



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

ANNUAL **REPORT** 2004-2005

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*Robert Giroux*  
**Robert Giroux**  
Chair of the Board  
of Directors

I am pleased to report that the Canadian Council on Learning (CCL) has built a solid foundation during its first year in operation. CCL has already made great headway in a number of critical areas that will have a positive, long-term impact on how Canadians learn.

The Canadian Council on Learning was created as a result of a nation-wide consultation on innovation. Time and time again, in response to the question, "What does Canada need to succeed in the knowledge economy?" Canadians answered "a highly-educated population." The foremost answer wasn't technology or tax breaks, it was people.

I was honoured to have been one of the three founding directors of CCL, together with Milton Wong and Ben Levin. We recruited nine other outstanding directors, who come from backgrounds in education, business, and the private and public sectors, representing all areas of the country. These directors, who serve in a voluntary capacity, bring tremendous expertise and talent to CCL's goal of building a national learning culture.

I would like to pay special tribute to Dr. Ben Levin, who has recently left the board to assume the position of Deputy Minister of Education in Ontario. On behalf of CCL, it is my pleasure to congratulate him on his appointment and to express our deep appreciation for the important work he did as one of our founding members.

The Board of Directors was delighted that Dr. Paul Cappon agreed to serve as CCL's president and chief executive officer. Dr. Cappon, an individual with a remarkable background and vision, came to CCL from the Council of Ministers of Education, Canada, where he served as Director General. We are most fortunate to have him guide CCL in its efforts to discover how we can encourage Canadians to embrace learning as a lifelong venture.

As CCL seeks to develop a national network of partnerships and build a national learning architecture across Canada, I would like to express my enthusiasm and optimism for working with Canadians from all walks of life in this exciting new endeavour.

## MESSAGE FROM **THE PRESIDENT** AND **CEO**



*Paul Cappon*  
**Paul Cappon**  
President and CEO

In my first speech as President and CEO, I stated that the creation of the Canadian Council on Learning holds more promise than any other learning initiative conceived over the past several decades. This Council, with its focus on a strategic, pan-Canadian perspective on learning, can make a major contribution to our country and to individual Canadians' quality of life.

Passion for learning in Canada radiates in brilliant hues from every corner of our country.

These bright tones are to be treasured. They illustrate a strong commitment to learning that is universally prized by individuals and families throughout this country. It is a historically rooted, abiding Canadian value – one that is as profound as our attachment to universal health care.

Yet, these vivid pigments and this passion will fade unless continually renewed. We must fashion, from the many brightly-hued examples of learning excellence across Canada, a many-coloured coat. This mantle will be woven of local colours and materials, to become a garment that portrays a distinctive national character and binds us together as a viable society.

That is my vision for CCL. CCL offers a rare opportunity to set in place a vision, a mission and a model for continuous learning, which can unite Canadians in common purpose.

CCL has the potential to take the transformative concept of a pan-Canadian learning architecture and give it practical life through a unique but quintessentially Canadian model. Our first year has set that transformation firmly in motion, and in the years to come we will strive to support learners and to achieve the nation-building character of an enterprise that expresses values shared by all Canadians.

Founded on a model of collaboration, inclusion and partnership, CCL will cultivate and build sustaining relationships with learning organizations, community groups, NGOs, governments and researchers in our efforts to establish a pan-Canadian roadmap for learning.

| *"It is through the sharing of information right across the country that we will connect people with knowledge... and the ability to learn better... to produce a more vibrant society and brighter Canada from coast to coast to coast."*

*Dr. Paul Cappon, President and CEO / November 2004*

## THE CANADIAN COUNCIL ON LEARNING

The Canadian Council on Learning (CCL) was created following extensive national consultations that identified the importance of lifelong learning in today's knowledge-based society and economy. In March 2004, CCL entered into a five-year funding agreement with Human Resources and Skills Development Canada. CCL's mandate is to provide learners, educators and policy makers with high quality research and information about best practices in all aspects of learning, from early childhood through the workplace and beyond.

