



sharing^{the}flame
recognizing excellence in learning

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Celebrating Effective Learning Practices

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CANADIAN COUNCIL
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215-50 O'Connor, Ottawa ON Canada K1P 6L2 | t. 613.786.3230 | f. 613.782.2956 | www.ccl-cca.ca

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Introduction

Introduction

Welcome to the Canadian Council on Learning's inaugural celebration: *Sharing the Flame: Recognizing Excellence in Learning*. This gathering marks the first of what will become an annual event reflecting our vision to be a catalyst for lifelong learning in Canada.

On behalf of CCL, we are proud to congratulate the 20 organizations who have inspired us through the activities featured in this program. Their innovative and effective practices demonstrate tremendous promise, and we encourage you to share them with your colleagues and partners in your community. The many strong nominations we received provide evidence that there is a strong recognition of the importance of learning across our country.

By coming together to share our knowledge, we can explore how each of us can play a role in developing tools to promote learning in all facets of our society. Your collaboration is integral to our shared success—thank you for your participation.

Enjoy the conference.



Paul Cappon
President and CEO
Canadian Council on Learning



Robert Giroux
Chair of the Board
Canadian Council on Learning



Aboriginal Learning

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

Aboriginal Learning



CONTACT

Dana Rungay
Core Facilitator, Skownan
Vision Seekers Initiative
West Region Child and
Family Services, Inc.
Box 280
Erickson, MB R0J 0P0

Tel: 204-636-6100
Fax: 204-636-6158
E-mail: danarungay@shaw.ca

Skownan First Nation Vision Seekers: Strong Minds, Strong Spirits

Overview

The Vision Seekers Initiative arose in response to widespread issues of academic failure and difficulty in making the transition to secondary education and employment. Initiated as a way of improving the lives of children on the reserves served by West Region Child and Family Services, Inc., the Skownan Model has now evolved as an example of multi-level educational partnerships in a rural Aboriginal community.

The Skownan Model incorporates visioning, training, mentorship, and teamwork in a transferable model for capacity building in Aboriginal communities.

Objectives

- to increase personal and employability skills through community-based learning
- to deliver accredited Manitoba Education secondary and post-secondary curricula
- to mobilize partnerships and create synergy

Innovation

- program participation builds personal management, teamwork, academic and decision-making skills in at-risk youth
- a culturally sensitive model that could be applied within other First Nation communities

Benefits

- participants build employability skills and are less likely to rely on social assistance for support
- program participation promotes social skills and positive relationships
- improved family unity by engaging parents and children in positive shared learning experiences in the school and community
- Vision Seekers works to heal the trauma of physical, emotional, sexual and mental abuse

Aboriginal Learning



CONTACT

Heather Blair
CILLDI Advisory Committee
Canadian Indigenous Languages
and Literacy Development Institute
(CILLDI)
551 Education South
Edmonton, AB T6G 2G5

Tel: 780-492-4188
Fax: 780-492-7622
E-mail: heather.blair@ualberta.ca
Website: www.ualberta.ca/~cilldi

Canadian Indigenous Languages and Literacy Development Institute (CILLDI) Inc.

Overview

The Canadian Indigenous Languages and Literacy Development Institute (CILLDI) works to preserve endangered languages, especially in the Canadian context. It does this by developing the language expertise and research skills of the speakers of the languages.

CILLDI is a multi-faceted, intergenerational program that prepares indigenous language specialists in literacy, linguistics, curriculum development, research, teaching methodologies, and language policy. The program trains language specialists to develop teaching proficiency and instructional resources and how to make the case for policy decision-making at the community level.

Objectives

- sustain Canada's indigenous languages through language maintenance and revitalization
- embody a holistic language revitalization approach that includes Elders, community members, academic staff, students, teachers, children and policy makers

Innovation

- as a multidisciplinary institute, CILLDI students benefit from learning linguistics, Native studies and pedagogical principles
- student and faculty exchanges with other international indigenous communities foster a broader understanding of linguistic issues

Benefits

- authentic intergenerational language transmission strategies facilitate opportunities for Elders to interact with community parents and children
- students return home with new ideas and expertise on saving their languages and also retain the contacts and support alliances developed through the program

Aboriginal Learning



CONTACT

Morley Hanson
Coordinator
Nunavut Sivuniksavut
368 Dalhousie Street
Ottawa, ON K1N 7G3

Tel: 613-244-4937 Ext. 12
Fax: 613-244-0058
E-mail: ns@magma.ca
Website: nstraining.ca

Inuit Youth and Ethnic Identity Change: The Nunavut Sivuniksavut Experience

Overview

For the past 22 years, Nunavut Sivuniksavut (NS) has delivered a unique post-secondary educational program in Ottawa that has played a pivotal role in preparing Inuit youth from Nunavut for further post-secondary education and/or entry into the labour force. Incorporated as an independent non-profit educational institution, NS courses are accredited by Algonquin College.

