

# DON'T LET IT STOP YOU!

*shyness*

BY DEBORAH VISCONTI

I am shy. I think a lot of people have some degree of shyness, but for some of us, it can be crippling. Now that I am older, I am much more relaxed and comfortable in the world, and I am not nearly as uptight as I used to be. I am much more able to see myself and where I fit in, in a more objective, big-picture type of context.

However, when I was younger, I struggled with extreme anxiety when faced with new situations, meeting new people, participating in activities involving people I didn't know well, in fact many of the social situations we have to deal with every day. Even struggling to fit into a crowded subway car was difficult.

I like people, but it takes me time to relax around people I have never met before. I need to get to know people before I can open up. Social gatherings always found me sitting by myself in a corner somewhere at a complete loss of what to say to anyone. I wanted to join the party, but I didn't know how. The few times I threw myself out there and tried to talk to someone, it was so awkward for all concerned, I usually ended up leaving, which just reinforced my anxiety for the next social gathering.

As a working adult with two small children, I decided to go to university part time and earn a

degree in English literature. I loved to read, and going to back to school and studying English was something I wanted for myself so badly. It was more than loving to read - I love language. I love words. I love that writing, like music, painting and other artforms, describes the human condition. I started with a first-year course called "Shakespeare Then and Now". I still remember that one of the plays we studied was King Lear along with Kurosawa's film "Ran". In short, I knew I was where I needed to be.

Full-time students are socialized to the university experience through "frosh week" where new students, often new to the City, are grouped together for fun activities to help them bond and acclimatize themselves to the university community. Those living in residence also have the opportunity to meet and get to know other students. It is very different for a part-time student, especially someone



TO KEEP YOURSELF UP TO DATE, FOLLOW US ON TWITTER AND FACEBOOK FOR ALL THE LATEST NEWS.

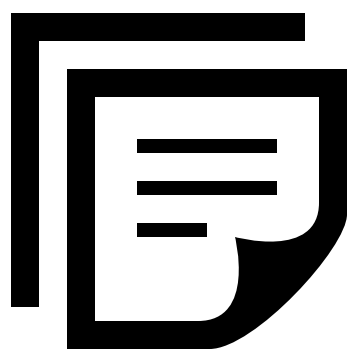
TWITTER: [LEARNINGCURVES1](#)  
FACEBOOK: [LEARNINGCURVES-WEA](#)

## INSIDE:

- REBUILDING THE FUTURE
- UITC GRADUATES
- TDSB 2014-15 ADULT STUDENT CENSUS
- GOING BACK TO SCHOOL AS AN ADULT
- RED IS THE NEW BLACK
- JAVA PROGRAMMING LANGUAGE - WHAT EMPLOYERS WANT
- DEAR ELCEE

who is shy. I showed up at class straight from work, found a seat (usually chosen using my mental checklist - not too close to the front to

CONTINUED ON PAGE 13



# COVER YOURSELF

## WITH A COVER LETTER

BY LISA TRUDEL

Do you know the "7- second rule" in job search? It means that it only takes 7- seconds for an employer to form an opinion about you when meeting you in person. This 7- second rule also applies to when you email a potential employer, or when someone reads your LinkedIn profile, or resume. It also applies to your cover letter.

The cover letter is a 7- second initial impressions and for some employers can be more important than a resume. Job seekers often ask: if the job posting states "please email your resume"

does this mean you include a cover letter too? The answer is yes.

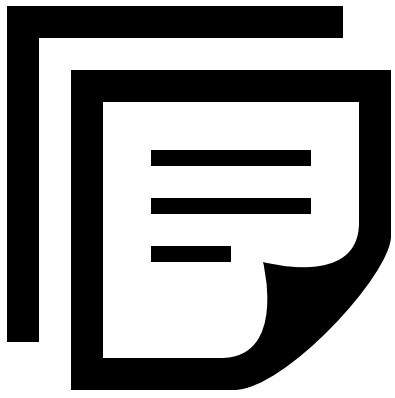
Always cover your resume with a cover letter. It is a business etiquette tradition and provides you with an opportunity to impress the reader whether you are emailing your application or adding it to an online tracking system. A cover letter is a document that introduces your resume and gives you the chance to convince the potential employer that you should be interviewed.

You can use a T-Bar Style cover letter or a traditional 3 paragraph cover letter. The traditional 3

paragraph cover letter includes the following basics:

- 1) Length: a cover letter should never be more than one page.
- 2) Font: use size 12 font and the same font style throughout your letter.
- 3) Salutation: if you do not have the name of the person you are sending your letter to, never write "Dear Sir or Madam". Instead, use a generic term such as "Dear Human Resources" or "Dear Hiring Committee".

CONTINUED ON PAGE 2



# COVER YOURSELF WITH A COVER LETTER

CONTINUED FROM PAGE 1

- 4) Key words: incorporate as many key words and expressions from the job posting as possible. Never cut and paste from the job posting and instead craft the key words in a way that shows the reader who you are, so they are encouraged to read your resume
- 5) First paragraph: this is your introduction and should state where and when you found the job posting.
- 6) Second paragraph: this should state why you are the best candidate for the job and how you will help the employer achieve their goals.
- 7) Third paragraph: this is the conclusion and should state how the reader can contact you.

In addition to these basics here are two

more tips to make your cover letter as impressive as possible. They are:

- 8) The word "I": try to eliminate the word "I" as much as possible and never start a paragraph with the word "I". For example, instead of stating "I have enclosed a copy of my resume for you to review after I read on your website that you are seeking candidates", revise this to: "Recently while reviewing your website, the above referenced job posting caught my interest". It is the same line yet does not include the word "I".
- 9) Be specific: pay careful attention to the job posting and instead of just claiming that you can do something, describe how or why you have mastered it. For example,

if the job posting states "seeking proactive office manager able to juggle multiple tasks in a fast-paced setting", you might want to put the following into your cover letter:

"In my last office manager role, I upgraded the billing system gaining faster reimbursements and payments, while at the same time I prepared department payroll, oversaw a staff of 12 full-time employees and 3 casual workers, and prepared weekly statistical reports for senior management. This type of environment excites me because I am not tied to a specific routine and can utilize many skills".

In other words, do not just claim you have been successful. Describe your specific talents and achievements that best

relate to the job you are applying to.

In summary, never underestimate the importance of a good cover letter as it might be able to get you through the interview door.

If you want to learn more about how to cover yourself with a cover letter, and if you want to find out what a T-Bar Style cover letter is, consider contacting the Centre for Education & Training ([www.tcet.com](http://www.tcet.com)) to see if you qualify to have a Career Specialist assist you.

*This article was submitted by Lisa Trudel, Career Specialist with the Centre for Education & Training. She works at their Parliament Employment Services location in downtown Toronto and can be contacted at: [ltrudel@tcet.com](mailto:ltrudel@tcet.com)*

## DON'T WAIT TILL AFTER LABOUR DAY TO REGISTER FOR THE FALL TERM CLASSES.

If you wait, the class may be full or cancelled for the lack of a few more registrations.

**Registrations for the Fall Term 2017** start in July and some in August

Information Sessions for the 2017-2018 year are held in August

**Call to find out dates now!**



## SUMMER IS NOT A DOWN TIME FOR LEARNING

The spring term for colleges and university open access (continuing education and part time evening) have start dates that run into June, July and August.

The schools( adult day schools) run on four quads ( fall, winter, spring, summer)

English language programs have continuous intake.

Community based programs for the most part have continuous intake year round.

Career Colleges have continuous intake. year round.

Phone and ask what's on, don't miss out.





# CONTINUE

## Earn your degree N.O.W.

Study part-time N.O.W. (at NIGHT, ONLINE or WEEKENDS) - PLUS enjoy specialized services to help you balance your degree with your career with the N.O.W. Plus degree pathway.

Choose from the Faculty of Liberal Arts & Professional Studies 90 credit degrees in Administrative Studies, Human Resources Management or English.

