

LEARNING CURVES

CONTINUING EDUCATION • JOB TRAINING

FREE Vol:12 Issue 2

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Published Since 1999

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SECOND CAREER NOW MORE ACCESSIBLE

By Andrew Sutherland

Second Career applicants rejected since November of last year, might want to take a look in their mailbox for a letter from the Ministry of Training, Colleges and Universities, asking them to give the application process one more try.

"They've really opened up the guidelines," says Cynthia Meshorer, a Second Career counselor at Times Change Women's Employment Service.

"They've amended some of the wording, and the changes they made have a fairly far reaching impact."

As of June 8, 2010, the Ministry made some subtle changes to the Career

Eligibility and Suitability Assessment Template which will make it easier for applicants to qualify for the Second Career program. The template is one of the most important components in the Second Career application process. It breaks down elements such as amount of time spent on an active job search, duration of unemployment and educational attainment, and awards them a point value. In each of the seven categories, a person can earn 3 points for high level program suitability, 2 for medium, and 1 for low. For instance, in the category of active job search more than 26 weeks

of active job search with documentation will earn 3 points, 13 to 26 weeks of active job search will earn 2 points, and less than 13 weeks of active job search will earn 1 point. An applicant must score 16 points out of a potential 21 to qualify for the Second Career program.

Effective June 8, there have been modifications to four of the template categories. Active job search, duration of unemployment, work history, and experience: occupational skills have all been adjusted, making it easier for

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LEARN HOW TO WORK WITH CHINA

Just recently China surpassed Japan as the second largest economy in the world, and so many of us are wondering how to work with China. We keep informed about the United States, still by far the largest economy in the world, in order to accommodate their business customs. Now we need to adapt to the growing Chinese influence. Fortunately, there are continuing education opportunities in Toronto to help us learn the language and culture

Continued On Page 3



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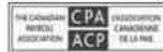


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Access Business College Graduation

Career colleges like Access Business College are known for providing a personalized learning environment because classes are small. Their graduations are also uniquely tailored to the individuals graduating as I discovered when I was their special guest last Friday.

As students came forward to receive their diplomas, Sonia Nerse, the director for Access Business College, was able to tell their story, the challenges they had overcome, what they had learned at Access Business College or how they had helped their fellow students. In turn the students thanked the college and their fellow students. It was a warm personal celebration of accomplishment. Here is what I learned.

Raymond was the coffee maker for the school, who had overcome a terrible 17 foot fall from a scaffold. He had earned his Banking & Financial Services Diploma. He was also known for asking a lot of questions, but Emil, the computer teacher, was always ready to answer. Raymond was touched by all the services that the college provided. As an example,

he mentioned a classmate, who was offered full time employment two weeks from her graduation. The employer had been invited to the school to conduct the interviews.

Gabrielle was a fellow graduating student who was getting her CPA Certificate, which is recognized by the Canadian Payroll Association. She earned honors, 85%. There was Laurie who earned her CPA too. She had written her exams despite suffering from a reaction to the H1N1 shot. She earned 81%.

Mashallas had earned his accounting diploma and his CPA. He was known as the hardest worker—staying long after class to practice applying what he had learned. He was also “famous” for having served President Obama, Angela Merkel and the other G20 leaders as he was a bar tender at the Metro Toronto Convention Centre during the G20 meeting.

Other students had earned their American Hotel and Lodging Association Certification, The Canadian Investments Funds Certificate (CIFC) certified by the Investments Funds Institute

Canada (IFIC), the Canadian Securities Course (CSC) which is certified by the Canadian Securities Institute (CSI).

In turn these are the some of the testimonials given by the graduating students: “I learned what I was promised I would learn.” “No time was wasted. The teacher was available at any time.” “Knowing each other and helping each other was a source of energy and power to go forward.”

Current students also attended the graduation and each had their story. There was Andranik who had worked for Magna and was laid off in the recent auto sector downturn. He was using the Ontario government’s Second Career program to add to his web design skills. In Armenia he had earned the President’s Award for his work in medical imaging technology. Like many immigrants he had wound

up in a survival job, but now, through his courses at Access Business College he is getting back into his profession.

Best wishes to all.

Graduates

Jacqueline
Raymond – coffee maker, question asker,
Gabriella – answered questions.
Mashs Obama – Convention Centre
Laurie – N1N1 reaction but passed exams

Current Students

Ken
Andraanik-Accounting
Alex
Freya-Banking

Teachers

Emil
Vishakha

Sonia

Wendy, special guest from Learning Curves

VOTE MURPHY BROWNE

COMMUNITY EXPERIENCE

- Past President of the Association of Part-time Undergraduate Students (APUS), at the University of Toronto for representing 10,000 mature and part-time students
- Former Co-chair of the Campaign for Public Education, Parent Community Network and Organization of Parents of Black Children.
- Community radio show host and newspaper columnist
- Involved in various community and activist struggles for social justice, international solidarity and human rights

VOTE ON OCTOBER 25, 2010

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INSIDE:

LEARN HOW TO WORK WITH CHINA

Continued from Page 1



and how to conduct international business.

Mandarin is taught in school, college and university continuing education programs. The Toronto District School Board, www.learn4life.ca has Mandarin Beginner and Intermediate in schools in all corners of the city.

Centennial College has four levels of Mandarin Conversation plus a special course on Mandarin for Business. Seneca offers seven levels of Mandarin Conversation and after four you receive a Recognition of Achievement certificate. George Brown's Mandarin courses, though focused on conversation, include an introduction to writing as well as grammar. The School of Continuing Studies at the University of Toronto offers courses in Cantonese and Mandarin. Cantonese is spoken in Hong Kong, Macau and Guangdong. Mandarin is the official language of China and Taiwan.

Of course there is no end of places to practice Mandarin and Cantonese in Toronto. The older Chinese communities would speak Cantonese speakers and the newer ones, Mandarin. For example Chinatown at Spadina and College is an older community and the Pacific Mall in Markham is a newer one.

International business is taught in CE programs as well. Durham College, Humber College, Sheridan College and the U. of T. School of Continuing Studies offer stand-alone courses in International business. George Brown College, Centennial College and Seneca College have extensive programs. At George Brown under International Business there are course concentrations in Canadian Customs, Financial Management, Marketing, Trade, Traffic and Transportation. Some of these courses have been approved as credits for the Certified

International Trade Professional of the Forum for International Trade Training FITT. Seneca offers a Certificate in Import and Export (8 courses) and after that you qualify to do a Certificate in International Trade Specialist (10 courses). Centennial College has a number of courses listed under International Business that include Banking and Finance, Trade, Trade Law.

Centennial has an interesting course in International Management: Strategy and Negotiation. The course helps "... communicate across cultural barriers and make decisions based on key variables in dynamic settings." Having spent a number of months helping a former student help a friend who is president of a Chinese university, I would have liked to have done this course before. I would have thought out the key differences in educational culture before jumping in. In China colleges and universities are quite separate

while in Ontario they form partnerships.

Ryerson University in the G. Raymond Chang School of Continuing Education offers an International Business Certificate with specializations in eBusiness and International Management that includes a course in Information Technology Law. Now that is a must given all the recent issues with Google, the Blackberry etc. Ryerson also includes a course on the economics of East Asia. This was the only international business course that focused solely on East Asia that I found in my scanning of CE calendars.

To better understand Chinese culture, I looked for courses in the liberal arts sections of the Calendars. The Chang School of Continuing Education at Ryerson offers two courses under its history section: Asia: A Modern History 1899-1999 and A New Age: Asia and the West since 1800.



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University in the Community returns with a new partner, Senior College

University in the Community started out as a partnership among Woodsworth College, Davenport Perth Neighbourhood Centre and the Workers' Educational Association of Canada (WEA is the publisher of Learning Curves) and is funded by the Trillium Foundation. Last year, St. Stephen's Community House joined our partnership and this year we have another new partner, Senior College. Senior College is made up of retired U of T professors who aren't quite ready to put their feet up. They are helping us with our regular program and they are presenting a lecture series at St. Stephen's during the fall. (See schedule below)

University in the Community offers free university level liberal arts courses to those who would not normally consider attending university because of low income. This fall we will be offering two 8-week courses: (See below)

University in the Community is based upon the Clemente Course in the Humanities, which began in the United States in the mid-nineties and is now offered across North America including Victoria, Vancouver, Edmonton, Calgary, Thunder Bay, Ottawa and Halifax as well as our own program here in Toronto.

The humanities try to answer the big questions of life. What is the meaning of life? How should we live our

lives? What is a moral life? What is the best route to a happy life? What do I owe myself? What do I owe others?

In studying the humanities, we learn how philosophers, religious leaders, writers, artists and historians through the centuries have tried to answer these questions, and we try to discover what we ourselves think the answers are.

For further information about University in the Community, phone Anne at 416-762-6180 or visit our website at www.weacanada.ca and click on University in the Community.

