

# LEARNING CURVES

CONTINUING EDUCATION • JOB TRAINING

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## DO YOU KNOW THE “90 – 9 – 1” JOB SEARCH RULE?

BY LISA TRUDEL

The answer is that 90% of job seekers look passively for work by applying to job postings; 9% of job seekers are actively searching for work by networking; and 1% of job seekers are making the right connections.

If you want to be part of the successful 1%, it might be time to join the “90 Day Job Challenge” that is being launched by the Centre for Education & Training, Employment Services in September. This annual “challenge” was created in 2012 to help job seekers get closer to the job market by using services offered at all of TCET’s six locations.

For example, if you are a job seeker who is seeking new motivation, you might want to attend a workshop offered by a guest speaker

who specializes in inspiration and information. Some of the topics will be on how to improve your social networking skills and how to develop your brand by creating a positive business image.

In addition to guest speakers, unemployed job seekers who qualify for services with a career specialist will be coached for 90 days to help with employment preparation and career planning. As the workplace moves from an era of steady abundance, to a time of precarious employment, the support of a career coach can become more and more important.

Whether it is learning more about how to create a powerful LinkedIn profile summary, how to ace an interview, or how to target a cover letter and resume, career specialists will

share best practices for developing job leads and landing employment opportunities.

Job seekers can also learn about career management techniques that can be used long after finding a job, so you can remain being part of the successful 1%. For example, have you ever thought about establishing a goal to eventually become a leader in your field?

If you have a goal, do whatever it takes to become a leader in that subject. Whether this means attending conferences, reading books, participating in volunteer work or involving yourself in free online professional development, learn as much as possible. Even if you don’t end up being the #1 person in your field, striving

CONTINUED ON 5



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Learning Curves readers submit their stories and are featured below. See page 5 for details on how to submit.

# SARAH’S HONOUR

## PART ONE

BY MINA WONG

One summer, I temporarily rented an apartment where two young women next door welcomed me.

“Hi, I am \*Sarah. This is my daughter, \*May”, they gently opened their door while I noisily dragged myself in, glasses smudged, hands grimy, dying of thirst.

Accepting tea from Sarah began my discovery of an extraordinary young woman’s experience of war, emigration, polygamy, single parenthood, and work injuries – all before studying psychology for a career in special education.

Over countless pots of tea in her apartment or mine, Sarah talked about her ordinary upbringing in Tehran until irreversible changes one day in 1984. Her fifteen-year-old brother, Amin disappeared, like many boys who also vanished from comfortable, protective homes, and likely rounded up as the Ayatollah’s child soldiers.

“My parents looked everywhere, but no one recognized Amin’s picture, and everything got worse”, Sarah lamented the Gulf War.

“I quit school when universities were not safe”, Sarah recalled sadly. “But what else could a teenage girl do?”

With a remote connection in Canada, Sarah’s distraught parents spoke solemnly one day about refuge for their daughter.

“My mother held my face in both hands. She cried. She said they wouldn’t make me go, but I would be safer in Toronto by marrying an older man”, Sarah remembered her difficult choices.

“It ripped me apart to tell my parents I would go. I thought, if I was okay in Canada, I could help them, or maybe keep Amin safe if they ever found him”, Sarah closed her eyes, just as she had closed a chapter on her youth back in Tehran.

Within weeks, eighteen-year-old Sarah arrived in Toronto with documents to marry forty-year-old \*\*Yousef, an office custodian originally from Tehran some years earlier.

“Yousef wasn’t ugly, or old, or rough, but I was just a girl with no one here. He tried to be nice, and I learned very fast what marriage was about. Before I knew it, I was expecting May”, Sarah summarized enormous milestones in her young life.

“May was just a baby when Yousef wanted to try for a boy. But I was always tired and we were fighting over little things like grocery bills. Then he was away a lot with another job in Oshawa,” Sarah stared at me to forewarn what came next.

“One day, Yousef moved a woman called \*\*Niki into our place. She was a few

years older than I, but very rude. She had a little boy with her. She screamed she would kill me for taking her husband. But Yousef said if we wanted peace, everyone had to get along because Niki was also his wife”, Sarah saw my distress from the harrowing details.

“Niki was Yousef’s wife back home. But they used false papers to come to Canada. Niki didn’t know Yousef married me using Canadian papers. So suddenly my husband had another wife and another child,” Sarah winced as I reeled in disbelief.

“I was really upset but I stayed calm, for May”, Sarah’s frown gave way to the determination that I often saw in her.

“I wrapped May up and we went to the police station for help. I would not live with another wife”, Sarah said firmly.

“The police Farsi worker took us to a women’s shelter. We stayed there for quite a few weeks, and then we got an apartment for low-income parents. I took May with me to English classes, and then I looked for work”, Sarah’s grimace began to relax.

“I told this nursing home I was a good worker, I would do anything, and I really needed a job”, Sarah smiled at her first negotiation for paid work in Canada.

“The job was hard but I didn’t mind. We had money for rent and food, and daycare”, Sarah was proud of her economic independence. In fact, she worked for two years at the same nursing home until an accident changed her life once more.

“One morning, I helped this woman get out of bed. I was putting shoes on her, but she fell back and grabbed my hijab for support. I twisted my neck, and then I had these sharp pains all over. A few days later, the doctor said to take a break because I had serious back injuries”, Sarah sighed at the unfortunate incident.

“I left my job and got workers’ compensation. With less money, May was still in daycare, but I needed to find a different job”, Sarah was clear about her priorities.

Sarah’s story would soon reveal a new Canadian’s resilience as she fought for success and raised a child on her own.

*To be continued.*

\* Sarah and May simply want to be known by their first names.

\*\* Names known to Sarah from personal documents.

About Mina Wong:  
A teacher of social sciences and adult education, Mina enjoys celebrating the lives and success of learners using their own stories.

# A TRUE STORY

BY AHMAD FERZHEMATYAR

As I sat there in English class, I stared at the girl next to me. She was my so-called “best friend”. I stared at her long, silky hair, and wished she were mine. But she didn’t think of me like that, and I knew it. After class, she walked up to me and asked me for the notes she had missed the day before and I handed them to her. She said “Thanks” and gave me a kiss on the cheek. I wanted to tell her, I want her to know that I don’t want to be just friends; I love her but I’m just too shy, and I don’t know why.

The phone rang. It was her on the other end. She was in tears, mumbling on and on about how her lover had broken her heart. She asked me to come over because she didn’t want to be alone, so I did. As I sat next to her on the sofa, I stared at her soft eyes, wishing she were mine. After two hours, one more Drew Barrymore movie, and three bags of chips, she decided to go to sleep. She looked at me, said “Thanks” and gave me a kiss on the cheek. I want to tell her, I want her to know that I don’t want to be just friends. I love her, but I’m just too shy, and I don’t know why.