## School of Continuing Studies

[nowplusyork.com](http://nowplusyork.com)





# REBUILDING THE FUTURE:

## LISA VAN AND KIET LOI IN CONVERSATION WITH MINA WONG

*L = Lisa; K = Kiet*

*How would you describe your lives before coming to Canada?*

**L:** When Saigon fell to the Vietcong, I was only in kindergarten.

But soon, school became “re-education”. We swept streets and picked up garbage. We didn’t learn to read or write.

My family limped along for another year but after my father’s emphysema forced him to quit work, only mother’s knitting supported the family. We had a chance to leave Vietnam when a fisherman offered to take us for a fee.

Unfortunately, dad was too sick to go and mother wouldn’t leave him behind.

I went with Bao, my uncle. He was eighteen. One night, we waded into the Mekong with fifty others to board a rickety boat, to wherever it would take us.

**K:** The Vietcong confiscated my family’s textile store, and like Lisa, we left Vietnam against all odds. I was eleven in 1977. My parents, my sister and I hid inside a fishing boat on a September night with no moon.

It must have been hours, but when the boat slowed down, we thought pirates would hurt or kill us. But no, we could almost see land that was Malaysia.

My family and I arrived at a Malaysian refugee camp that would be home for the next two years.

Thank goodness we stayed together. Almost two years later, we found out we were going to Canada as a family unit.

**L:** At my camp in the Philippines, but nowhere near Manila, Bao and I could study English. It was probably Christmas more than a year later when we were assigned to Canada as a family.

*What do you remember about Canada on arrival?*

**K:** Being a kid, I was excited to fly from Malaysia wearing clean clothes and shoes. So much happened when we arrived in Toronto! We had our physicals at an army base, and stayed at a motel until social workers found us housing, schools, and family doctors.

My sister and I started junior high English classes.

My parents also studied English until they found jobs through community services.

**L:** Like Kiet, Bao and I were at a motel for a while. When social workers found an apartment for another refugee family, Bao and I lived with them. I went to the same school as their children until Bao was twenty-one and working, and formally adopted me.

*How has Canada shaped your lives since coming here so many years ago?*

**L:** Our first priority as refugees was safety, and Canada’s first responsibility was also to keep us safe.

I loved school. My teachers were nice and so were other children.

I promised my parents to work hard in Canada that let me rebuild a future. Soon Bao married, but he and his wife made sure I would get a good education.

I chose lab science after high school because it was a good field in medicine. Canada taught me I could build a good life in a rich culture, and be a proud Canadian.

**K:** Thank goodness my family came here. Sure we had to learn English, but Canada gave us the freedom to be happy and healthy and successful.

My parents learned enough English to hold stable jobs before retiring ten years ago.

My sister became a tax lawyer.

I am a chemical engineer and specialize in plastic product sustainability.

**L and K:** It was also in Canada that we met at a Christmas party. We liked each other right away because we had similar values about life, work, marriage, and family.

*What would you say about the future?*

**K:** I would say Lisa and I have built a strong future for our daughter, Margaret. She’s twenty and studying television production at Ryerson.

**L:** Margaret’s future is also Canada’s future. We want her to be a happy, healthy, and productive Canadian.

**K:** For us, our future is here, in a country that saved us from war’s aftermath. We came here young and Canada is our home and future.

I hear some refugees complain Canada wants them to forever feel indebted, or they don’t feel loved because Canadians are not interested in their cultures or the wars they fled.

But Canada has kept us safe from danger, given us a chance for peace, and an opportunity to be good citizens of the world. I am telling you about my life right now, and if Canada didn’t love us, why would you be listening?

**L:** I also think it’s up to me to be a happy and successful Canadian.

**K:** But we would never forget Vietnam or our roots.

If Lisa’s surname means “knowledge” and mine means “thunder”, we will always be learning something new and exciting.

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

time for your life

time for your degree

Our world-class, accredited programs offer you the flexibility to learn at your own pace, on a schedule that suits your lifestyle.



Athabasca  
University

open. online. everywhere.

[go.athabascau.ca](http://go.athabascau.ca)



# CONGRATULATIONS TO UNIVERSITY IN THE COMMUNITY GRADUATES!

BY JOANNE MACKAY-BENNETT

Every Wednesday evening, from October to April, 30 students of all ages met in a classroom at Innis College, on the St. George campus of the University of Toronto. Their engaged participation in University in the Community is the key to what UitC is all about. This year, our year-long topic focused on the early history and local geography of Toronto. We learned about Toronto's indigenous history as we walked along the Humber River,

remembered the importance of what lies underneath our city – lost rivers, the vibrant neighbourhood of the Ward, for instance – gazed at the overhead stars in the night sky and came to understand the roots of many of the concerns we confront today – immigration, policing, urban planning, public transportation, public health policy and governance. The health of our city, we concluded, depends on the active participation of its citizens.

On April 19th we celebrated the achievements of UitC students at a festive party and certificate ceremony held at Bloor St. United Church. Congratulations to this year's students whose desire to learn enlivened every class and sincere thanks to our exceptionally generous presenters. It is the interest in ideas and the sharing of experience of both students and presenters that lies at the very heart of University in the Community.

*UitC is a free-of-charge, non-credit, lecture series for lifelong learners who have experienced barriers to post-secondary education. For information about UitC and about our fall registration, please get in touch! [www.universityinthecommunity.ca](http://www.universityinthecommunity.ca) E: [universityinthecommunity@gmail.com](mailto:universityinthecommunity@gmail.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).*



After a year of attending weekly classes at Innis College, University in the Community students received graduation certificates and celebrated their achievements at a party held on April 19th at Bloor St. United Church.

## Adult Continuing Education Programs for the



### DURHAM CATHOLIC DISTRICT SCHOOL BOARD

Check out the following learning opportunities – Serving Durham Region

[www.con-ed.ca](http://www.con-ed.ca)

**High School Credit (OSHAWA CAMPUS; AJAX CAMPUS)**  
**Personal Support Worker,**  
**ESL, Linc, Computers for ESL**  
**Correspondence (at home learning)**  
**Adult Upgrading - Literacy and Basic Skills (MAESD Funded)**  
**Night school, Summer school, E-Learning, Computer Courses**  
**Microsoft Office Specialist Training**

**Oshawa Campus 905 438-0570 & 905-626-6631**  
**Re-engagement Program Oshawa 905-438-0570 Ext. 57157**  
**Ajax Campus 905-683-7713 & 905-626-6631**  
**Whitby Giffard Centre Campus ESL & Linc 905-666-1255**  
**Welcome Centre ESL & Linc 289-481-1336**  
**Adult Upgrading LBS Program 905-438-0570 Ext. 57156**  
**International Languages 906-683-7713**  
**Interest Courses 905-683-7713**

## Happy Canada Day!



celebrating  
150 years



**Kathleen Wynne, MPP**  
Don Valley West

795 Eglinton Ave E., Unit 101, Toronto, ON M4G 4E4  
 416-425-6777 | [kathleenwynne.onmpp.ca](http://kathleenwynne.onmpp.ca)





## Y2P (YOUTH TO POST-SECONDARY) PROGRAM

### FREE COLLEGE PREPARATION FOR YOUTH 18–30

Thinking about a college program, an apprenticeship, or finding a job but don't have your OSSD? The Y2P Program allows you to earn OSSD equivalent credits without going back to high school.

#### The Y2P program offers:

- Classes in the heart of the Jane Finch community
- Daycare and transportation allowances for eligible students
- Afternoon and evening classes
- Creative, interactive teaching methods including digital media and computer-based learning
- Mentoring and tutoring

#### In just 8 months you can:

- Develop essential academic skills
- Be ready to pursue a college bridging program, a pre-apprenticeship or apprenticeship program\*, a regular postsecondary program\* or enter the workforce
- Explore various careers and postsecondary programs
- Improve critical thinking, problem solving and personal management skills

\* additional assessments may be required

**Apply now. Space is limited.**

416.491.5050 ext. 44762

[irene.demian1@senecacollege.ca](mailto:irene.demian1@senecacollege.ca)

Youth to Postsecondary is supported by The Catherine and Maxwell Meighen Foundation and Emma-Christina Michael and Daniel Michael.