University in the Community Course Schedule 2010 – 2011

FALL COURSES WINTER COURSES

October-December, 2010
Tuesdays
1. Introduction to Anthropology: Dr. Frances Burton
and
2. Everything is Chemistry: Jessica Flood

February-April, 2011
Tuesdays
1. Introduction to Aboriginal Studies II: Christine Smillie

and
2. Social Action and the Environment II: Sean Coutts

October-December, 2010
Thursdays
Health Care in Canada: Chasing a Cure:
Dr. John David Stewart/Jenna Evans
(8 week course)

February-April, 2011
Thursdays
Poetry for our Time:
Fenn Stewart
and
Empire of the Word: A Look at Language and Books:
Tannis Atkinson

University in the Community and Senior College Present a Free Fall Lecture Series at St. Stephen's Community House 250 Augusta Street

Wednesday, September 29:
Canada's Shaky Parliamentary Foundations
1:30-3:30 Peter Russell

Wednesday, October 13:
The Planet under Threat, What Are the
1:30-3:30 Prospects? John Valeau

Wednesday, October 27:
English & French Tensions in Canada
1:30-3:30 Ben Shek

Wednesday, November 10:
Canada's Wars 1:30-3:30 Peter Silverman

Wednesday, November 24:
Canada's Economy: Myths and Realities
1:30-3:30

Ken Rea:
Wednesday, December 8:
Transforming South Asian Religions in Canada 1:30-3:30 Joe O'Connell

The lectures are free. Please phone the WEA office 416 923-7872 and leave your name and phone number if you would like to attend a lecture.

Fall Lecture Series

at St. Stephen's Community House
250 Augusta Street

Wednesday, September 29: Canada's Shaky Parliamentary Foundations 1:30-3:30	Peter Russell
Wednesday, October 13: The Planet Under Threat, What Are the Prospects? 1:30-3:30	John Valeau
Wednesday, October 27: English & French Tensions in Canada 1:30-3:30	Ben Shek
Wednesday, November 10: Canada's Wars 1:30-3:30	Peter Silverman
Wednesday, November 24: Canada's Economy: Myths and Realities 1:30-3:30	Ken Rea:
Wednesday, December 8: Transforming South Asian Religions in Canada 130-3:30	Joe O'Connell

University in the Community is funded by the Trillium Foundation and is made up of a partnership between Woodsworth College (U. of T.), The Workers' Educational Association, Davenport Perth Neighbourhood Centre and St. Stephen 's Community House.



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Refugee support	Food banks



FAMILIES FIND HELP WITH 211

Government programs	Family resource centres
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Addiction counselling	Support groups







Learn to learn

By Lisa Trudel

Have you ever heard the expression “marching to the beat of a different drummer”? It originated from the writings of American philosopher Henry David Thoreau who wrote:

“If a man loses pace with his companions perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured, or far away”.

This is especially true when you return to school as an adult learner. The final goal of passing tests and achieving good grades can be the same for everyone, yet every student learns in a different way. Every student marches to their own beat, so learning to learn can be one of the best starting points for any learner. By discovering your dominant learning style, you can improve your concentration techniques, take effective class notes and select productive study methods that ultimately can help you become a successful student.

Returning to school, part-time or full-time, can be overwhelming for some adults, so learning from the very best students is one way of easing your anxiety level.

In an article by Leslie Scrivener published in the Toronto Star on July 18, 2010 some of the GTA's top graduates were interviewed and asked how they became top students. Their advice included the following points:

Have a passion for your course and make your life revolve around what you are studying.

Listen to your teachers and develop a respectable and pleasant relationship with them.

Write for your teacher and not for yourself, by investing the time in adjusting your writing style to how your teacher is going to mark your assignments or essays.

Make time management a priority by using the same 4-step formula for every course: (1) identify the problem; (2) collect the information; (3) look at different viewpoints; (4) create a solution.

Know your learning style or preferred way of learning.

These are all useful tips that every student should consider but it truly begins with discovering your main learning style. Without knowing your learning style, you might waste time, money and energy. For example, statistics prove that one of the reasons many adult learners drop out of distance education or online courses is not because they don't like the subject and not because they don't have the money for tuition. They drop out because working independently without classmates or a study group does not

fit their primary learning style. There is no right or wrong when it comes to learning preferences; only the old standard reminder of working smarter not harder.

If you have never taken a learning style quiz to determine your preference, take one of the many free 5-minute online inventories to discover if you are a visual, auditory or kinesthetic learner.

Visual learners learn by seeing and looking. These are the students who tend to sit in the front row and enjoy taking detailed notes during class. If they get bored they will find something to watch or read so usually prefer receiving handout materials at the beginning of each class.

Auditory learners learn by hearing and listening. They like to sit where they can hear the teacher but may not pay attention to what is happening. If they get bored they might start talking to themselves or other students who might be part of the weekly study group they probably organized on the first day of class.

Kinesthetic learners are the hands-on learners. They learn by touching and doing. They prefer to be active and are often the students who take frequent breaks. They sometimes speak with their hands and with gestures and find reasons to move around the room when they are bored. They learn through direct experience and often enjoy field trips or assignments that involve putting things together. Kinesthetic learners often sit near the classroom door to make a quick exit and can be uncomfortable in classes that do not offer hands-on experiences.

Once you know how you learn, you can focus on other skills which might include refining your time management

skills in order to balance your personal, professional and educational life. For example, if you tend to do everything at the last minute you might have to discover ways to become a productive procrastinator.

Ask yourself: are you a perfectionist? Do you focus on details instead of the overall objective and fear that you are going to make mistakes? Or are you a crisis-maker who creates excitement by waiting until the last minute to finish a project? This habit might give you a temporary rush of adrenaline but it can put your projects and ultimately your final grade at risk.

Another part of learning to learn is realizing that planning sets you free. When you plan, you are the equal of the greatest writer, poet, artist, playwright or painter. More than creating a work of art, you are designing a life. Seeing it this way, can pull you into the energy and excitement of planning. You might not be Henry David Thoreau, but you can plan even if you march to a different drummer. Planning allows you to see new possibilities and can transform dreams into realities. Most of all, planning frees you to respond to opportunities and instead of being reactive, you can give your time to learning instead of allowing the learning to take your time. Unlike a child, as an adult, you have chosen to return to school. Planning gives you direction and can release you from constant decision-making. With a plan, you have a chance to reach your goal. With a plan, you have choice which is the most valued freedom of all. With a plan, you can learn how to learn.

Lisa Trudel is a Career Consultant in the Toronto area. She can be reached at: learningcurvescareercorner@yahoo.ca



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EMPLOYMENT ONTARIO

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School Trustees state their positions on adult education

As you know Toronto municipal elections take place on October 25. Not only do we elect a mayor and councillors for each ward, we also elect trustees who will run the education system of the Toronto District School Board and the Toronto Catholic District School Board. This is your best opportunity to vote for adult education!

Learning Curves asked the candidates for school trustee to tell us their position on adult learning. We gave them some facts to keep in mind as they answered our questions.

These were the questions:

1. How do you see the role of adult education in your Board?

2. Adult day credit programs
The Ontario government funding formula provides less than half the funding for adults taking high school credits than it does for teenagers getting high school credits. This means library services, career counselling, and special education for adults who are learning disabled are limited. Note that many adults drop out of school due to undiagnosed learning disabilities.

Would you make it a priority to press the Ontario government to redress this discriminatory funding?

3. English for newcomers.

Toronto and the GTA have the largest population of newcomers of any city in Canada and the TDSB runs the largest English program for newcomers in Canada. Yet the Ontario government

funding only covers the cost of the teacher, not accommodation costs. No cleaning, no light, heat, etc. no maintenance, no repairs.

Would you make it a priority to press the Ontario government to redress this half-hearted funding?

4. General interest and seniors' courses

In these programs on art, language, computers, cooking and more, seniors and newcomers learn together along with adults from all walks of life.

Would you make it a priority to ensure that all the proposed TDSB full service schools and community hub schools have an adult education program and that there is one continuing education centre in every ward?

5. School closures

When a school is slated for closure, would you make it a priority to ensure that before the site is sold, that a committee is struck to thoroughly research its viability as an adult learning centre and to set up a truly accessible public consultation on its use as an adult learning centre?

6. Student Representation

The TDSB has two student trustees but no adult student trustee. For over ten years the

Toronto Adult Student Association www.TASA2000.com has represented students at the TDSB. However, at the May 26 Board meeting trustees voted against the recommendation of the Program and School Services Committee "that the matter of the contract between the Board and TASA be referred to a work

group of trustees, adult students, and Board to develop a new agreement with TASA that will work for all parties..." As a result, the TDSB will not collect the once a year student fee of \$7 for TASA thereby threatening the existence of this association for adult students at the Board.

Would you commit to developing a new agreement with TASA that will work for all parties?

Here are the answers that we received:

Ward 1 John Hastings

John_hstngs@yahoo.com

We call adult learning a variety of other names, but the 21st century calls for a new mindset—coordinated, integrated and seamless lifelong learning for the 21st century's needs.

The recent and ongoing economic disruption has created severe unemployment and underemployment in the work force. With people living longer there is a market demand for long term learning. Many younger groups require either an on-line or physical learning facility for credit recovery or re-positioning for new job challenges. Or both in some instances.

These three strands demand a fundamental re-think for life long learning solutions:

1. A combination of on-line and physical learning centres to minimize skills deterioration in all workers for both soft and technological skills enhancement in conjunction with community agencies and community colleges and school boards.

2. A learning niche for boomers and seniors that provides and enhances lifelong learning which is financially sustainable from multi-source funding and does not duplicate existing programs.

3. Strategically placed on-line and 24 hour physical learning places which afford credit recovery and returning to school for those who dropped out earlier and find themselves in unchallenging jobs.

Challenging requirements for all three sets of learning conditions and cycles but essential for all learners---in all situations that would impact human capital for the rest of the 21st century and bring hope and positive outcomes for all concerned instead of the current set of restrictions which hurts the future of all citizens in the 21st century both economically and spiritually.

