.ca).

**ccl-cca.ca**

### **Ottawa Office**

215–50 O'Connor Street  
Ottawa ON K1P 6L2

Tel.: 613.782.2959

Fax: 613.782.2956

### **Vancouver Office**

1805–701 West Georgia Street  
P.O. Box 10132, Vancouver BC V7Y 1C6

Tel.: 604.662.3101

Fax: 604.662.3168

## INSIDE THIS ANNUAL REPORT

Message from the Chair .....	4
Message from the President and CEO .....	5
Seeking solutions to learning challenges.....	6
Top achievements of the year .....	8
A lifelong-learning culture in the making.....	9
The Power of partnership.....	19
Financial Statements .....	22
Notes to the Financial Statements.....	25
Our Board of Directors.....	30
Our Management Team .....	31



## MESSAGE FROM THE CHAIR

In good times and bad, learning can be the key to a better and more prosperous life. This belief is central to everything CCL does—and the past year has been no exception.

Over the last 12 months, CCL has worked diligently to promote the social and financial advantages of learning at all stages of life, to people in all walks of life.

These efforts came in many shapes and sizes; from Canada's most thorough report on post-secondary education, to the annual *State of Learning in Canada* report, and the third annual iteration of the Composite Learning Index (which was featured in a 10-page special report in *Maclean's* magazine).

CCL also published a number of thought-provoking articles and papers that posed important questions, such as: the future of literacy in Canada (*Reading the Future: Planning to meet Canada's future literacy needs*) and the real-world effects of high-school dropouts on Canada's bottom line (*Cost Estimates of Dropping Out of High School in Canada*).

Collectively, this body of work forms an impressive (and unprecedented) contribution to the public discourse on lifelong learning.

I'm proud that CCL has carved out a niche for itself as the only independent organization that provides reliable and compelling information about lifelong learning, and that serves federal government, the provinces, business, labour and individual Canadians.

None of this would be possible without the contributions of CCL's dedicated and talented staff—the "brains" behind the many innovative reports and publications for which CCL is known.

I would also like to recognize the contributions made by the volunteer members of our Board of Directors. CCL benefits greatly from their experience and talents for vital advice, guidance and strategic direction.



**Robert Giroux**

Chair of the Board  
of Directors

## MESSAGE FROM THE PRESIDENT AND CEO

5



**Dr. Paul Cappon**  
President and CEO

#### Lifelong learning.

Since CCL was founded five years ago, this idea—that learning at all stages of life is critical to ourselves, our families, our communities and to Canada’s prosperity—has been the inspiration for everything we do. When we began, the notion of a more holistic view of learning was considered largely theoretical; an idea that was within the purview of teachers and academics. Since then, lifelong learning has gained a significantly larger profile, thanks in part to the efforts of CCL.

The 2008–2009 Annual Report contains ample examples of these contributions. During this 12-month period CCL published its third annual Composite Learning Index, along with its third annual report *Post-secondary Education in Canada: Meeting our Needs?* and its Survey of Canadian Attitudes toward Learning. In addition, we also produced dozens of noteworthy reports and papers that provoked worthwhile discussion on everything from summer learning loss to the economic cost of dropping out of high school.

The heightened awareness of the social and economic benefits of lifelong learning has come at a propitious moment. In these economically turbulent times, CCL’s contributions are more important than ever. CCL is the only national, independent organization that provides objective information and analysis that allows us to track our progress in learning—the key to improving quality of life and global competitiveness.

Investments in ‘human infrastructure’—through training, literacy and innovation—are every bit as important as physical infrastructure, and will be essential for our country to prosper and to compete internationally. Over the coming year, CCL will continue to promote the importance of this idea to Canadians in all walks of life.

And we would not be able to do this without the hard work and skills of our dedicated employees and our fully engaged board of directors. More than ever, CCL is proud to be a pioneering force in improving learning outcomes for Canadians.



# 6

## SEEKING SOLUTIONS TO LEARNING CHALLENGES

### WHO WE ARE

Independent.

Not-for-profit.

A leader in learning.

We are the Canadian Council on Learning.

Funded through an agreement with Human Resources and Skills Development Canada, our mandate is to provide evidence-based information to Canadians so they can make the best decisions about learning throughout all stages of life, from early childhood through to the senior years.

### WHAT WE DO

CCL works to improve learning outcomes for Canadians and to foster the growth of a pan-Canadian "learning architecture" by meeting the following four strategic goals:

- informing Canadians about the state of learning,
- fostering quality research on learning,
- facilitating evidence-based decisions about learning, and
- becoming Canada's authoritative resource on learning issues

Lifelong learning—learning for all members of society throughout the lifespan—opens doors to new opportunities: those that improve our own individual quality of life, and those that enable us to be competitive in a global market that demands skilled and knowledgeable workers. By enabling greater personal and professional development, lifelong learning can ultimately lead to a healthier, more productive and resilient society.

In order to attain such benefits, certain criteria must be met. Canada must be committed to promoting lifelong learning, and to providing citizens with frequent opportunities to keep pace with changes in the community and in the workplace. Furthermore, citizens must be willing and able to take advantage of such opportunities.

### HOW WE DO IT

The Canadian Council on Learning is a results-driven organization. It achieves its results through three areas of activity:

- research and knowledge mobilization
- monitoring and reporting
- stakeholder relations.

CCL's activities are managed by two principal offices, located in Vancouver and Ottawa—each with a well-defined role in serving the strategic goals of the organization, and supported by five knowledge centres located in regions across Canada.

### Knowledge centres

To help explore five of Canada's most critical learning challenges, the Canadian Council on Learning established knowledge centres during the 2005–2006 fiscal year. The knowledge centres played a major role in supporting CCL's work during the organization's past four years.

**Aboriginal Learning**—based in the Prairies, Northwest Territories and Nunavut, this centre engaged Aboriginal people in exploring ways to strengthen their learning opportunities and outcomes. It was co-led by the Aboriginal Education Research Centre at the University of Saskatchewan, and the First Nations Adult and Higher Education Consortium.

**Adult Learning**—based in Atlantic Canada, this centre was created to foster a vital, informed and coherent culture of adult learning that is accessible and relevant to Canadians. It was led by the University of New Brunswick's College of Extended Learning.

**Early Childhood Learning**—based in Quebec, this centre helped identify ways to ensure that Canada's children have the opportunity to develop to their full potential. It was led by the Centre for Excellence in Early Childhood Development.

**Health and Learning**—based in British Columbia and Yukon, this centre helped Canadians make the connection between healthy minds and healthy bodies. It was led by the University of Victoria.

**Work and Learning**—based in Ontario, this centre helped employees and employers alike to succeed in the competitive marketplace in Canada and worldwide. It was co-led by the Canadian Labour Congress and Canadian Manufacturers & Exporters.

