



NINETEEN NINETY-SIX

100 BEST

Business- Education

PARTNERSHIPS

IdeaBook



ROYAL BANK



The Conference Board
of Canada



A Conference Board of
Canada publication from
the National Business and
Education Centre

Please Note

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The sponsors believe that the partnerships honoured through the National Partners in Education Awards exemplify corporate investments necessary to create a well-educated, skilled workforce that will ensure a strong Canadian economy and competitive position in the global marketplace.

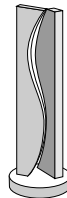
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The Partnership Focus Award Trophy is the product of a partnership between the School of Industrial Design of Carleton University and National Research Council. Joanna Boothman, an industrial design student at Carleton, proposed the underlying concept for the award and the Advanced Manufacturing Technology Program completed the design and produced the trophy from Canadian aluminum.

NRC-CARC

Assessment Form

Royal Bank, Human Resources Development Canada and The Conference Board of Canada have produced this IdeaBook as a tool to encourage the formation of business–education partnerships across Canada.

Your feedback will help us make next year's IdeaBook even better.

Does the IdeaBook contain the information you require to explore the idea of forming a partnership of your own? Yes No

Is there other information you need? Yes No

If yes, what other information would you like to see included in next year's IdeaBook?

Name _____

Title _____

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Please return to:

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Formulaire d'évaluation

La Banque Royale, Développement des ressources humaines Canada et le Conference Board du Canada ont produit ce Cahier d'idées dans le but d'en faire un outil qui favorisera la création de partenariats entreprise-enseignement d'un bout à l'autre du pays.

Vos commentaires nous aideront à améliorer la prochaine version du Cahier d'idées.

Le Cahier d'idées renferme-t-il l'information dont vous avez besoin pour examiner la possibilité de former votre propre partenariat? Oui Non

Auriez-vous besoin d'autres renseignements? Oui Non

Dans l'affirmative, quel type d'information devrait-on inclure dans le Cahier d'idées de l'année prochaine?

Nom _____

Titre _____

Organisme/École/Conseil de l'éducation _____

Adresse postal _____

Ville/Province _____ Code postal _____

Téléphone _____ Télécopieur _____

Internet _____

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Table of Contents

	Page
Foreword	ii
Introduction	iv
Matrix	vi
Judges	x
Royal Bank Partners in Education Awards	
Newfoundland	1
New Brunswick	4
Nova Scotia	7
Prince Edward Island	9
Quebec	11
Ontario	15
Manitoba	50
Saskatchewan	60
Alberta	63
Yukon	69
British Columbia	71
Broad Community Collaboration Awards	
Winners	76
Newfoundland	80
New Brunswick	81
Nova Scotia	84
Quebec	87
Ontario	89
Manitoba	95
Saskatchewan	97
Alberta	99
British Columbia	103
Partnership Focus Awards	
Readiness to Learn	104
Linking Education and the World of Work	105
Lifelong Learning	106
ToolKit	
Employability Skills Profile	108
Ethical Guidelines for Business–Education Partnerships	110
Value Assessment Process	112
Resources	114

Foreword

The Conference Board of Canada is pleased to present the sixth annual awards for business–education partnerships. The objectives of these awards are:

- to promote greater awareness of the value of business–education partnerships in helping to improve Canada’s competitiveness and quality of life
- to recognize and reward innovative and effective partnerships that develop and support the acquisition of foundation skills for employability
- to motivate and encourage others to become actively involved in business–education partnerships
- to build a body of knowledge on business–education partnerships that can be shared nationally and internationally

The Conference Board thanks the sponsors, all partnership teams who submitted entries to the National Awards Program and the judges whose insights shaped this 1996 Business–Education Partnerships IdeaBook. We congratulate you on your commitment to learning and working together to create Canada’s future success.

MaryAnn McLaughlin
Director
National Business and Education Centre
The Conference Board of Canada

Avant-propos

Le Conference Board du Canada est heureux de présenter le sixième concours des Prix nationaux de reconnaissance des partenariats en enseignement. Voici les objectifs de ce concours :

- souligner davantage le rôle que jouent les partenariats entreprise-enseignement pour ce qui est de favoriser la compétitivité du Canada et la qualité de vie au pays
- reconnaître et récompenser les partenariats novateurs et efficaces qui élaborent et appuient l'acquisition d'aptitudes de base relatives à l'employabilité
- inciter et encourager d'autres organismes à participer activement à des partenariats entreprise-enseignement
- acquérir des connaissances sur les partenariats entreprise-enseignement, qui pourront être partagées aux échelons national et international

Le Conference Board remercie les commanditaires, tous les groupes qui ont présenté des partenariats au concours des Prix nationaux, ainsi que les juges du concours. Leurs perspectives nous ont permis d'élaborer ce Cahier d'idées des meilleurs partenariats entreprise-enseignement de 1996. Nous les félicitons enfin de leur engagement à l'égard de l'apprentissage et du travail concerté en vue d'assurer le succès futur du Canada.

MaryAnn McLaughlin
Directrice
Centre national sur les affaires et l'enseignement
Le Conference Board du Canada

Introduction

This year, for the first time, along with profiles of the winners of the national competition, we are providing profiles of strong contenders with ideas worth sharing in the 1996 Business–Education Partnerships IdeaBook.

Selection of the winners was based on a number of factors including: the setting and achieving of measurable goals; the degree of innovation and effectiveness; the amount of positive change introduced by the partnership; and the contribution of the partnership to lasting relationships among business, education and other stakeholders.

To qualify, partnerships had to focus on one of:

- Readiness to learn
- Linking education and the world of work
- Lifelong learning

AND demonstrate success in at least one of the following:

1. Fostering the acquisition of employability skills
2. Promoting the importance of science, technology and/or mathematics
3. Promoting teacher development and enhancement
4. Encouraging students to stay in school
5. Expanding vocational, technical and/or apprenticeship training
6. Integrating in-class and on-the-job workplace experience
7. Raising awareness of the role each stakeholder plays in enhancing the quality of learning

For easy reference, we begin with a matrix which lists the partnerships by the category in which they entered the competition and the province/territory in which they are located. The numbers across the top of the matrix correspond to the seven factors in which partnerships could demonstrate success. The factors in which they do demonstrate success are indicated with an icon.

The profiles which follow the matrix include a contact name and address for one education and one business partner. The area of focus is highlighted in the icon, and Award winning partnerships are identified by our symbolic trophy in the background. We are publishing two versions of this IdeaBook: one with the profiles presented in the language in which they were originally submitted to the Conference Board, and the other with the profiles translated to French.

The second part of this IdeaBook provides summaries of three of the tools that we have developed to foster collaboration and dialogue among business, education and community leaders, including our Employability Skills Profile; Ethical Guidelines for Business–Education Partnerships; and Value Assessment Process. These tools and resources are all built on international research and best practice models. They are living examples of the value of sharing ideas.

Please note, the descriptions are provided in the language in which they were submitted.

Introduction

Cette année, pour la toute première fois, nous vous fournissons, outre les sommaires des partenariats gagnants, le profil des partenariats les plus solides dont les idées méritent d'être partagées dans ce Cahier d'idées sur les partenariats entreprise-enseignement 1996.

La sélection des gagnants a été fondée sur une gamme complète de facteurs, dont : l'établissement et la réalisation d'objectifs mesurables; le degré d'innovation et d'efficacité du projet; la quantité de changements positifs découlant du partenariat; et la contribution du partenariat à des relations étroites et durables entre le milieu des affaires, le monde de l'enseignement et les autres intervenants.