Ward 2 Etobicoke Centre

Chris Glover

info@chrisglover.com

Since 1855, Toronto's public schools have offered adult education courses. By the mid-1990s, 300,000 adults and seniors were taking courses in Toronto's public schools. But cuts to adult education funding have reduced our adult and seniors program and caused fees to rise.

A few years ago, when our adult courses were under threat of being cancelled, I helped groups like Citizens for Lifelong Learning, and the Toronto Adult Student Association to protect our adult and seniors programs. We organized press conferences, mobilized adult students and teachers, and spoke to Trustees and to the provincial government. Eventually, the program was saved.

Today adult education provides:

- Training for finding a new job or for career advancement
- Language and job skills for new immigrants
- Opportunities for all of us to keep our minds and bodies active

As Public School Trustee for Etobicoke Centre, I will continue to rebuild our adult education program so that affordable adult and seniors' programs are available throughout our city.

Ward 3 Etobicoke-Lakeshore

Pauline Gough

votegough@bell.net

416-233-3706

Life long learning is a passion for me. It's one of the reasons I'm running again as a public school Trustee in Ward 3. I am a life long learner myself: I went back to school to do a Master of Teaching degree from the University of Toronto in 2003. My mid-life degree recharged me with new ideas, solidified my skills, connected me to leaders in the field, and gave me a strong foundation to move forward in life with credentials that qualified me in the career of my choice. It was a transformative experience for me.

Adult learning changes lives.

The array of adult learning options in the Toronto District School Board makes it a leader in Canada. Programs such as those offered at Mimico Adult Centre open doors for people in our communities. I strongly support adult education and will advocate for it as a trustee.

Ward 7 Parkdale High-Park

Irene Atkinson

Irene.Atkinson@tdsb.on.ca

On the role of adult education in your Board? Of paramount importance.

Would you make it a priority to press the Ontario government to redress its discriminatory funding?

Definitely yes

On one continuing education centre in every ward?

Yes, I would also not want to reduce the present level of service which could be improved in my opinion. There should be more centres, more offerings, and reasonable fees.

On school closures

It was my motion to strike a committee of trustees, staff, and up to 6 community members to review multi-use options for the West Toronto CI rather than selling it to the French Board. I want to see adult ESL programs and continuing education classes in the building and did a survey of interest in my own ward. Trustee Rodrigues and a teacher at the school obtained 1,000 names on a petition for Adult ESL classes.

On TASA

I supported the following Board motion:

"that the staff meet with adult education administrators and staff, adult students, and trustees, and report 1 September 2010 on existing services in adult schools, assess unmet needs, and present a report with costs on how the Board can begin to properly support the social, emotional, and physical and educational needs of adult learners."

Continued on page 13

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SHOPPING FOR COURSES THIS FALL

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In the back to school edition of Learning Curves we do an overview of where adults can go to school in Toronto and the GTA. Shopping for courses is confusing and there is no friendly high school guidance counsellor to help. As well, adult education is like a market place, each provider wants you in their course. Would Ford tell you that Honda had a more suitable car. Furthermore, reading a course calendar is like reading the manual for a software program.

Last year we organized this overview by neighbourhoods. The updated

Neighbourhood Learning list is on the opposite page. This year, our back to school overview will outline how you can learn in class or online, for fun or work.

In class or online

Many adults like going to class as it is a social outing as well as a face to face learning experience. Many a romance has started through a shared interest in a subject and an after class coffee. But many adults cannot make it to class because of work or family commitments. Online learning may be their answer. And it can be just

as rewarding as in class learning.

First of all, it is flexible. You can do the course work when you have a block of time. Second, it is social. Many distance education courses create an online community for the students where they can share ideas or ask for help from each other, a Facebook for Learners. Third, you may get more individual attention from the teacher as online teachers are expected to respond to each student's email. Fourth, you may be able to start right away, as some distance education programs have continuous intake like the Independent Learning Centre or monthly intake like many courses at Durham College. Others are term based. Finally by doing a course online your technical skills improve. Researching online requires learning how to use search tools to whittle down 20,000 hits to two or three useful ones.

A word of advice, you must have self-discipline. Because of the self-pacing of some online courses, you can always put it off - unlike having to go to class.

Adults customize learning.

One of the reasons that shopping around for classes is so time-consuming for adults is that they customize their courses. It's like shopping for a computer system piece by piece rather than buying a set package. Children and youth move through the school system in an orderly fashion; they start in elementary school, move up to secondary school and then on to post secondary, colleges,

universities, apprenticeships and so on. What to study is almost predetermined.

Adults start from where they are educationally and reach out for what they need. They may pick an upgrading course in English, math or science; or enroll in a program that builds on their previous education, experience and knowledge; or pick a course just because it looks good.

For example, you could do an accounting course one night at a college to earn your CGA (Certified General Accountant) designation and another night do a painting class for fun at a local school. You could do a math upgrading course at a college before tackling an accounting course the next term. That's your basket of courses.

Of course, you could do the accounting course itself online, at home when you have a quiet hour or two.

If you are learning online your choice is as wide as the world. You can pick a course from Athabasca University in Alberta, Guelph University or many Ontario colleges. The only limitation is if you are taking the course for a credit towards a certificate, diploma or degree, make sure your home institution will accept the credit. If you do the whole program online, the distance education provider becomes your home institution.

Where to start shopping

Continued on Page 14



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GLOBAL CITIZENSHIP DO YOU QUALIFY?

By Anne McDonagh

For forty years or more our world has become more and more a “global village” because of advances in communications technology—initially television, movies and radio. Now with the PC, the fax, email, the Internet, smart phones etc., we are able to spread news quickly and widely; we are thus more involved with one another regardless of geographic location. We find out about events across the globe almost as soon as local residents do, and we react as neighbours would, whether it is to fret about a war in Africa or to send money to alleviate the hardship caused by a natural disaster in Asia.

Other factors are contributing to the growth of our global village. Travel to other countries has become more common, not just to Europe but to Asia and Africa as well. The expansion of trade in the past twenty years brought about by technology and free trade agreements has also contributed to the apparent shrinking of our planet. Urban areas around the world are becoming more multicultural; as a result, people learn about the history and customs of other countries from their colleagues and friends.

For all these reasons, we are much more knowledgeable about other countries than most people in the past were. We are aware of the great gap between the affluent world we live in and the poverty-stricken world that many millions of people in the developing countries inhabit. We know that not everyone’s human rights are protected. In fact, most do not live in a democracy. They can’t “throw the rascals out” as we can. We also realize that climate change, which threatens to wipe out humanity, must be tackled at a global level.

Clearly there are many issues that are global in scope and cannot be dealt with by any one nation. Yet we do not have a global government or global institutions to support us as we search for solutions. The United Nations is certainly a force for global good but its resolutions are largely voluntary and therefore unenforceable. Probably a world government will slowly come into being as the need for it becomes increasingly apparent. In the meantime, global institutions are gradually

coming into existence. The International Criminal Court and the Responsibility to Protect are prototypes of the new global institutions we will increasingly need.

As we wait for these global institutions and a global government to take shape, a new kind of human being is emerging—the global citizen.

The terms “global citizenship” and “global citizen” have been popping up in many different countries and in many different contexts in recent years. Certain themes appear again and again in the writing and interviews of people working on international issues, people we might call global citizens.

OXFAM, one of the oldest and most respected NGOs (Non-Governmental Organization) has developed a list of the qualities of the global citizen. Having projects in 105 countries gives credibility to its analysis of the global citizen.

QUALITIES OF THE GLOBAL CITIZEN

According to OXFAM (1997), a global citizen is someone who: is aware of the wider world and has a sense of her or his own role as a world citizen; respects and values diversity; has an understanding of how the world works economically, politically, socially, culturally, technologically, and environmentally; is outraged by social injustice; participates in and contributes to the community at a range of levels from local to global; is willing to act to make the world a more sustainable place; takes responsibility for his or her actions.

Source: OXFAM’s Cool Planet, What Is Global Citizenship?

www.oxfam.org.uk/coolplanet
Many would say that this is a description of a saint, not a typical human being and human nature being what it is—selfish, competitive, predatory—there will never be many global citizens.

In a new book, *The Empathic Civilization*, Jeremy Rifkin, the author, takes issue with this negative view of humanity. He says human beings must change or we are doomed. He goes on to write that human nature is not static. It has evolved over time. At one time we cared about—felt empathy for—only our family, then only

for our tribe; then we felt loyalty only to members of our religion; we are now at the stage where we are able to feel loyalty to our nation. We have evolved to this point without much intention of doing so. Surely we can evolve further to care for the whole world if we intentionally set about to do it.

Rifkin claims that major changes in human nature have occurred when there have been major changes in communication and sources of energy. He writes, “The pivotal turning points in human consciousness occur when new energy regimes converge with new communications revolutions, creating new economic eras.” We are, of course, in the middle of one of the greatest upheavals in communications technology, and we are desperately trying to find energy alternatives to fossil fuels. It seems Rifkin is saying that we are at one of those “pivotal turning points in human consciousness.”

He also points to a body of neuroscientific studies which suggests to him that the potential for empathy in human beings is stronger than the potential for self-interest. “The information communication technologies (ICT) revolution is quickly extending the central nervous system of billions of human beings and connecting the human race across time and space, allowing empathy to flourish on a global scale, for the first time in history.” We are not at our core self-centered and materialistic according to Rifkin. It is our society that has encouraged those characteristics rather than the more empathic ones, and history has concentrated on “the evil that men do” and ignored the good. Now that we live in a global village on a planet in jeopardy, it is time to encourage the positive potential in humanity.