On April 6, 2009, as part of a broad restructuring, CCL announced that its five knowledge centres would no longer be funded as of July 6, 2009. CCL appreciates the time and expertise that knowledge centre staff and consortium members have contributed, and will make every effort to ensure that the high-quality work of the knowledge centres continues to be disseminated as widely as possible.



### OUR YEAR AT A GLANCE

Incorporated in December 2003, the Canadian Council on Learning reached its five-year milestone on March 31, 2009. During its short lifespan, CCL has been responsible for many noteworthy achievements. Here are some highlights of our top accomplishments for the period covered by this report. The complete list is detailed in the “A lifelong-learning culture in the making” section of this annual report (see page 9).

- ✎ Released the third edition of the Composite Learning Index (CLI), a measurement tool that allows users to understand the relationship between changes in a community’s learning conditions and the quality of life in that community. With three years of results, it is now possible to report on the learning progress, or trends, seen in individual communities over time;
- ✎ Published the third annual report on the state of post-secondary education in Canada, *Post-secondary Education in Canada: Meeting our Needs?*;
- ✎ Published *State of Learning in Canada: Toward a Learning Future*, which provided an overview of how well Canadians are equipped to meet the demands of our collective future;
- ✎ Released *Reading the Future: Planning to meet Canada’s future literacy needs*, which presented Canada’s first projections of adult-literacy levels through 2031;
- ✎ Conducted the third annual Survey of Canadian Attitudes toward Learning and published results in its report, *2008 Survey of Canadian Attitudes toward Learning: Results for learning throughout the lifespan*;
- ✎ Launched free, online literacy assessments to help educators evaluate the numeracy, prose and document-literacy skills of Canadians;
- ✎ Commissioned and released a report on the *Cost Estimates of Dropping Out of High School in Canada*;
- ✎ Published two issues of Canada’s first online, refereed *Journal of Applied Research on Learning*;
- ✎ Co-published the book *Education, Training and Sustainability: Conditions for success in a changing world* in collaboration with the Organisation for Economic Co-operation and Development (OECD); United Nations Educational, Scientific and Cultural Organization; and the International Economic Forum of the Americas;
- ✎ Commissioned and published *Achieving our Potential: An Action Plan for Prior Learning Assessment and Recognition in Canada*;
- ✎ Completed the Minerva Lecture Series, featuring Canadian scholars on learning, who delivered a total of 34 free lectures across the country.

## A LIFELONG-LEARNING CULTURE IN THE MAKING

9

**MEETING GOALS AND ACHIEVING RESULTS**

In 2008–2009, CCL focused on achieving its four strategic goals. The fiscal year's work built on what had been achieved in previous years and prepared the organization for further accomplishments in the years ahead.

**Informing Canadians about the state of learning**

Learning takes root best when citizens have a solid foundation of evidence to inform their decisions about learning. Through CCL's efforts during the 2008–2009 fiscal year, Canadians gained a wealth of information about the state of learning—about the progress that citizens are making, as well as how the public perceives the relationship between learning and quality of life.

**Results 2008–2009**

Released a third edition of the world's first Composite Learning Index (CLI)—an innovative, powerful tool to inform Canadians about their individual community's progress in learning.

The 2008 CLI offered more tools than ever before on CCL's website, including improved mapping technology and a CLI simulator that allows communities to adjust learning indicators and see the impact of change on their CLI scores.

In addition, with three years of results, CCL was able for the first time to report on trends in Canada by taking results since 2006; it did so by calculating the estimated change per year and expressing the outcome in "estimated points per year" (or EPPY). In 2008, Canada's three-year trend score was +1.9 EPPY, which means that Canada was improving its CLI score at an estimated rate of 1.9 points per year. In September 2008, Canada's news magazine *Maclean's* published a 10-page special report based on CCL's Composite Learning Index.

The CLI has attracted attention and interest in Europe. Inspired by the index and supported by CCL expertise, the German charitable foundation *Bertelsmann Stiftung* is currently developing a European version of the CLI, named the European Lifelong Learning Indicators (ELLI), scheduled for release in 2009.

**"When Canada emerges from the current downturn, the aging of our population means that we very quickly will find ourselves facing a severe shortage of skilled labour instead of a shortage of jobs. We have to work hard now to make sure that Canadians have access to the post-secondary education and training that they will need and that a competitive economy will demand over the next decade."**

Thomas d'Aquino, Chief Executive  
President of Canadian Council of Chief Executives (CCCE)  
In support of CCL's 2009 PSE report



- ✎ Published the third annual report *Post-secondary Education in Canada: Meeting our Needs?* This report examines how Canada's post-secondary education (PSE) sector compares internationally. The report points also to several weaknesses in the PSE sector, such as:
  - **Skills matching:** Little is known about why students choose a particular PSE program—yet these decisions have a direct impact on the skill sets available in the workforce;
  - **Capacity:** Over the last two decades, university enrolment in Canada increased at three times the rate of increases in full-time faculty;
  - **Innovation:** While we boast among the highest PSE attainment rates in the OECD (in terms of working-age population), in 2006 Canada ranked 20th out of 30 countries in its proportion of science and engineering graduates; and
  - **Quality:** Canada lacks a thorough approach to quality assurance that would apply equally to all universities, colleges and apprenticeship programs.
- ✎ Published *State of Learning in Canada: Toward a Learning Future* which takes a life-course approach by following, or mapping, the diverse connections and learning trajectories that can occur within and between each stage of life's learning journey. The chapters are preceded by a section dedicated to explaining the updates made to the indicators used in the 2007 *State of Learning report*.
- ✎ Commissioned the third annual Survey of Canadian Attitudes toward Learning—a barometer of perceptions and beliefs concerning lifelong learning in Canada. This year's survey asked more than 5,400 Canadians for their views about early childhood learning and child care; structured learning at the elementary, secondary and post-secondary levels; work-related adult learning; and health-related learning.

A report, entitled *2008 Survey of Canadian Attitudes toward Learning: Results for learning throughout the lifespan*, was released in February 2009. The survey found that:

- A majority of parents (73%) report permitting their young children (aged 2–5) to watch television, videos and DVDs for more than one hour per day; however, only 20% of parents allow their children (of the same age group) to play video and computer games more than one hour per day;
- Most Canadians (96%) agree that high-school programs that include work experience should be available to all students; and
- Canadians with more education are more sceptical of the reliability of certain sources of health information. Of Canadians with a university degree, 43% report not using media such as television and radio to learn about health issues due to concerns of reliability, while only 18% of Canadians without a high-school diploma report concerns about the reliability of those sources.