Pour être admissibles au concours, les partenariats devaient être axés sur un des trois thèmes suivants :

- Capacité d'apprendre
- Lien entre l'enseignement et le monde du travail
- Éducation permanente

ET avoir produit des résultats positifs quant à la réalisation d'au moins un des objectifs suivants :

1. Favoriser l'acquisition de compétences relatives à l'employabilité
2. Promouvoir l'importance des sciences, de la technologie et (ou) des mathématiques
3. Favoriser le perfectionnement professionnel des enseignants
4. Inciter les élèves à poursuivre leurs études
5. Élargir la formation traditionnelle, technique et (ou) l'apprentissage
6. Intégrer la formation en classe et l'expérience en milieu de travail
7. Sensibiliser le public à l'importance du rôle de chaque intervenant pour ce qui est de rehausser la qualité de la formation.

Pour faciliter la consultation de cette publication, nous avons préparé un tableau comportant la liste des partenariats présentés, classés selon la catégorie dans laquelle ils ont été inscrits et la province ou le territoire où ils se trouvent. Les chiffres qui figurent au haut du tableau correspondent aux sept objectifs du programme. Les objectifs réalisés sont indiqués à l'aide d'une icône.

Les profils présentés à la suite du tableau comprennent le nom et l'adresse des personnes-ressources du milieu de l'enseignement et de l'entreprise. Le thème du partenariat figure dans l'icône, et les partenariats gagnants sont identifiés à l'aide du trophée symbolique du concours, imprimé à l'arrière-plan. Nous publions deux versions de ce Cahier d'idées : l'une présentant les profils dans la langue dans laquelle ils ont été soumis à l'origine au Conference Board, et l'autre présentant les profils traduits en français.

La deuxième partie du Cahier d'idées présente le sommaire des trois outils que nous avons élaborés pour favoriser la collaboration et le dialogue entre les dirigeants du monde des affaires, du milieu de l'éducation et du milieu communautaire. Ces outils sont les suivants : Profil des compétences relatives à l'employabilité; Guide d'éthique pour le partenariat affaires-enseignement; et Processus d'estimation de la valeur. Ces outils et ressources se fondent sur des recherches internationales et des modèles des meilleures pratiques. Ils témoignent bien de l'importance du partage d'idées.

Veillez noter que les descriptions suivantes sont présentées dans la langue dans laquelle elles ont été soumises à l'origine.

	Success Factors							Page
	1	2	3	4	5	6	7	#
ROYAL BANK PARTNERS IN EDUCATION								
Newfoundland								
I. J. Samson Jr. High School	•	•	•	•	•		•	1
Booth Memorial High School	•		•	•	•	•	•	2
Bishops College	•	•	•	•		•	•	3
New Brunswick								
School District 15	•	•	•	•	•	•	•	4
Polyvalente Louis-J. Robichaud	•			•	•	•	•	5
Carleton North Senior High School	•	•	•	•	•	•	•	6
Nova Scotia								
Halifax County-Bedford District School Board	•	•	•	•	•	•	•	7
Trenton High School	•	•	•	•	•	•	•	8
Prince Edward Island								
Kensington-Intermediate Senior High School	•	•		•	•	•	•	9
Charlottetown Rural	•	•	•	•	•	•	•	10
Quebec								
Alternative Care Education Program	•	•	•	•	•	•	•	11
École secondaire Jeanne-Mance	•			•		•		12
Polyvalente le Carrefour de Val d'Or	•			•		•		13
Commission scolaire catholique de Sherbrooke	•			•		•		14
Ontario								
Arthur Voaden Secondary School	•	•		•	•	•	•	15
Royal Orchard Public School	•	•	•		•	•	•	16
Streetsville Secondary School	•			•	•		•	17
School of Continuing and Community Education	•			•	•	•	•	18
Renfrew County Board of Education	•	•	•	•		•	•	19
Elliot Lake Secondary School	•	•				•		20
Toronto Board of Education	•			•	•	•	•	21
The Durham Board of Education	•	•		•			•	22
Valhalla Inn School of Hospitality	•			•	•	•		23
City of York Board of Education	•			•			•	24
Henry Street High School	•	•	•	•			•	25
Our Lady of Fatima School	•	•	•	•	•	•	•	26
Lo-Ellen Park Secondary School	•	•	•	•			•	27
Georges Vanier Secondary School	•	•	•			•	•	28
McHugh Public School	•	•	•	•	•		•	29

	Success Factors							Page
	1	2	3	4	5	6	7	#
The Bruce County Board of Education	•	•	•	•	•	•	•	30
St. Matthew High School	•		•	•		•		31
Ridgemont High School	•			•	•		•	32
The Waterloo County Board of Education	•	•	•	•	•	•	•	33
The Learning Partnership	•		•	•			•	34
Forest City Secondary School	•		•	•		•	•	35
Ottawa Board of Education	•			•	•	•	•	36
Cedarbrae Collegiate Institute	•	•		•			•	37
Scarborough Board of Education	•	•	•	•	•	•	•	38
Kitchener Waterloo Collegiate and Vocational School	•		•	•	•	•	•	39
St. Charles Adult Education	•			•	•	•		40
The Waterloo County Board of Education	•	•		•			•	41
Joyce Public School	•			•			•	42
Milliken Mills High School	•			•	•	•	•	43
Ontario Hydro Co-op Satellite Campus	•	•	•	•	•	•	•	44
Bayside Secondary School	•	•	•	•			•	45
William Berczy Public School	•	•	•	•			•	46
Middlesex County Board of Education	•	•	•				•	47
A.Y. Jackson Secondary School	•	•	•	•	•	•	•	48
Bathurst Heights Secondary School	•	•		•			•	49
Manitoba								
Steinbach Regional Secondary School	•			•	•	•	•	50
Winnipeg School Division #1	•	•	•	•		•		51
Lord Selkirk Regional Comprehensive Secondary School	•	•	•	•	•	•	•	52
Bertrum E. Glavin Elementary School	•	•				•	•	53
Pierre Radisson Collegiate	•			•	•	•	•	54
Collège Louis-Riel	•			•	•	•	•	55
South Winnipeg Technical Centre	•				•	•	•	56
School of Co-operative Education Programs	•	•	•	•	•	•	•	57
Neepawa Area Collegiate	•	•		•	•	•	•	58
Agassiz School Division #13	•	•		•	•	•	•	59
Saskatchewan								
Eston-Elrose School Division No. 33	•	•		•	•	•	•	60
Saskatoon Board of Education	•	•		•	•		•	61
Wilkie School Division	•	•		•	•	•	•	62

	Success Factors							Page
	1	2	3	4	5	6	7	#
Alberta								
Western Canada High School	•	•	•	•	•	•	•	63
Parkdale Elementary School	•	•	•	•		•	•	64
Austin O'Brien High School	•						•	65
Strathcona High School	•			•	•		•	66
GlenMary School	•			•	•	•	•	67
Ernest Manning High School	•		•	•	•	•	•	68
Yukon								
Watson Lake Secondary School	•		•	•		•	•	69
Ecole Emilie Tremblay	•	•		•	•		•	70
British Columbia								
School District No. 28 (Quesnel)	•	•	•	•	•	•	•	71
School District No. 62 (Sooke)	•	•		•	•	•	•	72
Okanagan Mission School	•		•	•			•	73
Burnaby Central Secondary School	•			•	•	•	•	74
School District No. 75 (Mission)	•		•	•			•	75
BROAD COMMUNITY COLLABORATION								
Newfoundland								
Partners in Education Regional Committee	•		•			•	•	76
Ascension Collegiate	•	•	•	•	•	•	•	80
New Brunswick								
New Brunswick School District No 13	•	•		•	•	•	•	81
New Brunswick Community College-Saint John's Campus	•		•	•	•	•	•	82
New Brunswick Department of Education	•	•		•			•	83
Nova Scotia								
Central Nova Industry Education Council	•			•		•	•	84
Isle Madame District High School	•			•			•	85
Technology Assessment Development Centre	•	•		•	•	•	•	86
Quebec								
CEGEP de Victoriaville	•	•	•	•	•	•	•	87
CEGEP de Saint-Jérôme	•		•	•	•	•	•	88
Ontario								
Ryerson Polytechnic University	•				•		•	77
The Halton Board of Education	•	•			•	•		78
Durham College	•			•		•	•	90