The day before the prom she walked to my locker. “My date is sick” she said. “He’s not going to go.” Well, I didn’t have a date, and in seventh grade, we had made a promise that if neither of us had dates for our high school prom, we would go together just as “best friends”. So we did. After everything was over, I was standing at her front door step! I stared at her as she smiled at me and stared at me with her crystal bright eyes. I want her to be mine, but she doesn’t think of me like that, and I know it. Then she said, “I had the best time, thanks!” and gave me a kiss

on the cheek. I want to tell her, I want her to know that I don’t want to be just friends, I love her but I’m just too shy, and I don’t know why.

A day passed, then a week, then a month. Before I could blink, it was graduation day. I watched as her perfect body floated like an angel up on stage to get her diploma. I wanted her to be mine, but she didn’t think of me like that, and I knew it. Before everyone went home, she came to me in her robe and cap, and cried as I hugged her. Then she lifted her head from my shoulder and said, “You’re my best friend, thanks” and gave me a kiss on the cheek. I want to tell her, I want her. Why?

Now I sit in the church pew. She is getting married. I watched her say, “I do” and drive off to her new life, married to another man. I wanted her to be mine, but she didn’t see me like that, and I knew it. But before she drove away, she came to me and said, “You came!” She said “Thanks” and kissed me on the cheek. I want to tell her, I want her to know that I don’t want to be just friends, I love her but I’m just too shy, and I don’t know why.

Years passed, I looked down at the coffin of a girl who used to be my “best friend”. At the service, they read a diary entry she had written in her high school years. This is what it said: “I stare at him wishing he was mine, but he doesn’t think of me like that, and I know it. I want to tell him. I want him to know that I don’t want to be just friends, I love him but I’m just too shy, and I don’t know why. I wish he would tell me he loved me!” I wish I had too... I thought to my self, and I cried and said, “Me too, I’ll love you til I die.

# A BRUSH WITH FAME

BY SUBHASHINI KHETARPAL

I had retired 5 years ago. That left me with no choice but to sit at home and get bored. I could have done so many things but everybody discouraged me. ‘At your age?’ ‘So I spent my time reading books, watching each and every series on TV, and surfing the internet. Still I was restless. I wanted to do something meaningful.

A long time ago when my husband was in service, I was a member of Counselors’ Spouse Association. Once, the Association had taken us on a tour of the University of Toronto. The ambience of the University was mesmerizing. The lecture halls, labs, and the library were so inviting that I envied those who were studying there. The memory of that tour stuck in my mind. Alas! I wished that I too were a student of the University of Toronto. Sadly, time and age were not in my favor.

Nothing is worse than idleness. My inner self was at war with myself. “Should I go to university?” “No, it would be ridiculous. Then what about my dream?” I was in a dilemma.

Time was at my disposal. There was no financial constraint either. These two factors prompted me to plunge into action. I garnered courage and enrolled myself for a Master’s degree in English at the University of Toronto. There was no looking back. I forgot about everything else. This time I was

studying for pleasure not under pressure. The Master’s programme is very demanding. But I had no doubt about my coping ability. That is how my journey to university started.

I would leave home at seven in the morning. After classes I would sit in the library and study. It was purely a labour of love. I used to be the last one to leave the library. For the following two years I was lost in the world of books.

I was rubbing shoulders with the young talent. Since my retention power was not that strong; I had to struggle harder.

But in a jiffy it was time for convocation. On graduation day, I don’t know how the media had dug it out, journalists and photographers made a beeline to me to interview and photograph me. The next day it was the headline news In the Globe and Mail.” Granny Graduates.” The Toronto Star had printed my biography with the caption, “Septuagenarian woman graduates from University of Toronto.” The TV channels were flashing my photograph: “Learning has no age bar.” I am so elated and thrilled. Suddenly my husband woke me up and I realized that I was just dreaming. So what? It was a brush with fame, after all. The whole day I was basking in newfound glory. though surreal, it was fulfilling.

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## OPENING ACCESS TO UNIVERSITY

**T**here is a way. Just ask Roberta Miggiani, a former high school dropout who is now a graduate of the University of Toronto. She took a job in business when she was 17 but came to realize that she had little chance of advancement without a university degree. “I always wanted to pursue post-secondary studies,” she says, “but never thought I would have the opportunity.” Then her life changed when she discovered the Academic Bridging Program at Woodsworth College, University of Toronto.

The Academic Bridging Program offers a “second chance” to non-traditional students, like Roberta, to explore and pursue a post-secondary education. Lately it is also addressing the so-called “gender gap” in education—the declining number of male students. Today more than half of the students in the Program are young men who want to turn their lives around. Those who successfully complete their Roberta foundational Bridging course are automatically admitted to the Faculty of Arts and Science with one full credit toward their U of T degree. Financial assistance is also available to help cover expenses.

“The Bridging Program offered me a chance to prove that I could succeed in

university despite my lack of educational credentials,” says Roberta, “and I discovered a passion for learning.” This last June received an Honours Bachelor of Arts degree with “high distinction” from the University of Toronto and is now assisting in the Woodsworth College Registrar’s office with Academic Bridging inquiries. As she says, “I can call upon my own experiences to help prospective students make the transition to university studies—I am proof that non-conventional students can thrive and compete and, in the end, demonstrate our academic worth.”

Roberta says she can’t say enough positive things about the Bridging program and how it supported her, from financial assistance to academic as well as personal advice and adds: “I encourage anyone who has imagined themselves in a university environment to investigate the Academic Bridging Program and see what it may hold for them.” There is still time to register for the fall 2014 term. For information, check out the website: [www.wdw.utoronto.ca/bridging](http://www.wdw.utoronto.ca/bridging) or phone the Bridging office at 416-978-7487 where you can talk to Roberta.

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# ARE YOU A PARENT THINKING OF GOING BACK TO SCHOOL? FIVE THINGS TO CONSIDER

BY SHAWNA MARLAY

**M**aking the decision to return to school isn’t an easy one, especially if you have children. Raising children requires a lot of time, patience, energy and money. Juggling parenting with school work is a big responsibility that requires detailed planning. There are five things that you should consider before deciding to go back to school, especially if you are a parent.

### 1). Paying for School

First of all, you must establish how you are going to pay for school. Obtaining a post-secondary education can be quite costly. According to, a CBC News report released September 11, 2013, the average tuition fees in Canada in 2012-2013 totaled \$6,348 and are expected to hit \$7,437 in 2016-2017. These figures do not include the cost of books, course materials or living expenses, such as rent, food or transportation. If you do not have enough money to cover these costs there are options to help you pay for your education such as government student loans, grants, bursaries and scholarships. To find out what programs you qualify for visit [www.fcac-acfc.gc.ca](http://www.fcac-acfc.gc.ca) and click on “paying for post-secondary education”. This is an official Government of Canada site where you will find everything you need to know regarding how to budget and pay for your education.