There are already many global citizens, some famous and some not so well-known. Bill Gates and Bill Clinton come to mind. Bill Gates, founder of Microsoft, a billionaire several times over, devotes all his time to his charitable foundation which tackles global problems that are ignored by governments and other organizations. Former President Bill Clinton has established a foundation that addresses the world’s most pressing challenges, including poverty alleviation, climate change, global health, and education.” (from his website)

Less well-known is Craig Kielberger who at age 12 started a charity to end child labour in Pakistan. Now 28, he has built through his charity, Free the Children, 500 schools and implemented projects in 45 developing countries. He and his brother Marc founded Me to We which raises money for Free the Children.

Other global citizens are the people who work for Amnesty International, Doctors without Borders, The Red Cross, World Vision and all the other NGOs that rush to help victims of various disasters around the world and stay to work less dramatically to help them get on their feet again.

We can all be global citizens, but global citizenship is not just paying lip service to pious sentiments. It requires loyalty to the planet and its inhabitants, a commitment to social justice around the world and a commitment to a sustainable economy worldwide. We can develop these qualities at home or abroad. We can study; we can travel; we can fight poverty here or elsewhere; we can write letters and sign petitions; we can work to get a ‘good’ candidate elected and we can vote.

GLOBAL CITIZENSHIP IN TORONTO

Here are just a few efforts that are being made towards Global Citizenship in Toronto

OISE: Project on Global Citizenship provides teachers and other educators with a range of ideas and practices for teaching and learning about global citizenship. A project of the Comparative, International and Development Education Centre at the Ontario Institute for Studies in Education of the University of Toronto.

Centennial College requires all students to take a general education course entitled “Global Citizenship: from Social Analysis to Social Action.”

In October 2009, the College launched the Institute for Global Citizenship and Equity. “The Institute is an outgrowth of the college’s Signature Learning Experience, which took shape five years ago. It provides a critical understanding of global citizenship, equity, diversity and social justice issues, and gives students cultural competencies that prepare them for living and working in a changing world.”

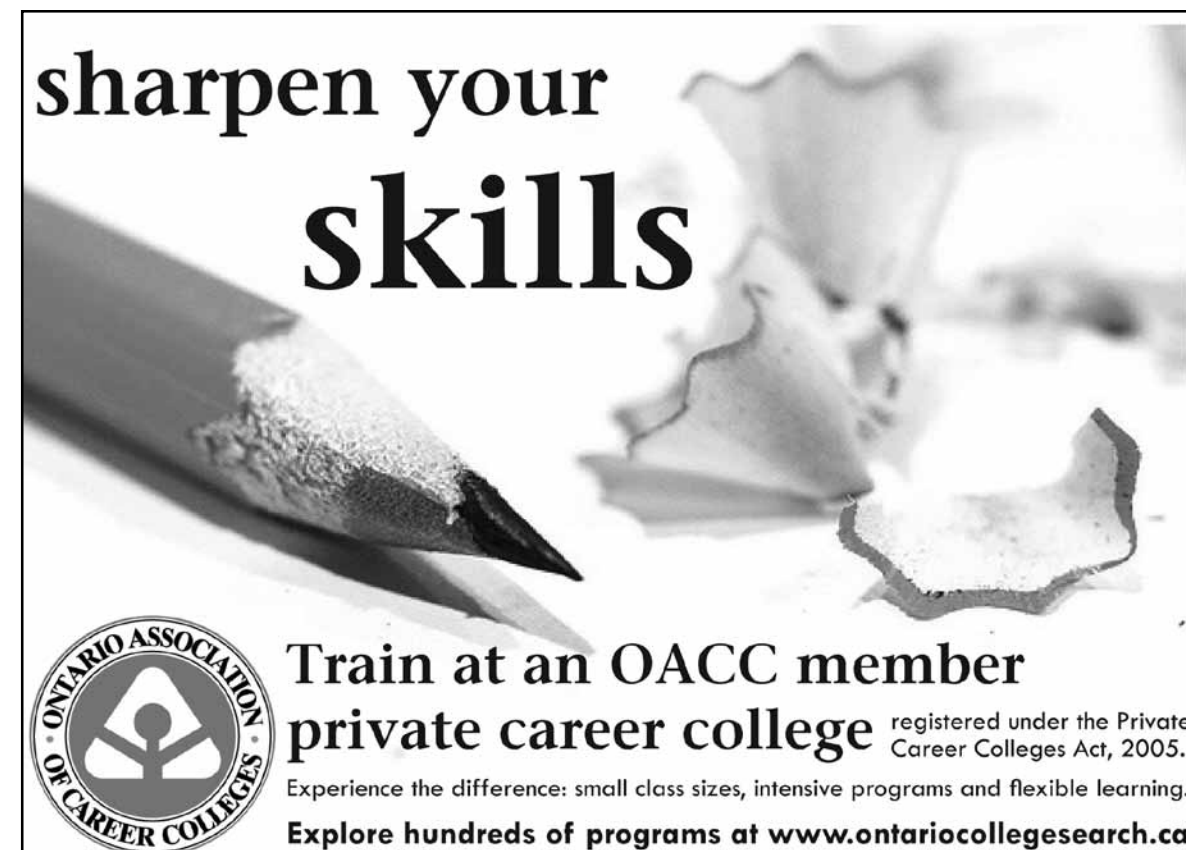
Ontario International Education Opportunity Scholarships. The OIEO Scholarship funds are designed to create interest in international opportunities and provide students with financial support that assists with expanding their knowledge and experiences by studying and working abroad.

TakingITGlobal.org is an online social network for youth that connects them to the global issues. It provides information on important events and issues around the world and provides the background material.

Centre for Genocide “encourages teachers to teach the lessons of genocide - the importance of tolerance, of upholding human rights and democracy, and of helping others in need - and to help prepare them to effectively communicate those lessons in the classroom so that students will be challenged to think critically about the world that they live in and their role in it and be empowered to affect positive change as global citizens in the 21st Century.”

The Walter and Duncan Gordon Foundation sponsored a number of projects “focusing on members of diaspora communities and young Canadians who share a commitment to solving global challenges and who are poised to contribute significantly to shaping Canada’s international policies.” This program has come to an end.

Oxfam, Education for Global Citizenship “supports the work of teachers and other educators in Canada and around the world. Oxfam works through education to empower people to make the world a more just, secure and sustainable place. It has free educational games, lesson plans, and other resources for Canadian teachers and other community educators.”




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CAREER COLLEGES

Small, Intense, Flexible

By Laura Bailey

This is a busy time for university and college graduates; waiting for final marks, graduation ceremonies, job hunting and job interviews. But for the graduates of Ontario's over 600 registered private career colleges, it's just another day at work.

The most recent Statistics Canada Labour Survey showed the top five sectors hiring now require highly skilled employees. Sectors such as business, health care and construction are in demand, and graduates of registered private career colleges are filling the need.

With regular intake, graduation ceremonies take place more often, and more than 46,000 Ontarians are trained at registered private career colleges annually.

Private career college students benefit from small class sizes, intensive training and flexible learning. With the majority of programs ranging from 12 weeks to 12 months – each month a new set of highly skilled people enter Ontario's workforce. Registered private career colleges offer career specific training to students who are looking for a career change, upgrading their skills or re-entering the workforce.

"Ontario's private career colleges are well-positioned to help with a full slate of offerings for students – whether they are fresh out of high school or returning to the classroom after years in the work place," said Paul Kitchin, Executive Director of the Ontario Association of Career Colleges.

At career colleges, students are not just a number. They study in small classes where the instructor knows everyone's name. These instructors are professionals from the field with years of relevant work experience. Compared to class sizes as public institutions, students at career colleges often benefit from one-on-one time with instructors, and full access to the equipment needed to be successful in their training.

Career colleges offer intensive schedules focusing on what students need to know to excel in their chosen field. Extra hours of instruction each week mean the overall duration of a program is shorter compared to public colleges; this provides grads with much earlier access to the labour force. Every subject taught in a program is relevant to the certificate or diploma, and, more importantly, the job field.

"Career colleges have long been hailed for their intensive, hands-on training," said Kitchin. "We provide focused education that instills the practical skills necessary for success in the work place."

With start dates offered throughout the year at many private career colleges, students can begin a program sooner. Unlike other options, career colleges offer flexible learning schedules. Morning, afternoon and evening schedules are available for some programs, which easily accommodates family and work life.

"With exciting programs in a wide range of fields like health care, business, information technology, the trades, social services, law, esthetics and the arts," said Kitchin. "There is something for everyone."

A study of over 4,000 career college

students in 2009 found that 98 per cent graduated from their chosen programs. The study, which was jointly funded by the Canadian Millennium Scholarship Foundation and Human Resources and Skills Development Canada also confirmed that many career college grads achieved the employment outcome they were expecting.

The study indicated that six to nine months after graduation, 79 per cent of private career college grads reported they were working full time (60 per cent) or part time (19 per cent.) The majority of the graduates noted their employment was closely related to their field of study.

Although the needs of each student vary, researching post-secondary options including private career colleges is an important first step.

"Ontario's career colleges offer the necessary tools to kick start your future with diverse options for postsecondary education," said Kitchin.

"Investing in your education is an important decision," he continued. "It is worth taking the time to choose wisely."

Private career colleges have been training Ontarians for over 140 years and predate community colleges by a century. Career colleges offer a wide range of programs in business, health, technology and trades.