**Seneca**  
Yorkgate Campus

Essential Skills  
Upgrading

Funded in part by

**EMPLOYMENT  
ONTARIO**

## PATSY GOES TO YORK U

On May 7th, Patsy Bruff attended the annual get together of alumni for the Bridging Program for Women. Patsy has been a University in the Community student for over ten years, a non-credit program, and decided to try this credit outreach program of York University which was held at the Christian Resource

Centre in Regent Park. Congratulations Patsy! Students who get a grade B or better earn admission as a mature student to the Faculty of Liberal and Professional Studies. [universityinthecommunity.ca](http://universityinthecommunity.ca) Bridging Program for Women Call Celeta Irvin at 416-736-2100 Ext. 77818.



## 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.
2. We have over 700 distribution points including all Toronto and GTA libraries as well as schools, colleges, universities, community programs and employment resource centres, apprenticeship offices and many neighbourhood, community and recreation centres and other sites.
3. Our readers are new Canadians, youth returning to school, working and unemployed people trying to upgrade or change careers, seniors, employment counsellors, teachers, and employers.
4. Our editorial is informative and insightful - profiling programs and learners and government policy for adult learning. Our articles are posted and handed around.
5. Our rates are affordable

**LEARNING CURVES**  
CONTINUING EDUCATION • JOB TRAINING

# TORONTO DISTRICT SCHOOL BOARD ADULT STUDENTS: 2014-2015 ADULT STUDENT CENSUS

BY WENDY TERRY

It used to be adult students were more or less ignored. Who they were, what were their goals were not tracked. But as lifelong learning becomes more and more necessary for the individual and for the labour market, tracking adult learning patterns has started to take hold. As Canada is a federation of provinces, and education is a provincial responsibility, provinces are at different stages of tracking. Apparently BC has been tracking adult students for over ten years now. A few years back ESL/LINC students were given a provincial student number so Ontario could track the learning patterns of newcomers in learning English. This was coupled with a central community testing service which is also an information source for all the different types of programs available. These CLARS centres are a community learning information service for adult newcomer learners. This should reduce the risk of students missing out on a program that is better for them, simply because they do not know of it.

Now the TDSB has started to profile and track adult day school students. At the recent annual meeting of the Canadian Association for Studies in Adult Education (CASAE) information from the Toronto District School Board's (TDSB) 2014-2015 Adult Student Census (ASC) was presented. CASAE meets every year with the Congress of the Humanities and Social Sciences, this year the Congress was held at Ryerson University May 27-June 2.

So what did the TDSB learn: one, there

were 6,172 students registered in the five Toronto District School Board Adult Secondary Schools at the time of the ASC, the following census data came from the 4,616 adult students who completed the ASC and were linked the TDSB's School Information Systems; two, 68% were female; three, 33% were 25 and under, 21% were between 26-30 years old, 17% were between 31-35 years old, 20% were between 36-45 years old and 9% were over 46 years old. So the majority were female and under 30. Most were newcomers, 44% had lived in Canada between 1-4 years and 18% had lived in Canada for between 5 to 9 years. They came from Western Asia 19%, South Asia 17%, Eastern Africa 10%, Eastern Asia, Central and South America and English-speaking Caribbean, each 7%. Then 59% were never married/single, separated / divorced, or widowed but 41% were married. As for parental responsibilities, 18% had one child, 17% had two children, 8% had three children, and 7% had three children. You can see how looking after a family limits time to go to school in these figures. So most were single and most students had less than three children.

The employment and income stats would indicate a motivation to go back to school to do better: 57% were unemployed, 25% employed part-time and 9% full time. It is hard to work full time and go to school too. So 77% had an annual household income of less than \$30,000. Further 47% of adults students had been out of school from 0-3 years, 23% for

10 years or more and 17% for 4 to 6 years.

Their Education and Employment goals were 50% had plans to go to college, 21% to university, 15% would look for a job and 6% would pursue apprenticeship. One quarter had career goals in the field of nursing, others career fields were accounting, child care, dental, clerical, social services, technology, and trades each of these ranging between 6% and 8%.

The presenters noted that although 50% intended to go to college, a follow up with Ontario College Application Service (OCAS) showed 10% had done so over the 2015 application cycle. They also mentioned that many of the students surveyed may not have in the position to apply to post-secondary at that moment, but will be in the future.

Having spent many years on learning information services for adults, I wondered if some of the students did go to college but in the open access part-time evening programs where no application was necessary. And did some go to Career Colleges, private colleges? As a majority of the adult day school students were from countries where private career colleges are more common and accepted, they might have chosen this option as the career colleges are quite pervasive in advertising on line and in print. Many adult learners are not aware of the rift between public colleges and private career colleges, where it is often difficult if not impossible to transfer credits from a career college to a public college.

Not only do the students pay twice when they can't transfer credits and have to repeat courses but so does the government. The government pays about 2/3 of the cost of all college programs, tuition is the other 1/3.

Further, it is difficult to track adult students using a ladder method, high school to college as youth more commonly move. Adults sit in the middle of a community of adult learning providers looking around for what they can knit their previous learning and experience to in this circle of program opportunities. In this circle would be part time, evening, open admission, college and university programs; Career Colleges; community based training programs. It might be better to track the student instead of looking in one provider's application files (colleges) for full-time credit day program registrations, to get a picture of where adult learners move onto after leaving an adult day school. It is hard to group adult learners into categories as each one's background and plan are quite different from one another. It is particularly so in Toronto as there are many educational providers to move on to.

You can see the full census results by going to the Adult Student Census page on the TDSB website ([www.tdsb.on.ca/research/research/adultstudentcensus.aspx](http://www.tdsb.on.ca/research/research/adultstudentcensus.aspx)) or emailing [research@tdsb.on.ca](mailto:research@tdsb.on.ca).

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

## Learning Curves wants your writing.

**If you have written poetry or a short story, share it with us and our readers. For further information or to submit some writing, email us at [learningcurves@hotmail.com](mailto:learningcurves@hotmail.com)**

*Priority given to previously unpublished work of new writers.*



## JUNE IS SENIORS' MONTH

**BABY BOOMERS, YOU ARE A BIG MARKET FOR CONTINUING EDUCATION.**

**SO DON'T BE SHY. (WERE YOU EVER?)**

Call the Continuing Education head at your local, school, university, college, library, community centre and tell them what programs you would like to see offered.





Want to go to  
university but  
haven't finished  
high school or  
community  
college?

The Millie Rotman Shime  
**Academic Bridging  
Program**

can help you achieve  
your academic and  
career goals!

you  
**belong  
here.**

Learn more about the part-time or full-time options at:  
[www.wdw.utoronto.ca/bridging](http://www.wdw.utoronto.ca/bridging)



UNIVERSITY OF TORONTO  
WOODSWORTH COLLEGE




**Loving what  
you do makes  
every day  
better.**

[caps.sheridancollege.ca](http://caps.sheridancollege.ca)

**Our students  
have big goals—  
and a lot going on.**

That's why we provide learning options that fit your life and busy schedule. We offer a variety of flexible options – **online, on campus, evenings** and **weekends** – so you can pursue your career goals. And keep your life balanced.

**REGISTER NOW.**

-  [facebook.com/sheridancontinuingeducation](https://facebook.com/sheridancontinuingeducation)
-  [Sheridan – Continuing and Professional Studies](#)
-  [@SheridanConEd](#)

**Sheridan**  
Faculty of Continuing  
and Professional Studies





**Contact us now to  
enquire about our  
accelerated ECE  
Diploma program  
starting this August.**

**416-483-0511 or  
[college@mothercraft.org](mailto:college@mothercraft.org)**

**CENTENNIAL  
COLLEGE**

**Part-time  
Learning**

**to fit  
your Life**

**In-Class | Online | Anytime**

**[centennialcollege.ca/parttime](http://centennialcollege.ca/parttime)**





# GOING BACK TO SCHOOL AS AN ADULT WITH OR WITHOUT A HIGH SCHOOL DIPLOMA

BY WENDY TERRY

Often adult students had dropped out of high school, though they do this less than they used to, and later they often decide to go back to school. But there has been few community accessible learning information services to help adults go back. So often they start back based on what a friend advises or at an educational program they know in their area or at a program they have seen an ad for.