### 2). Childcare issue

If you have a preschooler, childcare is of utmost importance. Taking on the role of a full-time student requires a lot of time and dedication. A reliable child care provider is important for your success. The last thing you want is someone unreliable causing you to miss classes and fall behind in your school work. Unfortunately, the cost of daycare can be a roadblock for some. There are licensed and unlicensed child care services available in Toronto with fees ranging anywhere from \$800 to \$2,000 per month per child. While licensed centres tend to be more costly than private unlicensed providers there are various factors to consider.

An unlicensed provider is not regulated by the City and therefore does not undergo regular inspections to ensure the safety and security of your child. It is therefore important to research and weigh your options. If money is an issue, help is available from the City. The City of Toronto offers subsidized child care for those who qualify. You must apply in order to be considered for this service and there is a wait list. The sooner you apply the better. Information about child care can be found at [www.toronto.ca](http://www.toronto.ca). Organizing child care before starting school will minimize stress and maximize your chances of academic success.

### 3). Budgeting Your Time

You will also want to consider how you will spend your time. For each course you take you should budget time for studying and completing assignments. The amount of time you set aside for each course will depend on the subject and your prior knowledge (if any). Opinions vary regarding how much time should be set aside for reviewing course material but a good place to start is an hour of review each week for every hour you spend in class. Classes are generally 3 hours long per week so you should budget at least 3 hours a week to review material plus time to work on assignments (i.e. essays).

You will want to have time with your family too, and if your child is involved in extra-curricular activities, you need to fit that into your schedule as well. You should take into account not only the time spent taking your child to and from these activities but also the physical effects on your body. Make sure you have time in your schedule to rest and recuperate to avoid burn out.

### 4). Support

The fourth consideration is your support system. It is extremely helpful if you have the support and encouragement of your friends and family. Their decision to support your return to school can help you reduce stress and relieve anxiety. Getting into the habit of being a student requires a change in your lifestyle as well as your schedule. Therefore your decision does affect those around you. The person whose support you need the most is your spouse/partner. If

this person is opposed to your decision to go back to school, you will have to contend with negative feelings that could lead to arguments, which will drain your energy and weaken your motivation. The support of your partner is not mandatory but it helps make your transition into student life a much smoother one.

### 5). What is Your Goal?

The fifth thing to consider is your goal. What do you hope to achieve by returning to school? Whether your goal is job security or a bigger paycheck, it is important to do your research. Unfortunately having a diploma or degree does not mean you are guaranteed a job in your field or a large paycheck. Therefore it is a good idea to research positions that are in high demand and growing. Ideally you want to pursue a career you’re passionate about and that is also financially rewarding. Your education is an investment in yourself and one that should be well-researched.

Attending school full-time can be exciting as it opens the door to new opportunities and experiences. Proper preparation and planning is the key to a successful scholastic journey. Knowing who you are, where you are now and where you want to be are the first steps of that journey.

We value your opinion. Please let us know what you think about this column. Send comments to [learningcurves@hotmail.com](mailto:learningcurves@hotmail.com).

# THE “NEW, NEW ECONOMY”

In 1994 Jeremy Rifkin published a book titled *The End of Work*. He argued that globalization and automation together were making the human worker obsolete especially in North America. He claimed that in North America by 2020 there would be half the number of jobs as there were in 1994. In the years since, we have seen the dismantling of manufacturing in North America, the automation of bank transactions and other simple operations and now, according to an article in *The Economist* in May 2013, “Brain work may be going the way of manual work”. What hasn’t been automated has been offshored, all of which suggest that Rifkin was right.

For most of us the “new economy” has meant globalization, technology and job loss. For the last two or three decades, we have been told how important education is for people in order for them to participate in the new economy; however, employers have continued to invest in technology, especially automation, and continued to send their manufacturing jobs to jurisdictions where labour is cheap and environmental laws weaken with the result that fewer jobs are here in Canada despite the skills that people have gained.

Work as it used to be is disappearing. Poorly paid contract jobs are replacing jobs with benefits and security and very few private companies have a pension plan. For most workers, there is no guarantee of a secure future. The “working poor” is a relatively new term, which has become familiar to many people who never expected to lose their jobs or take a two-thirds cut in pay.

Well-educated people, many of whom went back to school because they believed that an education was the key to a lucrative career, cannot find a job for which they have trained and are working at a service job for little more than minimum wage.

If we continue along this path, the gap between the rich and the poor will increase to the point where the poor will not be able to support themselves or their families. Add to the poverty, the environmental degradation that is taking place as we continue to waste the earth’s resources by consuming what we don’t need.

But it does not have to be this way. We are actually being presented with an opportunity to change our way of life. There are a surprising number of organizations that are working to bring about transformative, systemic change and have set the term “new economy” on its head. The following information describes a few of these organizations.

The New Economy Coalition, ([neweconomy.net/new-economy-coalition](http://neweconomy.net/new-economy-coalition)) stands for everything that our current economy does not. This coalition is a network of over 100 individuals and organizations from a variety of backgrounds, from co-ops and credit unions to labour unions and investment firms. They have different emphases but they all are committed to sustainability, social justice, renewed democracy, and inclusive communities.

They reject a society that tolerates the growing gap between the rich and the poor, and they reject a society that regards success only in terms of wealth. They ignore the

damage to the environment and to society. They know our economy cannot keep expanding because our resources and our planet are finite and increasingly depleted. They are deeply concerned about the inequality in our society, which, they believe, is not just financial.

Recently a Canadian organization joined the Coalition, the Canadian Community Economic Development Network (CCEDNET) ([www.ccednet-rdec.ca](http://www.ccednet-rdec.ca)). CCEDNET “is founded on the belief that problems facing communities—unemployment, poverty, job loss, environmental degradation and loss of community control—need to be addressed in a holistic and participatory way.”

If you would like to join CCEDNET, the Canadian Community Economic Development Network, here are the details:  
Regular member - \$95  
Sustaining member - \$180  
Student/low income - \$40  
Individuals not able to pay the ‘Student/Low-income’ membership rate can request a reduced rate.

Another organization, which is an offshoot of the Institute for Policy Studies, a Washington, progressive think tank is the

New Economy Working Group ([www.neweconomyworkinggroup.org](http://www.neweconomyworkinggroup.org)). Here is part of their mission statement:

“Our work as NEWGroup begins with the simple premise that the economy is a means, not an end. Its proper purpose is to optimize the long-term health and well-being of those who depend on it for their livelihoods. Consistent with this premise, we envision a healthy planetary system of cooperative, equitable, locally rooted, rule-based market economies...”