	Success Factors							Page
	1	2	3	4	5	6	7	#
Conestoga College of Applied Arts and Technology	•				•	•	•	91
Industrial Trades Centre for Women of Sudbury	•	•			•	•	•	92
The York Region Board of Education	•			•		•	•	93
Queen's University	•	•	•	•		•	•	94
Conseil de l'éducation de Sudbury	•	•	•	•	•	•	•	89
Manitoba								
River East Collegiate	•	•	•	•		•	•	95
Brandon School Division	•			•			•	96
Saskatchewan								
College of Commerce, University of Saskatchewan	•		•	•		•	•	97
Northlands College	•			•	•	•	•	98
Alberta								
Calgary Educational Partnership Foundation	•		•	•	•	•	•	79
University of Calgary	•	•	•	•			•	99
Fairview College	•		•		•	•	•	100
Southern Alberta Institute of Technology	•		•		•	•	•	101
Skills Canada Alberta	•	•		•	•	•	•	102
British Columbia								
Capilano College	•	•		•			•	103
PARTNERSHIP FOCUS AWARDS								
The Waterloo County Board of Education	•	•	•	•	•	•	•	104
The Halton Board of Education	•	•	•	•	•	•	•	105
Sault College of Applied Arts and Technology	•			•	•	•	•	106
Canadian Centre for Creative Technology	•	•	•	•	•	•	•	107

Judges

The Conference Board and sponsors acknowledge with gratitude the contribution of the people who gave their time and talent to serve as judges for the 1995–96 National Partners in Education Awards.

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Elementary- Secondary NEWFOUNDLAND



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LOCATION

St. John's, Newfoundland

ESTABLISHED

1993

STAKEHOLDERS

Students, school, parents,
community, business

NUMBER OF PARTNERS

4

Overview

In 1993, I. J. Samson Junior High School was struggling with virtually no computer technology when staff embarked on creating a high-technology curriculum with Newfoundland Power. Since then, the successful partnership has developed a state-of-the-art computer infrastructure for the school, complemented by in-class demonstrations by Newfoundland Power employees who link the classroom to the realities of the workplace.

Objectives

- Stimulate student's interest in learning
- Create an infrastructure reflective of current technology
- Improve student and parent participation in the educational system

Program Activities

- Students trained in computer use
- Parents challenged to learn computer technology
- School participates in various partnership committees

Achievements

- Drastic decline in student/teacher absenteeism and increased parental participation
- Increased enrolment in advanced math and English courses
- Partnership has received national and provincial recognition for positive change

Innovation

- Development of employability skills curriculum
- Significant increase in student transfers to the school

Benefits

Education

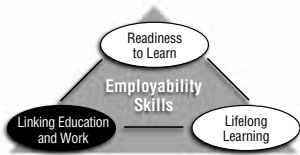
- Used as model in at least one other junior high school
- Teachers acquire new resources to assist students

Business

- Contributes to well-being of future employees and customers
- Increases knowledge of broader community

Elementary- Secondary

NEWFOUNDLAND



CONTACT

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LOCATION

St. John's, Newfoundland

ESTABLISHED

1987

STAKEHOLDERS

Education institutions,
students, community, busi-
ness, government, parents

NUMBER OF PARTNERS

77

Overview

Booth Memorial High School has developed two employment courses, one specifically for challenging needs students and one for students of all levels. Through these courses, partnerships have been forged with various sectors, such as hospitals, trades, and business. This hands-on experience provides pre-employment training and motivates those who are having difficulty with school curriculum.

Objectives

- Assist students develop employability skills
- Make business more aware of the career needs of high school students
- Assist students understand the relationships between family, community and business

Program Activities

- Redesigned waiting-room at health centre to better serve community
- Developed public health programs
- Designed on-air radio program

Achievements

- Students better equipped for the workforce
- More students on the honour roll
- Students become respected school ambassadors within the community

Innovation

- Exposure based on needs, abilities and desires

Benefits

Education

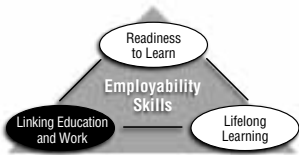
- Students experience the relationship between school and the world of work
- Parents, staff and administration participate more in the education process

Business

- Business has become aware of the challenges facing students and educators
- Opportunities to recruit future employees

Elementary- Secondary

NEWFOUNDLAND



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LOCATION

St. John's, Newfoundland

ESTABLISHED

1992

STAKEHOLDERS

Students, parents, teachers,
community, business

NUMBER OF PARTNERS

66

Overview

In 1992, Bishops College recognized the increasing scholastic and technological demands of employers. To ensure proper preparation for students, it introduced a program to introduce the concept of innovative learning. Since then, the partnership has grown to include over 60 businesses, and continues to facilitate the integration of in-class and on-the-job workplace experiences in the areas of business, science and technology

Objectives

- Acquisition of employability skills
- Promote importance of math, science and technology
- Encourage students to stay in school

Program Activities

- Direct use of Employability Skills Profile
- Computers in every class
- Worksite visits and Young Entrepreneur Expo

Achievements

- Increased interest in business and technology
- Increased interest by teachers to foster positive attitude toward change

Innovation

- Introduced innovative learning which anticipates future workplace requirements of sharing and decision making

Benefits

Education

- Creates awareness of technical skills
- Increases employability skills

Business

- Enables employees to be active in education system
- Sense of pride in community involvement

Elementary- Secondary

NEW BRUNSWICK



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LOCATION

Bathurst, New Brunswick

ESTABLISHED

1992

STAKEHOLDERS

Students, teachers, parents,
business, labour

NUMBER OF PARTNERS

6

Overview

The partnership between School District 15, Brunswick Mining and Smelting Limited and its Union workers, is a model of diversity based on enhancing public education and community interest through progressive and co-operative methods. The partnership sponsors programs at the elementary, secondary, middle and high school levels

Objectives

- Matching the needs of education and business in mutually beneficial ways
- Improving upon the provision of education
- Increasing community interest in education

Program Activities

- Tutoring, job shadowing, co-op programs and mentoring projects
- Teachers shadow industry personnel and receive Total Quality Management training
- Development of a Broad Based Learning Lab

Achievements

- High levels of student participation
- Schools have access to modern and up-to-date technology, software and equipment
- Direct benefit to community and business morale

Innovation

- Partnership encompasses both elementary and secondary levels of education

Benefits

Education

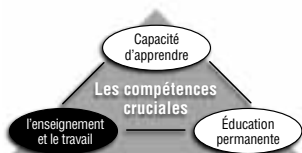
- Financial support for school initiatives and extra-curricular activities
- Increases student teacher awareness of future employment possibilities

Business

- Access to school recreational facilities and educational resources
- Improves union/management relationships

Primaire et Secondaire

NOUVEAU-BRUNSWICK



PERSONNES-RESSOURCES

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ENDROIT

Shediac, Nouveau-Brunswick

ÉTABLI

1992

INTERVENANTS

Élèves, monde de l'enseignement, monde des affaires, parents; gouvernements

NOMBRE DE PARTENAIRES

126

Sommaire

Depuis quatre ans, les élèves de l'école ont la possibilité de s'inscrire au programme d'Éducation Coopérative et au Programme d'Orientation à la carrière. Ces formes de partenariats constituent pour les élèves une excellente motivation à la réussite scolaire, en leur donnant le goût du milieu de travail. Elles jouent aussi un rôle important dans les stratégies de mise en oeuvre pour compléter ce que l'école n'est pas en mesure de fournir. Ces programmes aident également les élèves à réussir une transition plus harmonieuse de l'école au monde du travail.

Objectifs

- l'école n'est pas la seule responsable du développement et de l'apprentissage des élèves
- tous les intervenants forment une équipe où chacun assume une responsabilité dans la formation de l'élève.

