



The Work and Learning Network (WLN) is a community of individuals and organizations that has come together to engage in research related to work and learning policy and practice. The Network has a Western Canadian focus and the members of the Network are interested in issues relating to diversity, equity and workplace reform. Website at: <http://www.wln.ualberta.ca>.

**In the June 2010 Broadcast:** Events, Online Publications, Temporary Foreign Workers/Immigration information  
(Please excuse any cross-postings.)

## 1. Events

### Archives

#### Symposium - Working in the Social Economy Symposium

Tuesday, April 27, 2010

Proceedings are available at this [LINK](#).

PowerPoint presentations [HERE!](#)

## Future WLN Events

For the Fall/Winter 2010-11, watch for **notices** for the following WLN sponsored events:

### Seminar Series topics

- Determining the Needs, Gaps, Barriers and Best Practices for Developing Learning Opportunities for Low Income Adults in the City of Edmonton (Donna Chovanec)
- Adolescent Workers in Alberta (Bob Barnetson and Jason Foster)
- Options for Older Workers And The Economy (Kurt Schreiner)
- Student to Employee: Using practica and co-op placements to smooth the transition (Heather Kennedy-Plan & Susan Burwash)
- Changes in post-secondary education. What policies are guiding these developments?

### Symposium

- Temporary Foreign Workers symposium with presenters from Alberta and Manitoba.

## OUTSIDE CONFERENCES/EVENTS

**WORKSHOP** – [Analyze That! - Needs Analysis Tools](#), sponsored by Canadian Society of training and Development's Edmonton chapter

**When:** Thursday, June 24, 2010

**Time:** 6:00 PM - 8:30 PM

**Where:** CLS Centre

11113 - 113 St. NW

Edmonton, Alberta

Networking Member price: \$25.00 Non-Member price: \$30.00

This session gives you an overview of needs analysis, exploring: Gilbert's Behavior Engineering Model, Harless' Front End Analysis technique, and the HPT Model. Real-life examples, scenarios, and a case study, illustrate how to apply these tools in your organization. By analyzing performance challenges, you can determine if training should be part of a systems-wide solution. *Take-aways:* • Pragmatic tools for needs analysis and assessment • Big picture view of workplace learning & performance, and • Ties to qualitative research methods.

**Speaker:** Karen Carleton is a workplace learning and performance professional, working in learning and development with the Alberta Motor Association.

**CONFERENCE:** [The 16<sup>th</sup> International Conference on Technology supported Learning and Training](#)

December 1-3, 2010. Hotel InterContinental Berlin, Germany.

ONLINE EDUCA BERLIN, the largest global e-learning conference for the corporate, education and public service sectors, is the key annual networking event for the international e-learning and technology-supported learning and training industry, attracting and bringing together experts in the vanguard of technology-enhanced learning from around the world.

**CONFERENCE** - [Indigenous Education, Transitions & Employment](#) -

28 to 29 July 2010  
Sydney, NSW, Australia

Creating real employment opportunities beyond school with new action plans for the school curriculum, a focus on school readiness and attendance and supportive community and corporate frameworks, this conference will provide the stepping stones for effective Indigenous education which translates to meaningful employment outcomes.

**SUMMER CAMP** - [Indigenous Student Mini-University Summer Camp](#)

July 5-9, 2010  
University of Victoria, British Columbia.

The Indigenous Student Mini-University Summer Camp gives Indigenous students in Grades 8 to 12 a taste of university life - you'll try out academic, physical, creative, cultural, and social activities. Learn about the benefits of a post-secondary education and envision your options for the future.

**CONFERENCE** - 2010 Governor's Conference on Aging

[Building a Livable and Senior Friendly North Carolina](#)

**Dates:** October 13-15, 2010

**Location:** Sheraton Imperial Hotel Research Triangle Park, Durham, North Carolina.

The North Carolina Conference on Aging is a collaborative effort to develop a professional conference to provide educational and networking opportunities in long-term care, vital aging, family issues, **work** and retirement, leadership, and professional development. It will provide an opportunity to examine policy issues and aging, evidence based research, hear from leading experts and have input into the identification of priority actions needed to be taken.