The vision behind CCL was originally announced at the national Summit on Innovation in Toronto in November 2002 as the "Canadian Learning Institute". Leaders from all walks of Canadian life — education, business, labour, government, aboriginal organizations and non-governmental organizations of many kinds — agreed that Canada must move beyond rhetoric about lifelong and life-broad learning. They wanted to see links among the various parts of our learning systems — a national roadmap for a culture of learning throughout an individual's lifespan.

People wanted to know what educational models and practices work well, and which do not — in Canada and abroad — so that they could make informed choices about learning. Both business and labour saw a need for national perspectives, national solutions, to issues of workplace learning, in order to create the conditions for innovation and productivity.

But learning is not just about innovation and productivity; learning plays a key role in personal development, social participation and social cohesion.

CCL will examine learning issues from a wide range of perspectives. Our approach will be based on the imperative of collaboration. CCL will partner with all levels of government, learning institutions, non-governmental organizations and learners to enhance existing networks, skills and organizations.

## THE COUNCIL'S **PRINCIPAL** LINES OF ENDEAVOUR

The Canadian Council on Learning has a unique mandate to inform Canadians of progress in learning in Canada, to promote a Canada-wide learning culture in cooperation with all of our partners, and to encourage and facilitate the exchange of knowledge among all those involved in advancing learning across the country. CCL's approach is based on three lines of endeavour: Research and Knowledge Mobilization; Monitoring and Reporting; and Knowledge Exchange. In addition, CCL has a team dedicated to Strategic Initiatives and Liaison that will work closely with CCL's knowledge centres and focus on developing new partnerships.

### **Research and Knowledge Mobilization**

#### *Sharing information to achieve results*

CCL aims to build a learning network that extends beyond researchers, policy makers and academics. Our commitment is to ensure that our work is as accessible and relevant to Canadians as it is to learning experts.

CCL's Research and Knowledge Mobilization team will sponsor 'state of the field' reviews that will identify what we know about learning, the gaps in our knowledge, and the most promising avenues of inquiry. In consultation with CCL's partners in the learning community, the Research and Knowledge Mobilization unit will determine the research priorities that CCL will pursue in the years ahead. In addition to conceptual and methodological rigour, CCL's peer-reviewed research will be tested for:

- **Relevance** – will the outcomes be applicable to Canadian learning policies and practices;
- **Accessibility** – will the findings be useful to and understandable by end users such as teachers, learners and communities;
- **Scalability** – can the models be economically implemented across Canadian learning communities; and
- **Collaboration** – does the research enjoy the support of other institutions and agencies, and will it help to develop partnerships with those who will use the research.

All research supported by CCL will include an explicit strategy for knowledge mobilization and will require partnerships between researchers, NGOs and/or various levels of government.

## Monitoring and Reporting

*Measuring progress is the foundation of better performance*

Indicators are an essential tool for charting Canada's progress in learning. CCL will identify a broad set of learning indicators and a Composite Learning Index that will represent how, and how well, Canadians are learning. The indicators will help Canadians judge, over time, progress in learning in Canada in a number of key areas.

CCL's Monitoring and Reporting team will:

- Develop integrated pan-Canadian indicators for identifying progress in lifelong learning;
- Create a roadmap from early childhood to adult learning and workplace training; and
- Disseminate information and reports to users of learning information.

CCL's website will provide direct access to its indicators and to the background information and statistics required to interpret them. The website will also offer links to the various research reports and findings related to these indicators.

The key indicators will be published annually in a 'handbook' format that will illustrate Canadians' progress in learning. It will offer insights into 'what do we know?', 'what don't we know?', and 'what should we do next?'

## Knowledge Exchange

*Building a national learning community*

CCL will be looking across the country and around the world for innovative learning programs and practices that produce significant results. Finding promising practices and learning models, and testing for their applicability to the Canadian context is a key element in developing more effective approaches to learning for the years ahead. However, identifying practices is not enough; CCL will build networks to share and help to implement these practices effectively.

CCL's Knowledge Exchange team will:

- Partner with existing organizations with expertise in lifelong learning to build on their work;
- Support knowledge transfer activities such as conferences, forums, expositions and roundtables;
- Foster exchange of success stories and promising practices across Canada; and
- Engage end users in the design and delivery of research to improve knowledge uptake.