Activités du programme

- plusieurs programmes mise en place pour motiver les élèves
- Éducation Coopérative; Programme d'Orientation; Job Shadowing; programme des Jeunes Entrepreneurs

Réalisations

- 200 heures d'expériences pratiques avec des adultes impliqués dans le monde des affaires
- cette année, la Milice a entrepris de sérieuses démarches pour sensibiliser tous les étudiants

Caractère innovateur

- La polyvalente Louis-J.-Robichaud est la première école francophone au sud-est de la province à participer à ce programme.

Avantages du partenariat

Milieu de l'éducation

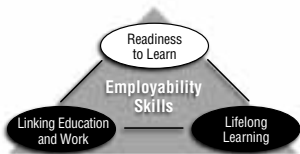
- le partenariat a aidé les enseignants et élèves à mieux connaître la réalité et les besoins de tous les intervenants

Milieu des affaires

- excellente source de recrutement de personnel bien formé
- permet aux employeurs de participer directement à la formation des élèves

Elementary- Secondary

NEW BRUNSWICK



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LOCATION

Bristol, New Brunswick

ESTABLISHED

1992

STAKEHOLDERS

School, business, community,
students, parents, teachers

NUMBER OF PARTNERS

2

Overview

This partnership involves co-op placements, job-shadowing, and corporate educational presentations for teachers and students, as well as work placements for professional development. The possibility of career opportunities at McCain Foods Limited within the New Brunswick Apprenticeship Program and the possibility of a national co-op student exchange within the "McCain Group" are being explored

Objectives

- Promote employability skills
- Share facilities and technology

Program Activities

- 67 co-op placements within the McCain Group of Companies
- Teacher co-op placements in math and engineering
- Distance education for employees

Achievements

- Strong teacher and community involvement
- Co-op participants acquire up-to-date learning
- Many graduates working full-time or on post-secondary placements with the company

Innovation

- Partnership with multi-national company
- Advanced partnership in rural area

Benefits

Education

- Assists students regarding career pathways, post-secondary advice and employability skills
- Informs teachers of developments at work

Business

- Access to school facilities
- Input into student learning

Elementary- Secondary

NOVA SCOTIA



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LOCATION

Lower Sackville, Nova Scotia

ESTABLISHED

1993

STAKEHOLDERS

Students, business, teachers,
parents, government, educa-
tional institution

NUMBER OF PARTNERS

28

Overview

The School Board realizes that career preparation is a continuous learning process that requires nurturing from the time a student enters the school system. Elementary students investigate the role of work through the focus areas of workplace environments, employee/employer relationships, and uses of technology. Activities include classroom discussions, assessing their own school as an employer and visits to their parents' worksites

Objectives

- Answer the question "What is work?"
- Increase awareness of various workplace environments
- Acquire first-hand knowledge of workplace skills

Program Activities

- Stakeholder seminars discussing issues of employment
- Students visit and discuss work locations

Achievements

- Parents able to participate regardless of schedules
- Number of business partners increased from 2 to 27
- Spin-off projects further develop links between workplace and school

Innovation

- Programs focus on imparting employability skills to elementary school students
- Involvement of a large segment of the community

Benefits

Education

- Encourages students and teachers to seek experiences outside the classroom
- Breaks down barriers between various community members

Business

- Increases understanding of teaching and curriculum
- Opportunities to illustrate importance of "lifelong learning"

Elementary- Secondary

NOVA SCOTIA



CONTACT

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LOCATION

Trenton, Nova Scotia

ESTABLISHED

1993

STAKEHOLDERS

School, students, teachers,
business, community

NUMBER OF PARTNERS

4

Overview

This business-education partnership provides financial resources for the provision of a new school computer facility and a mentorship program to expose students to a variety of career opportunities. These programs target a wide spectrum of students from those who are academically at-risk to those who are academically superior

Objectives

- Increase students enthusiasm to learn
- Exposure to a wide variety of occupations
- Establish the value of education
- Upgrade community computer skills

Program Activities

- Maintain log of activities performed with mentor
- Nova Scotia Power employees receive 120 hours of computer instruction by teachers
- Students work in advanced computer facility
- Extensive program in rural area

Achievements

- Students gained understanding of different jobs and their training requirements
- Expanded adult education programming
- 22 participants in mentorship program
- Positive relationships developed with mentors

Innovation

- Contractual agreements provide for five year partnership plan

Benefits

Education

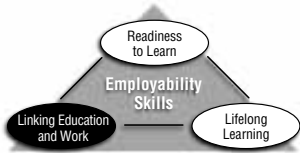
- Increases access to current technology
- Motivates students to stay in school

Business

- Brings fresh perspective to work
- Promotes pride in organization

Elementary- Secondary

PRINCE EDWARD ISLAND



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LOCATION

Kensington, Prince Edward
Island

ESTABLISHED

1992

STAKEHOLDERS

Education, students, teachers,
parents, community, business

NUMBER OF PARTNERS

68

Overview

Responding to the cancellation of a job training program in 1992, Kensington Intermediate-Senior High School developed a Community Co-operative Education Program combining academics, work experience and related classroom activities. Students earn credit while working at one of 68 employment sites

Objectives

- Enable students to understand and develop critical life/work skills
- Develop positive self-image
- Appreciate the relationship between academic education and job success

Program Activities

- Students responsible for program media coverage through the local paper
- A teacher provides transportation, resulting in knowledge of the students whereabouts and providing a "de-briefing" session
- Program objectives renewed and updated each year

Achievements

- 12 new partners joining the program this year; 50% of initial partners still "on board"
- Students have developed a sense of responsibility for their actions

Innovation

- Willingness of partners to be innovative in approach to meet the needs of students

Benefits

Education

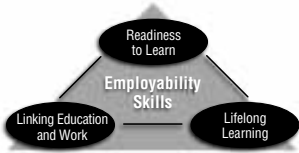
- Fosters a positive outlook towards work and the community
- Students prepared for the workforce

Business

- Positive outlook toward the younger generation
- Identify possible future employees

Elementary- Secondary

PRINCE EDWARD ISLAND



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LOCATION

Prince Edward Island and
New Brunswick

ESTABLISHED

1990

STAKEHOLDERS

Students, teachers, business,
community

NUMBER OF PARTNERS

3

Overview

This four phase partnership has expanded from extra-curricular activities in a junior high school to a program integrated into the education system, curriculum and community. This resourceful alliance is comprised of partnerships teams spanning the school system, with the same process being used effectively from grade 1 to 12

Objectives

- Encourage long-term business education associations
- Expand student employability skills
- Establish links between community members

Program Activities

- Job interviews and shadowing
- Students select and research business partnership plans
- Students plan and implement awards night

Achievements

- Program replicated in different grades and schools
- Recognized as provincial partnership leader
- Enhanced student communication skills

Innovation

- Program developed on voluntary basis, requiring no additional funding

Benefits

Education

- Provides real learning environments
- Increases students responsibility in learning

Business

- Fosters positive image for business
- Ensures business has input into curriculum

Elementary- Secondary

QUEBEC



CONTACT

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LOCATION

Deux Montagnes, Quebec

ESTABLISHED

1990

STAKEHOLDERS

School, students, teacher,
business, community

NUMBER OF PARTNERS

100

Overview

The Alternative Career Education (ACE) program participants come from lower to middle class rural communities and have struggled with conventional education. ACE assists in guiding them to become productive members of the community and enhance their employability skills by linking learning at school, the workplace and leisure activities. As students are considered associates of the program, they are expected to assist with its operations, as are their shareholder parents

Objectives

- Create an effective transition between school and work
- Increase motivation to stay in school
- Develop employability skills

Program Activities

- Volunteering at local residences
- Created documentary for cable TV station
- Work placements

Achievements

- Curriculum is meaningful and relevant
- High level of program graduates
- Increase in number of work placements
- Recognition by business and government

Innovation

- Teachers and students regarded as co-learners
- Extensive media coverage

Benefits

Education

- Keeps at-risk kids in school
- Links school and community

Business

- Provides trained and skilled labour pool
- Influence curriculum to meet needs of industry

Primaire et Secondaire

QUÉBEC



PERSONNES-RESSOURCES

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ENDROIT

Montréal, Québec

ÉTABLI

1991

INTERVENANTS

Élèves, parents, enseignants, monde des affaires; monde de l'enseignement

NOMBRE DE PARTENAIRES

6

Sommaire

"Alternative au Décrochage" du Plateau Mont-Royal est un organisme à but non lucratif offrant des services de nature préventive à une clientèle de jeunes potentiellement décrocheurs. L'horaire permet aux jeunes de retrouver la confiance et la motivation nécessaires à la poursuite de leurs études, en infirmant la croyance "école = échec".