## 2. BOOKS/JOURNALS

**BOOK:** [Lifelong Learning in Paid and Unpaid Work](#) - Survey and Case Study Findings. April 2010  
**Edited by** [D W Livingstone](#)

*Lifelong Learning in Paid and Unpaid Work* provides a new paradigm for understanding work and learning, documenting the active contribution of workers to their development and their adaptation to paid and unpaid work.

**BOOK:** [Transitions from School to Work: Globalization, Individualization, and Patterns of Diversity](#). Ingrid Schoon & Rainer K. Silbereisen (Editors). August 2009

The articles assembled in this volume compare and assess variations in school-to-work transitions across Europe and North America, providing empirical evidence on how young people negotiate the different options and opportunities available and assessing the costs and returns associated with different transition strategies.

**BOOK:** [Working Knowledge: Work-Based Learning and Education Reform](#) by Thomas R. Bailey, Katherine L. Hughes, and David Thornton Moore. 2004

Based on over five years of research on work-based learning in high school and community college programs across the country, *Working Knowledge* explores the potential for using work-based learning as part of a broad education reform strategy. Bailey, Hughes, and Moore synthesize a historical overview of work-based learning and its place in policy-making with the experiences of teachers and students, resulting in a dynamic account of the state of work-based learning and its significance for the field of education.

**JOURNAL** – [CALL FOR PAPERS](#) - The Role of the Social Economy in Supporting, Challenging and Innovating Canadian Social Policy - **A Special Issue of the Canadian Review of Social Policy**

**Sponsored by** BC-Alberta Social Economy Research Alliance and The Canadian Social Economy Research Partnerships

**Guest editors** [Jorge Sousa](#), PhD Department of Educational Policy Studies, University of Alberta and [Stuart Wulff](#) Coordinator BC-Alberta Social Economy Research Alliance (BALTA)

The [Canadian Review of Social Policy](#) is calling for contributions to a special issue exploring "How the Social Economy Supports, Challenges and Innovates Canadian Social Policy", to be published in 2011. The Social Economy has significantly contributed to strengthening Canada's social fabric.

Submissions may be written in English or French and should not be under consideration at any other journal or publication. Please email your submission to CRSP at [crsp@yorku.ca](mailto:crsp@yorku.ca), following the journal's submission guidelines ([www.yorku.ca/crsp](http://www.yorku.ca/crsp))