While the program is located in the “south”, NS students study their own collective story through courses in Inuit history, contemporary Inuit issues, Inuit-government relations, English, computers and the Nunavut Land Claims Agreement. Demand for entry to the program is consistently three times its capacity, a testimony to its relevance to potential students.

Objectives

- to provide Inuit youth with unique cultural and academic learning experiences that enable them to develop the knowledge, skills and positive attitudes to contribute to the building of Nunavut

Innovation

- Inuit culture is incorporated into the academic work and activities to reinforce students' sense of identity
- the program's affiliation with Algonquin College in Ottawa provides accreditation and financial stability
- the small group model of instruction offers a high level of support to students and increases program retention rates

Benefits

- NS graduates emerge as knowledgeable, confident and enthusiastic individuals
- students demonstrate dramatic increase in pride in their cultural heritage and identity

Aboriginal Learning



CONTACT

Ken Lees
Teacher
School District #71,
Aboriginal Education Services
607 Cumberland Road
Courtenay, BC V9N 7G5

Tel: 250-338-9262
Fax: 250-334-4472
E-mail: ken.lees@sd71.bc.ca

The Ravens Alternative Education Program

Overview

Research shows that Aboriginal students have unique educational needs that may be better served in an all-Aboriginal classroom setting. The multiple intelligences of First Nation, Métis and Inuit students and the unique cultural and socio-economic histories are best served in an environment that is both understanding and safe. The Ravens program in G.P. Vanier in the Comox Valley attempts to provide a safe and academically challenging program for students of native ancestry.

School District #71, the Aboriginal Education Council and teacher instructors have collaborated to create a program that “improves the learning of Aboriginal individuals in a holistic manner based on spiritual, intellectual, emotional and physical selves.”

Objectives

- help students find academic success and graduate with British Columbia Certificate of Graduation
- use an integrated course model and a segregated-inclusion approach in a mainstream high school

Innovation

- Aboriginal staff act as role models
- content is primarily First Nation, Métis and Inuit—i.e., Aboriginal authored literature
- former Ravens students intermingle with current Ravens and develop a dialogue that ranges from academic to social, from economic to personal

Benefits

- students receive academic and social support to further their education and enhance their chances of graduation
- previously marginalized students feel less isolated, experience reduced anxiety and are more committed to achieve personal and academic success

Aboriginal Learning



CONTACT

April Schaly
Training Coordinator
Building Environmental Aboriginal
Human Resources (BEAHR)
200–308 11th Avenue SE
Calgary, AB T2G 0Y2

Tel: 403-233-0748 Ext. 235
Fax: 403-269-9544
E-mail: aschaly@beahr.com
Website: www.beahr.com

Building Environmental Aboriginal Human Resources (BEAHR)

Overview

BEAHR is a sector council partnership project between ECO Canada (Environmental Careers Organizations) and the Aboriginal Human Resource Development Council of Canada (AHRDCC). BEAHR is committed to increasing Aboriginal employment in the environmental sector through career awareness, the provision of training and employment resources, and the recognition of environmental excellence.

The Environmental Monitor Training Program (EMTP) provides Aboriginal learners with the knowledge and skills to participate meaningfully in environmental monitoring activities.

Objectives

- address the labour market issue of limited participation by the Aboriginal community in post-secondary environmental education through the development, design, and delivery of environmental community-based training programs

Innovation

- by encouraging community participation, the program legitimizes the voice of Aboriginal people and shows respect for the culture and knowledge of the land
- through the BEAHR Learning Institute, public and private trainers may license the EMTP curriculum for local community-based delivery

Benefits

- the Environmental Monitor Training Program allows community members to participate actively in the management of their environment
- the design of the programs—locally delivered, culturally relevant, and short term—facilitates the entrance of Aboriginal people into post-secondary education

Aboriginal Learning



CONTACT

Kelly Pruden
Partnership Co-Chair
Okiciyapi Partnership
310–21st Street East
Saskatoon, SK S7K 1M7

Tel: 306-683-8310
Fax: 306-657-3972
E-mail: kpruden@sasktel.net

Okiciyapi Partnership

Overview

The Okiciyapi (adopted from a Dakota term meaning “working together for a cause”) Partnership is an innovative strategic alliance to promote, strengthen and facilitate First Nation, Inuit and Métis (FNIM) education in all of the partnership schools and communities.