Objectifs

- permettre l'acquisition des compétences relatives à l'employabilité
- stimuler et développer l'autonomie, l'initiative et la sociabilité
- outiller le jeune afin qu'il puisse se prendre en main

Activités du programme

- offre un programme d'enseignement axé sur les matières de base obligatoires "académiques"
- offre un volet "marché du travail"
- offre un troisième volet "encadrement" où les étudiants bénéficient d'un soutien personnalisé et d'un encadrement étroit

Réalisations

- 100 % des élèves poursuivent leurs études secondaires
- les élèves qui constituaient auparavant des "cas problèmes", sont maintenant devenus un actif

Caractère innovateur

- alternative peu coûteuse dans un quartier soci-économique défavorisé

Avantages du partenariat

Milieu de l'éducation

- les succès vécus à l'école et au travail contribuent à l'élevation de l'estime

Milieu des affaires

- jouent leur rôle social de "citoyens corporatifs"

Primaire et Secondaire

QUÉBEC



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ENDROIT

Val d'Or, Québec

ÉTABLI

1989

INTERVENANTS

Élèves, parents, enseignants, monde de affaires; monde de l'enseignement

NOMBRE DE PARTENAIRES

133

Sommaire

Les buts ont toujours été de permettre à l'élève de se faire connaître en prenant connaissance du fonctionnement d'une entreprise, de développer son sens de l'observation, le goût de la recherche, la compréhension des instructions nécessaires à la réalisation d'un travail bien fait et, en même temps, d'acquérir des connaissances académiques en classe.

Objectifs

- permettre aux élèves de s'intégrer plus facilement au marché du travail et éviter ainsi qu'ils ne quittent trop tôt l'école
- permettre de se maintenir au travail en découvrant ses aptitudes, en acceptant ses limites

Activités du programme

- le programme comprend l'insertion sociale et professionnelle des jeunes dans deux étapes
- le programme comporte cinq volets : enseignement académique; supervision des stages; retour/stage; personnes-ressources invitées en classe; et visites industrielles

Réalisations

- 70 % ont actuellement un emploi
- 8 % ont poursuivi leurs études à l'Éducation des adultes
- les résultats indiquent que le programme offre une formation efficace, répondant aux besoins d'élèves potentiellement décrocheurs

Caractère innovateur

- les élèves doivent satisfaire à certains critères pour être acceptés, et ils doivent suivre à la lettre les règlements pour demeurer dans ce programme
- remise d'attestation aux élèves et remise de reconnaissances aux employeurs

Avantages du partenariat

Milieu de l'éducation

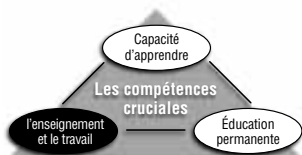
- les étudiants possèdent maintenant donné les outils pour faire face au marché du travail;
- ils deviennent des agents faisant partie de la population active.

Milieu des affaires

- offre aux entrepreneurs l'occasion de former une personne selon les besoins de l'entreprise

Primaire et Secondaire

QUÉBEC



PERSONNES-RESSOURCES

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ENDROIT

Sherbrooke, Québec

ÉTABLI

1991

INTERVENANTS

Élèves; enseignants; parents;
monde des affaires, monde
de l'enseignement

NOMBRE DE PARTENAIRES

44

Sommaire

Le projet de bénévolat étudiant a pour but de favoriser l'engagement communautaire comme moyen possible de contrer le décrochage des élèves qui présentent des difficultés d'apprentissage académique. L'engagement communautaire offre aux jeunes la possibilité de découvrir leurs aptitudes et leurs champs d'intérêt, de se sentir utiles et appréciés, d'être vus d'un bon œil par les responsables des organismes qui les reçoivent.

Objectifs

- offre à des jeunes marginalisés par des échecs scolaires la possibilité de vivre une forme utile et gratifiante d'intégration sociale
- sensibiliser les jeunes à l'entraide et à l'action bénévole
- développer des aptitudes à travailler avec les autres

Activités du programme

- projet de 12 semaines
- 2 semaines de rencontres de sensibilisation au bénévolat
- échange sur la valeur de l'engagement social dans nos vies
- les élèves sont finalement libres de s'engager pendant 10 semaines dans un projet personnel d'action bénévole dans un des organismes recrutés

Réalisations

- Le mérite de ce partenariat avec les organismes réside dans le fait qu'on donne à ces jeunes une occasion de développement et de revalorisation.

Caractère innovateur

- incite et encadre des jeunes en difficulté d'apprentissage académique à donner d'eux-mêmes pendant 10 semaines à l'extérieur de l'école: c'est un projet innovateur
- ces jeunes, avec leur possibilités et leurs limites, ont eux aussi à se trouver une identité et à chercher leur voie à cette étape difficile de leur développement

Avantages du partenariat

Milieu de l'éducation

- offre des options de rechange aux jeunes qui se sentent moins à l'aise dans un cadre scolaire et qui apprennent autrement

Milieu des affaires

- retirent de la satisfaction à participer à la formation personnelle et sociale de jeunes qui apportent à leur clientèle un vent de fraîcheur et de dynamisme

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

St. Thomas, Ontario

ESTABLISHED

1992

STAKEHOLDERS

Educational institution,
students, teachers, business,
labour

NUMBER OF PARTNERS

30

Overview

This is a student-driven entrepreneurial partnership that delivers real work experience in a school environment. Senior technology classes are established as business ventures within a corporate framework emphasizing employability skills, strong work ethics, and broad-based business skills

Objectives

- Provide real life situations integrated with relevant academic studies in the school
- Enhance students communication and information technology skills

Program Activities

- Unique business-driven technological studies co-op program
- Involvement of local Advisory Board in student enterprise evaluation
- Ongoing use of computer design lab and business centre

Achievements

- Program has attracted provincial attention and recognition
- A 50% growth in the number of enterprises offered since 1992

Innovation

- A portion of the school underwent reconstruction to resemble a mall with storefront businesses to house student enterprises

Benefits

Education

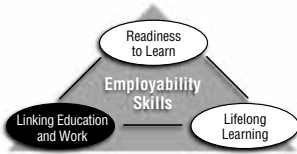
- Students enrolled in the program are excellent potential employees
- Keeps curriculum on the cutting-edge of business and technological change

Business

- Input into the educational process
- Increases community involvement

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Thornhill, Ontario

ESTABLISHED

1993

STAKEHOLDERS

School, students, teachers,
business, government, post
secondary

NUMBER OF PARTNERS

85

Overview

Mining Matters is an activity-based educational unit designed to introduce grade six and seven students to the world of mining. The kit is ready for immediate use in the classroom and provides students with knowledge of an important economic industry and also serves to develop skills in language, science, math and technology

Objectives

- To have students learn more about the environment around them
- Have students understand opportunities in the mining industry
- Develop employability skills

Program Activates

- Students mine school yard local bluffs
- Create Mining Science Centre
- Presentation of data for parents
- Activity Cards outlining theory

Achievements

- All equipment donated by business partners
- Students enhance employability skills

Innovation

- Kit ready for immediate use in classrooms

Benefits

Education

- Enhances students understanding of links between mining industry and curriculum
- Increased employability skills