Students looking to verify that the career college is a member of the Ontario Association of Career Colleges and in good standing can visit www.oacc.ca or call 519-752-2124.

Laura Bailey is the Media Communications Coordinator for the Ontario Association of Career Colleges.

SECTORS IN DEMAND

Statistics Canada recently released its quarterly labour force survey results. This labour force survey showed major growth in five particular sectors: retail and wholesale trade, business and support services, health care and social assistance, personal care business as well as construction. Small class sizes, intensive training and flexible learning at Ontario's registered private career colleges will allow a greater number of people to train for these sectors, and enter the workforce sooner.

1. Retail and Wholesale Trade

There has been an increase of 69,000 workers in retail and wholesale trade in the past year, with 22,000 more jobs created in June 2010 alone. With opportunities in managerial, finance and administrative jobs within the sector, those trained in areas such as payroll and accounting can benefit from this growth. Evergreen College in Toronto offers a unique Business Administration in International Trading Program, Kennedy College of Toronto offers fashion design;

these are just two examples of programs available at many private career colleges.

2. Business and Support Services

This sector saw 20,000 new workers in June, and 86,000 since the beginning of 2010. This rise comes from the addition of new manager and administrative positions in the private sector.

Victoria International College of Business & Technology in Toronto offers Business Administration, and IBT College offers Business Management and Entrepreneurship diploma, while many career colleges offer diplomas for various business support roles.

3. Health Care and Social Assistance

The health care and social assistance sector added 20,000 workers in June. As the population of Ontario ages, the need for health care rises. With a shortage of health care professionals across Ontario and Canada, students at registered private career colleges benefit from intensive programs. Canadian Career College can train students for Long Term Care administration and Stafford College of Health Care, Business and Technology in Toronto offers a diploma in pharmacy assistant while many of Ontario's career colleges, including

Prestige Nursing Careers Centre, offer personal support worker diplomas.

4. Personal Care Business

The personal care service sector also increased, with 17,000 new jobs added in June. The retiring workforce has opened up doors to those looking for rewarding employment in the personal care service sector. The Salon & Spa Career College, Completions International Academy, and Body Pro Beauty & Aesthetics Academy and many more career colleges in Ontario offer diploma programs in esthetics, make-up for fashion, photography and bridal as well as spa management.

5. Construction

The construction sector has been the fastest growing industry since last July, according to the Statistics Canada labour survey. There have been 94,000 more workers in that sector since this time last year. This growth requires highly skilled workers, and registered private career colleges such as Pre-Apprenticeship Training Institute, HVAC Training Academy and Stanford International College of Business and Technology can help prepare you for a career in construction. Diploma programs such as Construction and Maintenance Electrician, Construction Technology, Gas Technician, Plumbing and Building services Engineering are offered at some of Ontario's private career colleges.

The Ontario Association of Career Colleges represents over 250 registered private career colleges in Ontario. To find a career college or program in your area, visit ontariocollegesearch.ca or OACC.ca

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SECOND CAREER NOW MORE ACCESSIBLE

By Andrew Sutherland

Continued from page 1

people to score in the upper echelon.

Under the old guidelines, in the category of active job search, a person must have spent 52 weeks looking for work with no success to score full points. It's now been slashed in half, and 26 weeks of job hunting will earn 3 points in that category. The same holds true for duration of unemployment, where the 52 week period previous required to score the full 3 points has been halved to 26.

Another change is under the category work history, where prior to June a person had to be employed for more than 7 years in an occupation that was in decline, such as forestry, to score points.

"It was a very small list and almost nobody got points there," says Meshorer.

Now a person need only have spent 7 years in the same occupation to score the full 3 points.

Applicant Matt Caldarola was originally disqualified from the Second Career program because, "the occupation I was coming from wasn't considered in decline."

When Caldarola reapplied just after the guidelines changed in June, he found out he scored high enough to qualify for the program.

"If you've been working in the same industry for seven years and you're now looking to get out, you may have more barriers than a person who has more varied experience," says Meshorer.

The final change comes in the experience: occupational skills section, where the template previously indicated that the work experience and skills an applicant already had, offered no opportunities for sustainable long term employment in that field.

"So if I had someone sitting here who had a clerical background, I had to say to them, honestly, based on your current skill level, if I look up on Workopolis are there going to be jobs there? Of course there are, so they couldn't get scored here," says Meshorer.

The new wording says there must be few opportunities for sustainable long-term employment, opening up the possibility of scoring higher for those who come from an industry not necessarily in decline, but where the options and earning potential are limited.

That one little word could make all the difference for applicant Courtney Muehlen, who applied under the November 2009 guidelines and came just one point short of qualifying.

"The counselor said that because I had waitressing and administrative background, I had applicable skills, but those aren't the kind of skills that can really provide you with a long-term career," says Muehlen.

The new wording would mean Muehlen might be able to score enough points to qualifying for Second Career funding.

Of course, these changes won't be enough if to qualify an applicant if they don't do all the leg work and research that are required to qualify for Second Career funding.

An applicant still needs to have been laid off after January 1, 2005, be unemployed and demonstrate occupational demand for the training request with evidence of good employment prospects locally or within Ontario.

If a person does qualify, they could be eligible for up to \$28,000 dollars in funding. Some of the other perks of the program include the ministry covering the cost of childcare above the allotment, and if an additional year of academic upgrading or language training is required the ministry will provide additional funding.

The changes in Second Career are well timed with the recent service improvements to Employment Ontario. Starting in August any office that is funded through Employment Ontario will also offer Second Career counseling, dramatically increasing the number of locations applicants can go to. However with a change this big, it will take some time to train qualified counselors. Though the Second Career website now indicates all Employment Ontario locations as offering Second Career counseling, the roll-out period begins in August, and won't be completed at all locations until March 2011, so if you're interested in the program, it's best to call ahead and ensure there is a qualified counselor at the Employment Ontario location nearest

Andrew Sutherland is a Toronto based freelance journalist.

MATURE STUDENT RECEIVES MURRAY G. ROSS AWARD FOR CONTRIBUTION AND ACADEMICS

By Sandra McLean

Edward Fenner remembers well what his mother told him as a boy growing up – always leave things better than you found them. Fenner took those words to heart. Not long after starting at York as a student in 2004 at the ripe age of 40, he decided to put that advice into practice.

Seeing that there was a real lack of services catering to the older student, Fenner decided to start the York University Mature Students Organization (YUMSO), a club where students could find a quiet place to study, counselling, social activities and a place to connect. But that's not all. Fenner also revived *Existere: Journal of Arts and Literature at York*, now a thriving, student-run venture.

It is for these two things in particular, as well as his academic achievements – he's on the Dean's Honour Roll – that Fenner was awarded the Murray G. Ross Award, named for York's founding president, during the Spring Convocation ceremony Monday. Fenner graduated with an Honours BA in professional writing with a minor in science & society studies. "I was thunderstruck, really. I was beside myself. It is an amazing feeling," he says about receiving the medal.

His nominator for the award, Brian Poser, associate director of the Atkinson Centre for Mature & Part-time Students (ACMAPS), says when he brought together all of Fenner's accomplishments, their number surprised even him. In addition to earning several scholarships, Fenner is publisher and former executive editor of

Existere, and is a three-time winner of the Kent Haworth Playwriting Contest and two-time winner of the Vanier College Master's Award for Outstanding Contribution to Student Life. He still found time to volunteer at Vanier College's annual book sale and have two plays produced with Vanier College Productions.

For his contributions, he was made a Fellow of Vanier College, an unusual honour for an undergraduate student. Last Thursday, he was also awarded a Vanier Master's Award for Academic Achievement & Outstanding Contribution to the college.

"He's shown himself to be a tireless worker and he's a nice emblem for lifelong learning," says Poser. "He has a vision and he goes after it."

When Fenner first started at York, he expected to be like any other mature student. He had found that without a degree he was being passed over for promotions at work and wanted to remedy that. "I came back to school with my eyes wide open to get a better position and pay," he says.

The first meeting he held for YUMSO in 2004 attracted 28 students. "It took off from there. When I left in 2008 there were about 600 members. There are about 700 or so now," says Fenner. "It really gives students a leg up with things."

The mandate of supporting mature students was taken up by ACPAPS when it started in 2007, but YUMSO continues to thrive, often working in concert with ACPAPS. Fenner served

with ACPAPS as its first student adviser and prior to that was hired by Student Community & Leadership Development on contract to help organize the first University-wide orientation for mature and part-time students. He is currently a member of ACPAPS's Advisory Board.

Fenner hopes to broaden the reach of mature students through his latest project – the Canadian Assembly of Mature Student Organizations, which he got off the ground last year and is now developing a Web site for. It will be a place where mature student organizations from universities and colleges across the nation can come together and share their expertise, experiences and challenges. "I'm a self starter," he says. "So I saw a need to gather and share information."

When it came to *Existere*, housed at Vanier College, Fenner realized the journal, which had gone by the wayside, had a lot of potential. It is an up-and-coming journal, publishing work from York students as well as from writers as far away as Asia, Africa and Europe. Montreal-based poet Rebecca Leah Păucaru, whose work appeared in the spring/summer 2009 edition of the journal, has had her poem selected to be published in the upcoming 2010 anthology of *The Best Canadian Poetry in English*, edited by poet Lorna Crozier and published by Tightrope Books. "It's the first time we broke into that kind of thing. We're really quite tickled by that," says Fenner.