The Partnership has planned and implemented various activities to meet seven key goals in the areas of employment, curriculum and cultural programming, language development, anti-racism education, cultural responsiveness, student success and partnership governance that provide a comprehensive program to promote FNIM education and student success.

Objectives

- institute a strategic alliance to promote, strengthen and facilitate First Nations, Inuit and Métis education in all of the schools and communities

Innovation

- the partnership directly links a large school district with a First Nations Tribal Council and also with the Métis community in Saskatoon through a formal Memorandum of Understanding and a formal representative governance structure
- one of the first to provide a collaborative, comprehensive response to improve learning outcomes for First Nations, Inuit and Métis students

Benefits

- increased engagement of community in education through forums and consultations
- literacy gains using Picture Word Inductive Model, supported by teacher workshops
- increased knowledge and awareness of FNIM culture through staff workshops



Adult Learning

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

Adult Learning



CONTACT

Marilynn Booth
Director
University of Toronto School
of Continuing Studies
158 St. George Street
Toronto, ON M5S 2V8

Tel: 416-978-2604
Fax: 416-978-4846
E-mail:
Marilynn.booth@utoronto.ca
Website: www.learn.utoronto.ca

Canadian Business Management Essentials Certificate, University of Toronto School of Continuing Studies

Overview

In cooperation with Sing Tao Newspapers (Canada 1988) Limited, the University of Toronto developed the Certificate in Canadian Business Management Essentials to respond to Toronto's Chinese population's desire for high-quality, in-depth education in subjects beyond English as a Second Language.

The Certificate program aligns with the goals of the school's Bridges to China Project, which are to foster understanding between the East and West and to engage learners in an exchange of ideas and insights.

Objectives

- to meet an educational need among Cantonese-speaking Toronto residents who do not speak English fluently
- to provide a practical approach to employee training for small and medium-sized businesses in Toronto's Chinese community

Innovation

- course material taught in Cantonese is equivalent to the school's corresponding English-language Certificate in Management Fundamentals
- only university-based continuing education business program in Canada taught entirely in Cantonese
- instructors are recognized leaders from the Chinese-Canadian community with combined academic credentials and practical workplace experience

Benefits

- successful bridging of higher education, the Chinese community and mainstream public life in Canada
- education and knowledge empower learners to further careers and participate more fully in Canada's business sector and public life

Adult Learning



CONTACT

Marjorie Wood
Executive Manager
Creative Retirement Manitoba
270 Sherbrook Street
Winnipeg, MB R3C 2B9

Tel: 204-949-2553
Fax: 204-957-7839
E-mail: mwood@crm.mb.ca
Website: www.crm.mb.ca

Creative Retirement Manitoba: Learning is for the Brain What Exercise is for the Heart

Overview

Creative Retirement Manitoba (CRM) is a community-based, non-profit Seniors Education Centre established in 1981. The forerunner of CRM, the Institute for Continuous Learning, was established in direct response to seniors' concerns regarding insufficient educational programming in the city to meet their needs. CRM promotes learning opportunities for older people to stimulate healthy lifestyles and longevity.

The programs are offered in a wide range of learning environments, including formal classrooms, walking and bus tours, self-directed sessions, peer-led groups and hands-on practical learning. Delivery is enhanced by partnerships with over 30 organizations.