- ☞ Commissioned and released a report on the *Cost Estimates of Dropping Out of High School in Canada*. The report found that:

  - High-school dropouts earn less than those who complete secondary school and substantially less than those who continue on to post-secondary education; and
  - If the equivalent of 1% more of the Canadian population (approximately 320,000) possessed a high-school diploma, there would be annual savings of around \$1.3 billion in social-assistance programs and costs to the criminal-justice system.
- ☞ Released the report *Reading the Future: Planning to meet Canada's future literacy needs*, which shows that the number of adults with low literacy skills is growing across the country. By 2031, the number is forecast to increase from almost 12 million to more than 15 million.
- ☞ Completed the evaluation of the Ontario Ministry of Education's Student Success / Learning to 18 (SS/L18) Strategy. The SS/L18 Strategy is a broad, province-wide strategy designed to ensure that every student receives the tools to successfully complete their secondary schooling and reach their post-secondary goals, whether these goals involve apprenticeships, college, university or the workplace.

The report lists a number of benefits as a result of the strategy, including:

  - an increase in provincial graduation rates, from 68% in 2003–2004 to 75% in 2006–2007;
  - improved internal communication within schools, student engagement and teaching practices;
  - improvements in student monitoring and tracking as well as in data use;
  - increased number of program options, scheduling flexibility and access to human resources (to support student success); and
  - smoother transitions from secondary school to post-secondary education and/or work, and between the elementary and secondary levels.
- ☞ In partnership with the British Columbia Council on Admissions and Transfers, CCL sponsored and prepared *Where Did They Go? Post-Secondary Experiences, Attitudes, and Intentions of 2005/06 BC High School Graduates Who Did Not Pursue Public Post-Secondary Education in British Columbia by Fall 2007*.
- ☞ Commissioned a report on the *Academic Performance and Educational Mobility of Youth of Immigrant Origin*, in partnership with Citizenship and Immigration.



### Fostering quality research on learning

Data and research are vital to Canada's progress in learning. Through the following activities, CCL helps produce and encourage quality research. We also identify audiences for that research, and develop Canada's capacity for undertaking evidence-based research on learning.

#### Results 2008–2009

- ☞ Completed six question scans and four systematic reviews of literature on learning for governmental and non-governmental organizations and agencies, including:
  - *Barriers to PSE for Students with Disabilities and Factors Influencing their Transition from Grade 12 to Post-secondary Programs*, for the Nova Scotia Department of Education;
  - *How Are the Concepts of Retention, Attrition, Persistence, Graduation Rate and Course Success or Failure Rates Defined in the PSE Literature?*, for the Maritime Provinces Higher Education Commission (MPHEC); and
  - *Best Practices for Math Instruction*, for the Canadian Teachers' Federation.
- ☞ Released 15 research reports resulting from contributions that CCL had made to external research projects.
- ☞ Supported research reports in collaboration with provincial governments:
  - Saskatchewan: Saskatchewan Grade 7 Survey—Knowledge and Understanding of Treaties, Developing a Culturally Responsive School Division;
  - Manitoba: Examining Promising Practices for Rural Schooling—Implications for Policy;
  - Nova Scotia: Longitudinal Follow-up—Post-secondary Leavers with Disabilities.
- ☞ Collaborated with two Canadian governmental agencies, as well as six government and 11 non-government agencies in almost all provinces and territories, to address learning issues and challenges. Agencies included: Statistics Canada, Citizenship and Immigration, B.C. Ministry of Education, B.C. Ministry of Advanced Education and Labour Market Development, Ontario Ministry of Education, Ontario Ministry of Children and Youth Services, N.S. Department of Education, Manitoba Ministry of Advanced Education and Literacy, Saskatchewan Learning, the Maritime Provinces Higher Education Commission, the Canadian Teachers' Federation, and the Canadian Language and Literacy Research Network.
- ☞ Conducted four workshops: two on building capacity for writing strong proposals for research on learning; one workshop on finding and using research evidence in policy analysis; and one workshop on using large-scale data sets to conduct research on learning.

### Facilitating evidence-based decisions about learning

Better decision-making, deeper insights, more partnerships and a reinforced sense of community—those are among the key benefits that all stakeholders gain through CCL’s activities. Throughout 2008–2009, we engaged in a wide range of projects to support our goal of getting the right information to the right people at the right time. Underlying these initiatives are the principles of capacity-building and community engagement.

CCL’s recent streamlining of its activities has resulted in the scaling back of some activities described below, while retaining core monitoring, reporting, research and knowledge mobilization aspects of its mandate.

#### Results 2008–2009

- ☞ Supported a series of major initiatives on Inuit learning in collaboration with the territories, Inuit regions and northern communities:
  - Parents and Communities in Education—a partnership between CCL and the Northwest Territories and Nunavut Ministries of Education, and the regional Inuit education authorities in Nunavik and Nunatsiavut—to support a pan-Inuit community-based research initiative;
  - Evidence-based decision-making in Inuktitut Literacy and Language Programming and Policy—a pan-Inuit literacy roundtable hosted by the Nunavut Literacy Council, in partnership with Indian and Northern Affairs Canada’s Inuit Relations Secretariat; and
  - National Inuit Education Summit—hosted by Inuit Tapiriit Kanatami, in partnership with the Aboriginal Learning Knowledge Centre, the Canada Millennium Scholarship Foundation, and Indian and Northern Affairs Canada’s Inuit Relations Secretariat.

**“It is generally accepted that dropping out of high school has negative consequences for the individual and for society; however, few may recognize the full extent to which non-completion can produce significant economic costs. This report signifies Canada’s first step in determining what those costs are.”**

Olena Hankivsky, professor

Simon Fraser University professor and author of *Cost Estimates of Dropping Out of High School*