## Strategic Initiatives and Liaison

CCL is based on a model of partnerships and collaboration. CCL's Strategic Initiatives and Liaison team will establish and maintain open dialogue with external organizations and enhance existing networks through new partnerships. This unit will also lead the work on CCL's cross-cutting themes – literacy, gender, culture, e-learning and French minority language – and ensure the effective operation of CCL's knowledge centres.

A large, close-up photograph of a person's eye, showing the iris and eyelashes. The eye is looking slightly to the right. The skin around the eye is fair and has a natural texture.

| CCL has identified five key areas of learning that require urgent attention.

## THE KNOWLEDGE CENTRES

*Five fundamental challenges in Canadian learning*

CCL has identified five key areas of learning that require urgent attention. To ensure that these areas are addressed from a pan-Canadian perspective, CCL is creating five regionally-based knowledge centres across Canada to support these themes. These centres will be responsible for building a national network of experts in each specific learning domain and for advising CCL on the priorities for research, knowledge mobilization, monitoring and reporting and knowledge exchange for each domain.

The five knowledge centres are:

- **Adult Learning** in Atlantic Canada
- **Early Childhood Learning** in Quebec
- **Work and Learning** in Ontario
- **Aboriginal Learning** in the Prairies Provinces, Northwest Territories and Nunavut
- **Health and Learning** in British Columbia and Yukon

All will serve as national centres of expertise and action. And all will be required to exercise pan-Canadian leadership in a collaborative and inclusive manner, consistent with the spirit and mission of CCL.

The locations were based, in part, on existing regional expertise in the specific domains.

For example, Atlantic Canada has been very successful in developing a range of literacy skills and retraining programs that address the challenges adults face in later life. Quebec has, for many years, invested in learning programs for young children, and is home to world-renowned experts in early learning.

With its large workforce, Ontario is continually seeking innovative practices in workplace learning and apprenticeship to ensure it has the human resources needed to compete in the world marketplace. The Prairies and Territories have been striving to achieve stronger learning outcomes for Aboriginal Canadians.

Research demonstrates a strong link between levels of education and levels of health, and British Columbia and Yukon contain an active base of researchers specializing in the health-education interface. CCL's Health and Learning Knowledge Centre will build on this base and create links among researchers across the country.

### **Structured Learning**

Structured learning – from kindergarten through high school and post-secondary education – is a key component of the learning equation. CCL proposes to work in partnership with the provinces and territories, through the Council of Ministers of Education, Canada (CMEC), and with the Canadian Education Statistics Council (CESC). CESC is a partnership between Statistics Canada and CMEC, and has been conducting important research related to the structured school system. CCL and CMEC could jointly fund a number of projects to provide a richer and timelier source of learning data.

| "The Council has been offered the opportunity to establish a vision and a mission that will serve as the model for continuous learning, one that will unite Canadians in common purpose. Without a sustained pan-Canadian approach, learners will not have the full opportunity to reach their objectives. Nor will provinces and regional authorities be able to reach theirs. Without this national framework, Canada will miss the new "knowledge railroad" which will link Canadians of all regions, generations and languages."

Dr. Paul Cappon, President and CEO

## FROM SEEDS TO GROWTH

*What we've done and where we are going*

This report covers CCL's foundational year, and provides an overview of the numerous mechanisms that were set in motion to ensure the organization's success. Our approach was based on five "P's" – establishing **priorities**; making **plans**; developing **processes** and **partnerships**, and **producing** results.

Three founding directors recruited an additional nine highly qualified directors with diverse backgrounds from all regions of Canada. The President and CEO took office in October 2004. Staff was recruited for CCL's offices in Ottawa and Vancouver. CCL's first business plan was developed and approved.

CCL issued a call for Expressions of Interest in the creation of its five knowledge centres in March 2005. The approximately 130 responses that were submitted demonstrate the high level of interest in establishing these national learning networks.

During the coming year CCL will start to see the results of the seeds sown during its first year of existence. Development conferences for the knowledge centres being held throughout spring and fall 2005 will bring together experts in each domain from the public, private and not-for-profit sectors to establish priorities and build partnerships. In 2005-2006, all five knowledge centres will be operational and CCL will release its Composite Learning Index. State of the field studies will identify CCL's research priorities.