### 3. ONLINE PUBLICATIONS

<p><a href="#">Workplace Learning: a Literature Review Report</a> by Karen Vaughan prepared for Competenz</p> <p>New Zealand Council for Educational Research. 2008</p>	<p>It aims to address five main questions:</p> <ol style="list-style-type: none"> <li>1. What are the best practice examples of workplace learning and what is it that makes them best practice?</li> <li>2. What connections can be made between on-the-job training and off-the-job training?</li> <li>3. How do workers' previous learning experiences and beliefs about learning affect their workplace learning experiences?</li> <li>4. What can theories about learning and knowledge tell us about learning in the workplace?</li> <li>5. Given learning theories, what are the implications from best practice examples for workplace learning programmes and providers, and further research, in New Zealand?</li> </ol>
<p><a href="#">A Review of the State of the Field of Workplace Learning: What We Know and What We Need to Know About Competencies, Diversity, E-Learning, and Human Performance Improvement</a></p> <p><b>Authors:</b> Saul Carliner, Naxin Zhao, Leslie Bairstow, Sam Khoury, Concordia University; Mohamed Ally, Athabasca University; Lynn Johnston, Canadian Society for Training and Development. June 2006</p>	<p>The purpose of this field review is to provide a summary of current research on workplace learning and performance, and recommendations for future research. Workplace learning and performance refers to the interlinked practices of performing job-related tasks, building capacity to perform those tasks (as in work and learning) and measuring outcomes of those efforts in terms of both the individual's capacity to perform and the impact on the organization that sponsored the learning program. From The Canadian Council on Learning.</p>
<p><a href="#">Aboriginal women do better by degrees</a> Globe and Mail. April 8, 2010</p>	<p>Despite grim statistics that show a stubborn earnings gap of 30 per cent between aboriginal people and other Canadians, Aboriginal women who go to university are actually enjoying a kind of advantage – and one not shared by aboriginal men.</p>
<p><a href="#">Canada's score on annual learning index stalls</a> Canadian Council on Learning</p> <p><a href="#">News Release</a></p>	<p>May 20, 2010—Canada's progress on the Composite Learning Index (CLI) is at a standstill in 2010, and there has only been marginal progress over the past five years, according to the latest results from the Canadian Council on Learning's annual measure of lifelong learning. The national CLI average for 2010 is 75; the same as it was in 2009.</p>
<p><a href="#">Five Years of Measuring Canada's Progress in Lifelong Learning</a> Composite Learning Index (CLI) Handbook May 2010. Canadian Council on Learning</p>	<p>The Composite Learning Index (CLI) is Canada's annual measure of progress in lifelong learning. It is based on a combination of statistical indicators that reflect the many ways Canadians learn, whether in school, in the home, at work or within the community. The only index of its kind in the world, the CLI is an unprecedented measurement tool that expresses how learning in all aspects of life is critical to the success of individuals, communities and the country as a whole.</p>
<p><a href="#">Implementing the School-to-Work Transition in Québec.</a> CPRN Research Report by Anissa Adouane, Pierre Doray, Louise Menard. March 2008</p>	<p><a href="#">CPRN's</a> 2005 Youth Dialogue, attended by more than 140 young people from across Canada, identified the need for more choice when it comes to learning options – before and during their careers. Implementing the School-to-Work Transition in Québec explores the relationship between education and the economy from the perspective of how Québec's educational institutions support the transition between school and work.</p>

### 4. TEMPORARY FOREIGN WORKERS/ IMMIGRATION WLN Sponsored

Watch for details in future broadcasts.

#### Symposium October 2010

- Temporary Foreign Workers symposium with presenters from Alberta and Manitoba.

## OUTSIDE EVENTS /RESOURCES

<p><b>CONFERENCE:</b> <a href="#">Creating Bridges: Multiculturalism and Diversity in the 21st Century</a>          October 13 - 15, 2010          Best Western Chocolate Lake Hotel in Halifax, Nova Scotia, Canada.</p>	<p>The conference will address multicultural and diversity research, initiatives or projects within various Canadian settings with the following streams: Youth &amp; Teens; Immigration &amp; Refugees; Arts &amp; Culture; Education &amp; Learning; Multi-Faiths &amp; Spirituality; Employment &amp; Careers; Women, LGBTQ, &amp; Differently Abled Communities; Business &amp; Enterprise</p>
<p><b>CONFERENCE</b> <a href="#">The 2010 International Cities of Migration: Justice and Migration: Paradoxes of Belonging</a>          The Hague (Netherlands), October 4-8, 2010</p>	<p>The <b>2010 International Metropolis Conference</b> in The Hague focuses on questions of belonging. It will deal with various aspects of belonging, the opportunities and challenges it poses in the context of legitimacy and justification of processes of migration and integration, as well as their consequences for social policies.</p>
<p><b>CONFERENCE –</b> <a href="#">Celebrating diversity and transformative innovations in teacher education</a>          6th International Conference on Teacher Education           July 29 – 31, 2010          Quezon City, Philippines</p>	<p>Social class, ethnicity, indigenous origin, religion, gender, language, and other socially mediated attributes have increased the diversity in local educational agencies and schools around the world. Learners bring with their socio-economic, linguistic, cultural and regional identities, a range of knowledge, skills, and dispositions they need in their occupations, families, communities, and other civic responsibilities. To prepare students to be productive in pluralistic diverse societies, there is a need to expand ways to create new innovative knowledge and technologies.</p>
<p><a href="#">Immigrant Volunteerism Program</a>           Organizations interested in welcoming newcomers as volunteers can contact Muhammad at mshahid@mwci.ca or call (780) 462-6924.</p>	<p>The Immigrant Volunteerism Program is an exciting new collaborative initiative of Volunteer Edmonton, Edmonton Mennonite Centre for Newcomers, Changing Together: A Centre for Immigrant Women, Ismaili Community, Multicultural Health Brokers and Millwoods Welcome Centre for Immigrants. It looks at ways to help newcomers gain Canadian work experience through volunteering. The coordinator of this program, Muhammad Shahid, will be working with newcomers to help them explore and identify volunteer opportunities in the community.</p>