## A LIFELONG-LEARNING CULTURE IN THE MAKING (CONTINUED)

- ⤿ Launched free, online literacy assessments to help educators evaluate the numeracy, prose and document literacy skills of Canadians.
- ⤿ Organized a national workshop to build on CCL's initiative, *Redefining How Success is Measured in First Nations, Inuit and Métis Learning*, and work toward developing an Aboriginal Learning Information and Data Strategy (ALIDS). The workshop brought more than 80 people together from a wide range of organizations and governments, including representatives from Aboriginal organizations, various federal government entities such as Statistics Canada, provincial governments, school boards and divisions, universities and colleges, and the First Nations Regional Health Survey. The workshop's objectives were to discuss:
  - o what Canada needs to know about Aboriginal learning
  - o existing tools used to measure Aboriginal learning as well as data and information gaps and
  - o what is needed to address the identified data and information gaps.
 The outcomes of the national workshop will help CCL draft an ALIDS, to be released in 2009.
- ⤿ Completed five initiatives that were designed to address a specific learning issue:
  - o *The National Dialogue on Resilience in Youth*, co-sponsored with The Learning Partnership;
  - o *Knowledge Exchange for Auditory Learners: Testing tools, interfaces and podcast production processes*—a series of 20 podcasts with Canadian and international leaders in lifelong learning, knowledge exchange, policy and decision-making;
  - o *Level Up*, an Aboriginal comic on the theme of staying in school, one of a series that is under consideration for integration into curriculum resources in Saskatchewan;
  - o *Effective Workplace Learning Practices in Small and Medium-sized Enterprises: A Compendium of 65 SME Workplace Learning Case Studies from Around the World*, prepared by the Conference Board of Canada; and
  - o Canadian inventory of funded educational-research projects—*Centre de recherche et d'intervention sur la réussite scolaire (CRIRES)* created an online inventory of French and English research in education projects funded by the *Fonds québécois de la recherche sur la société et la culture (FQRSC)*, and Social Sciences and Humanities Research Council (SSHRC).
- ⤿ Knowledge Exchange Request for Proposals program—25 projects, which address critical learning issues within CCL's priority areas, have been completed. Abstracts for each project have been posted to CCL's website.

- Facilitated regional roundtables with senior representatives from business and labour to ensure that the private sector is engaged in CCL's work, especially with respect to learning in and for the workplace. The roundtables met at least once a year in each of the following cities: Toronto, Montreal, Calgary and Halifax.
- Conducted a forum entitled Education and Training: Primary Sources of Sustainability at the 14th International Economic Forum of the Americas / Conference of Montreal. As a result of the 2008 forum, a book, *Education, Training and Sustainability: Conditions for success in a changing world*, was published based on presentations at the 2008 conference in collaboration with the Organisation for Economic Co-operation and Development (OECD), the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the International Economic Forum of the Americas. The book, which aims to stimulate broader dialogue on innovative approaches to achieve sustainable development, was launched in Paris, France, on March 11, 2009.
- Commissioned and published *Achieving our Potential: An Action Plan for Prior Learning Assessment and Recognition in Canada*, prepared by the Prior Learning Assessment Centre.
- Completed various resources in collaboration with the Canadian Abilities Foundation:
 
  - o Access Guide to Canada: Resource for students with disabilities considering or attending post-secondary institutions; and
  - o Series of five articles in *Abilities Magazine*.
- Co-sponsored the work of the 21st Century Learning Initiative (Canada)—a project initiated in 2005 to engage Canadians in dialogue about the relationship between learning and the community:
 
  - o Held two series of workshops and presentations in Manitoba, Saskatchewan, Alberta and British Columbia, with the specific intent to support promising practices and develop pilot communities; and
  - o Created *Evolving Education: Learning in the 21st Century*, an educational DVD series that highlights promising practices in Saskatchewan and British Columbia that are aligned with the synthesis presented by the 21st Century Learning Initiative. The series was broadcast on Saskatchewan Communications Network (SCN) and satellite networks, and was posted on CCL's website.
- Published 23 issues of *The Learning Link*, CCL's bi-weekly e-bulletin informing subscribers about CCL events, activities and releases.
- Issued seven instalments of *Profiles in Learning*, a web-based series of articles highlighting prominent Canadians, their pivotal learning moments and commitment to lifelong learning.
- Published three instalments of *Practically Speaking*, an online series of articles that examines promising practices in learning.



- ✧ Issued a call for nominations for Sharing the Flame: Recognizing Excellence in Learning, a program that fosters the exchange of success stories and promising practices across Canada.
- ✧ Co-hosted the 8th annual meeting of the Campbell Collaboration Colloquium. The Campbell Collaboration is a non-profit organization that helps people make well-informed decisions about the effects of interventions in the social, behavioural and educational arenas. The 8th Annual International Campbell Collaboration Colloquium was held in Vancouver, May 12–14, 2008. It attracted the largest number of delegates of all the Campbell Colloquia to date.
- ✧ Co-hosted an invitational symposium on knowledge mobilization in collaboration with the Social Sciences and Humanities Research Council of Canada that took place at Harrison Hot Springs, B.C., May 15–18, 2008. The purpose of the knowledge-mobilization symposium was to share understanding about knowledge mobilization in educational research (nationally, internationally and across disciplines); to discuss the conceptual and empirical issues in this work (what do we know, how solid is our knowledge, what are the next questions and how can we start to address them?); and to foster ongoing networking.
- ✧ Published 15 issues of *Lessons in Learning*, an ongoing series of online articles that provide Canadians with independent, evidence-based information about effective ways to address a wide range of learning challenges. This fiscal year, these articles covered a broad range of topics including:
  - o Why boys don't like to read: Gender differences in reading achievement;
  - o More education, less employment: Immigrants and the labour market; and
  - o *Parlez-vous français?* The advantages of bilingualism in Canada.

**“The Labour Market Information (LMI) is tasked with determining how labour market information can contribute to Canada's economic growth and efficiency over the next decade and better respond to the growing information and planning needs of employers, workers and learners. Better information on the PSE sector is critical to achieving that goal.”**

Don Drummond, Chief Economist

TD Financial Group and head of the federal-provincial Labour Market Information (LMI) Advisory Panel

In support of CCL's 2009 PSE report

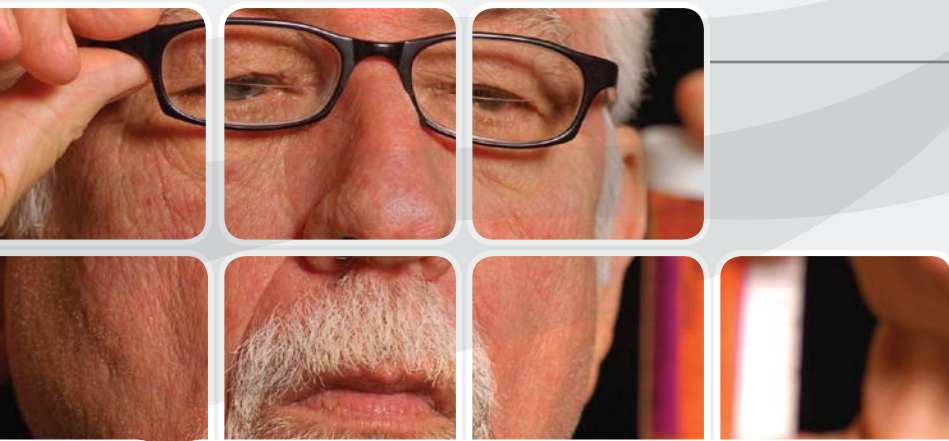
### Becoming Canada's authoritative resource on learning issues

CCL is increasingly being recognized as a leading authority on issues related to lifelong learning in Canada. We are becoming the destination of choice for researchers, educators, policy-makers, non-governmental organizations and other partners seeking information and assistance.