Objectives

- to enrich retirement years with educational programs and to support full and active participation in society in retirement
- to promote lifelong learning and leadership through education programs

Innovation

- promotes health and well-being in older people by enabling them to participate more fully in their communities
- programs are constantly evolving based on the changing needs and interests of the diverse student base (ages range from 45 to 90+ years)

Benefits

- unique philosophy provides opportunities for individuals and communities, resulting in lifelong learning opportunities
- senior-led and senior-supported organization meets the needs of Canadian seniors
- impact goes far beyond skills development

Adult Learning



CONTACT

Rachel Benoit
Education and Evaluation
Coordinator
Canada World Youth
2330 Notre-Dame ouest
Montréal (QC) H3J 1N4

Tel.: 514-931-1614 Ext. 347
Fax: 514-929 2621
E-mail: rbenoit@cwj-jcm.org
Website: www.cwj-jcm.org

Canada World Youth

Overview

Canada World Youth (CWY) has been coordinating international exchanges for young people from Canada and abroad for over 35 years. CWY seeks to train the upcoming generation of world citizens through its international education programs for 17- to 24 year-olds. CWY has developed a unique approach—to remain alert to the needs of youth, to reflect the pluralism of Canadian society and to recruit young people from a variety of backgrounds. In addition, CWY has developed exchanges including Groupe Information Travail (GIT), a focused program giving young people, who may be excluded from regular programs, an opportunity to enjoy a rewarding experience.

Objectives

- develop programs based on the four pillars of learning (learn to be; learn to know; learn to do; and learn to live together)
- create programs to complement school curricula and be recognized by educational institutions

Innovation

- partner with a variety of Canadian and foreign agencies to set up programs adapted to specific clientele
- offer foreign community work experiences to young people who have had to deal with psychosocial problems
- over the past few years, has begun to implement various initiatives among young Kangiqsujuaq Inuits and Mexican natives

Benefits

- increase young people's self-esteem and improve employability
- volunteer contribution represents one million hours of work per year (the equivalent of 520 full-time jobs)
- matches volunteer work projects with local needs

Adult Learning



CONTACT

Herman Hansen
Manager, Employee
Relations/Training and
Development
Boeing Canada Technology
99 Murray Park Road
Winnipeg, MB R3J 3M6

Tel: 204-831-2753

Fax: 204-831-2753

E-mail:

herman.hansen@boeing.com

Website: www.boeing.com

Boeing Canada Technology (Winnipeg Division)

Overview

Boeing Winnipeg offers a program through which employees can earn their high school diploma within the supportive environment of the workplace. This opportunity has been available to the Boeing workforce since 2004 with the Mature Student Diploma (MSD). Since that time, over 20 learners have reached their goal of high school completion.

Through a partnership with multiple stakeholders, and in particular a local adult learning centre, Boeing has brought high school courses to the work site, allowing learners to progress in a comfortable and highly accommodating learning atmosphere.

Employing the use of prior learning assessment and recognition (PLAR) for high school credit is another means by which academic success is achieved.

Objectives

- to provide workers with the opportunity to earn their MSD diploma within their work site
- to develop a program that makes innovative use of course content and allows for skill assessment

Innovation

- conscious effort to select course credits that closely connect with work, home and community (computer, math, technical writing)
- innovative use of PLAR, providing a means for rewarding credits toward high school completion
- employees earn their grade twelve diploma through a combination of on-site courses, PLAR and the Special Language Exam

Benefits

- supports the learning needs of both employees and their families
- increased morale, job satisfaction and productivity

Adult Learning



CONTACT

Joanna Reynolds
Adult Learning Support Centre
St. Christopher House
1033 King St. West
Toronto, ON M6K 3N3

Tel: 416-848-7980 Ext. 235
Fax: 416-848-7985
E-mail: joannare@stchristhouse.org
Website: www.stchristhouse.org

Adult Learning Support Centre, St. Christopher House

Overview

St. Christopher House (SCR) is a community-based, multi-service organization that provides a wide range of programs and services to people from many cultures and of all ages. SCH takes a community development approach to its work: programs and policies are grounded in the “lived” experience of people who use its services.

The Adult Learning Support Centre supports individuals with low literacy skills and/or low income, and/or experiencing multiple barriers who have difficult learning/training needs. The Centre has cultivated effective, collaborative partnerships and alliances to facilitate adult learners’ transition toward further training and learning goals.