Business

- Increases public profile
- Stimulates interest in mining industry

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Mississauga, Ontario

ESTABLISHED

1994

STAKEHOLDERS

School, students, teachers,
business

NUMBER OF PARTNERS

5

Overview

The purpose of this partnership is to encourage "at risk" students to stay in school. The Optimist Learning Centre provides individual training to assist students complete course requirements, such as math credits and maximize their learning potential

Objectives

- Encourage students to stay in school
- Provide forum for participants to actualize individual potentials

Program Activities

- Teacher monitors and assists participants
- Students study individually
- Participants work with computers

Achievements

- High level of success
- Low student/teacher ratio
- Increasing number of credits granted

Innovation

- Students learn and earn credits outside of the classroom

Benefits

School

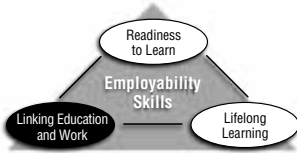
- Increases students self-esteem
- Increases number of students staying in school

Business

- Creates new spirit of co-operation
- Businesses directly involved in program development and design

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Kingston, Ontario

ESTABLISHED

1993

STAKEHOLDERS

Students, parents, business

NUMBER OF PARTNERS

26

Overview

In Company Program, students have the opportunity to participate in a shared, credit project which provides students with a completely integrated, in-class and on-the-job workplace experience. Students from company teams apply the grade 11 Entrepreneurial Skills credit curriculum to their "real life" business

Objectives

- Inspire and educate young Canadians to value free enterprise
- Prepare students to enter workforce
- Demonstrate value of education

Program Activities

- Students operate own business
- Participants counselled by business volunteers
- Students attended CANJAC national business conference

Achievements

- Program has grown significantly
- Increase in parental participation
- Local business award winners
- Students hired by employers

Innovation

- Students attain academic credit for work

Benefits

Education

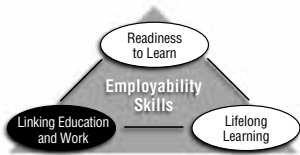
- Students learn through academic and real life experiences
- Increases understanding of world of work

Education

- Uses school facilities
- Increases understanding of curriculum

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Pembroke, Ontario

ESTABLISHED

1991

STAKEHOLDERS

Education; business

NUMBER OF PARTNERS

62

Overview

In 1991, Atomic Energy of Canada Ltd., in partnership with two school boards, established a program of activities promoting science and technology inside and outside the classroom. Through the Partners in Education Committee, strong links between education and business continue to take place

Objectives

- Promote the importance of science, math and technology
- Develop skills aligned with needs of business community
- Enhance personal and professional growth

Program Activities

- Integrating in-class and on-the-job workplace experience
- Promoting teacher development
- Staff presentations, job-shadowing, co-op placements and plant tours

Achievements

- 10,000 individuals benefit from the partnership each year
- Partnership has been replicated in other provinces

Innovation

- Despite the barriers of distance, the common vision among stakeholders ensures the success of the program

Benefits

Education

- Fosters the acquisition of employability skills
- Encourages students to stay in school

Business

- Future human resource pool
- Greater awareness of science in community

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Elliot Lake, Ontario

ESTABLISHED

1991

STAKEHOLDERS

Education, community,
business

NUMBER OF PARTNERS

26

Overview

Since 1991, environmental partnerships at Elliot Lake Secondary School bring professional perspectives into classes and take students out into the field to study issues first-hand. The success of the program lies in the number and variety of partnerships, providing a thorough understanding of local issues

Objectives

- Increase environmental awareness in a concrete and balanced manner
- Provide a hands-on and in-the-field learning experience
- Improve students analytical and communication skills

Program Activities

- Guest presentations, field and lab work, environmental monitoring
- Environmental management and sustainable development concepts
- Students gain first-hand knowledge of industry approaches to environmental issues

Achievements

- Provides incentive for other courses to establish educational partnerships
- Enhances students' interest levels

Innovation

- Partnerships between individual classes and a variety of companies in environmental studies

Benefits

Education

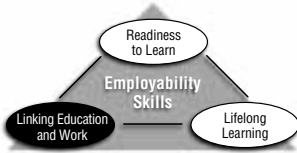
- Access to modern industrial facilities and equipment
- Teachers and students acquire new skills and knowledge

Business

- Improves public relations
- Greater understanding of teens and their unique needs within the community

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Toronto, Ontario

ESTABLISHED

1993

STAKEHOLDERS

Students, teachers, parents,
business

NUMBER OF PARTNERS

7

Overview

Recognizing the need to better prepare students for the working world, a partnership was formed to provide for a state-of-the-art Automotive Technologies learning environment in Central Technical School. The partnership sets a new standard in "pre-college level" technological preparedness and educational opportunities

Objectives

- Deliver industry level skills and knowledge
- Enhance current and future workplace skills
- Stimulate students interest in learning

Program Activities

- Outcomes Based Education initiatives
- Access to off-site equipment
- Workshops for parents, students, and teachers on careers and opportunities

Achievements

- Installation of a state-of-the-art Automotive Technologies learning environment
- Formation of an Advisory Council for Automotive programs

Innovation

- A curriculum defined and prepared by school and industry standards to meet changing needs of the automotive industry

Benefits

Education

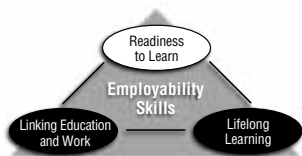
- Increases motivation and willingness to learn of students and teachers
- Provision of state-of-the-art equipment, software and technologies to the school

Business

- Provides industry with a highly skilled employee base
- Direct input into curriculum design

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Durham, Northumberland and
Clarington areas, Ontario

ESTABLISHED

1993

STAKEHOLDERS

Students, teachers, parents,
community, business,
volunteers

NUMBER OF PARTNERS

8

Overview

Recognizing that students do not often connect the relevance of study to future employment, a partnership program kit was established to bridge this gap. Through the use of curriculum supplements, volunteers and other exercises outlined in the "A World in Motion" kit, grade 4, 5 and 6 students are exposed to authentic learning opportunities

Objectives

- Motivate interest in science education
- Enhance curriculum with business practices and expertise
- Emphasize co-operative learning

Program Activities

- Participation in hands-on projects
- Student presentations to peers, parents, industry and education representatives
- "A World in Motion" program kit

Achievements

- Program has increased from one school to over 100 schools and industries
- Fosters a co-operative learning/team approach

Innovation

- A self contained kit contains everything needed to get started and complete the partnership program

Benefits

Education

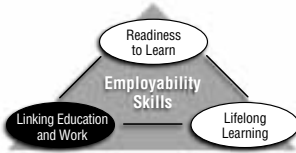
- Brings the community into the school
- Increases students confidence and creativity

Business

- Opportunities for staff development
- Employees learn to appreciate the value of learning

Elementary- Secondary

ONTARIO



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LOCATION

Thunder Bay, Ontario

ESTABLISHED

1990

STAKEHOLDERS

Education, students, teachers,
parents, community, business

NUMBER OF PARTNERS

4

Overview

This is a practical, economical partnership providing training and education to senior high school students using the hospitality industry as the medium for learning. By integrating in-class and on-the-job experience, students are given a realistic, up-to-date, and active education

Objectives

- Integrate academics, employment skills training and co-operative education
- Enhance marketable skills of students
- Introduce students to a possible career option

Program Activities

- Academic and technical skills training manuals are maintained by students
- Diagnostic outcome-based evaluation forms

Achievements

- Students continue in the hospitality field after program completion
- Access to modern equipment and communication systems

Innovation

- On going integration between academic courses, employability skills training and co-op education

Benefits

Education

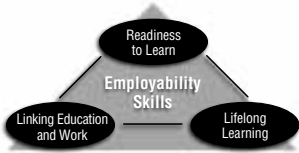
- Enhances inter-personal skills of students
- Prepares students with positive and realistic attitudes towards the tourism industry

Business

- Develops a professional, knowledgeable workforce
- Enhances corporate/community image

Elementary- Secondary

ONTARIO



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LOCATION

Province wide

ESTABLISHED

1946

STAKEHOLDERS

Students, business

NUMBER OF PARTNERS

numerous

Overview

In 1996, this partnership will mark 50 years of co-operation between secondary school drama and business. The Sears Ontario Drama Festival maintains that the arts are essential to a full education, and continues to encourage individuals to develop strong interpersonal and communication skills

Objectives

- Develop life skills and self confidence
- Explore and pursue career opportunities
- Experience self discovery and personal growth

Program Activities

- Allow students, teachers and community members to learn from and work with professional adjudicators
- Answers the question "Why are the arts essential to a full education?"