Recently when dropping Learning Curves in Oshawa, I saw the Ontario's Pathways to Post Secondary Education for Adult Learners chart, see opposite page, posted on a bulletin board at a Durham Catholic School for adults. It was put together by the Literacy Network of Durham Region. It gives adults a good picture of their options.

The bottom boxes tell you how to go back through Adult Day programs at schools, ACE (Academic and Career Entrance Program) programs at the Colleges or by getting a GED, a high school equivalency certificate, or through being admitted to college or university (full time credit programs) as a mature student. Mature does not mean someone your parents' age, it means 19 or older and out of school one year for Colleges, 21 or older and out of school for two years for universities. Sometime ACE programs at schools are called Literacy Basic Skills and now often Essential Skills.

But this Ontario's Pathways chart does not give you phone numbers. So we have scanned previous Learning Curves articles on going back to school and compiled the updated contact list below. See back issues [www.learning-curves.ca](http://www.learning-curves.ca) or back articles. [www.learning-curves.org](http://www.learning-curves.org).

We are giving phone numbers not websites so front line contacts can use their inside the institute and community wide knowledge to help you find a pathway that best suits what you want and need. Sometimes websites have TMI- Too Much Information. So you need someone to filter this information overload, to get to what fits your goals and needs. Remember to tell the person who answers the phone, what you want to do, (be a PSW) and background (no high school diploma or science credits) rather than what program you want (GED) as that front line person may know of a program that would better help you get to where you want to go given your situation, work and family commitments. And if you feel uncertain they can put you in touch with their counseling services or program coordinators.

Don't wait until after Labour Day to follow up on these contacts. Adult Day Schools open about the third week in August, Colleges and Universities open for fall registration in early July, community groups that run GED prep programs have continuous intake as do the ACE programs at colleges that prep you for college.

As well these providers often offer courses during the summer months, June, July and even August. They are often listed under the Spring Term. (April May) So you can start right now, this summer. Call and ask.

ACE programs, and high school credits can be earned online. The Independent Learning Centre at TVOntario offers high school credits, and is on the only GED authorized test site, though GED prep programs offered by community groups and schools are listed on the Independent Learning Centre site.

## Full time or Part time , Day or Evening.

The Ontario's Pathways to Post Secondary Education for Adult Learners chart shows you a full time day path for post secondary. But it is important to understand that adult education is basically divided into full time (day) and part-time (night) . At colleges if you want to go full time during the day you must be admitted to a program which is where needing a high school diploma may come into play. For universities if you want to get a degree (credit program) whether you go full time day or part time night you need to be admitted to that program hence the need for high school diploma or equivalent. The term "equivalent" encompasses mature student entry for both colleges and universities. For newcomers equivalent can include education including high school that they brought with them to Canada. Don't be shy, say what you have already earned in education.

You may need an upgrading program. ACE at the colleges or Academic Upgrading at the universities given your skill levels and program goals. The colleges will usually test you to determine your skills- especially if you are applying to go to a day program that requires you to be admitted. See contact numbers on following list.

However some adults prefer to go to Adult Day schools to earn high school credits (the one needed for a full time program at college, university ie a biology credit for RPN program) or a full high school diploma . Schools are smaller institutional settings and adults may want to brush up on long forgotten skills at a step by step pace or newcomers may prefer to take it one step at a time given second language challenges. As well, adult day schools have career counseling services which help you choose a post-secondary pathway amongst all those colleges and university programs and they help you with the application process. These adult day schools grant you mature student credits so getting a high school diploma does not take four years as when you were a teenager but a number of quads ( 12 week terms). They divide the school year into four quads.

Note, it is important to remember there are open admission programs at the colleges and universities, offered part-time in the evenings, on weekends and on-line which are listed under Continuing Education or Part-time studies.. Some of these CE courses are equivalent to full time day courses and if you prove you can do post-secondary courses at night school, you will have demonstrated you can do full time-day studies. Then when accepted to the full time day program you could transfer your equivalent course credits. So you could start part- time evening, then apply to be admitted to a full time day program when you get laid off, your contract ends and so on. .

Mind there are more options in that you can do a day program part-time but still if it is a day program you have to be admitted. And are you ready? You can do several courses at night- open admission ones, and be considered full time for student tax credits etc. Also, you can go part time to an adult day school.

Enough, call a contact person, explain your situation then let them help you find a good program fit.

## Adult Day Schools (earn credits towards a high school diploma) Contacts

School boards offer a variety of programs see [www.learning-cuves.ca](http://www.learning-cuves.ca) Spring 2016 page10, 13,15 for the following article.

"Schools take in Adult Learners in the Spring and Summer months and Most Programs are Free!" for a comprehensive listing beyond Adult Day programs.

## Other programs

ESL/LINC ELT (Enhanced Language Training) at most school boards, at some schools, Personal Support Worker programs are the most common but other programs at different schools. include Building Maintenance, Hospitality (food industry) Office Assistant, Hairstyling apprenticeship pathway, Police Foundations, Child Care Assistant –ask/

## TORONTO DISTRICT SCHOOL BOARD

Burhamthorpe Learning Centre 416-394-7130  
City Adult Learning Centre 416-393-9740  
Emery Adult Learning Centre 416-395-3225  
Scarborough Centre for Alternative Studies 416-396-6921  
Yorkdale Adult Learning 416-395-6505  
*Note: Ed Vance programs are for adults 18-20 years old.*

## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

Monsignor Fraser College  
Isabella Campus 416-393-5533  
Midland Campus 416-5532

## DURHAM DISTRICT SCHOOL BOARD (Pickering, Ajax, Whitby, Oshawa)

E.A. Lowell Continuing Education Centre 905-436-3211

Durham Catholic District School Board.  
Oshawa Campust 905-438-9579  
Ajax Campus 905-683-7713

## YORK DISTRICT SCHOOL BOARD ( Markham, Richmond Hill, Vaughan)

Dr. Betty Stephenson Centre for Learning 905-884-2046

York Catholic District School Board

only 21 and under offered 905-713-1211

## PEEL DISTRICT SCHOOL BOARD ( Mississauga, Brampton)

Mississauga Campus-Elm Street  
905-270-6000 Ext 1  
Brampton Campus Hurontario  
905-270-6000 Ext 1

## DUFFERIN- PEEL CATHOLIC DISTRICT SCHOOL BOARD

St. Gabriel Adult Learning Centre Malton  
905-362-0701  
Brian J. Fleming Adult Learning Centre  
905-891-3034

## HALTON SCHOOL BOARD ( Oakville)

The Gary Allan High School  
905-845--1157

Halton Catholic District School Board  
Thomas A. Merton Adult Learning Centre  
905-849-7555

## ACADEMIC AND CAREER ENTRANCE (ACE) PROGRAMS. ACE

Programs can be completed on-line at [www.acedistancedelivery.ca](http://www.acedistancedelivery.ca)

These programs are tuition free. Usually the college will test you to make sure you have the required skills to do the full time day program. If not they will refer you to an ACE program.

## COLLEGES

George Brown College School of Work and College Preparation,  
416-415-5000 Ext 2427

Seneca College Academic Adult Upgrading  
416-491-5050 Ext 26620

Centennial College Career and College Transition  
416-289-5000 Ext 7022

Humber college Academic Upgrading  
416-675 5000 Ext 74842

Sheridan College Workforce Development Program  
905-845-94330

Durham College Academic Upgrading  
905-721-2000 Ext. 3131

## ON LINE LEARNING

Independent Learning Centre  
416-864-2704  
High school Credits on line or by correspondence

GED prep programs in the community listed on [www.ilc.org](http://www.ilc.org)

## UNIVERSITY BRIDGING PROGRAMS

These courses are a way to prove you can do degree level course work

Ryerson University Spanning The Gap  
416-979-5000 Ext 2291

University of Toronto the Millie Rotman Shine Academic Bridging Program,  
Woodsworth College  
416-978-7487

York University School of Continuing Studies Transition Year Program  
416-736-5782

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



# ONTARIO'S PATHWAYS TO POSTSECONDARY EDUCATION FOR ADULT LEARNERS

ADULTS MAY ENTER A PATHWAY TO POSTSECONDARY DIRECTLY

or

ADULTS MAY TRANSITION THROUGH

English Second Language Programs

Out-of-Province Prior Learning Evaluation

Adult Upgrading – LBS

EMPLOYMENT ONTARIO

This Employment Ontario project is funded by the Ontario government.