We strive to offer consistent, quality products and insight to help define us as the organization that Canadians can consult to obtain answers about the role that learning plays in their lives.

#### Results 2008–2009

- ☞ Reinforced CCL's position as the "go-to" resource for national and regional media seeking information on learning issues in Canada. CCL received a steady influx of media calls for interviews and meetings with editorial boards of Canada's leading sources of print and electronic media. Also, a growing number of articles featuring CCL's work are gradually establishing CCL as a leading source of information on lifelong learning.
- ☞ Responded to sole-sourced invitations and open requests for proposals from external organizations, resulting in being awarded 10 research contracts on various learning issues from organizations such as the Ontario Ministry of Education, the Manitoba Ministry of Advanced Education and Literacy, Indian and Northern Affairs Canada, the Construction Sector Council and National Electrical Trade Council, and the Higher Education Quality Council of Ontario.
- ☞ Continued supporting the Vancouver Learning City Initiative using the Composite Learning Index to help create a Community Learning Strategy for Vancouver.
- ☞ Completed the first Minerva Lecture Series, a travelling speaker series designed to foster discussion between Canadian learning researchers and citizens across the country. This series was a unique opportunity to understand how research can inform and affect learning at different stages of life. It featured the work of six prominent Canadian learning researchers, who toured Canada, lecturing on issues such as school success and education reform, how to learn for life, post-secondary education in the 21st century, and enhancing the learning of Aboriginal students.
- ☞ Released two issues of the *Journal of Applied Research on Learning* (JARL), a biannual research publication that addresses specific, practical issues related to learning in Canada and applied research of significance to learning in Canada. All JARL articles are peer-reviewed to ensure each adheres to high standards of scholarship. The second JARL issue featured articles submitted by the scholars who toured Canada for the Minerva Lecture Series.
- ☞ Published 20 research articles about learning in external academic and professional journals, such as the *Scientific Studies of Reading*, the *Journal of the Royal Scientific Society*, and the *International Journal of Behaviour Development*.



- ☞ Made 50 presentations about research on learning at scholarly and professional conferences such as the Canadian Society for Studies in Education, the Society for Research in Child Development, and the Ontario Educational Research Symposium.
- ☞ Provided funding to produce a series of 18 videos called "Gorilla Parenting from the Jungle Room," which premiered in March 2008 on TVOntario. These 10-minute segments, produced by Sinking Ship Entertainment in partnership with Liz Haines and J.J. Johnson from TVOntario, give us a glimpse of children playing in a parentless environment, hence allowing us to see how they naturally go about interacting within their world.
- ☞ Sustained steady growth in online traffic with an average of 2,277 page views per day. During the year, CCL's site recorded over 382,100 unique visits (up 63% from 234,000 the year before) and more than 93,160 document downloads (up 26% from 73,800 the year before). There were also more than 265 incoming links from the blogging community.
- ☞ Maintained steady growth in subscribers to CCL's e-newsletter *The Learning Link*. By March 31, 2009, the number of people receiving this e-bulletin rose to more than 4,345, a 16.8% growth over the previous fiscal year.
- ☞ CCL's website obtained an impressive 7 out of 10 numeric weighting by Google's *PageRank*. This ranking is based on criteria such as incoming links, the quality of inbound links, the relevance of search words on the page, and actual visits to the page as reported by Google's toolbar.
- ☞ Launched the official CCL YouTube channel in October 2008. Uploaded 40 videos on YouTube, a free, video-sharing website that permits users to randomly access our series through learning-related searches, potentially driving traffic to our website, and therefore increasing our audience reach. CCL's videos were watched 946 times in this fiscal year.

**"As the national literacy coalition advancing literacy and essential skills across Canada, Movement for Canadian Literacy fully supports the development of tools which are aimed at building capacity within the field and which have at their heart the development and advancement of adult learners."**

Melody J. Paruboczy, Executive Director  
Movement for Canadian Literacy  
In support of online literacy assessments

## THE POWER OF PARTNERSHIP

19

## KNOWLEDGE CENTRE HIGHLIGHTS

During the 2008–2009 fiscal year, CCL's knowledge centres extended the reach and impact of CCL's work. Through their activities, the five centres—strategically located across Canada to address specific learning challenges—brought together more than 335 organizations and individuals. These groups played a prominent role in fostering and disseminating knowledge that improved the quality of learning in Canada.

The centres' significant accomplishments and successful collaborations on projects of mutual interest included the following:

✎ In 2008, the **Aboriginal Learning Knowledge Centre**, CCL and the Assembly of First Nations (AFN) worked together to bring the *First Nations Holistic Lifelong Learning Model* to three First Nations communities in Canada through a series of community dialogues. The purpose of these dialogues was to use the learning model to help address each community's learning needs. Each community used the learning model as the framework to assess their existing strengths and challenges in supporting lifelong-learning opportunities within the community, school, workplace, home and on the land. In the end, the community assessment was used to develop a community strategy aimed at supporting the learning needs of the community.

The knowledge centre—through the efforts of its partners and its Animation Theme Bundle leads and their organizations—participated in or hosted approximately 40 knowledge-exchange events, ranging from community dialogues and roundtables to major conferences. These activities brought together First Nations, Métis, and Inuit Elders, parents, students, educators, representatives of national and regional Aboriginal organizations, various levels of government from the provincial and federal sectors, as well as the private sector, to share knowledge on Aboriginal learning.

✎ The **Adult Learning Knowledge Centre** sponsored 43 knowledge-exchange projects and 33 speaker events across Canada, including a 10-event tour on Prior Learning Assessment and Recognition (PLAR) and a six-event tour on literacy. Six videos were released, illustrating specific examples of adult learning and demonstrating its transformative power for individuals, families and communities. With the assistance of the Canadian Commission for UNESCO, the Canada Council for the Arts, and the Canadian Association for Statutory Human Rights Agencies, the knowledge centre undertook a pan-Canadian poster competition linking learning with human rights and commemorating the 60th anniversary of the United Nations' Universal Declaration of Human Rights.

The knowledge centre released several reports: *Reaching for the Tipping Point in Literacy; Bilan des recherches en français au Canada sur l'apprentissage chez les adultes; Taking Account: A report on the number of PLAR assessments in public post-secondary institutions in Canada; and Defining Practitioner-Based Research in Canada*, as well as a series of reports on the learning issues of five identity-based communities in Atlantic Canada: Aboriginal, African-Canadian, Francophone, immigrants and learners with disabilities.



## THE POWER OF PARTNERSHIP (CONTINUED)

The knowledge centre sponsored numerous roundtables, conferences and meetings across Canada, including its annual national symposium, which was organized around the theme of community sustainability and brought 225 people (175 Anglophones and 50 Francophones) to St. John's, Newfoundland in June 2008.