The New School for Social Research in New York City [www.newschool.edu/nssr/](http://www.newschool.edu/nssr/) held a conference in 2013 titled *Universities for a New Economy*. The purpose of the conference was to “help launch a broader, continuing discussion about progressive economics change in the world of higher education, and inspire advocacy in this direction. It will likewise mark an opportunity for new-economy organizations and institutions such as worker-owned and self-directed enterprises to begin building relationships with the New School and broader NYC university community.” This September the New School is holding another conference on *Rethinking Economics*.

These organizations are representative of the change that is taking place in our society. Can these organizations stand up to the powerful corporations? Perhaps it is too idealistic to think so, but we have to try.

We value your opinion. Please let us know what you think about this column. Send comments to [learningcurves@hotmail.com](mailto:learningcurves@hotmail.com).

## DO YOU KNOW THE “90 – 9 – 1” JOB SEARCH RULE? BY LISA TRUDEL

CONTINUED FROM 1

toward your goal can give you a focused and clear direction that can be an excellent source of encouragement as you carry on in your career.

Another useful job search and career planning method is to learn how to create more time. Time management is one of the skills that all employers look for, so reshape this area by reviewing the time you put into your job search. For example, instead of feeling overwhelmed by your job search or complaining that you don’t have enough time in the day, realize that you can always make more time.

Start by using a “Job Search Tracking Log” to determine what tasks are truly important and which ones are insignificant. Ask yourself:

- Am I spending too much time searching job postings?
- Am I spending too little time

researching company websites?

- How much time am I putting into networking with the right people?
- What part of the “90-9-1” Job Search Rule am I in?

If you want to find out more about how to become part of the “90 Day Job Challenge” contact the Centre for Education & Training Employment Services ([www.tcet.com](http://www.tcet.com)). Challenge yourself to discuss your career planning and job search ideas with specialists who want to help you achieve career success.

*Lisa Trudel is a career specialist and can be contacted at: [ltrudel@tcet.com](mailto:ltrudel@tcet.com)*

We value your opinion. Please let us know what you think about this column. Send comments to [learningcurves@hotmail.com](mailto:learningcurves@hotmail.com).

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# Who WE ARE



## EDUCATION MATTERS

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# GOING BACK TO SCHOOL – YOU ARE NEVER TOO LATE

Summer holiday mode is over, you have turned your mind to work mode, the kids are settled in school and you have time to think about taking a course yourself, only to find the Fall term has already started at many places. What to do?

One: there are courses that have continuous intake. Two: you can start doing the ground work to get into a course in the Winter term. Winter term registration is open now at many sites, and some start registration in late October or early November. So don't put off registering for the Winter term until after Christmas holidays! This article will help you get a handle on intake-continuous, term-based, admission- required or open courses.

If starting school in the Winter term seems uninviting what with the cold and dark, there are distance education options for a great percentage of courses these days. Most of them have set term start dates, others have continuous intake.

The advantage of shopping for courses now is that the rush is over and the program officer and financial aid officer have more time to talk to you. For an overview on what questions to ask see Fall 2013 pg.2 Back to School? at [www.learning-curves.ca](http://www.learning-curves.ca) archives.

Some adults are looking to improve work skills and some are looking for courses for personal interest. We will start with the work-related courses.

## Learning for Work

### Earning high school credits or a diploma

The Independent Learning Centre has continuous intake. ILC is designated by the Ontario Ministry of Education to offer distance education high school courses and credit and non-credit courses in English as a Second Language. ILC is the sole provider of GED (General Educational Development) testing, the high school equivalency test. If you pass the test, you don't need to do all the courses.

The community-based programs that offer GED test preparation have continuous intake and are listed by city on the ILC website. Click on GED on the ILC web site and click on How to Prepare for the Tests to find a list of GED prep centres.

Call 416-484-2704 11:00 AM to 4:00 PM. Mon. to Fri. or go to [www.ilc.org](http://www.ilc.org)

The Toronto District School Board, adult day school programs have a four semesters a year, so if you missed the first intake in late August, make sure you call about the second intake in late October. [www.adultschooltoronto.ca](http://www.adultschooltoronto.ca).

Scarborough SCAS 416-396-6921  
Toronto CALC 416-393-9740  
South Etobicoke BALC 416-394-7130  
North Etobicoke EAL 416-395-3225.  
North York YALC 416-395-3350

## GTA

For an overview of public and Catholic school board programs in the Greater Toronto Area see Spring 2012, pg.10 Learning in the GTA at [www.learning-curves.ca](http://www.learning-curves.ca) archives.

## Learning English

Most ESL and LINC programs have continuous intake. As of last year, you must be assessed at

a Language Assessment and Referral Centre if you haven't been enrolled in an ESL or LINC program before. There they can also give you information on ELT Enhanced Language Training), OSLT (Occupation Specific Language Training), and SLT (Specialized Language Training) programs as well as LINC home study. These centres are run by the YMCA of Greater Toronto. Call 416-925-5462.

The centres have information on programs at the TDSB, TCDSB, colleges, community groups, so you won't miss out on a more suitable class. For an overview on these centres see Winter 2013 front pg. New! Second Language Assessment Now Centralized, Who, What, Where and When at [www.learning-curves.ca](http://www.learning-curves.ca) archives.

## Going to College, University

Most colleges and universities have term start dates but some have continuous intake. First set the dates.

Going to college or university full-time has become more common for adults. Recent studies have documented the great range of ages now present in the student body. For an overview on going back full time see Summer 2013 front pg. Changing it Up: Going Back to School Full Time at [www.learning-curves.ca](http://www.learning-curves.ca) archives. For an overview on university programs specifically for adults, see Summer 2012 front pg., Why Not U? University Access for Adult Learners at Ryerson, York and U of T (website above).

If you go full-time, most of the courses are usually in the day. You'll need to be admitted to a program of study. This takes time: getting transcripts from previous schooling, doing competency tests, maybe doing some upgrading courses, assessing the possibility of transferring credits from other educational programs, or doing a prior learning assessment at the colleges based on work experience. So now is the time to start the admissions process in order to start in the Winter term.

If you want to earn a degree at university part-time during the day or at night school, you have to be admitted to a program of study. If you are going to go during the day to earn a diploma or certificate part-time at college, you only have to go through an admission process.

The continuing education part-time evening courses at colleges have for the most part open admissions. You pay, you go. When you have done the courses required for a particular program of study, you then apply to get the certificate, diploma.

Note that you can transfer courses earned through open admissions evening models to the day programs, if equivalent. Some students first do as many courses at night as they can that can be counted towards a diploma, then do the last courses full-time or part-time during the day. They often negotiate flex time or a leave with their employer to finish programs.