Literacy Network  
Durham Region  
[www.lindr.on.ca](http://www.lindr.on.ca)

## ONTARIO SECONDARY SCHOOL CREDIT PROGRAM

- Originally entered an Ontario high school before 1999
- No prior learning assessment and recognition (PLAR) available
- Resident of Ontario

### SECONDARY SCHOOL GRADUATION DIPLOMA (SSGD)

- Original high school entry between 1974–1984
- 27 credits: compulsory & optional determined at registration
- Up to 12 maturity credits

### ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

- Original high school entry between 1984–1999
- 30 credits: 16 compulsory, 14 optional
- Up to 12 maturity credits

### ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

- 30 credits (18 compulsory)
  - PLAR 9/10 assessment = 16 credits
  - PLAR 11/12 challenge or equivalency = 10 credits
  - 4 final credits
- Ontario Secondary School Literacy Test or Ontario Secondary School Literacy Course
- 40 hours community involvement

- School Board** delivery is through adult day programming, summer school, night school, correspondence or e-learning, full-time or part-time
- Independent Learning Centre** delivery is predominantly e-learning with correspondence available for some courses
- Private School** delivery is fee-based

APPRENTICESHIP  
COLLEGE  
UNIVERSITY

## ACADEMIC AND CAREER ENTRANCE PROGRAM (ACE)

- 19 years or older
- Out of school
- Students with or without a secondary school diploma are eligible
- Resident of Ontario

### ACE CERTIFICATE OR COURSES

- ACE certificate requirements: Communications (English/Français), Mathematics, and any 2 other ACE courses
- Students may choose to acquire the ACE certificate or to take only postsecondary prerequisite ACE courses
- ACE courses provide postsecondary prerequisites which are equivalent to secondary school credits
- 12 ACE courses include Communications, Sciences, Mathematics, Computer Fundamentals and Self Management

- Community College** delivery is year-round, days, evenings, full-time, part-time, in-class or via e-learning

APPRENTICESHIP  
COLLEGE  
UNIVERSITY\*

## GENERAL EDUCATIONAL DEVELOPMENT (GED)

- 18 years or older
- Out of school for a year
- No secondary school diploma
- Resident of Ontario

### GED

- High school equivalency certificate
- 5 tests:
  - Language Arts Writing
  - Language Arts Reading
  - Mathematics
  - Social Studies
  - Science
- Some postsecondary programs require additional prerequisite courses for admission

- Optional GED preparation from local adult education providers
- GED preparation manuals available in many bookstores
- GED testing through the **Independent Learning Centre**

APPRENTICESHIP  
COLLEGE\*  
UNIVERSITY\*

## MATURE STUDENT STATUS

- 19 years or older
- Out of school one year
- No secondary school diploma or equivalent
- Resident of Ontario

### MATURE STUDENT TEST

- Not available at all colleges
- Areas tested may include English/Français, Mathematics
- Other areas may be tested depending on college and program
- Individual colleges determine required scores
- Test used varies from college to college

- Contact individual College Registrar's Office to determine availability and process
- Unsuccessful test writers may be referred to ACE programming
- Some postsecondary programs require additional prerequisite courses for admission

COLLEGE

- 21 years or older by December 31 in the year of application
- Not completed a postsecondary program
- Away from formal education for at least two years
- Not eligible for admission as a secondary school graduate
- Canadian citizen or permanent resident

### OUAC 105D APPLICATION

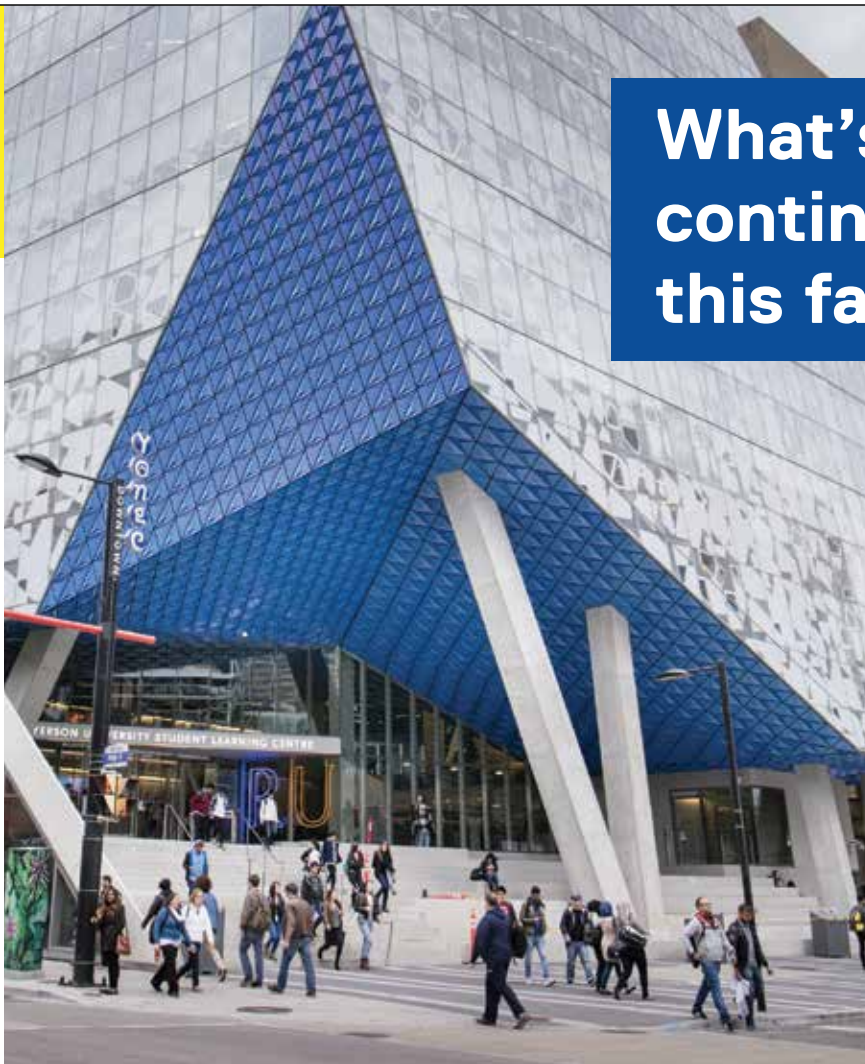
- Admittance upon successful completion of secondary-level courses in the prerequisite subjects for the intended program of study
- Apply via the OUAC website (<http://www.ouac.on.ca/>). Mature applicants must complete an OUAC 105D application
- If the applicant attended a postsecondary institution within Ontario, there will be a request for a transcript through the OUAC 105D application

UNIVERSITY

\* See companion guide for clarification.  
March 2015

## What's the best way to continue your education this fall?

### Find out at our Open House!



Want to advance your career? Develop marketable new skills? Explore fascinating interests? In a world where job requirements are changing constantly, entire fields are transforming, and many of us are living into our eighties and nineties, lifelong learning is key to a fulfilling life. At The Chang School, we're dedicated to providing quality courses and programs that are highly relevant in today's world. Come to our Open House and learn how fall is the perfect time – to learn.