Existere is more than a journal; it is an opportunity for students to gain some

experiential learning, says Fenner, who is also the publicist for the annual Words Alive Literary Festival. "It gives them an opportunity that they wouldn't necessarily get through normal school activities. It's not a product of their studies, but it is a collaborative effort. It's important enough that it contributes to Canadian culture."

He hopes *Existere* will one day become one of the leading literary journals in this country, but for now he is pulling back and letting other students take over as he concentrates on his new studies. He will begin a master's degree in the new Graduate Program in Science & Technology Studies at York in the fall, while working at York International.

So what did Fenner get out of his involvement? (He stopped counting, he says, after 2,000 volunteer hours.) "I got the satisfaction of creating something that was useful to people. The mature students' profile has been raised and is being given more attention, and with *Existere* – it is spreading York talent and skills beyond our borders."

As Poser says, "Edward stands as an excellent model of what tremendous success can be accomplished when someone is fully engaged in curricular and extracurricular life." A perfect fit for the Murray G. Ross Award.

Thanks to York University's daily online newsletter Yfile for giving Learning Curves permission to reprint this article here. It originally appeared in Yfile on June 15, 2010.



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School Trustees state their positions on adult education

Continued from page 6

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Every person living in Canada should be able to read and write English or French and should be able to use a computer. The Ontario government should increase funding for such programs and the TDSB should make these and other adult education courses readily accessible to everyone who needs them, with both day and night classes to accommodate everyone. I fully support using schools as community hubs to provide day classes to children and night classes to adults. I oppose school closures for any reason and would like to integrate adult learning with existing childhood education programs while keeping schools open. I would press Ontario for more funding to accommodate the needs of Toronto with its high number of new Canadians and high cost of living. I believe adult learners should have a trustee representative at the TDSB. For more information, see my website at <http://michaelsims.ca> ?

Ward 11 St. Paul's

Shelley Laskin

shelley@shelleylaskin.ca

I support learning from the cradle to the grave. My own father earned a B.A. through distance education at the age of 80. I fully support the TDSB offering literacy and basic skills courses, ESL courses and high school credit courses to enable adult learners attain their educational goals within its available resources.

But it is essential that different levels of government look at breaking down silos to maximize options and opportunities for adult learners. It is my hope that recommendations arising out of the TDSB staff report in September 2010 on how the Board can begin to properly support the social, emotional and physical needs of adult learners can be implemented. In addition, the TDSB offers General Interest programming that help keep adults and seniors active. These courses are also essential for a healthy population and should be in full service schools to meet the needs of the entire community.

Ward 11 St. Paul's

Adam Chaleff-Freudenthaler

adam@adamcf.ca

Adult education has provided the opportunity to succeed for my family so I am acutely aware of the need for all levels of government to support lifelong learning. Given the role adult education plays in settling newcomers in Canada and ensuring they succeed, I believe that the federal government has a responsibility to be true partners in the delivery of many of the services within adult schools.

But the real responsibility to do better

for adult learners lies with the provincial government. A significant portion of adult learners fell through the cracks as younger students. To expect that these students can succeed while being funded at approximately one-third the rate of students in traditional elementary/secondary schools is foolhardy and can only serve to make Ontario weaker. For these reasons I will be a dedicated advocate – working alongside a strong Toronto Adult Students' Association – for the funding needs of adult learners.

Ward 14

Murphy Browne

416-832-6446

www.electmurphybrowneward14.blogspot.com

The Ontario government's flawed funding formula for education is woefully inadequate to address the needs of Ontario's learners which includes adults who are newcomers, seniors or those returning to school for various reasons. As Trustee I would prioritize pressing the government to fix the funding formula because since January 1998 (Bill 104) this funding formula has wreaked havoc with our education system.

I would make it a priority to ensure that if a school is slated for closure a committee is struck, with accessible public consultation, to thoroughly research the building's viability to become an adult learning centre and a community hub since in some neighbourhoods our schools are the only spaces which have that potential.

As trustee I would press for the Toronto District School Board to reconsider the recommendation of the Program and School Services Committee and develop a new agreement with TASA that will work for all parties

Ward 21 Scarborough-Rouge River

Shaun Chen

416-893-9802

www.shaunchen.ca

"Each and every individual, regardless of age, has a right to education. As a trustee, I will continue to promote adult learning and advocate for continuing education centres at every opportunity. It is the socially responsible thing to do. Now more than ever, lifelong learning is needed in a knowledge society increasingly depending on technology. There is also more demand from an aging population for educational opportunities. In Toronto, one of the most diverse cities in the world, this includes new immigrants who require ESL to further their education or employment.

At the Toronto District School Board, there is great potential to build on existing adult programs such as credit courses, ESL and general interest classes. Doing so will require a commitment by the provincial government to fully fund adult education. Thus far, the province has provided a whole lot of talk, and a lot less cash."

Learning Curves is looking to hire an advertising representative

The advertising rep will have the computers skills necessary for publishing, sales and marketing, and would be suitable for a retired professional. **Duties will include the following:**

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- 2- Contact established advertisers with a sales pitch adapted to the content of each issue and individualized for each advertiser.
- 3- Research and contact one sector of providers of adult learning for each issue.

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Lisa is an ESL teacher and a TESL Ontario approved teacher-trainer who loves travelling, drawing, power walks and Starbucks. She completed her **Certificate in Teaching English as a Second Language (CERTESL)** from the Centre for Continuing & Distance Education and now teaches international students and ESL teachers-in-training at the University of Saskatchewan Language Centre. Congratulations Lisa—on all your successes!

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GET YOUR HIGH SCHOOL CREDITS- LEARN ENGLISH LEARN IN CLASS AND ONLINE- LEARN FOR FUN AND WORK

Continued from Page 1

High School

School Boards in Toronto, and the GTA offer adult day credit programs and evening credit classes to adults, so you can pick up your high school diploma. These programs and phone numbers are listed on the Neighbourhood Learning list opposite. These classes are term-based.

Or you could get your high school credits online and through distance education at the Independent Learning Centre (ILC). ILC is designated by the Minister of Education to offer high school credit courses online and in print; in fact, you can earn your whole high school diploma this way. Phone 416-484-2704 or visit www.ilc.org to learn more. ILC has continuous intake and a flexible schedule, so you start immediately and you can go as fast as you want or slow down if you have to deal with a family or work crisis.

ILC is also the only provider of the GED testing program in Ontario, which is another way to get your high school equivalent. Successful test writers will be granted a high school equivalency certificate.

Admission criteria for programs often say that a high school diploma is required. But adults should note that though high school would help you prepare for the academic demands of a college course, as an adult you do not have to have a high school diploma to be accepted by a college or university. If you are over 18 and out of school for a year or more, you can be accepted as a mature student without a high school diploma.

If you never had a high school diploma, you can apply as a mature student. If you have a high school diploma from another country, the colleges have lists of high schools from all over the world that they accept as equivalent to the high schools here. All colleges have upgrading programs and they are free.

College Academic Upgrading- Free

These upgrading courses can be taken by all: newcomers, those educated here and high school drop outs. You are tested to see if your English, math and science background is sufficient to do a college course.

They are free programs listed under Academic Upgrading which are listed in the Full-Time Programs calendar (day) Call George Brown School of Work and College Preparation 416-415-5000 Ext. 3560. One of the main sites at Seneca for Academic Upgrading is Seneca Yorkgate 416-5050 Ext 4772 but there are quite a few others. Ask Yorkgate for a site closer to you. Centennial College calls this program Career and Work Transitions. Call 416-289-5000 Ext. 7022. Humber calls this program Academic Upgrading. Call 416-675-5522 Ext 4905. At Sheridan it is called the Workforce Development Program 905-845-9430 at the Skills Training Centre. Durham College calls this program ACE (Academic and Career Entrance) Call 905-721-2000.

You can do these ACE courses online www.acedistancedelivery.ca

University Bridging

Bridging programs are offered to adults over twenty who do not meet the admission criteria for university. By earning a certain percent in your course work you can be admitted to a part time or full time university program,

Call the Academic Bridging Program at University of Toronto, Woodsworth College 416-978-7487. Call the Pre-university studies program at York University, the Division of Continuing Education in the Faculty of Arts and Sciences at 416-736-5616. At Ryerson by doing well in the open admissions courses offered through its School of Continuing Education, you prove that you have the background to be admitted. For newcomers admission criteria for English can be earned through the ESL university programs, instead of doing a TOEFL test. See description of these later in this article.

English for Newcomers

ESL-English as a Second Language LINC- Language Instruction for New Comers.

Actually we think ESL hardly describes the real situation as many newcomers today have learned several languages. So English is often a third, fourth or fifth language. Many newcomers are truly global citizens who are now settling in Canada.

Students often ask: “What is the difference between LINC and ESL?” Well, LINC gets federal funding (Canadian government) while ESL gets provincial funding. Through LINC, you may qualify for TTC tickets and child-care but you must be a landed immigrant; no refugees or full citizens are allowed to take LINC courses while ESL courses will take landed, refugees and citizens. If you attend ESL, social assistance will help with a Metro pass and subsidized child care if possible.

To add to the confusion, LINC programs are now administered by the Ontario Ministry of Citizenship even though the money still comes from the Canadian government. Never mind this – where can you learn?

Schools or Community programs

In Toronto and the GTA close to half the residents do not have English as their mother tongue. So English courses are plentiful; in fact, for newcomers choosing a course can be overwhelming. Usually the first place you learn is recommended by a friend, then as you get settled you start to shop around. Most English

is taught in class, ESL in schools and LINC largely in community groups. If you go to the web site, learnspeaklive.ca, you will find a list of LINC programs. The Neighbourhood Learning opposites list gives the phone numbers and websites for the school boards.