There are open admission courses at the universities. We have listed the numbers for the college part-time and university continuing education programs below. Unfortunately, Fall courses have started, so start shopping now to make sure you get into the Winter term. It starts in January but you need to register before the Christmas break. If you

wait, the course could be full, or cancelled for lack of a few more enrolments from you and couple of others who waited.

Don't forget, many of these courses will be offered through distance education, so check out that option.

Whether you go part-time or full-time you will want to check out funding options. There is financial support for going part-time, so taking the time to check this out now will be worthwhile. For an overview of financial aid see Spring 2013 front pg. Ask and You May Receive, Finding the Money for Part-time Studies, [www.learning-curves.org](http://www.learning-curves.org) archives.

## Open Admissions Universities - Toronto

G. Raymond Chang School of Continuing Education  
Ryerson University  
416-979-5035, [www.ryerson.ca/ce](http://www.ryerson.ca/ce)

School of Continuing Studies  
University of Toronto  
416-978-2400, [www.learn.utoronto.ca](http://www.learn.utoronto.ca)

Continuing Education Division  
York University  
416-736-5616 <http://dce.yorku.ca>

## Open Admissions Colleges-Toronto

Centennial College  
Continuing Education  
416-289-5000 [www.centennialcollege.ca/ce](http://www.centennialcollege.ca/ce)

George Brown College  
Continuing Education  
416-415-2000 [www.coned.georgebrown.ca](http://www.coned.georgebrown.ca)

Humber College  
Continuing Education  
416-675-5505  
[www.humber.ca/continuingeducation](http://www.humber.ca/continuingeducation)

Seneca College  
Faculty of Continuing Education and Training  
416-491-5050 Ext. 22529  
[www.senecacollege.ca/ce](http://www.senecacollege.ca/ce)

## Open Admission Colleges –GTA

Sheridan College  
Faculty of Continuing and Professional Studies.  
905-845-9420 Oakville Mississauga  
905-459-7533 Brampton Mississauga  
[www.ce.sheridancollege.ca](http://www.ce.sheridancollege.ca)

Durham College  
Continuing Education  
905- 721-2000 [www.durhamcollege.ca/coned](http://www.durhamcollege.ca/coned).

## Distance Education- Continuous Intake, Open Admissions

There are colleges and universities all over Ontario and Canada offering distance education. For university courses, check Canadian Virtual University at [www.cvu-uvic.ca](http://www.cvu-uvic.ca) and for college courses check out Ontario Learn at [www.ontariolearn.com](http://www.ontariolearn.com). There are two "open" universities in Canada, Athabasca University in Alberta and Thompson Rivers University in British Columbia. "Open" means continuous intake and no admission requirements.. Open universities are more

common in Nordic countries than in Canada. For an overview of university distance education in Canada see Winter 2012 pg.15 Going Ahead With Distance Ed. [www.learning-curves.ca](http://www.learning-curves.ca) archives. The Ontario colleges' distance education courses have monthly start dates, October 1, November 1 and so on.

## College and University Preparation Courses

There is a whole sector of courses which seem almost hidden from view in the course calendars or online. It's like walking into a car dealership where the high end models are up front and the economy ones are out back.

These courses help you upgrade your language, math, science, computers, ESL skills in order to be successful in a college or university program. They are often free as they are government-funded, have open admissions, and continuous intake. They are not listed under preparation courses, for continuing education. Here is a sampling of where you can find them by looking at the Calendar indexes.

At Seneca, you can find them under the Faculty of Workforce Development Skills, on a line not under Continuing Education. Seneca does not print calendars for full-time or part-time studies.

At George Brown, these courses are listed in the full-time programs calendar, Preparatory & Liberal Studies, then School of Work and College Preparation. In Continuing Education, they are listed under the Liberal Arts and Sciences, then Mathematics and College Preparation. They are more visible in the full-time calendar than in the continuing education one.

In the Humber College continuing education calendar, they are listed under English, then English for Academic purposes and English as a Second Language, then under Mathematics where you have to know that Business Mathematics and Technical Mathematics are upgrading courses.

In the Centennial College Continuing Education calendar, they are listed under General Education and Mathematics and Languages.

In the Sheridan College Continuing Education calendar, they are listed under Communication and Languages, then English-Essential Communication Skills and Education and Liberal Studies, then General Studies.

In the Durham College Continuing Education calendar, Languages are listed in their index but this leads you to Spanish, French, Signing, etc. In the Distance Education section of the calendar, there is a box listing Academic and Career Entrance courses.

The cardinal rule as an adult student is ASK. If you think you need upgrading ask, the program staff will lead you to the right place.

For an in-depth look at college and university preparation courses see Fall 2012 issue, pg .2 Going Back to School but starting on page 3 College Prep leading to pg. 15.

## Apprenticeship

Apprenticeships are one of the best continuous intake, free, open admissions programs. For example, you learn by working (paid work) with someone who is already a licensed auto



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- Nutrition Introduction
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VAUGHAN  
Tel: 905.417.1781 x5833  
1490 Major Mackenzie Drive West,  
Unit D5, Vaughan ON, L6A 4H6

NEWMARKET  
Tel: 905.898.4455 x228  
16655 Yonge St., Unit 3  
Newmarket, ON, L3X 1V6

## EMPLOYMENT ONTARIO

## DIGITAL PHOTOGRAPHY LESSON 3: “SIMPLE FIXES” BY ANDREI SAJENIOUK

We will discuss in this lesson simple photo fixes. To illustrate our points, we will use screenshots from a free photo editor/organizer – FastStone (you can download it from [www.faststone.org](http://www.faststone.org))



Crop board in FastStone photo editor



Rotate dialog in FastStone photo editor

#### Auto Adjust

Quite often, you are not satisfied with the overall quality of the picture – its sharpness, colors and brightness. There is also a “quick and dirty” way to fix it. Many photo editing programs call Auto Fix or Auto Adjust. It is just one button you should click. Of course, you can always compare the picture before and after auto fix before you save the changes.



Rotate dialog in FastStone photo editor

#### Cropping

Cropping is taking out of the picture its central rectangle; it is up to you to define how big it is. The reason to crop is simple – you may have unwanted objects on the top, bottom, right or left sides. You are supposed to drag the area to be cropped. It is recommended to keep the original picture ratio when you are cropping; so that you won't distort it when you print the photo.

#### Rotating

Any photo editing program can rotate photos. We should differentiate simple rotations (90 degrees) and arbitrary rotations (any degree). First rotations are needed when you intentionally turn your camera before taking a picture; for instance, you want to have a portrait of your friend. The second type of rotations is needed when you turn your camera unintentionally by a small angle. So, the objects in the photo may be slightly slanted.

#### Red-Eye Removal

Usually, you are supposed to draw a circle around the red eye area and then press OK or just click on the red eye.