**Thursday, August 24 | 4:30 p.m.–6:30 p.m.**  
**245 Church Street, Toronto**

(At the intersection of Church Street and Gould Street;  
closest subway station is Dundas)

RSVP today: [ryerson.ca/ce/openhouse](http://ryerson.ca/ce/openhouse)

Ryerson  
University

The Chang School  
of Continuing  
Education

# RED IS THE NEW BLACK

**Despite its humble thrift store origins a century ago, social purpose enterprises have been gaining ground in recent years as a viable form of both employment and skills training. Now, a Toronto-based recycling operation is taking things in a different direction with a new twist on an old model.**

**BY CARTER HAMMETT**

**W**hen Graham Lewis stepped up to accept the award for Business Achievement Employer of the Year, from the Job Opportunity Information Network back in December 2016, it came as something of a surprise.

In business less than a year, Red Propeller has been making a name for itself in a number of ways. As an innovative recycler of materials others have yet to consider; as Canada's only program dedicated VHS tape recycler, and as an employer committed to hiring people with barriers, including learning disabilities and ADHD.

"We're able to take a slower road to profit and we do with a social mission we stand by," says Lewis.

This is good news for people with learning disabilities and ADHD, since Red Propeller is an employer that places emphasis on working with the person's strengths and possibilities, rather than their limitations.

I've always said that job seekers with LDs go from the crisis of having no job to the crisis of having a job. What this means is that, although they may present well to employers, keeping the job becomes a different matter. As an invisible disability which the employee might not even be aware of, issues like inconsistent work performance, time management and learned helplessness may play a role. Furthermore, classic LD issues like executive functioning may present problems with self-regulation; auditory memory may be a concern when receiving tasks or remembering names. Issues like this, combined with the impulsivity and/or inattentiveness of ADHD can make maintaining a job extremely difficult, especially if the person hasn't been assessed or chosen not to disclose their disability.

"We chose a social mission we feel has been lost in society through automation, and that's human equity," says Lewis. "Human equity is the ability to see the good in someone irrespective of the barrier they possess or are perceived to have."

"It doesn't matter if the person has a learning disability or an ABI or seizures... they possess lots of other qualities."

Although the company has for-profit goals, Red Propeller is probably best described as a social purpose enterprise (SPE) or social entrepreneurship. For the uninitiated, the Toronto Enterprise Fund describes SPEs as "a business operated by a charity or non-profit organization that sells goods and/or services in the market place for the dual purpose of generating income and achieving a social, cultural and/or environmental mission."

Indeed, the concept of social enterprise has existed in various forms and concepts for decades. Thrift stores operated by various charities across the world have been around a key source of revenue generation for over a century. Hostels are another example of this. A different spin on the concept evolved during the 1980s when alternative businesses began to dot the horizon as a means of teaching consumer-survivors, homeless people and street youth employability skills. While the number of SPEs is unknown, a conservative estimate would be about 25,000 and these employ thousands of people across the country.

The concept has proven beneficial to people with LD/ADHD on a global scale. And with crowdfunding, Kickstarter campaigns and the evolution of the shared economy (Uber, Airbnb among others) social entrepreneurship appears to be a concept whose time has finally arrived. When you think about the disproportionate number of entrepreneurs with LD/ADHD—Virgin's Richard Branson and Apple's Steve Jobs among them—it makes perfect sense to apply the model: the idea only becomes more fortified.

In London UK, the social enterprise Goma Collective which exists to foster creative business ideas, partnered with local caterer and rapper Loyle Carner and created a cooking school specifically for youth with ADHD with positive results. Meanwhile over in Spain, the Barcelona-based social enterprise Change Dyslexia gathers researchers globally to improve opportunities for people with the LD. One of their most notable projects is a "dyslexia detector" designed to combat school dropout. Another effort is a gaming app called

Piruletras that helps children with reading and writing.

Closer to home Red Propeller is giving people with barriers experience in a full warehouse setting. The concept began with the idea of recycling old VHS tapes and Project Get Reel was born. The supply of tapes, which are contained in a shell of polypropylene, is not exhaustive so Lewis and partners started sniffing out other recycling opportunities, eventually settling on baby car seats as the recycling item of choice.

"We realized that car seats are also made of polypropylene so we decided to take these apart and find a use for the parts that we couldn't recycle," he says.

The shell is granulated and can be recycled into products including chopping blocks, ping pong paddles and even furniture. The concept appears to have taken off with Red Propeller operating a recycling program that's approved by the Ministry of the Environment.

Lewis prefers to refer to Red Propeller as a social franchise model rather than a social enterprise. That's because the concept's being spun off into a non-profit organization with the launch of Green Propeller.

"We've created Green Propeller and removed ourselves from the equation. The Learning Enrichment Foundation (LEF), which houses Red Propeller, has over 300 members who learned of the NGO plan at LEF's most recent AGM."

"All we've done is license Green Propeller," says Lewis. "Our board of directors is no relation to Red Propeller."

The idea is born from good stock, since Lewis is perhaps best-known as the founder of Klink Coffee, which has proven to be a successful social enterprise for people working their way through the Canadian justice system.

And with plans to expand first provincially in the next year, nationally within the next three years, the propellers show no signs of slowing down.

"We work with all people that others overlook. Employers are missing out on some of the most grounded individuals who give you so much. From my perspective we're a for-profit employer," says Lewis. "The business principles we've developed will stand on their own."

## Social Enterprise in Ontario

A-Way Express Courier is a same-day courier business using public transportation for deliveries throughout Toronto. For over 25 years we have done this in a unique work environment that supports recovery for survivors of mental health challenges. A-Way is recognized globally as a progressive enterprise and a model of social responsibility. Our employees appreciate the opportunity to work and the supportive workplace at A-Way, and we all work hard to get the job done.

Social Enterprise for Northern Ontario (SENO)

Led by PARO Centre for Women's Enterprise, SENO is a non-profit organization that brings together communities, First Nations, organizations and businesses committed to the purpose of igniting innovation, securing investment, providing education for and financing social enterprise and social entrepreneurship in Northern Ontario.

The Centre for Innovative Social Enterprise Development, CISED, in Ottawa offers a continuum of supports for social enterprise in the city of Ottawa, including access to technical expertise, coaching, financing, and learning communities, training, and cross-sector partnerships. Check it: <http://www.cised.ca/about/>

Social Enterprise Ontario: The space for social enterprise and the social economy in Ontario is growing. The Ontario website is a community-driven showcase of social enterprise (SE) and the social economy in Ontario. With a platform created by a collaboration of regional, provincial and national nonprofit organizations, SEontario demonstrates the geographic scope and community impact of SE across the province. With a showcase of examples of social enterprise work and a geo-mapped searchable database to explore various types of SE in different regions, it connects to a wide range of resources, marketplaces and events, and provides regional, francophone and co-operative supports. Visit the site at: <http://seontario.org/>



# shyness DON'T LET IT STOP YOU!

## CONTINUED FROM PAGE 1

be noticed, not too far back so I can't hear, not right beside anyone, usually on an aisle in case I needed to leave – just like I had always done at social gatherings). At school, once the seating pattern is established, most people sit in the same place every time, with their friends. I didn't have any friends in university, I was way older than everybody else, and considered myself to be an outsider.

I was fine with being introverted in class. I was fascinated by the lectures, loved the reading material, tackled the assignments with enthusiasm, and did very well in terms of grades.

It is ironic, with my love of words, that a word catapulted me into a situation of such high anxiety that my shyness almost got the best of me. I have thought about this moment many times since then, and I decided to write this article about it in support of anyone else who may be struggling with the mortifying effects of shyness.

My professor was a nice person, and in hindsight, I think he may have been somewhat shy himself. On this particular evening, he was trying to get a discussion going with the class, but he was having difficulty getting anyone to participate. He asked a question. No one responded. He re-framed the question, and again no one said anything. He was frustrated. I felt awkward.