- ✎ The **Early Childhood Learning Knowledge Centre** conducted a series of activities that targeted practitioners and policy-makers, in order to provide them with the best scientific information on several early childhood learning topics. The products that resulted from these activities were actively and broadly disseminated through several channels (conferences, presentations and booths, the knowledge centre's website, newsletter, partner websites and publications, etc.). These products included:
  - o Publications: Experts' articles on learning through play, school transition, parenting skills and early brain development, and a newsletter on program evaluation;
  - o Learning events and products for policy-makers: In 2008, this knowledge centre was invited to work with policy-makers on the preparation of briefing notes (focusing on early language development, numeracy and social skills) for a Social Services Deputy Ministers' retreat (June 2008); and
  - o Reports: *The World's Best Infrastructure for Child Development Statistics for Canada*, presented to the Federal / Provincial / Territorial Early Childhood Development Working Group, (February 2009), and a report on early aggression, *Early Learning Prevents Youth Violence*, that highlights the importance of early intervention to reduce aggression has been translated in Spanish and Portuguese and disseminated broadly across Canada and in other countries.
- ✎ The **Health and Learning Knowledge Centre** has focused on three themes: health literacy; building capacity in health systems; and healthy communities of learning, targeting specific demographic groups, key disciplines and marginalized communities.

**"As someone with a foot in both the business world and the PSE sector, it's crystal clear to me that what is lacking is the kind of wide-ranging information that will allow industry and the PSE sector to react and interact to help address these skills shortages. CCL's latest report on PSE makes a convincing case for the urgent need to remedy this situation."**

Perrin Beatty, President and CEO  
Canadian Chamber of Commerce and Chancellor of the University of Ontario Institute of Technology  
In support of CCL's 2009 PSE report

## THE POWER OF PARTNERSHIP (CONTINUED)

21

The knowledge centre sponsored several events in 2008–2009: National Symposium on Capacity Building in Health and Learning; Community-based Research Symposium that showcased examples of best practices in community-based research and launched the new Centre for Health and Community Partnerships at Douglas College, which is expected to provide support for future community-based research in health and learning; Northern Health and Learning Symposium; the third annual Conference on Health and Learning in Marginalized Communities; Healthy Settings, Healthy Students and Academic Success, a policy roundtable that explored how healthy settings and healthy students in post-secondary institutions result in academic success; and In from the Margins: Promising Practices and Possibilities for Health and Learning, a forum hosted in partnership with the B.C. Academic Council and Health Professional Network.

The knowledge centre has created a wide range of products including: a *Lessons in Learning* article entitled "Mixed Messages: How to choose among conflicting information to support healthy development in young children"; a state-of-the-field review on health and adult learning; and a report called *Post-secondary Institutions as Healthy Settings: The Pivotal Role of Student Services*.

- ✎ The **Work and Learning Knowledge Centre** undertook an extensive knowledge exchange and synthesis research program in 2008–2009, including the following highlights:
  - o Concluded its regional roundtable dialogues with senior business, labour, government and education representatives, and published *Fostering Employer Investment in Workplace Learning: Report on a Series of Regional Roundtables*.
  - o Held its 3rd Annual Symposium in Ottawa on May 14–15, 2008. The event drew more than 200 people from across Canada.
  - o Commissioned a major synthesis research project entitled *Work-related Informal Learning: Research and Practice in the Canadian Context*. A Stakeholders' Forum on Work-related Informal Learning was subsequently held to consider the evidence and to devise strategies to raise the profile of this issue in Canadian workplaces.
  - o Initiated the development of an online inventory of federal, provincial and territorial financial and non-financial supports to workplace learning, a one-of-a-kind project to make this information accessible to the public.
  - o Through Canadian Manufacturers & Exporters and the Canadian Labour Congress, offered ongoing leadership to strengthen outreach initiatives and active engagement of the business and labour communities, including seven employer workshops and the commissioning of the second edition of *Integrating Equity, Addressing Barriers*.

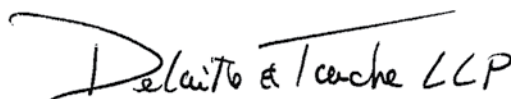
**AUDITORS' REPORT**

To the Members of  
**Canadian Council on Learning**

We have audited the balance sheet of the Canadian Council on Learning as at March 31, 2009, and the statements of revenue and expenses and changes in net assets and of cash flows for the year then ended. These financial statements are the responsibility of the Council's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Council as at March 31, 2009, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles. As required by the Canada Corporations Act, we report that, in our opinion, these principles have been applied on a basis consistent with that of the preceding year.



Chartered Accountants  
Licensed Public Accountants  
May 1, 2009



## FINANCIAL STATEMENTS

23

### STATEMENT OF REVENUE AND EXPENSES AND CHANGES IN NET ASSETS, YEAR ENDED MARCH 31, 2009

	2009	2008
<b>REVENUE</b>		
Amortization of restricted deferred contributions	\$ 19,520,903	\$ 25,796,794
Amortization of deferred contributions related to capital assets	489,879	570,841
Other	572,708	447,847
	<b>20,583,490</b>	<b>26,815,482</b>
<b>EXPENSES</b>		
Structured learning	344,402	582,689
Research and knowledge mobilization	3,198,022	3,549,810
Knowledge exchange	671,492	1,056,102
Monitoring and reporting	2,282,871	2,639,219
Strategic initiatives and liaison	2,115,705	2,557,393
Communications and media	1,871,318	2,081,913
Operations and administration	2,117,655	1,809,038
	<b>12,601,465</b>	<b>14,276,164</b>
Contribution agreements	7,982,025	12,539,318
	<b>20,583,490</b>	<b>26,815,482</b>
EXCESS OF REVENUE OVER EXPENSES	-	-
NET ASSETS, BEGINNING AND END OF YEAR	\$ -	\$ -

### BALANCE SHEET AS AT MARCH 31, 2009

	2009	2008
<b>ASSETS</b>		
Cash	\$ 2,295,024	\$ 400,564
Accounts receivable (note 4)	311,437	270,681
Investments (note 5)	16,522,530	39,184,106
Prepaid expenses	134,086	191,220
Capital assets (note 6)	387,568	751,034
	<b>\$ 19,650,645</b>	<b>\$ 40,797,605</b>
<b>LIABILITIES</b>		
Accounts payable and accrued liabilities	\$ 6,378,906	\$ 8,111,108
Deferred revenue	47,063	193,091
Capital lease obligation (note 7)	5,870	15,141
Lease inducements	-	16,396
Deferred contributions (note 8)	12,837,108	31,725,976
Deferred contributions related to capital assets (note 9)	381,698	735,893
	<b>19,650,645</b>	<b>40,797,605</b>
NET ASSETS	-	-
	<b>\$ 19,650,645</b>	<b>\$ 40,797,605</b>