#### Unwanted Objects Removal

Almost any photo editing program has a special tool (it is usually called Clone) to remove artifacts and unwanted objects. You remove an unwanted object in two steps:

- 1) You specify the area from where you take the background
- 2) You paint over an unwanted object, using the background you have chosen in step 1



Before Removal



After Removal

#### Resizing

Don't confuse cropping and resizing! When you resize the picture, you don't change its overall appearance. You reduce the picture resolution, which leads to lower quality and smaller size. For instance, you may eliminate every second pixel from the photo, so, it is still the same, but it takes much less space on the Hard Disk, it is much easier to send by email and upload to the Web sharing sites.

Andrei Sajeniouk is a mathematician who has worked as a programmer. For the last 15 years he has been teaching various General Interest courses such as technology, music, films for the Toronto District School Board. PHONE: 647 344 4077 EMAIL: [computertraining@rogers.com](mailto:computertraining@rogers.com)

Please let us know what you think about this article at [learningcurves@hotmail.com](mailto:learningcurves@hotmail.com)

“Paul Willis was a friend, a mentor, and a level-headed guide during a time when the WEA needed him most. Through many long meetings I enjoyed his sense of humour.... and admired his compassion for people. Sadly missed-but fondly remembered”

—Rod Noel, Past President of WEA

“Paul possessed the skills and instincts of a leader and WEA was very fortunate to have had him as a board member and president. He was always supportive: in disagreement, always respectful, and of his time, always generous. He will be missed.”

—Gerard Nuberg, WEA Treasurer, fellow student project worker

Paul was always cheerful and positive at our board meetings and kept us on track by saying he had to leave by 8 o'clock.

—Anne McDonagh, Vice-President of WEA, and a founder of University in the Community



Paul is pictured here with Maurice Coulter, 93 years old, who was one of the heritage WEA Board members when Paul first joined the WEA Board. They were attending the 10th Anniversary of University in the Community held at Innis College, April 24, 2013, the WEA's 95th year and its 15th of publishing Learning Curves. Thank you, Paul. We miss you.

“Paul Willis and I started working for WEA on the same day. I was fortunate to meet a cheerful, hardworking co-worker who became a good friend. Paul kindly listened to me as I shared research with him. He consoled me when things did not go as I thought they should. ... As Paul's law practise grew, I was glad to seek his advice. I am especially grateful to Paul for helping my parents prepare a will and then, after my father died and when he became ill, for trying to secure more detail about his wishes. His attempts to do so were respectful and kind. I believe that he applied this approach in all his relationships.”

—Sara Rans, past WEA Board member and fellow student project worker.

# WITH THANKS FOR THE LIFE OF PAUL WILLIS

Paul Willis passed away July 20, 2014. The successes of the Workers' Educational Association, publisher of Learning Curves and a partner in University in the Community, over the past 30 years are as much Paul's story as WEA's. In tribute to Paul we give thanks for his leadership to the WEA.

In the summer of 1984, Paul had just finished law school. Previously, he had focused on his career as a musician. When he came to work for WEA on a student program, he began by staffing our community information booths, one of several learning information services for adults that the WEA developed and ran from the mid-eighties until 1997. At that time, the WEA was housed at First Unitarian Congregation on St. Clair Ave.

As part of this student project, Paul researched and wrote the report “The User Pay Policy—The Effects On Non-Credit Learning in Ontario”. The provincial funding for general interest programs for adults at school boards had been cut in 1982. In 1983 Paul found that after the cuts 90,000 fewer adult students were taking courses, a 40% drop in urban areas and a 60% drop in rural areas. Paul's work was reported in the major dailies and discussed in the legislature. Although funding

was not restored, the effects on adult learners were now documented. Paul's meticulous research and fair manner garnered candid and open feedback from those he interviewed.

Shortly after working on the student projects, Paul joined the WEA Board of Directors, along with a fellow student worker, Gerard Nuberg. They were integral to the renewal of the WEA Board. Paul's thoughtful manner, as well as Gerard's, helped the senior members work through key renewal activities.

In the late 1980's, the WEA took on another key project, funded by the federal and Ontario governments, “A Cross Canada study of Learning Information Services for Adults.” The report, “Unravelling the Tangle,” was prioritized by the federal ministry for policy consideration. Paul's calm and fair manner, and his ability to keep us all in good humour throughout a very demanding period, was crucial to the success of this major project.

In the early 1990's, Paul became President of the WEA, taking on the challenge of hosting the International Federation of Workers' Educational Associations at Port Elgin, the CAW summer school site in 1992. It was Paul's levelheaded decision-making that helped the WEA successfully

host this international event – a major feat. We were now housed at Bathurst St. United Church at Bathurst and Bloor.

In 2002, the WEA celebrated its 75th Anniversary. Paul was the Master of Ceremonies.

When Rod Noel became President, Paul remained on the Board, contributing his expertise as a practicing lawyer to the WEA governance. With the arrival of funding changes in 1997, the WEA moved from a grant-funded, staffed, individual counseling model for learning information to a volunteer-run, community newspaper for adults returning to school called Learning Curves. It was a big jump to make since Learning Curves was to be completely funded through advertising. Again, with Paul's support, equanimity, and knowledge, the WEA made this transition to social entrepreneurship. We were now housed at St. Luke's United Church, at Carlton and Sherbourne.

In 2003, renewing a partnership with the University of Toronto that began in 1918, the WEA initiated the development of University in the Community to offer university-level courses to adults whose life circumstances had limited their access to post-

secondary education. Paul's legal knowledge helped us through this development.

From the early 1980's, I worked with Paul as the WEA Coordinator, then in 1991 Karen Ferguson worked with Paul as Executive Director to 1999. Then I worked with Paul again coordinating WEA activities on a volunteer basis, after serving as the IFWEA liaison to UNESCO.