CCL is well on its way to achieving its goal of creating a learning architecture that will support Canadians in their quest for learning.

## PROGRESS REPORT

The Canadian Council on Learning is accountable to Canadians, and is required to report annually on its progress against the objectives established in its business plan. The following table summarizes CCL's goals and accomplishments for the period from March 2004 – March 2005.

Goal	Status
Recruitment of Board of Directors	By July 1, 2004, ten of the 12 directors were in place and by October 12, 2004, the full complement of 12 directors had been appointed. The composition of the board strikes a balance among the education, corporate and labour communities as well as the regions of Canada.
Recruitment of President and CEO	Dr. Paul Cappon took office in October 2004.
Recruit staff	CCL's senior staff was in place by April 1, 2005.
Establish knowledge centres	CCL launched a call for Expressions of Interest in the creation of its five knowledge centres in March 2005. CCL aims to have all five centres operational in 2005-2006.
Initiate partnerships	By March 31, 2005, CCL had taken the first steps toward a number of key partnerships. It provided \$397,000 to Statistics Canada to improve data collection infrastructure; it had entered into discussions with the Council of Ministers of Education, Canada, and the Centre for Education Statistics Canada with respect to research, monitoring and reporting in the area of structured learning; and had met with a wide range of learning partners, both governmental and non-governmental, to discuss ways of working collaboratively.
Initiate research process	CCL has developed its research processes and parameters. In spring 2005 CCL will issue a request for proposals for "state of the field" research in a variety of domains, including the knowledge centre themes – aboriginal, adult, early childhood, health and work – and the cross-cutting issues – gender, culture, French minority language, e-learning and literacy.

# FINANCIAL STATEMENTS

## 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, 2005 and 2004 and the statements of revenue and expenses and changes in net assets and of cash flows for the periods 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 audits 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, 2005 and 2004 and the results of its operations and its cash flows for the periods then ended in accordance with Canadian generally accepted accounting principles. As required by the Canada Corporations Act and for the year ended March 31, 2005, we report that, in our opinion, these principles have been applied on a basis consistent with that of the preceding year.

*Deloitte & Touche LLP/s.r.l.*

Chartered Accountants  
Ottawa, Ontario  
April 22, 2005

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Statement of Revenue and Expenses and Changes in Net Assets for the periods ended March 31, 2005 and 2004

	2005	2004
	(12 months)	(4 months)
Revenue		
Interest (note 8)	\$ 1,598,169	\$ -
Amortization of deferred contributions related to capital assets (note 9)	22,213	-
	<b>1,620,382</b>	-
Expenses (schedule A)		
Research and knowledge mobilization	11,669	-
Monitoring and reporting	455,953	-
Strategic initiatives	69,525	-
Operations and administration	1,083,235	-
	<b>1,620,382</b>	-
EXCESS OF REVENUE OVER EXPENSES	-	-
NET ASSETS, BEGINNING OF PERIOD	-	-
NET ASSETS, END OF PERIOD	\$ -	\$ -

• See accompanying notes

Balance Sheet as at March 31, 2005 and 2004

	2005	2004
CURRENT ASSETS		
Cash	\$ 742,638	\$ -
Accounts receivable (note 3)	127,114	1,048
Prepaid expenses	55,406	-
Deferred start-up costs (note 4)	-	31,507
	<b>925,158</b>	32,555
LONG-TERM INVESTMENTS (note 5)	85,000,000	-
CAPITAL ASSETS (note 6)	129,030	-
	<b>\$ 86,054,188</b>	\$ 32,555
CURRENT LIABILITIES		
Accounts payable and accrued liabilities	\$ 785,516	\$ 32,555
LEASE INDUCEMENTS (note 7)	18,096	-
DEFERRED CONTRIBUTIONS (note 8)	85,121,546	-
DEFERRED CONTRIBUTIONS RELATED TO CAPITAL ASSETS (note 9)	129,030	-
	<b>85,268,672</b>	-
NET ASSETS	-	-
	<b>\$ 86,054,188</b>	\$ 32,555