**FINANCIAL STATEMENTS**

**STATEMENT OF CASH FLOWS  
YEAR ENDED MARCH 31, 2009**

	2009	2008
<b>NET INFLOW (OUTFLOW) OF CASH RELATED TO THE FOLLOWING ACTIVITIES:</b>		
<b>OPERATING</b>		
Excess of revenue over expenses	\$ -	\$ -
Adjustments for non-cash items		
Amortization of capital assets	489,879	570,841
Amortization of deferred contributions related to capital assets	(489,879)	(570,841)
Amortization of deferred contributions	(19,520,903)	(25,796,794)
Amortization of lease inducements	(16,396)	(16,396)
Loss on disposal of capital assets	709	-
	<b>(19,536,590)</b>	<b>(25,813,190)</b>
Changes in non-cash operating working capital items (note 10)	(1,861,852)	4,042,055
	<b>(21,398,442)</b>	<b>(21,771,135)</b>
<b>INVESTING AND FINANCING</b>		
Acquisition of capital assets	(127,122)	(280,282)
Decrease in investments	22,661,576	20,597,563
Interest received on deferred contributions	767,719	1,835,792
Payments of capital lease obligation	(9,271)	(7,493)
	<b>23,292,902</b>	<b>22,145,580</b>
NET CASH INFLOW	1,894,460	374,445
CASH, BEGINNING OF YEAR	400,564	26,119
CASH, END OF YEAR	<b>\$ 2,295,024</b>	<b>\$ 400,564</b>



# NOTES TO THE FINANCIAL STATEMENTS

## 1. DESCRIPTION OF THE ORGANIZATION

The Canadian Council on Learning (the Council) is a national not-for-profit organization incorporated under Part II of the Canada Corporations Act on December 11, 2003. It commenced active operations in April 2004, at which time, as described in note 8, it received a one-time grant of \$85 million from Human Resources and Skills Development Canada (HRSDC). One of the conditions of that grant specifies that the funds shall be fully expended by March 31, 2009. In the fourth quarter of the 2008 fiscal year the Council received an amendment to the initial agreement with HRSDC to extend the initial mandate to March 31, 2010. The Council is actively pursuing arrangements to continue operations beyond that date.

The Council's mandate is to improve learning across Canada for the benefit of all Canadians, by informing Canadians on the progress of learning in Canada, by promoting a Canada-wide learning culture with all of our partners, and by promoting and facilitating the exchange of knowledge and information among those involved in delivering learning across the country.

The Council is not subject to income taxes.

## 2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles (GAAP) and include the following significant accounting policies:

### Change in accounting policy

The Council has prospectively adopted the following Canadian Institute of Chartered Accountants (CICA) accounting standards effective April 1, 2008. The new standard relates to disclosure only and did not have an impact on financial results.

Section 1535, *Capital Disclosures* requires an entity to disclose information about its objectives, policies and procedures and process for managing capital; quantitative data about what the entity regards as capital; as well as its compliance with any externally imposed capital requirements.

The Council did not adopt CICA Sections 3862 and 3863 *Financial Instruments - Disclosures and Presentation* this year as the adoption of these sections became optional in late 2008 for not-for-profit organizations.

## Financial instruments

All financial assets are classified as either held-for-trading, held-to-maturity, loans and receivables, or available-for-sale. All financial liabilities are classified as held-for-trading or other liabilities.

The classification depends on the purpose for which the financial instruments were acquired or issued, their characteristics and the Council's designation of said instruments, at the time of initial recognition. Settlement date accounting is used and transaction costs related to investments are expensed as incurred. Interest on interest-bearing available-for-sale financial assets is calculated using the effective interest rate method.

### Classification:

Cash	Held-for-trading
Investments	Available-for-sale
Accounts receivable	Loans and receivables
Accounts payable and accrued liabilities	Other liabilities

### Held-for-trading

These financial assets are measured at fair value at the balance sheet date. Fair value fluctuations including interest earned, interest accrued, gains and losses realized on disposal and unrealized gains and losses are included in other income.

### Available-for-sale

Available-for-sale financial assets are carried at fair value with unrealized gains and losses included in accumulated unrealized gains and losses portion of the deferred contributions balance until realized when the cumulative gain or loss is transferred to interest revenue.

### Loans and receivables

These financial assets are measured at amortized cost using the effective interest rate method, less any impairment.

### Other liabilities

These financial liabilities are recorded at amortized cost using the effective interest rate method.

## Transaction costs

Transaction costs on investments are expensed as incurred.

## NOTES TO THE FINANCIAL STATEMENTS

### Revenue recognition

The Council follows the deferral method of accounting for contributions. Unrestricted revenue is recognized when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured. Restricted revenue is recognized in the year in which the related expenses are incurred.

### Investment revenue

Interest revenue is recorded when it is earned. Interest on non-restricted investments is recorded as income in the period when earned. Interest earned on restricted investments is deferred and recognized as revenue in the statement of revenue and expenses as the eligible expenses are incurred.

### Contributions to knowledge centres

Contributions to knowledge centres for various programs are expensed once disbursements have been approved.

### Investments

Investments are recorded as available-for-sale financial assets. Premiums and discounts are amortized using the effective interest rate method.

### Capital assets

Capital assets are recorded at cost. Amortization is computed using the straight-line method over the estimated useful lives of the assets as follows:

Office furniture and equipment	5 years
Computer hardware	3 years
Computer software	3 years
Furniture under capital lease	3 years
Leasehold improvements	Term of lease

### Use of estimates

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Significant estimates include accounts receivable and accounts payable and

accrued liabilities. Actual results could differ from these estimates. The financial statements have, in management's opinion, been properly prepared using careful judgment within reasonable limits of materiality and within the framework of the accounting policies.

### Future accounting changes

In September 2008, the CICA issued amendments to several of the existing sections in the 4400 series - *Financial Statements by Not-For-Profit Organizations*. Changes apply to annual financial statements relating to fiscal years beginning on or after January 1, 2009. Accordingly, the Council will have to adopt the amended standards for its fiscal year beginning April 1, 2009. The amendments include: a) additional guidance in the applicability of Section 1100, *Generally Accepted Accounting Principles*; b) removal of the requirement to report separately net assets invested in capital assets; c) requirement to disclose revenues and expenses in accordance with EIC 123, *Reporting Revenue Gross as a Principal Versus Net as an Agent*; d) requirement to include a statement of cash flows in accordance with Section 1540, *Cash Flow Statements*; e) requirement to apply Section 1751, *Interim Financial Statements*, when preparing interim financial statements in accordance with GAAP; f) requirement for not-for-profit organizations that recognize capital assets to depreciate and assess these capital assets for impairment in the same manner as other entities reporting on a GAAP basis; g) requirement to disclose related party transactions in accordance with Section 3840, *Related Party Transactions*; and h) new disclosure requirements regarding the allocation of fundraising and general support costs.