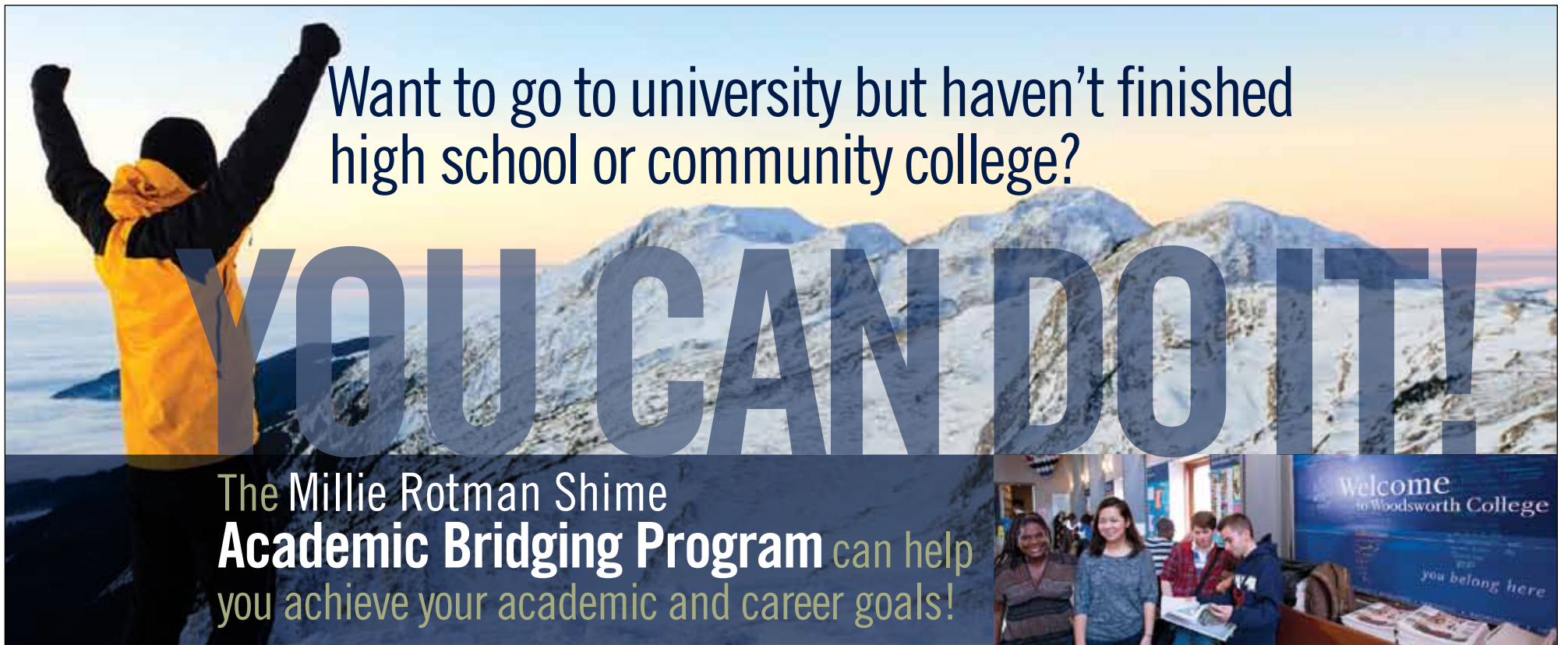
We are grateful for Paul's contribution to the WEA over 30 years at three locations: three major initiatives (The Adult Learning Line, Learning Curves, University in the Community) three large-scale projects (hosting IFWEA '92, a Cross Canada Study of Learning Information Services, updating and revising the WEA By-Laws in 2011), three coordinators, numerous board and funding transitions, multiple crises and even more successes.

On August 19th 2014, we held a WEA Board meeting. Paul was there in spirit. Our sadness was tempered by our thankfulness for all he gave to us.

Wendy Terry  
President of the WEA.

Paul was a founding member of the Counterpoint Community Orchestra, and their Concert Master for over 25 years. He was also a founder of the Lambda Business Council and President of Dixon Hall. For over 30 years, he developed and ran a family law practice with his right hand legal assistant, Deborah Visconti. He had a remarkable record of giving of himself to the community, to his clients and to his loving partner, Alex.






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# ACCESS BUSINESS COLLEGE- LEARNING NEW SKILLS ENERGIZES STUDENTS

BY WENDY TERRY



On July 19 I attended the graduation at Access Business College which is always energizing. Access Business College exemplifies the best of career colleges which is primarily the small class sizes so the

students get lots of individualized and personal attention. The college actually knows you—your name, your challenges, your goals. You don't have to come up with your student number every time you want some help or explain

your situation to someone new, every time.

On the picture opposite here is Amal, a graduating Access student and her daughters Nathalie, and Mariane. They came to Mom's graduation not vice versa. Sonia with Amal, is one of the reasons Access Business College is so successful in helping students.

The staff, faculty and Sonia take the time to understand the challenges they face, work to help them secure funding from the Second Career program or other sources. She keeps up to date on how they are doing, and mentors them in their job search. For Sonia graduating is a positive outcome for the students, and getting a job is even more gratifying.

Maria, another graduating student standing by, wanted to make sure I mentioned how helpful Berj was in helping her look for work.

Amal studied Business Administration. She told me the practical applications for business administration that she practiced with in her Word, Excel, Access, Power Point and Outlook classes were "very useful."

Several students were graduating from the Property Administration program, which is at the top of the Second Career Indicator. With all the condos going up in Toronto, property administration will

continue to create a growing labour market.

Irene Collins had studied to be a law clerk at Humber College, then worked in insurance but was laid off. She chose Access Business College to add a program in Property Administration to her working skills. She was getting financial support through the Second Career program. She liked all the individual attention she got from her teachers—Issac for computers, James for property law, and Ram for accounting. She drove in from Maple to the Access Business College every day at Yonge and Finch and said Access Business College felt like "home."

Other students I met were graduating from a program in Graphic and Web Design. Like all adult students, they brought a lifetime of learning to their new studies in graphic and web design. Valeri spoke Russian, Italian and English; Antonia was a member of the Philippine Artists Group.

The graduating students were energized and thinking about the confidence they felt in their skills, they again gave me the energy boost I get at Access Business College graduations.

Call Access Business College at 416-510-2739.



# GOING BACK TO SCHOOL

CONTINUED FROM 7

body mechanic, mechanic, electrician, plumber etc. As soon as you find an auto body shop that will take you as an apprentice mechanic you start learning. There are hundreds of skilled trades in sectors like Automotive, Construction, or Manufacturing where you learn on the job. For an in-depth look at becoming an apprentice see the Summer 2014 issue pg. 2 at [www.learning-curves.ca](http://www.learning-curves.ca)

## Community-based programs

These are not-for-profit programs which often have continuous intake. They are small and many are in Toronto and the GTA. Go to the Find Help 211 Directory on line and choose Employment and Training or Newcomers. As they are small, you will get immediate personalized help. Often their courses are free depending on your personal situation, meeting the criteria for their government funding.

## Career Colleges

These programs mostly have continuous intake. They are small privately-run colleges licensed by the Ministry of Training, Colleges and Universities. As they are small, you will get immediate personalized help. Go to the Career Colleges Ontario site. [www.careercollegesontario.ca](http://www.careercollegesontario.ca), and click on "Student: college search" to locate a college near you. Depending on your situation, there are funding programs like Second Career that will pay for the tuition.