• See accompanying notes

# CANADIAN COUNCIL ON LEARNING

Statement of Cash Flows for the periods ended March 31, 2005 and 2004

	2005	2004
	(12 months)	(4 months)
NET INFLOW (OUTFLOW) OF CASH RELATED TO THE FOLLOWING ACTIVITIES		
OPERATING		
Excess of revenue over expenses	\$ -	\$ -
Adjustments for non-cash items		
Amortization of capital assets	22,213	-
Amortization of deferred contributions related to capital assets	(22,213)	-
	-	-
Change in non-cash operating working capital items (note 10)	602,996	-
	<b>602,996</b>	-
INVESTING		
Acquisition of capital assets	(151,243)	-
Increase in investments	(85,000,000)	-
	<b>(85,151,243)</b>	-
FINANCING		
Deferred contributions	85,000,000	-
Deferred investment revenue	272,789	-
Lease inducements	18,096	-
	<b>85,290,885</b>	-
NET CASH INFLOW	<b>742,638</b>	-
CASH, BEGINNING OF PERIOD	-	-
CASH, END OF PERIOD	\$ <b>742,638</b>	\$ -

• See accompanying notes

On behalf of the board,

  
Chair of the Audit and Investment Committee

  
Chair of the Board of Directors

**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.

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:

**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.

**Investments**

Investments are recorded at cost. If the market value of the investments is lower than cost and this decline in value is considered to be other than temporary, the investments are written down to market value.

**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

**2. SIGNIFICANT ACCOUNTING POLICIES (continued)**

**Financial instruments**

The Council's financial instruments consist of cash, accounts receivable, investments and accounts payable and accrued liabilities. Investments in financial instruments render the Council subject to investment risks. These include the risks arising from changes in interest rates. It is management's opinion that the Council is not exposed to significant interest, currency or credit risks arising from these financial instruments. The carrying values of the Council's financial instruments approximate their fair values unless otherwise noted.

**Measurement uncertainty**

The preparation of financial statements in conformity with GAAP requires management to make estimates and fair value assumptions that affect the reported amounts of revenue, expenses, liability and disclosure of contingent assets and liabilities at the financial statement date. Actual results could differ from those 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.

**3. ACCOUNTS RECEIVABLE**

Accounts receivable consists of the following:

	2005	2004
Accrued interest	\$ 74,777	\$ -
Goods and service tax recoverable	\$ 45,713	-
Travel advances	\$ 6,624	-
	<b>\$ 127,114</b>	<b>\$ -</b>

**4. DEFERRED START-UP COSTS**

Deferred start-up costs include legal fees and incorporation costs incurred prior to the commencement of active operations.

**5. LONG-TERM INVESTMENTS**

The investments consist of Guaranteed Investment Certificates which mature on April 18, 2005 and have a yield of 2.47%. Interest earned but not received is recorded in accounts receivable. The market value of the investment is \$85,000,000.

6. CAPITAL ASSETS

	2005			2004
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Office furniture and equipment	\$ 44,889	\$ 4,489	\$ 40,400	\$ -
Computer hardware	84,716	14,118	70,598	-
Computer software	21,638	3,606	18,032	-
	\$ 151,243	\$ 22,213	\$ 129,030	\$ -

7. LEASE INDUCEMENTS

During the year, the Council entered into an office lease agreement for a forty-six month period, which provides for a three-month rent-free period prior to the commencement of the lease valued at \$54,288. One month of the lease inducement has been recorded at year end in the amount of \$1,180 resulting in a net rent expense of \$18,096, with the remaining amount to be recognized in fiscal 2006.

This inducement will be amortized over the term of the lease as an annual decrease in rent expense of \$14,162.

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 specifies that the funds shall be fully expended by March 31, 2009.