Objectives

- to create a model of service that can become an essential part of national learning policies and programs
- to cultivate a network of partners inclusive of community and adult participants to support learners’ goals and meet desired outcomes

Innovation

- programs enable youth and adults to engage in lifelong learning, even though they may experience multiple barriers
- programs are designed to work together to provide adult learners with a holistic range of learner-centred supports and services within a multi-service community based model

Benefits

- developing the building blocks to lifelong learning offers a better understanding of self and community to the learner
- “learning how to learn” and encouraging personal goal setting improves learners’ self-confidence

Adult Learning



CONTACT

Susan Rodger
Principal Investigator
The Bridges Project: Women's
Links to Learning and Success
Faculty of Education, The
University of Western Ontario
1137 Western Road
London, ON N6G 1G7

Tel: 519-661-2111 Ext. 88605
Fax: 519-661-3833
E-mail: srodger2@uwo.ca
Website: www.edu.uwo.ca/Bridges

The Bridges Project: Women's Links to Learning and Success, The University of Western Ontario

Overview

The Bridges Project is an alternative adult education program that provides literacy/basic skills and credit study opportunities for women who have experienced violence and who wish to return to school. Each component of this program has been designed to address the barriers to participation identified by women who have experienced violence.

The Bridges Project is designed to be transitional, offering women the opportunity to complete some credits through the program but then transfer to the regular adult education program.

Objectives

- to remove barriers to participation in adult education faced by women who have experienced abuse
- to create a learning environment that promotes success

Innovation

- self-directed learning at both the literacy/skills and credit levels
- participatory framework offers women the opportunity to work at their own pace toward individualized goals
- documenting assessments and achievements allows for potential irregularities in attendance, allowing women to start where they left off
- educators and counselors work together within the community and with the women participants

Benefits

- improved self-confidence and a better education means stable and sustainable employment
- women have a better understanding of the effect of violence
- women participants are empowered



Health and Learning

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

Health and Learning



CONTACT

Rosaline Ryan
Director, Programs
BREAKFAST FOR LEARNING,
Canadian Living Foundation
25 Sheppard Avenue West, Suite 100
Toronto, ON M2N 6S7

Tel: 416-218-3540 Ext. 4356
Fax: 416-733-4353
E-mail: roz@breakfastforlearning.ca
Website:
www.breakfastforlearning.ca

BREAKFAST FOR LEARNING: Eat Right! Be Bright! Club

Overview

BREAKFAST FOR LEARNING is a national non-profit organization dedicated to funding community-based student nutrition programs. Its Eat Right! Be Bright! Club connects thousands of child nutrition workers, volunteers, teachers, parents and children to a one-stop interactive Website that is dedicated to child nutrition and its positive impact on learning.

Based on Canada-wide consultations, a set of quality standards or “keys to success” in ensuring consistent quality in child nutrition programming were established for the Club. The Club also offers the latest research on child nutrition, an online bulletin board and “kid-cool” games to participants.

Objectives

- deliver a national set of quality standards for child nutrition programs that are based on proven best practices and child nutrition program expertise
- provide child nutrition workers, teachers, volunteers, parents and kids with a one-stop interactive site for the latest in child nutrition
- provide a forum for discussing child nutrition ideas and issues

Innovation

- the Club's website uses BREAKFAST FOR LEARNING's Canadian-context community models of delivery for child nutrition programs
- users are able to learn about the set of quality standards and how to implement them and evaluate progress

Benefits

- provides information on quality standards for child nutrition
- an online community for sharing successes, information and advice
- online activities for kids promote positive attitudes about healthy eating

Health and Learning



CONTACT

Kathy Jurgens
Program Coordinator,
Mental Health Works—CMHA,
Ontario
180 Dundas Street West, Suite 2301
Toronto, ON M5G 1Z8

Tel: 416-977-5580 Ext. 4120
Fax: 416-977-2264
E-mail: kjurgens@ontario.cmha.ca
Website: www.mentalhealthworks.ca

Mental Health Works

Overview

Mental Health Works, an initiative of the Canadian Mental Health Association, was launched in 2001 as a partnership project involving the voluntary sector, government and business. It has grown into a program with training workshops delivered across the country by 38 certified trainers, and has received the Canadian Award for Training Excellence in 2004 and 2005 from the Canadian Society for Training and Development.

Mental Health Works provides a full-day interactive workshop for managers, human resource personnel, occupational professionals, supervisors and union representatives focusing on recognizing the signs and symptoms of mental health problems, building communication strategies and understanding rights and responsibilities in providing workplace accommodations.