Achievements

- Provision of scholarships, awards and funding for promising students
- More than 10,000 productions have entertained an audience of nearly 2 million
- Largest and longest running student drama festival in the world

Innovation

- Involvement of a large section of the community
- Provides a means of expressing oneself

Benefits

Education

- Provides enriched opportunities for learning
- Allows students to extend themselves beyond the specifics of drama

Business

- Lifelong interest and appreciation in the arts
- Develops a skilled, imaginative and innovative workforce

Elementary- Secondary

ONTARIO



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LOCATION

Whitby, Ontario

ESTABLISHED

1988

STAKEHOLDERS

Education, students, teachers,
parents, community, business

NUMBER OF PARTNERS

11

Overview

Henry Street High School continues to provide its students with a rewarding and up-to-date education by collaborating with business partnerships and community initiatives. Through a structured consultation process the school ensures continuous improvement and support in its curriculum

Objectives

- Promote the pursuit of excellence in the school and workplace
- Identify and adapt to changes within the business and education sectors
- Share knowledge and resources

Program Activities

- Students and employees actively participate in a variety of projects such as, "Take a Student to Work", and job-shadowing
- Students, parents, teachers and staff continually evaluate and monitor all projects

Achievements

- Adopting practices performed by "business" for use in the school environment
- Students and teachers have greater insights into business practice and philosophies

Innovation

- Sharing of professional development opportunities between business and education partnerships helps to clarify priorities

Benefits

Education

- Curriculums are validated in the workplace
- Mutual mentoring of staff and students

Business

- Employees enrich their personal development
- Greater profile in the community

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Belleville, Ontario

ESTABLISHED

1993

STAKEHOLDERS

Education, students, teachers,
community, business

NUMBER OF PARTNERS

9

Overview

The popularity and effectiveness of this partnership lies in its success of preparing a workforce for the 21st Century and empowering lifelong learners. Since its inception in 1993, the partnership continues to develop its regime of businesses and number of schools

Objectives

- Foster mutually shared responsibilities between business and education
- View and respond to changing economy
- Provide opportunity for students to validate their education

Program Activities

- Students gain practical experience in conducting actual chemical tests at a worksite
- Tours, mentorships and workshops provide students with insight into skills development

Achievements

- Shared commitment between School Board Trustees and Senior Business Management ensures continued success and growth of the partnership program

Innovation

- Developed a handbook based on the partnership — a foundation upon which new partnerships are being based and initiated

Benefits

Education

- Access to additional facilities and demonstration materials
- Improves students understanding of practical chemistry and related job market

Business

- Better trained employee recruits
- Employers participate in the educational process ensuring that in-school courses are relevant to the changing workplace

Elementary- Secondary

ONTARIO



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LOCATION

Sudbury, Ontario

ESTABLISHED

1992

STAKEHOLDERS

Education, students, teachers,
business

NUMBER OF PARTNERS

10

Overview

In 1992, Lo-Ellen Park Secondary School and Science North established a long-term partnership allowing both learning institutions to share one another's expertise and resources. This northern community partnership has evolved to include collaborating on curriculum development, numerous spin-off partnerships and a more co-operative and open approach to learning

Objectives

- Enhance level of interest of students and employees in the learning process
- Strengthen existing training and academic programs in science and technology
- Initiate innovative learning programs

Program Activities

- Promotion of social activities between staffs
- Career education and employability skills classes
- Students participate on Science North Advisory Committee

Achievements

- Results of the partnership are clearly measurable
- Spin-off projects further develop links with the community and business

Innovation

- Local businesses recognize the importance and merits of the partnership and sponsor a number of the projects

Benefits

Education

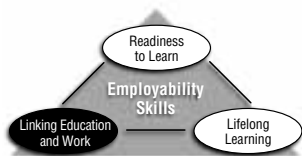
- Access to additional resources and expertise
- Increases involvement in community activities

Business

- Increases awareness of community and educational needs
- Increases community involvement in centre

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

North York, Ontario

ESTABLISHED

1988

STAKEHOLDERS

Students, teachers, parents,
community, business, volun-
teers

NUMBER OF PARTNERS

7

Overview

This eight-year partnership integrates curricularly-based learning and critical/ employability skills into a broad range of mini-partnerships. The Naturalization Project, for example, combines environmental goals with a community-wide volunteer and corporate sponsorship effort to return sensitive areas of the hospitals grounds back to a natural state

Objectives

- Enrich school programs and curricula
- Raise the awareness of the role each stakeholder plays in enhancing the quality of learning
- Promote the importance of science, math and technology

Program Activities

- Improving hospital grounds through landscaping, planting and design
- Comprehensive integration of in-class work and practical application
- Long-term impact on the environment and community

Achievements

- Tangible results of this partnership received a community award of excellence
- 15 mini-partnerships established in 1994-1995

Innovation

Project is looked upon as a prototype involving a cross-curricular and cross-departmental partnership

Benefits

Education

- Students foster a greater sense of community
- Apply critical and lifelong learning skills

Business

- Enhances hospital profile in the community
- Improves patient, visitor and staff morale

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Brampton, Ontario

ESTABLISHED

1992

STAKEHOLDERS

Education, students, teachers,
parents, community, business,
volunteers

NUMBER OF PARTNERS

7

Overview

Established in 1992 in a low socio-economic area with little community involvement, this partnership has grown from a Kid Witness News Program to include a Breakfast Club and a computer implementation and acquisition plan. Parental, community and business involvement in this mutually beneficial partnership continues to develop and expand

Objectives

- Increase learning achievement outcomes in science, technology and math
- Commit to a "School Success Plan" emphasizing continuous improvement in teaching, learning and quality of life

Program Activities

- Stimulate learning and understanding of media and use of video technology
- Provide nourishment for students through a volunteer 'Breakfast' program
- Develop co-op placement programs

Achievements

- Additional partnerships not sought after have evolved through community recognition
- Recognition of program by Board of Education

Innovation

- Reaches beyond the educational mandate to provide necessary social services to students

Benefits

Education

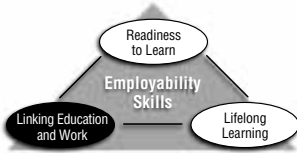
- Increases community and parental commitment to students education
- Enhances willingness to learn of students

Business

- Increases exposure to the educational marketplace
- Improves corporate image within business, education and national arenas

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Bruce-Grey County

ESTABLISHED

1989

STAKEHOLDERS

Education; students; teachers;
 parents; community; business;
 labour

NUMBER OF PARTNERS

19

Overview

Established in 1989 to foster community ties and a working relationship between two Boards of Education and Ontario Hydro, the Co-operative Education satellite campus continues to provide a unique learning opportunity for students. Numerous "spin-off" programs such as the "Take Our Kids To Work" project continue to improve upon the partnership

Objectives

- Increase student awareness to the employment opportunities in nuclear power
- Provide an alternative learning environment
- Develop a positive attitude to lifelong learning

Program Activities

- Alternative day programs combining on-site work placements and classroom studies
- Acquisition of decision making, critical thinking and communication skills

Achievements

- Increase in female participation in several non-traditional areas of technical employment
- Presented at the Sixth World Conference on Co-operative Education
- Incorporates two school boards and a large geographic area

Innovation

- In-class instructor obtained bus driver's licence to ensure access to site

Benefits

Education

- Partnership with industry and labour
- Students acquire confidence in making transition from school to work

Business

- Opportunity for union to partner with employer in a project
- Contribute to the education of youth and the community