8. DEFERRED CONTRIBUTIONS (continued)

Changes in the deferred contributions balance are as follows:

	2005	2004
Balance, beginning	\$ -	\$ -
Contribution received from HRSDC	85,000,000	-
Restricted investment revenue	1,870,958	-
Amount recognized as revenue	(1,598,169)	-
Amount transferred to deferred contributions related to capital assets	(151,243)	-
Balance, ending	\$85,121,546	\$ -

9. DEFERRED CONTRIBUTIONS RELATED TO CAPITAL ASSETS

	2005	2004
Balance, beginning	\$ -	\$ -
Amount transferred from deferred contributions	151,243	-
Amount recognized as revenue	(22,213)	-
Balance, ending	\$ 129,030	\$ -

10. CHANGES IN NON-CASH OPERATING WORKING CAPITAL

	2005	2004
Accounts receivable	\$ (126,066)	\$ -
Prepaid expenses	(55,406)	-
Accounts payable and accrued liabilities	752,961	-
Deferred start-up costs	31,507	-
	\$ 602,996	\$ -

11. COMMITMENTS

The Council leases office space under an operating lease which expires on March 31, 2009. The minimum amounts payable over the next four years are as follows:

2006	\$ 193,816
2007	232,327
2008	232,327
2009	232,327
	\$ 890,797

# BOARD OF DIRECTORS AND COUNCIL TEAM

	Research and Knowledge Mobilization	Monitoring and Reporting	Strategic Initiatives	Operations and Administration	Total 2005
Professional fees	\$ 2,463	\$ 9,315	\$ -	\$ 460,478	\$ 472,256
Research projects	-	410,895	-	-	410,895
Salaries and benefits	6,637	35,743	55,224	248,080	345,684
Travel	2,569	-	7,345	114,222	124,136
Office expenses	-	-	4,241	101,748	105,989
Information technology	-	-	1,633	75,817	77,450
Media and communications	-	-	1,082	60,677	61,759
Amortization of capital assets	-	-	-	22,213	22,213
	<b>\$11,669</b>	<b>\$455,953</b>	<b>\$ 69,525</b>	<b>\$1,083,235</b>	<b>\$1,620,382</b>

## Board of Directors

**ROBERT GIROUX**  
Chair of the Board

**SIR JOHN DANIEL**  
President and CEO  
Commonwealth of Learning

**SANDRA LEVY**  
Director  
Human Resources  
Decoma International Inc.

**KARLA JESSEN WILLIAMSON**  
Senior Researcher  
Inuit Tapiriit Kanadami

**VERONICA LACEY**  
Vice Chair of the Board  
President & CEO  
The Learning Partnership

**RAY IVANY**  
President  
Nova Scotia  
Community College

**ANGELA SCHIRA**  
Secretary/Treasurer  
BC Federation of Labour

**MILTON K. WONG**  
Chairman  
HSBC Asset  
Management Ltd.

**DR. MARIE BATTISTE**  
Professor/Director  
Aboriginal Education  
Research Centre  
College of Education  
University of Saskatchewan

**ALDÉA LANDRY**  
President  
Landal Inc

**GÉRARD VEILLEUX**  
President  
Power Communications Inc.

**PAUL CAPPON**  
President and CEO  
(ex officio)

## Management Team

**PAUL CAPPON**  
President and CEO

**MARC LACHANCE**  
Associate Director,  
Monitoring and Reporting

**JEAN MOSS**  
Associate Director,  
Human Resources  
and Administration

**JERRY RANKIN**  
Chief Financial Officer

**BETH EVERSON**  
Director,  
Communications

**DOUGLAS MACLEOD**  
Associate Director,  
Research &  
Knowledge Mobilization

**ROBERT PATRY**  
Associate Director,  
Strategic Initiatives  
and Liaison

**DARYL ROCK**  
Associate Director,  
Knowledge Exchange

**DOUGLAS HODGKINSON**  
Director,  
Strategic Initiatives  
and Liaison

**CHARLES UNGERLEIDER**  
Director,  
Research &  
Knowledge Mobilization

## Staff

**CLÉMENCE AHOUNOU**  
Administrative Assistant  
to the President and CEO

**CHIRAZ GUESSAIE**  
Research Analyst

**SHEENA POWELL**  
Administrative Assistant

**PEGGY SPEIDEL**  
Vancouver Office Manager

**KIMBERLEY FARLEY**  
Receptionist,  
Accounting Clerk

**TRACY HAMILTON**  
Ottawa Office Administrator

**JOSÉE SAUVÉ**  
Communications Specialist

**WENDY MCMILLAN**  
Project Coordinator,  
Strategic Initiatives  
and Liaison

**JOHANNE SCHUMACHER**  
Executive Assistant  
to the President and CEO