The room felt awkward, although it may have just been me. After a pause that went on seemingly forever, the professor turned, and pointed at me and said "What do you think – was he culpable?". I felt the eyes of every single student on me (and I am talking about a theatre full of students, not just a small group) – and all I could think of was that I did not know the meaning of the word culpable. Not only was I going to be forced to speak in front of everyone, but clearly I was going to have to reveal myself as an idiot for not understanding the question. I paused for what felt like a lifetime, and if felt like the world was holding its breath. Trapped and wondering what to do, finally, with profound shame, red as a beet, I said "I don't know what culpable means". The professor softened. I think he realized how mortified I was, perhaps everyone did, and explained that "culpable" meant "was he responsible", "was he accountable". I mumbled an answer and he moved on. I don't know what happened in the rest of the class. I was completely inside myself, full of shame, I wanted to cry. I couldn't wait to leave the class. I wanted to leave and never, ever, go back.

It may seem a bit ridiculous. It may seem overly dramatic. That incident happened 30 years ago and I have never forgotten it. I realize now that I probably was not the only

person who didn't understand what the word "culpable" meant, and now would have no problem owning up to the fact that I didn't know what it meant. But at the time, I was struggling to even be there, and a part of the back of my mind didn't think I deserved to be there taking up space. The class ran once a week, so I had a full week to reflect, and decided I wanted that learning experience more than I feared the exposure to ridicule. I don't know how I gathered the courage to go back, but I am very glad I did. When I went back to class, no one stared at me for being a huge stupid idiot, I was completely anonymous once again, and everything was fine.

I can't go back and counsel my young self, although I wish I could. As a matter of fact I still struggle with some degree of shyness today. I wish could have realized that I am not really any different than anyone else. We all struggle with something, we are all working to be the best selves we can be. What would I say to my young self if I could go back? I would say "Thank you for going back to class. Relax, you are a part of things, and you are ok."

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

## CORRECTION

In our Spring issue the story New Web Search Help To Schedule Your Courses! Yes! Section Sub Heading "Searches by start date and days of the week," pg. 5 has a misleading two paragraphs on George Brown right at the beginning of this article. George Brown is currently working on a system to search courses by start date and days of the week but at the time of the Spring issue, as stated in the article, typing the day of the week Tuesday would not get you a full listing neither would typing in February as stated in the article. Neither would typing in Tu or Feb only as was also suggested in the article. This was a Google search strategy not the comprehensive search that George Brown is developing. We had misunderstood feedback from George Brown. Our apologies to readers and George Brown.

The mistakes we made here, again emphasize that adult learners see the system from the outside, as does Learning Curves although we have more experience trying to understand than a typical adult learner we still see from the outside. So we repeat our constant advice which is to ask an insider – program staff, career counsellors, listed information staff, and go to information sessions.

# JAVA: THE PROGRAMMING LANGUAGE EMPLOYERS WANT

Technology is constantly changing. However, Java has remained one of the software industry's most popular programming languages for over 20 years. In fact, according to Oracle, 7 billion devices worldwide1 run Java, and it's the number one programming language for enterprise development.

Java's popularity means Java developers are in demand. Here's why Java has stood the test of time, and why Java programming is a great career choice.

What is Java?

Java is an object-oriented programming language that evolved from the C and C++ languages. Java allows you to develop the software to build any application for whatever businesses processes you need.

Java has several platforms, but the two most frequently used are: Java Standard Edition and Java Enterprise Edition.

Java Standard Edition provides the core functionality. Mainly used for stand-alone or computer applications, it only needs a computer to run.

Java Enterprise Edition takes the Standard Edition further by providing tools to build large-scale, multi-tiered, scalable, reliable, and secure network applications. It works on an application server.

*Why learn Java?*

### Longevity

Java has been around for over 20 years, and is still one of the most widely-used programming languages.

### Flexibility

Many other programming languages require writing different codes for different operating systems. But Java's cross-platform capabilities means it works on Windows, Mac, and Linux. This means you only need to write the code once, which saves organizations time.

### Portability

Java is also portable, convenient and flexible. The Java Virtual Machine builds a layer between the machine and the software or program so it can run anywhere and move between machines.

### It's free

As an open source software, Java is free. Just download the suite.

### Scalability

Java's scalability means it can support growing companies. Code written with previous Java versions are also generally compatible with later versions, which saves recoding whenever new versions are released.

### A launching pad

Learning Java coding is intuitive, and programmers can create Java applications fairly easily. Once you learn Java, you can learn other programming languages—making Java a smart choice for beginning programmers.

### Organizations use it

Java is the number one enterprise development programming language and is used widely by organizations. Some popular Java applications include:

- Desktop machines
- OpenOffice
- Android apps
- E-commerce applications like online shopping

- Trading applications for the financial services industry

### Prepare for your Java programming career

A reputable Java training program like Sheridan's Java Foundations program, gives you the skills to launch your Java programming career. After completing the Java Foundations program, you'll be eligible to write the Oracle Certified Associate Java SE Programmer exams. Oracle Java certifications are well-recognized by industry and potential employers.

Oracle offers Java SE (Standard Edition) and Java EE (Enterprise Edition) certifications at various levels: Associate, Professional and Master.

Sheridan's Faculty of Continuing and Professional Studies (FCAPS) offers a wide range of courses, including the Java Foundations program. Visit <https://caps.sheridancollege.ca> for more information and to register for summer and fall courses.



# FREE ADULT LIBERAL ARTS PROGRAMS, RARE IN CANADA, COMMON ELSEWHERE

BY WENDY TERRY

On May 23, 24, the co-ordinators of Humanities 101 programs located across Canada met at the Toronto offices of Lakehead University. These programs offer humanities, liberal arts and social sciences programs to adults who would not otherwise be able to go to university. The students get a chance to address “big questions” about life in small group sessions. In each program, learning takes place on several levels. Some of the programs are based on texts written by “the great thinkers”. Others focus their weekly discussions on topics that the students themselves have chosen. And in still others, students’ written reflections are published in zine or book formats. What is common to all is the sharing of ideas and experience among students and professors as well as the value of, and urgent need for, more free liberal arts programs that are accessible to all.

Why not consider attending one of these programs or even starting one? Links to the programs are listed beside the photo/name of the coordinator. There you will find information on courses, registration and current contact info.



L- R: Joanne MacKay-Bennett, *University in the Community* [universityinthecommunity.ca](http://universityinthecommunity.ca) partnered with Senior College/Innis College, University of Toronto; Becky Cory, *University 101*, University of Victoria [www.uvic.ca/uni101](http://www.uvic.ca/uni101); Trish Van Katwyk, *Humanities 101* University of Waterloo [www.uwaterloo.ca/renison/humanities-101](http://www.uwaterloo.ca/renison/humanities-101); Lisa Prins, *Humanities 101* University of Alberta [www.ualberta.ca/community-service-learning/humanitiesprogram](http://www.ualberta.ca/community-service-learning/humanitiesprogram); Sabrina Buzzalino, *Humanities 101*, St. Mary's University, Alberta, [www.stmu.ca/humanities-101](http://www.stmu.ca/humanities-101); Ann Elliott, *Discovery University at the Ottawa Mission* partnered with the University of Ottawa, Saint Paul's University and First Baptist Church, [www.ottawamission/how-we-help/clientservices/discovery-university](http://www.ottawamission/how-we-help/clientservices/discovery-university); Christina Van Barneveld, *Humanities 101* Lakehead University Thunder Bay campus.

[www.lakeheadu/academics/other-programs/humanities-101](http://www.lakeheadu/academics/other-programs/humanities-101); Margot Butler, *Humanities 101* University of British Columbia [www.humanities101.arts.ubc.ca](http://www.humanities101.arts.ubc.ca); Amber Ashton *Humanities 101* Trent University Durham Campus [www.trentu.ca/academics/humanities-101](http://www.trentu.ca/academics/humanities-101); Wendy Terry, President of the Workers Educational Association program *University in the Community* [www.weacanada.ca](http://www.weacanada.ca)

Not in photo: Mary Lu Redden, *Humanities 101* in Halifax, Nova Scotia [www.halifaxhumanities101.ca](http://www.halifaxhumanities101.ca); (Mary Lu left after one day in order to receive an Honorary Doctorate from Kings College, N.S. for her work in the Humanities 101 program); Marina Bredin, *Discovery Program*, McMaster University [www.artsci.mcmaster.ca/mcmaster-discoveryprogram](http://www.artsci.mcmaster.ca/mcmaster-discoveryprogram) (Marina left early to attend another meeting) and Linda Rodenburg, *Humanities 101* Lakehead University, Orillia Campus.