Objectives

- to provide managers with the tools and resources needed to address workplace issues involving mental health actively and effectively
- to help early identification of mental health problems in the workplace
- to better understand and accommodate people with mental health disorders

Innovation

- workshops are hands-on, experiential, practical and unique to each client organization
- trainers customize workshops to meet the overriding goals and pace of the specific group
- offers free online information for employers and employees at www.mentalhealthworks.ca

Benefits

- provides managers with the tools and resources needed to address workplace issues involving mental health actively and effectively
- awareness improves workplace relationships

Health and Learning



CONTACT

Elizabeth Campbell Brown
Instructional Designer
Centre for e-Learning
University of Ottawa
120 University Avenue, Suite 501
Ottawa, ON K1N 6N5

Tel: 613-562-5800 Ext. 3564

Fax: 613-562-5148

E-mail:

Elizabeth.campbell@uOttawa.ca

Website: www.tlss.uottawa.ca/index.php?lang=en

Conflict Resolution Program, University of Ottawa

Overview

Physicians must work as part of multi-disciplinary teams in providing patient care and addressing public-health issues. Facilitating conflict resolution is an essential competency required to fulfil these responsibilities.

In response, the University of Ottawa Faculties of Medicine and Law developed a bilingual, two-day workshop in conflict resolution for medical students, residents and physician faculty administrators. The two faculties collaborated with the Centre for e-Learning to create bilingual web-based instruction that can be combined with active learning in the classroom.

Objectives

- to provide strategies to resolve interpersonal difficulties in professional relationships
- to promote collaboration among health-care professionals
- to advocate for change in health and social policy

Innovation

- workshops are hands-on, experiential, practical and unique to each client organization and based on sound management and communication theories
- workshop does not define conflict but rather describes and analyzes work-related situations
- interactive web-based instruction blended with active learning in the classroom provides time-pressured individuals with unlimited opportunities for review, practice and feedback

Benefits

- advances positive outlook toward conflict and ability to solve problems
- attitudinal shift as learners develop a positive outlook towards conflict
- conflict no longer seen as a barrier



Work and Learning

Recognizes workplace learning programs that promote life-long learning, facilitate career development and upgrade employee skills

Work and Learning



CONTACT

Dave Gallson
Program Director
National Network for Mental Health
BUILT Network
591 Main Street, East, Suite 104
North Bay, ON P1B 1B7

Tel: 705-475-0979
Fax: 705-475-1641
E-mail: program@nmmh.ca
Website: www.builtnetwork.ca

The BUILT Network

Overview

The BUILT Network program is a national skills development project created by and dedicated to assisting persons with disabilities and barriers to gain personal and professional skills in a supportive environment. BUILT (Building Up Individuals through Learning and Teamwork) is a project of the National Network for Mental Health.

The seven-week program covers the areas of Personal Development; Customer Service; Personal Sales; Computer Fundamentals; MS Office; and Professional Development.

Objectives

- to empower individuals with a disability with personal and professional skills in a supportive environment, which leads to increased self-esteem, confidence and self-reliance
- to enable individuals and organizations to work together to build bridges and strengthen communities by developing and maintaining strategic partnerships and improving quality of life through the achievement of goals

Innovation

- the BUILT network's leadership has broken down systemic sectoral differences through consultation and sustained involvement
- the program's success has led to an expansion of six additional national project sites as well as an online bilingual program

Benefits

- formerly unemployed persons are now working
- community employers have a more skilled, enthusiastic and capable workforce
- provincial and federal governments gain from a new model of skills program delivery
- program participants gain access to a caring peer support network

Work and Learning



CONTACT

Ellyn Lyle
Learning Coordinator
Cavendish Farms Learning Centre
Box 3500
Summerside, PE C1N 5J5

Tel: 902-836-7365
Fax: 902-836-7197
E-mail: lyle.ellyn@cavendish-farms.com
Website: www.cavendishfarms.com

Cavendish Farms Learning Centre

Overview

Cavendish Farms, “The Potato Specialists”, is a quality producer of frozen potato products for retail, restaurant, and quick service markets. As Prince Edward Island’s largest private sector employer, Cavendish Farms is contributing to the development of an educated and competent workforce.

The Learning Centre, originally designed to facilitate G.E.D. or high school completion, now offers adult basic literacy, secondary English, mathematics, biology, and history, post-secondary refreshers, computer literacy, creative and professional writing, post-secondary facilitation, and assistance with professional licensing. The Learning Centre listens to employees and seeks to meet their unique needs.