Online

You can learn through distance education at the Independent Learning Centre mentioned above which also offers ESL courses, credit and non-credit. For these you need a volunteer tutor, so maybe that nice neighbour who has been helping you, may want to help you work your way through one of these courses.

High school

Many newcomers choose to go to adult high school as they like the more structured learning of a credit course. They also want to apply their English to a particular subject like social studies, math, or science.

Libraries and Web Sites

You can learn independent of a class by using the public library and web sites. Many libraries have ESL Conversation Circles which are listed in the What's On guide to programs at the libraries. Public libraries have large collections of ESL resources, taped stories, grammar books which you can borrow. As, well the Web has many free web sites that will help you learn English. Just punch ESL into Google

Free and Fee-based.

Schools, community groups, libraries and web sites are places you can learn English for free. Colleges have ESL courses with fees. They also have the free Academic Upgrading for College Education courses. See the earlier description of these courses. ESL at Universities are fee based but you can bypass the dreaded TOEFL test by taking their program. Private language schools have fees.

Colleges ESL

Colleges offer ESL programs but usually require ESL or LINC Level 5. However they test all students, so if you do well on the test, it doesn't matter if you have been placed at Level 3 in an ESL or LINC program. ESL or English classes listed in the Continuing Education calendar (night and weekend) usually have a fee.

Universities

Universities offer ESL courses too. Here there is a fee. But, if you obtain a certain mark in their ESL programs, you can bypass the TOEFL test.

Call the English Language Program at the School of Continuing Studies at the U of T. at 416-978-5104. Call York University English Language Institute at 416-736-2100. Call the G. Raymond Chang School of Continuing Education at Ryerson University at 416-979-5036.

Language Schools

Private language schools are listed in the Yellow Pages under Schools-Languages and charge fees.

Continued on next page

Learning for Fun

General Interest

There is a growing number of general interest classes, largely from the baby boomers. The boomers, born after WWII, are now looking for interest courses for fun. These courses include painting, music, languages, exercise, computers, dance, digital photography, crafts, anything from art to yoga. Many newcomers take these courses for fun and to practice their English with native speakers. All adults enjoy learning for fun.

The TDSB has a large program of GI courses. See www.learn4life.ca. Also the Toronto Recreation Centres have GI courses. Go to the library and ask for the Toronto Fun Guide. The public libraries have more than books; they also have a general interest programs. Ask for their What's On guide. All these programs are low cost or free. At the schools and recreation centres there is reduced fee for those on a low income.

In the college continuing education calendars you can find lots of these types of courses, but there is a tuition fee. In George Brown's calendar look under Computers, Fashion and Jewellery, Photography, Culinary Arts, Languages, Lifestyle and Special Interest. Jewellery and Culinary are specific to George Brown but all colleges offer the others. George Brown does have special courses in Dance in their Lifestyle area. Other colleges have their special areas like Humber's Arts and Performance, Horticulture, Fitness and Recreation. Sheridan under Arts and Design has art programs in drawing and painting and craftwork with ceramics, wood and glass. At Centennial under Lifestyle and Leisure, there are eight courses, yes eight, on Home Renovations. At Durham under Life and Leisure, you learn home sewing.

The School of Continuing Studies at the U of T. has a Creative Writing program that is well recognized as does Continuing Education at Ryerson University. Ryerson also has a well recognized photography courses for the serious amateur.

Shop around. It's like looking through the IKEA or Sears catalogue for something that suits your fancy. You can find gems like the Opera Courses at the TDSB where you can learn to sing Opera.

The Ontario College of Art and Design www.ocad.on.ca offers numerous workshops through Continuing Education.

Liberal Arts

You may be interested in liberal arts courses like history, philosophy, sociology, psychology, world religions, art history, literature, economics, and so on – to become better educated, more aware and a better global citizen.

You have to work a little harder to find these ones. In college continuing education calendars they are listed under Liberal Studies or General Education. At Ryerson they are listed under the subjects headings.

A lot of these courses are offered online through distance ed. So instead of surfing the net or watching the latest reality show, you could pick up a course online in art history. In fact you can take distance education courses from any college in Ontario. Go shopping for these courses at Ontario Learn www.ontariolearn.ca.

Liberal arts courses are really the forte of the universities. But universities do not have open admissions courses, except for their continuing education departments. You need to apply as a Special Student, just to take one course without being admitted to the program.

You need to shop through the Faculty of Arts and Sciences calendars at the U of T and York and the full time calendar at Ryerson in subject areas like Arts and Contemporary Studies, or Political Science, Economics, etc. Many of these courses will be offered in the day but some will be at night.

The individual universities offer online course but there is a website for distance ed courses offered by universities from all across Canada. www.distanceedcanada.ca.

"Streaming" is a new word that could be considered part of the distance education options. Here you are enrolled in a class room based course, but the lectures are streamed. You can watch the lectures on line at home in the coffee shop as they are happening.

For seniors, there are free or low costs general interest and liberal arts courses. See our web site, www.weacanada.ca for the May/June/issue of Learning Curves for the article, Seniors' Learning in the 21st Century.

Continued On Page 19

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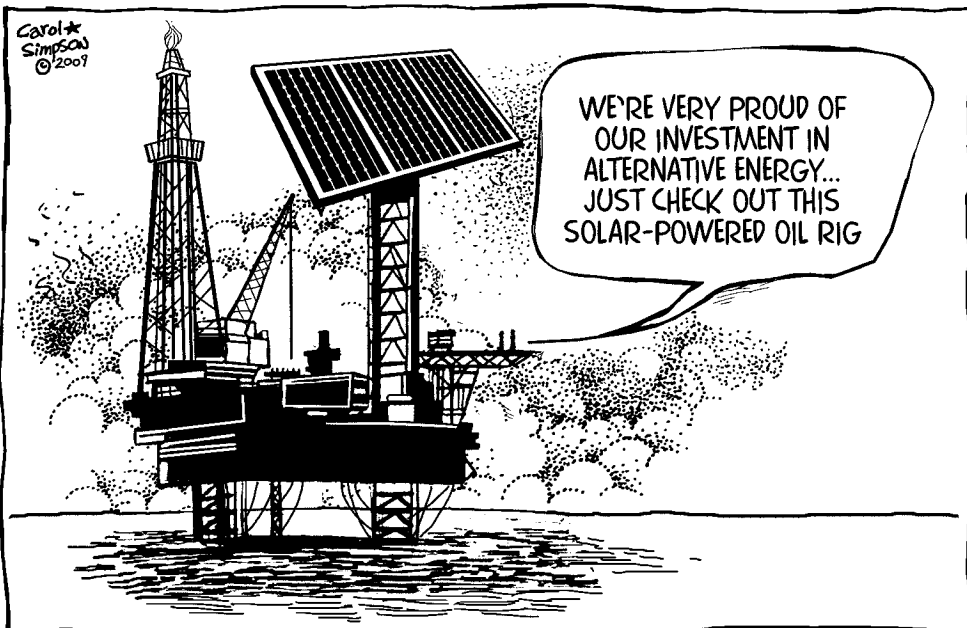
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Athabasca University

Toronto Catholic District School Board Enhanced/Specialized Language Instruction

By Joanne Hincks

Newcomers face many challenges after arrival in Canada and one of those involves career decisions. Internationally trained teachers often have difficulty finding information and direction in order to make career choices. While the Ontario College of Teachers provides information and services to internationally trained teachers wishing to get certified to teach in publicly funded elementary and secondary schools, teachers wishing to start or continue a career in adult ESL are often unsure and confused about the need for and types of accreditation required.

The Toronto Catholic District School Board's Adult Education Program has developed a course designed to help newcomer teachers clarify the steps they need to take to resume their careers.

The course consists of three components: 200 hours of in-class language training, a 25 hour work placement and 10 hours of professional development both online and in person. These three components run

concurrently in each ten week session.

Program features include prior learning assessment and individualized career path development, higher level language instruction, professional development opportunities (networking, workshops, conferences, courses) job preparation specific to the teaching sector, and a work placement in an ESL classroom.

The course is held twice yearly (spring and fall) at St. Leonard Adult ESL Centre located in Toronto at Leslie and Finch. The next session begins on October 4 with registration opening on September 7. For more information, call us at 416-397-6959 or read more at www.tcdsb.org/adulted (go to "Find a Class"). For information on all TCDSB Adult Education Program classes and newcomer services, call 416-397-6699 or visit our website www.tcdsb.org/adulted. Our thanks to Citizenship and Immigration Canada and the Ontario Ministry of Citizenship and Immigration for funding this project.