## History test

Who fought to establish and protect...

1) public education?

2) child care?

3) public health care?

4) women's rights?

5) unemployment insurance?

6) maternity/parental leave?

7) workplace safety laws?

8) higher minimum wage?

9) equity legislation?

10) improved Canada Pension?

☐ Unions

☐ Unions

☐ Unions

☐ Unions

☐ Unions

☐ Unions

☐ Unions

☐ Unions

☐ Unions

☐ Unions

☐ Corporations

☐ Corporations

☐ Corporations

☐ Corporations

☐ Corporations

☐ Corporations

☐ Corporations

☐ Corporations

☐ Corporations

☐ Corporations

Answers: 1) Unions 2) Unions 3) Unions 4) Unions 5) Unions 6) Unions 7) Unions 8) Unions 9) Unions 10) Unions

## Let's keep making history

CUPE Local 4400 - Toronto Education Workers



# PAID TRAINING

**NO REPAYABLE  
GRANT UP TO \$28,000.00**

**LAID OFF? NO JOB?**



**GOVERNMENT FUNDING  
FOR  
TRAINING AND LIVING**

**Laid off / Maternity / Paternity  
Sick Leave/ EI Reachback / ODSP / OW / SA  
If applicable : Child day care is up to  
\$1,000.00 Maximum \$2,000.00/Month**



## DIPLOMAS

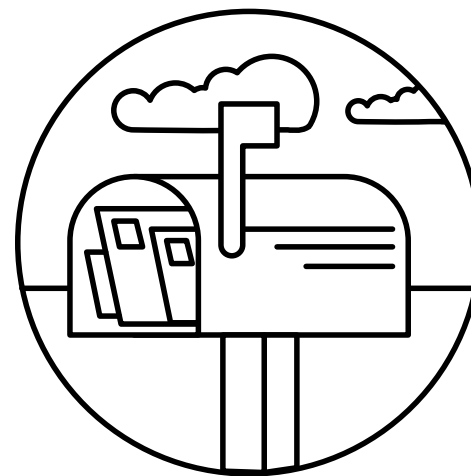
- ➔ **Property Administrator** *HOT CAREER CHOICE!*
- ➔ **Banking and Financial Services**
  - (CSC) - Canadian Securities Course
  - (CIFIC) - Canadian Investment Funds Course
- ➔ **Business Administration (BA)**
- ➔ **Computerized Accounting and Canadian Payroll (CACP)**
- ➔ **Customer Service**
- ➔ **Graphic and Web Design**
- ➔ **Early Childcare Assistant (ECA)**
- ➔ **Medical Office Assistant (MOA)**
- ➔ **Law Clerk** *PC Law / Conveyancer/ Teraview*
- ➔ **Food & Beverage Management**
- ➔ **Hospitality Management**
- ➔ **Administrative Assistant**



**CALL US TODAY!**  
**416-510-2739**  
**[www.accessbuscollege.com](http://www.accessbuscollege.com)**  
**[info@accessbuscollege.com](mailto:info@accessbuscollege.com)**

**FREE PARKING AVAILABLE TO STUDENTS**

Access Business College is registered as a private career college under the Private Career Colleges Act, 2005.



# 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 just finishing my first year of University. I am seriously considering not going back to complete my degree. I am doing two of my courses and online and another two in class. I am 35 and made the decision to return to school after being laid off for the third time. I am also working part-time and the single mother of two teenagers. I am tired, frustrated and scared. I was sure of my decision when I started this because I do have a dream of working in the social work field but stay awake at night wondering if I will have a huge debt load to carry and what if I do this and I am still unemployed?*

*Ambivalent in Acton, Ontario*

Dear Ambivalent,  
Wow! I can certainly feel your despair and I believe many of our readers can relate to your dilemma. You made a bold, courageous step into the unknown and we applaud you. That being said, no one makes that big leap without having many moments of doubt and uncertainty. You have a lot on your plate but I am going to encourage you to keep going and here are some reasons why.

Education has a huge economic payoff. A number of studies has shown that there is about a 20k difference in the average salary of a high school graduate and a university graduate. Considering an average career length that translates into a half million dollars over 25 years. A degree will often translate into more job flexibility and security.

Beyond the obvious advantage on your resume, a degree shows employers that you have the interpersonal skills that an employer looks for. Commitment to a goal, ability to think “outside the box” and communication skills.

Attending university allows you to develop your project management and teamwork skills. In your field of social work, it is expected that you will do field placements which will provide experiential learning and networking opportunities.

Depending on the area of social work you enter, your age and previous experience, can be considered an asset.

You mentioned having two teenagers. Balancing your work, studies and parenting is a immense challenge but you are modelling behaviour now that will no doubt benefit them in the future. To help you cope in the future I encourage you, as much as possible, to delegate some of your workload at home to your children. Let them get involved in making dinner and doing the housekeeping. Remember, don't sweat the small stuff! No one will make as nutritious a dinner or keep as clean a house as you. Also, try to set regular times for homework and study and let them know that this is your time. Practice some anxiety reducing techniques as meditation and yoga in the privacy of your room..no cost but great benefits and there are some great classes on youtube. Check out our Learning Curves page for links to great websites on online learning supports. Good luck and keep in touch with us throughout your journey!

Dear ELCEE is written by Deborah Noel,  
[deborahjnoel@gmail.com](mailto:deborahjnoel@gmail.com)  
Send her your questions.

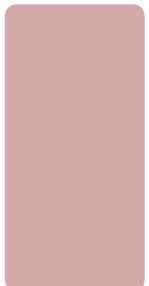
*We value your opinion. Please let us know what you think about this column. Send comments to [learningcurves@hotmail.com](mailto:learningcurves@hotmail.com).*

# Next-Steps Employment Centres

## *FREE services for job seekers and employers*



**Monday - Friday  
9 am - 5 pm**



- One-on-one job search assistance and career advising
- Career planning and exploration
- Workshops on job-search specific topics
- Resume review and interview preparation
- Exclusive Hiring Events/Job Fairs, job postings and other resources
- Job development and placement support
- Up to \$500 in Training Supports (if eligible)
- + **NEW Youth Job Link:** Career exploration and support for youth / students (up to age 29)

- **Win-win strategies for Employers:**  
FREE recruitment and job matching services  
+ Qualified candidate pool  
+ Financial incentives (if eligible)

### + **Canada-Ontario Job Grant**

- ✓ Provides eligible employers with up to \$10,000 in government support per employee (current or new hire) for training costs.

**EMPLOYMENT  
ONTARIO**



**Canada**

Funding provided by the Government of Canada through the Canada Job Grant Programs delivered by the Government of Ontario.

**For more information, contact a Next-Steps Employment Centre near you:**

**Don Mills**  
416-395-5101

**Downsview**  
416-395-9559

**Riverdale**  
416-396-2313

**Scarborough**  
416-396-8110

**Dundas-Dixie**  
905-896-2233

**Mississauga  
Meadowvale**  
905-814-8406

**Vaughan**  
905-851-6551

**www.next-steps.ca**

NextStepsEmploymentCentres

NextStepsEC

Operated by



**EMPLOYMENT  
ONTARIO**

This Employment Ontario service is funded in part by the Government of Canada and the Government of Ontario

**tdsb  
Community  
Services**



We offer a variety of programs in the community,  
and **we have something for YOU!**

For more information on our programs and services, including LINC, ESU, ELT, Newcomer Services, Hairstyling Apprenticeship and much more, visit [www.tdsb.on.ca/communityservices](http://www.tdsb.on.ca/communityservices) or email [communitysvcs@tdsb.on.ca](mailto:communitysvcs@tdsb.on.ca)



TdsbCommunityServices



tdsb\_cs



tdsb\_cs

Settlement Services • Employment Services • Language Training • Skills Development