The Council is currently evaluating the impact of the adoption of these new Standards on its financial statements. The Council does not expect that the adoption of these new Sections will have a material impact on its financial statements.

## 3. CAPITAL MANAGEMENT

The Council's objective when managing capital is to meet the terms and conditions of the grant received from HRSDC as described in note 1. The Council has complied with the requirements respecting these restricted contributions.

## NOTES TO THE FINANCIAL STATEMENTS

27

### 4. ACCOUNTS RECEIVABLE

Accounts receivable consists of the following:

	2009	2008
Accounts receivable	\$ 135,152	\$ 17,085
Accrued receivable	4,213	28,714
Accrued interest	-	970
Goods and services tax recoverable	169,577	220,554
Travel advances	2,495	3,358
	<b>\$ 311,437</b>	<b>\$ 270,681</b>

### 5. INVESTMENTS

The investments consist of low risk financial instruments which mature on various dates up to May 5, 2009.

	2009		2008	
	Fair Value	Cost	Fair Value	Cost
Cash	\$ 22,921	\$ 22,921	\$ 36,690	\$ 36,690
Guaranteed investment certificate (0.5%)	4,001,753	4,001,753	5,338,625	5,338,625
Canadian discount bonds	1,599,649	1,599,569	20,328,454	20,327,973
Canadian - fixed income				
Government of Canada Bonds (0% - 0.37%)	6,699,453	6,699,558	4,640,308	4,701,241
Provincial Bonds (0% - 0.35%)	4,198,754	4,199,100	5,618,944	5,810,814
Corporate Bonds	-	-	3,221,085	3,270,709
	<b>\$ 16,522,530</b>	<b>\$ 16,522,901</b>	<b>\$ 39,184,106</b>	<b>\$ 39,486,052</b>

#### Investment risk

Investment in financial instruments renders the Council subject to investment risks. Interest risk is the risk arising from fluctuations in interest rates and their degree of volatility. There is also the risk arising from the failure of a party to a financial instrument to discharge an obligation when it is due. Market risk is the risk to the value of a financial instrument due to fluctuations in market prices, whether these fluctuations are caused by factors specific to the investment itself or to its issuer, or by factors pertinent to all investments on the market.

#### Concentration of risk

Concentration of risk exists when a significant proportion of the portfolio is invested in securities with similar characteristics or subject to similar economic, political and other conditions. The Council invests mainly in cash assets, in guaranteed investment certificates and in bonds.

NOTES TO THE FINANCIAL STATEMENTS

6. CAPITAL ASSETS

	2009			2008
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Office furniture and equipment	\$ 364,435	\$ 217,316	\$ 147,119	\$ 198,048
Computer hardware	651,487	585,198	66,289	155,750
Computer software	722,491	561,289	161,202	260,197
Furniture lease	34,351	24,045	10,306	17,176
Leasehold improvements	316,747	314,095	2,652	119,863
	<b>\$ 2,089,511</b>	<b>\$ 1,701,943</b>	<b>\$ 387,568</b>	<b>\$ 751,034</b>

7. CAPITAL LEASE OBLIGATION

The Council has entered into a capital lease for furniture and equipment. Minimum lease payments under the capital lease, which expires in November 2009, together with the balance of the obligation, are as follows:

2010	\$ 7,310
Total minimum lease payments	<b>7,310</b>
Less interest	1,440
	<b>\$ 5,870</b>

8. DEFERRED CONTRIBUTIONS

In April 2004, the Council received \$85 million in funding from Human Resources and Skills Development Canada (HRSDC) to promote and support evidence-based decision-making in all areas of lifelong learning. The funds, and all income earned on the funds, are to be used to inform Canadians regularly on Canada's progress on learning outcomes, and to promote knowledge and information exchange among learning partners. The funding agreement contains certain restrictions on the use of the funds, and the amended agreement specifies that the funds shall be fully expended by March 31, 2010.

Changes in the deferred contributions balance are as follows:

	2009	2008
Balance, beginning	\$ 31,725,976	\$ 55,845,185
Change in unrealized losses	301,575	(172,378)
Restricted investment revenue realized	466,144	2,137,738
Amount recognized as revenue	(19,520,903)	(25,796,794)
Amount transferred to deferred contributions related to capital assets	(135,684)	(287,775)
Balance, ending	<b>\$ 12,837,108</b>	<b>\$ 31,725,976</b>
Accumulated unrealized losses on available-for-sale financial assets, end of year	\$ (371)	\$ (301,946)

**9. DEFERRED CONTRIBUTIONS RELATED TO CAPITAL ASSETS**

	2009	2008
Balance, beginning	\$ 735,893	\$ 1,018,959
Amount transferred from deferred contributions	135,684	287,775
Amount recognized as revenue	(489,879)	(570,841)
Balance, ending	\$ 381,698	\$ 735,893

**10. CHANGES IN NON-CASH OPERATING WORKING CAPITAL ITEMS**

	2009	2008
Accounts receivable	\$ (40,756)	\$ 79,903
Prepaid expenses	57,134	204,292
Accounts payable and accrued liabilities	(1,732,202)	3,643,593
Deferred revenue	(146,028)	114,267
	\$ (1,861,852)	\$ 4,042,055

**11. COMMITMENTS**

The Council leases office space and equipment under operating leases which expire on December 31, 2009. The Council also has commitments for multiple research and knowledge-exchange contracts. The minimum amounts payable over the next year are as follows:

Research and knowledge-exchange contracts	Leases	Total
\$ 2,431,712	\$ 597,535	\$ 3,029,247

**12. RETIREMENT BENEFIT PLANS**

The Council has a defined contribution pension plan for its employees. The Council matches the contributions of member employees up to a maximum of 6% of each employee's base salary. Additionally, the Council has a retirement compensation arrangement. The expense during the year for these plans was \$261,431 (2008 - \$255,863).

**13. COMPARATIVE FIGURES**

Certain numbers of the previous year, presented for comparative purposes, have been reclassified to conform to the current year's presentation.



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31

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**ccl-cca.ca**

**Ottawa Office**

215-50 O'Connor Street  
Ottawa ON K1P 6L2

Tel.: 613.782.2959

Fax: 613.782.2956

**Vancouver Office**

1805-701 West Georgia Street  
P.O. Box 10132, Vancouver BC V7Y 1C6

Tel.: 604.662.3101

Fax: 604.662.3168