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Continuing Education Department

Adult Education Program

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ESL - English as a Second Language

SLT - Specialized Language Training

ELT - Enhanced Language Training

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www.sheridaninstitute.ca/ce

Halton Catholic District School Board
Oakville Adult Learning Centre
905-849-7555
www.haltonalc.com

MISSISSAUGA

UTM University of Toronto Mississauga
905-828-5400
www.utm.utoronto.ca

Erindale College
School of Continuing Studies
416-978-2400
http://learn.utoronto.ca/utm

**Peel District School Board
Adult Education Centre –South**
905-270-6000
X420 Credit
X400 ESL
www.peelschools.org/adult_ed

**Dufferin Peel Catholic
District School Board**
905-890-1221

Brian J. Fleming Centre
905-891-3034
www.dpcdsb.org/CEC

Apprenticeship Office
905-279-7333

BRAMPTON

Sheridan College -Davis Campus
905-459-7533
www.sheridaninstitute.ca/ce

**Peel District School Board
Adult Education Centre North**
905-791-6700
Dial 1
X6400 Credit X6300 ESL
www.peelschools.org/adult_ed

**Dufferin Peel Catholic District
Board of Education
St. Gabriel**
905-890-1221
905-362-0701
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**Centre for Education and Training:
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905-949-9900 X2005
www.tcet.com
www.hbiccollege.com

YORK REGION

**York Region District School Board
Adult Day School**
905-884-2046
ESL
905-731-9557
General Interest
905-884-3434
www.yrdsb.edu.on.ca

York Catholic District School Board
905-713-1211
www.ycdsb.ca/departments/ACE

**Seneca College
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www.rotman.utoronto.ca

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www.ryerson.ca/ce

George Brown College
Part-time Programs
www.coned.georgebrown.ca

**Centre for International and
Immigrant Education**
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www.georgebrown.ca/centres/
immigranteducation

**Centennial College
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www.ce@centennialcollege.ca

**Toronto District School Board-
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City Adult Learning Centre-Credit
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www.calonline.net

Bickford Learning Centre-ESL
416-393-0528
www.ESLtoronto.ca

Jones Avenue Centre-ESL
416-393-9645
www.ESLtoronto.ca

Central Tech- General Int.
416-338-4111
www.learn4life.ca

Toronto Catholic District School Board
416-222-8282 Ext.2499
www.tcdsb.org/continuinged/

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www.michener.ca/ce

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www.scasonline.com

Highbrook Learning Centre-ESL
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www.highbrookesl.ca

Durham Business and Computer College
416-724-1053
www.dbcc.on.ca

Starting Over

By a Former University in the Community Student

My heart pounds loudly in my ears as I walk down the hallway of Woodsworth College at the University of Toronto. My mouth dry, my palms sweaty, this is my first encounter with academia.

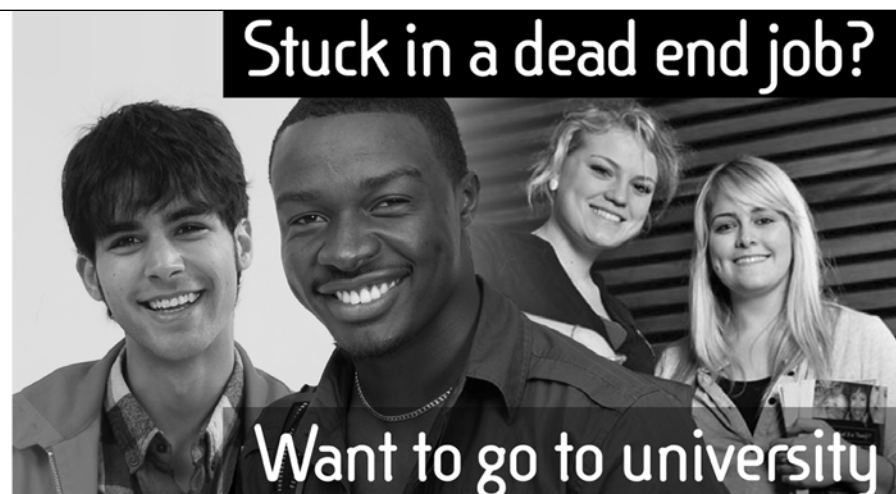
I am enrolled in a class through the University in the Community program offered to me at no cost. This is the only avenue available for me to gain exposure to a university level course. I still cannot believe I am actually embarking on a course in English Literature, a subject I love, at Canada's most reputable university.

I swallow hard, take a deep breath, and enter the classroom for the first time. The professor teaching the course has a Ph.D. in English Literature and I now have access to the same quality of instructor as the mainstream, traditional students. The professor treats me as an equal. Dr. English Literature provides the class with a list of questions regarding the literature we are studying, offering his

feedback should we choose to submit our written answers. This is not a requirement of the course but I recognize this as a great opportunity for me to receive a high quality critique of my written analysis. I decide to answer the questions.

Fast forward in time another year. My mouth is dry, my palms sweaty, as I enter my first class as an Academic Bridging student at the University of Toronto. Bad luck and bad decisions stalled my pursuit of education as a conventional student. I always thought it was too late for me to pursue my dream of becoming a writer. Now a mature student, my cynicism wanes. My hope for the future revives with this opportunity. I am highly motivated to educate myself. I will discover first hand if education truly is the great equalizer in society. The most important lesson I am learning is that it is never too late to start your life over again.

-A Mature Student



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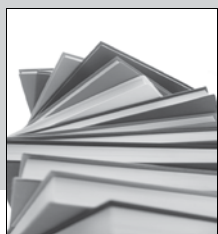


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**EMPLOYMENT
ONTARIO**

This Employment Ontario project, program or service is funded by the Ontario Government

SHOPPING FOR COURSES THIS FALL

Continued from Page 15

Learning for Work

Credit Courses at Colleges, Universities Learning for work is one of the prime motivations for going back to school as an adult. Getting a Certificate, Diploma, Degree, Certification from a professional association like the Canadian Payroll Association or a License in a trade, are what adults spend years going to night school to do. In fact, if you survey a college or university campus at night it is busier than during the day.

College and university Continuing Education programs usually have open admissions, but if you go part-time to the full time programs in the day you have to meet admission criteria. See section on High School at the first of this article as you don't need a Canadian high school diploma, you need the equivalent. Understanding what the equivalent part is important as you can waste years doing courses you didn't have to do. Nevertheless, to go through and admissions process takes time so you need to start months ahead of when you want to study.

You can apply directly to a university or you can work your way into a university program that is partnered with a college. You can take several open admissions course at night then transfer these to college diploma

in the college. By checking the course codes you can usually tell which CE courses are equivalent to the day ones. Colleges have partnerships with universities so you can earn a diploma from the college and a degree from a university over a four year period. Two years of your diploma program is credited towards a four year university program. So you could start in a Certificate program at night, move to a Diploma program in the day, then a Degree program at either the College or University.

This partnering between colleges and universities is very confusing for many newcomers as in their educational systems college and university education is quite distinct. So they overlook the college options of working your way up to a university program.

If you are interested in medical technology there is a special institute for that the Michener Institute of Technology www.michener.ca/ce

Professional Associations

Colleges and universities also partner with professional associations. To be considered a professional in a certain field you often earn a professional designation. In the February March issue of Learning Curves, we did an overview of these partnerships.

Professional associations include the Canadian Pay Roll Association, the Canadian Information Processing Society, Purchasing Management Association and so on. See our web site www.weacanda.ca for this issue on other article on these learning opportunities. Also each college and university Continuing Education Calendar will note which Associations they partner with.

The association themselves offer courses and many are online. To find a professional association that fits your background consult the Associations Canada Directory found in most public library reference sections. You have to be a member to take their courses but the advantage is they all have job banks. If employers are looking for a payroll clerk they rarely post on Craigs List

or Workopolis; they post in the job bank of their professional association. Many newcomers do not understand that the majority of jobs are listed here and miss not only the learning opportunity but the opportunity to apply for a job.

Career Colleges

These are private colleges so the tuition is more than a public institution's which has government support, but the classes are small, the schedules are flexible and they call you by name on sight instead of asking for your student number. You can find a list of these colleges at www.ontariocollegesearch.ca

Use previous learning to get in, then to advance.

A word of advice: Use your previous education, work experience and training to get in but wait till you are admitted to a program before asking about getting credit for a course in the program which you feel you already know.

Here again is where you see the market culture of adult education at work. The public institutions receive government support if you are taking a class. If you are pushing for exemptions in the admissions process, they will think here is a student for whom we will have to develop a very individualized schedule and he/she won't count as a student in half our classes. So ask after you are admitted.

At the colleges you must be admitted for the program first before you go through their Prior Learning Assessment. Again, ask after admission. Universities do not do a Prior Learning Assessment like the colleges but you can ask for advanced standing in the program based on previous experience and transfer credit for courses you have taken elsewhere.

In the career colleges the market culture is different; you pay a set fee for the program. So if you don't need to take half the courses, the college can graduate you faster and take in a new student. They do want you to be successful in getting a job, so they will make sure you really do know the course work. But

here the learning is more individualized than class-based. So you can go as fast as you are able to in course material you understand, rather than at the speed of the class. You can speed through what you know and slow down on course work you are having trouble with.

Apprenticeship –trades training

This is one of the most affordable ways to learn. You are paid to learn on the job. A couple of months of the year you collect Employment Insurance while you attend the college part of your program. Most adults think plumber or electrician for trades training but apprenticeship training is very broad. You can do an apprenticeship on Early Childhood Education, Baking etc. The difficult part about apprenticeship is finding the employer who will agree to train you. Unfortunately the Apprenticeship Offices will not do that. They will assess for previous training levels Call 905-279-7333 for Mississauga area, 416-326-5800 for Toronto and 905-837-7721 for Ajax Pickering area.

Community based training

Like career colleges these organizations are more personal. The classes are small, they call you by name, the program is flexible. Best of all, the training is free or low cost.

In Toronto Skills for Change and Working Skills are examples of community-based training organizations. They are funded by government to service a special needs group like immigrants, or women. You can dial 211, the community information line to find one in your neighbourhood or ask the local librarian. Librarians are better than Google for finding information.

Financial Aid with Fees

Ask the Financial Aid office at the college, universities. There are many bursaries, scholarships and institution specific financial programs that you might qualify for.

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