## Professional Associations

These membership-based associations are one of the most overlooked resources for adults who are seeking work and training. Job openings are posted on association websites in job banks. If you want an editorial job, for instance, don't look in publicly accessible classifieds. Jobs will be posted on the website for the Editor's Association of Canada. For job search reasons, your membership fee is well spent. Professional associations often run courses themselves or in co-operation with colleges. These partnerships are listed in continuing education college calendars.

For an in-depth look at training and job postings that these associations offer, go to another Learning Curves website: [www.learning-curves.org](http://www.learning-curves.org). Click on "Skill Transfer for Internationally Trained" to see a series of articles on professional associations in engineering, computer technology, medicine, business and law.

The Associations Canada Directory, found in the reference section of most libraries, lists thousands of associations in every possible field.

## Toronto District School Board

The Learn4Life courses at the TDSB relate to work and interest. So we have listed them here as we move to the personal interest section of this back to school overview. For work related courses, try looking under Business and Finance, Communication, Computers. See [www.learn4life.ca](http://www.learn4life.ca)

One person's general interest course could be another's work-related one. Craft courses could be my interest but for someone else, having a gift shop is a way to make a living.

These courses are open admissions and classes start on Saturday, September 13th and the Monday to Thursday the following week.

The Winter Term registration starts November 19th, even though the classes start January 10, Don't wait though, register as soon as possible. They are popular as they are the very affordable.

## Learning for Personal Interest

At any age, we learn for interest but most of the time, our learning interests match life stages. Youth usually go full-time to prepare for worklife. In our 30's, 40's and 50's, we often study in a work-related program part-time. Recently, many adults who have been laid off go back to school with Second Career funding.

For the most part, people born after the Second World War, boomers as they are known, have driven the adult education market. I was one of the boomer women who left high school to work then came back to get a degree part-time at night. Whole colleges were organized around that cohort which now either no longer exists (Atkinson College, York U), or has changed focus (Woodsworth College, U of T). Many boomers entering their 60's are less motivated by work related learning and more by interest learning.

For a more in depth examination of this growing adult education market see Summer 2013 issue pg. 2 at [www.learningcurves.ca](http://www.learningcurves.ca). Archives.

Toronto District School Board  
As mentioned above, the TDSB Learn4Life courses can relate to work and interest. For more personal interest courses, look under Art, Crafts, Dance, etc. at [www.Learn4life.ca](http://www.Learn4life.ca).

These courses generally follow a previously common pattern of starting a couple of weeks after children go back to school. You can still get in the Fall Term.

## Free Courses

The advantage of interest courses is that many are free and they run throughout the year. In our back to school issue last year, Fall 2013, the front page article Learning for Free, gave an overview of such programs. See [www.learning-curves.ca](http://www.learning-curves.ca) archives and the Fall 2011 issue pg. 12 Learning for you, Learning for Fun on the same website.

Many of these courses or lectures are offered by local libraries, recreation centres, museums, art galleries, cultural centres, music and film festivals, poetry nights. Have a look and let your mind dream of all the possibilities.

## Fine Arts

Courses where we can express our creativity, like writing or painting, fall under the general label of fine arts. Our December 2010 issue was dedicated to articles on learning in the fine arts. See [www.learning-curves.ca](http://www.learning-curves.ca) archives.

## Liberal Arts

Courses that build your general knowledge and develop your critical enquiry skills usually fall under the general label of liberal arts (humanities, social studies, anthropology, history and so on). See March - April 2011 issue, pg.5, Finding Liberal Arts Courses, [www.learningcurves.ca](http://www.learningcurves.ca).

# TOP 5 REASONS TO ADVERTISE IN LEARNING CURVES

1. We are the only community newspaper dedicated to adult learners in Toronto and the GTA. One in every five adults participates in adult education.
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Correspondence (at home learning)  
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Oshawa Campus 905 438-0570 & 905 626-6631  
Re-engagement Program - 905 438-0570 Ext. 8448  
Ajax Campus 905 683-7713 & 905 626-6631  
Whitby Centennial Building Campus ESL & Linc – 289 481-1226  
Welcome Centre ESL & Linc - 289-481-1336  
Adult Upgrading LBS Program 905 438-0570 Ext. 8444  
International Languages 905 683-7713  
Interest Courses - 905 683-7713



**Kathleen Wynne, MPP**  
Don Valley West

Best wishes to  
all adult students  
for the 2014-15  
school year!



**Constituency Office:**  
795 Eglinton Ave East, Unit 101  
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ONE STUDENT AT A TIME

# DEAR ELCEE



**Dear Elcee is a feature in every  
issue of Learning Curves.  
Send your questions about  
education, training, careers, jobs to:  
Elcee – The WEA of Canada  
157 Carlton Street, Suite 205  
Toronto, On M5A 2K2**

*Dear Elcee*

*I am returning to school (college) after thirty years being in the workforce. The last time I attended school was in 1982 and I was fortunate enough to find work right away. I have now been declared "redundant" and plan to go back to school to upgrade my skills. Needless to say, I am scared to death. Will I be the oldest person in my class? Will everything be online? How much have things changed and will I be able to cope with this new world?*  
*Aged in Agincourt*

Dear Aged,

Well, first and foremost, rest assured, you will not be the oldest person there. Midlife career changers are returning to school in ever increasing numbers to either change careers or (like you) update their skills. You certainly won't stand out. A 2009 study by the Association of Universities and Colleges of Canada found that full-time enrolment for students of all ages had increased by more than four per cent that year, and speculated that the economy was the driving factor.

Obviously, the biggest change you will note will be the reliance on technology. My first assignments on college were in cursive (remember those), then on a manual and finally, the rented electric typewriter. We were so cool! I communicated with my classmates via the shared Dorm phone. Your access to your student information will be almost entirely "virtual". Most teachers will be providing online web references along with expecting all assignments to be done on MS Office. From submitting your application and applying for your student loan to becoming enrolled, expect that it will be web-based.

You may also be in study groups that will communicate via email and Skype. Make sure you are familiar with MS Office, PowerPoint, Skype, and the use of email and online research tools.

The level of commitment you exhibit may be markedly different from your younger peers. On my first "go round" in College it was (for me) all about the pub, boys and music (not always in that order). I could party all night and attend class the next day without a dab of under-eye concealer! Now, I don't remember so well and no amount of concealer can hide my dark shadows.

What I do have is a higher level of commitment and an ability to relate what I am learning to the "real world". I am also more focused and able to concentrate. In fact, I got better marks in college at 41 than I did at 21.

Finally, the number of resources available to assist the adult student is better now than it has ever been. Every college will have an office of student affairs where you will be able to get support for academics (study habits, tutoring), housing and mental health support (counseling).

It's a whole new world out there.

Good luck.

We value your opinion. Please let us know what you think about this column. Send comments to [learningcurves@hotmail.com](mailto:learningcurves@hotmail.com).



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