Objectives

- provide a learner-centred environment with individualized instruction
- improve literacy, numeracy, and critical thinking skills of employees at all levels
- improve employees’ understanding of their contribution to the organization

Innovation

- Cavendish Farms removed the barrier of cost for participants by supplying the teacher, resources, and space for the Learning Centre
- the mentoring program permits relationship building, support, and continued engagement with learning

Benefits

- program participants grow in self-confidence, employability assets, and feelings of self-worth
- positive attitudes and mutual respect are fostered through the breakdown of barriers between divergent levels of the corporation

Work and Learning



CONTACT

Irene Nordheim
Principal
Windsor Park Collegiate
1015 Cottonwood Drive
Winnipeg, MB R2J 1E3

Tel: 204-256-7316
Fax: 204-256-2856
E-mail: irene.nordheim@rielsd.org
Website: www.lrsd.net/schools

Relevant, Real, Responsive— The New 3 R's in the Career Internship Program at Windsor Park Collegiate

Overview

The Career Internship Program (CIP) at Windsor Park Collegiate is an innovative partnership program designed to build transferable skills in youth, and to prepare them better for an economy that demands a variety of skills and the ability to move between different jobs. CIP's 3 R's for the high school experience—to engage relevant curriculum, participate in real experiences, and be responsive to the world beyond high school—prepare students for successful high school transitions.

Objectives

- to make high school curricula more relevant with dynamic partner-student interactions and experiences
- to offer innovative curricula to students for whom specialized programs rarely exist

Innovation

- program input is garnered from grassroots constituents, including teachers, parents, and the provincial government
- over 200 partners, from virtually every industry and field, participate each year
- a school-wide focus on employability prepares students for life after high school

Benefits

- CIP's relevant curriculum promotes regular class attendance, academic achievement and workplace success among CIP students, especially those considered to be "at risk"
- the workforce of the immediate future is being prepared for post-high school life and is capable of adapting to various work environments
- participating students have an increased focus on developing meaningful career paths

Work and Learning



CONTACT

John Saliba
Executive Director
Textiles Human Resources Council
222 Somerset Street West,
Suite 500
Ottawa, ON K2P 2G3

Tel: 613-230-7217
Fax: 613-230-1270
E-mail: john.saliba@thrc.crhit.org
Website: www.thrc-crhit.org

MW Canada and the Textiles Human Resources Council

Overview

The Textiles Human Resources Council developed a network of skills and learning sites and portals to bring a structured, integrated approach to skills development in the workplace. The sites and portals have become a focal point for on-the-job training and mentoring as well as points of access to customizable learning programs delivered within textile workplaces.

MW Canada participates in the Skills and Learning Sites and Portals project in recognition of the increasingly fundamental role that workplace training plays in the face of market shifts.

Objectives

- bring learning opportunities into the workplace and provide access to learning development programs from a variety of sources
- allow workers opportunities to assess their skills and competencies, develop personalized learning plans and ensure they are ready for new roles in a changing sector

Innovation

- a customized skills and learning portal gives each workplace online access to customizable skills development programs and company-specific resources
- the skills and learning sites and portals provide ready access to flexible, cost-effective skills development programs that are delivered on the shop floor

Benefits

- participation in the project contributes to the development of positive workplace training culture
- extensive opportunities for employees in a wide variety of occupations to share valuable tacit knowledge, establish mentoring relationships and undertake group instruction on critical ongoing issues

Work and Learning



CONTACT

Anne-Marie Gérin
In-House Language Training
Program
Natural Resources Canada
555 Booth Street, Suite 115
Ottawa, ON K1A 0G1

Tel.: 613-944-4514
Fax: 613-947-6606
E-mail: agerin@nrcan.gc.ca

In-House Language Training Program (IHLTP), Natural Resources Canada

Overview

While most ministries rely on outsourcing for language training, the IHLTP at Natural Resources Canada adopts an approach that ensures cohesion between training and the workplace. Beyond its goal of promoting successful completion of Public Service Exams, the program blends management practices and organizational culture in the fields of official languages, career development, workplace environment and employment equity. Its development was based on principles, policies and educational material adaptable to any employment environment.

Objectives

- improve the ability to communicate in both official languages
- develop confidence and promote the use of French
- bridge the gap between Francophones and Anglophones
- promote an organizational culture that supports linguistic duality

Innovation

- hiring of teachers by the ministry and integration of the program in the workplace
- branch participation is based on employee ratios
- training focuses on the skills needed to contribute to the workplace, rather than on successful completion of the Public Service exams

Benefits

- in the space of 5 years, the number of students has risen from 80 to 300
- development of a sense of ownership among employees
- appreciation from the employer
- improvement of employee morale

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