## ONLINE TFW/IMMIGRATION PUBLICATIONS

<p><a href="#">Foreign nationals working temporarily in Canada</a>          by Derrick Thomas          Release date: June 8, 2010          From <a href="#">NALD</a>.</p>	<p>This article explores the characteristics of non-permanent resident workers who were enumerated in the 2006 Census of Canada (see <a href="#">What you should know about this study</a> for more information). It looks at the countries from which non-permanent resident workers came and the skills they brought to Canada. This article also examines how these workers were involved in the Canadian economy and determines if the compensation they received for their work was commensurate with the compensation received by comparable permanent residents.</p>
<p><a href="#">"Ready-Made" Immigrants? Concrete Examples of Integrative Practices in the Estrie Region</a> by Dr. Annick Lenoir-Achdjian, Université de Sherbrooke and Co-coordinator, Quebec Metropolis Centre–Immigration and Metropolis. 2009</p>	<p>This paper presents a reflection on immigrant integration in the Estrie region, through the use of sociodemographic data on the area, as well as concrete examples of local integrative practices.</p>
<p><a href="#">Integrating Immigrants: Building Partnerships That Work</a> by Clarence Lockhead. 2006. From the <a href="#">Canadian Labour and Business Centre</a></p>	<p>While Canada receives more than 200,000 immigrants each year, and many of these newcomers experience difficulties integrating into the workforce, current immigration levels are generally not seen by managers and labour leaders as a serious problem facing the Canadian economy and labour market. Findings from the Workplace Partners Panel's 2005 Viewpoints Survey, examining business and labour perspectives on current immigration levels were presented. The Viewpoints survey suggests that the regional distribution of immigrants and a selection system that focuses</p>

	more on required skills and occupations are of greater concern than overall immigration levels.
<p><a href="#">Tapping the Potential: A Statistical Profile of Ottawa's Immigrant Workforce</a> Background report for Joint Project on Integrating Foreign Trained Workers into the Labour Market</p>	<p>This report provides a statistical overview of Ottawa's immigrant population, highlighting the problem of skills underutilization. Immigrants make up a significant and growing share of Ottawa's workforce. Each year, thousands of highly educated professionals make Ottawa their home. Many of these newcomers face a difficult and lengthy transition into careers and positions commensurate with their education and skills. In an effort to address this issue, the Ottawa Foreign Trained Workers Project was launched to develop a community-based strategy aimed at facilitating the accreditation and integration of foreign trained workers into the Ottawa economy..</p>

### Submit to the Broadcast

If you wish to submit a notification of an event (a conference, a symposium, a seminar etc), any publications, or other announcements relevant to work and learning issues, practice and policy, please email the information to [wln@ualberta.ca](mailto:wln@ualberta.ca).

To change your subscription settings, go to [http://www.wln.ualberta.ca/mailling\\_list.html](http://www.wln.ualberta.ca/mailling_list.html)

Visit other work and learning networks of interest:

- Centre for the Study of Education and Work (CSEW) <http://www.learningwork.ca/>
- Work and Lifelong Learning Research Project (WALL) <http://www.wallnetwork.ca/>
- The Labour Education and Training Research Network, York University <http://www.yorku.ca/crws/network/english/english.htm>

### MEMBERS PROFILES

Members' profiles are available at <http://www.wln.ualberta.ca/members.htm> as a networking opportunity to connect with other WLN members. If you would like to be added to this page or need your information updated, fill in the form on the [members web page](#).

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