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Orleans, Ontario

ESTABLISHED

1993

STAKEHOLDERS

Education, students, teachers,
community, business

NUMBER OF PARTNERS

3

Overview

Prior to 1993, the relationship between students of St. Matthews High School and Place D'Orleans mall was, at best, typical of most teenager/mall interactions. The Education partnership, designed to expand and enrich education opportunities of students and staff while maintaining a family and value-oriented community mall has succeeded through a number of unique programs

Objectives

- Use students' expertise and enthusiasm in the functioning of the mall
- Provide practical work experience and education in business, administration, and entrepreneurship skills
- Share facilities and resources

Program Activities

- Storefront School Program for "high-risk" students
- Co-operative education placements
- Participation in community service programs, awareness programs and school presentations

Achievements

- 92 per cent of "high-risk" storefront school graduates have gone on to college
- Provision of numerous scholarships and bursaries

Innovation

- Rent-free space in mall for the storefront school program gives students a second chance at education

Benefits

Education

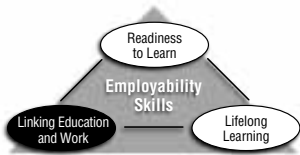
- Expansion of working world knowledge
- Availability of funding for bursaries

Business

- Integrates mall with the community
- Improves relationships with all stakeholders

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Ottawa, Ontario

ESTABLISHED

1986

STAKEHOLDERS

Education, students, teachers,
parents, community, business,
volunteers, government,
labour

NUMBER OF PARTNERS

4

Overview

The Education for Community Living Program is composed of students with intellectual disabilities. The partnerships it has formed since 1986 with the Children's Hospital of Eastern Canada, the House of Commons, and the Senate of Canada continue to provide opportunities for students to participate more fully in the community and learn new skills

Objectives

- Provide opportunities for students to develop self-esteem, confidence and independence
- Develop positive attitudes toward work
- Sensitize work sites to the needs of individuals with intellectual disabilities

Program Activities

- Students work with mentors at work sites, two-three half days a week for a year
- Parents are encouraged to visit students while they are performing various jobs

Achievements

- 110 student placements have been created
- Students are more independent and fully integrated into the community
- Increase in volunteer job satisfaction

Innovation

- Volunteer mentors, human resources personnel and teachers work as a team

Benefits

Education

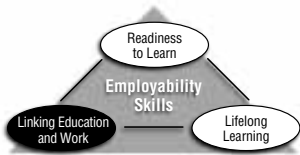
- Setting of more realistic goals for students
- Acquisition of employability and interpersonal skills

Business

- Volunteers experience increase in self-esteem
- Increase in job satisfaction through empowering students

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Waterloo, Ontario

ESTABLISHED

1991

STAKEHOLDERS

Education, student, teachers,
community, business, parents

NUMBER OF PARTNERS

4

Overview

What began as a high school presentation program introducing students to the application of school work, this partnership now includes two school boards, a college, and numerous collaborative educational programs. Fostering interest in careers related to science, mathematics and technology, this partnership offers practical information and hands on experience

Objectives

- Provide career information to teachers and students
- Facilitate role modelling for female students
- Share facilities and resources

Program Activities

- Co-operative education program for senior high school students
- Evaluating science and technology career choices
- Internship award program

Achievements

- Over 2,000 students participate each year in the presentation program
- Program permeates the community fabric

Innovation

- Award program is geared toward those students who would otherwise not be able to continue into post-secondary education

Benefits

Education

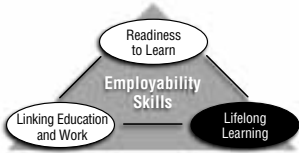
- Teachers work collaboratively with business
- Greater awareness of industry requirements

Business

- Enhances employability skills of future workforce
- Enhances community profile

Elementary- Secondary

ONTARIO



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LOCATION

Toronto, Ontario

ESTABLISHED

1994

STAKEHOLDERS

Education, teachers, business

NUMBER OF PARTNERS

4

Overview

This is a unique partnership which brings together school administrators, teachers, parents and business in a workshop setting. Focused on creating a “learning culture” that will keep students in school, the “Exploring Change Summer Institute” continues to break new ground, share ideas, build on existing expertise and establish a basis for learning between business and education

Objectives

- Strengthen lines of communication between families of schools and between businesses’, school administrators, teachers and parents
- Create an environment conducive to improving student retention
- Develop an inclusive school culture supportive of both students and staff

Program Activities

- Develop a vision of an optimal school culture
- Understand organizational change and implement a change plan
- Business Mentor/School Change Team follow-up meetings

Achievements

- Recommendations from the Summer Institute are being developed in several schools

Innovation

- A model community approach dedicated to achieving a new level of understanding about school culture, through an interactive learning forum

Benefits

Education

- Effective and integrated school environments
- Enhances awareness of real world issues

Business

- Actively contribute to the educational change process

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

London, Ontario

ESTABLISHED

1992

STAKEHOLDERS

Education, students, teachers,
parents, community, business

NUMBER OF PARTNERS

28

Overview

Originating entirely from the private-sector, the partnership between Masonville Place Mall and Forest City Secondary School, offers learning disabled teenagers the chance to experience hands-on training and practice personal life management skills. This work placement program continues to serve as a prototype for other partnerships

Objectives

- Provide opportunity for students to become community oriented
- Allow parents to see how their child fits into the pattern of the workforce
- Increase community awareness and active involvement in the students growth

Program Activities

- Learn functional academic skills in the mall classroom
- Practice independent living skills and spend up to four hours at a placement each day
- Supervision and evaluation of student performances

Achievements

- First off-campus work program for students in London
- 14 students have been hired for part-time jobs

Innovation

- Students do not go to a regular classroom or to the main campus for seven straight weeks

Benefits

Education

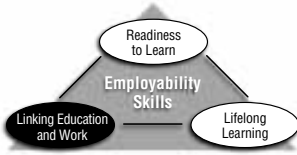
- Students learn to cope with change
- Develops positive community contributors

Business

- Promotes a positive attitude in the mall
- Community views business as a good corporate citizen

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Ottawa, Ontario

ESTABLISHED

1988

STAKEHOLDERS

Education, students, teachers, parents, community, business, volunteers

NUMBER OF PARTNERS

21

Overview

The Supported Experience In Work program offers developmentally disabled students the opportunity to enhance social development and lifelong learning skills in a variety of placement experiences. This cost-effective program strives to develop understanding and co-operation between the education system and the business community

Objectives

- Prepare students to be productive citizens
- Apply skills learned in school to vocational and social situations
- Expose students to challenges and demands of life in the community

Program Activities

- Students are placed at a work site based on skill and social development level
- Program Job Coaches assess and train students prior to, and at each work site

Achievements

- Students continue their placements on a voluntary or paid bases after course completion
- Program has been running for eight years

Innovation

- Program developed from the Ontario Government's commitment to provide work experience for every Ontario secondary student

Benefits

Education

- Students participate in the job market and acquire employability skills
- Innovative community-based education

Business

- Networking with schools and educators
- Access to a skilled labour force

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Scarborough, Ontario

ESTABLISHED

1992

STAKEHOLDERS

Education, students, teachers,
parents, community, business,
volunteers

NUMBER OF PARTNERS

2

Overview

In 1992, Cedarbrae Collegiate Institute, a secondary school, organized a partnership with Scarborough General Hospital. Through mutual understanding, formulated expectations and responsibilities this partnership remains an integral part of the schools education and development program

Objectives

- Foster a greater social awareness within the school and community
- Introduce students to a variety of work experiences found in a hospital
- Mutual sharing of resources and skills

Program Activities

- Provide translation services for hospital patients
- Students assist hospital in production of binders, displays and exhibits

Achievements

- Students develop an appreciation of a lifelong learning philosophy
- Implementation of cross curricular activities

Innovation

- The English as a Second Language initiative nurtures a broader awareness of cultural diversity among students and staff

Benefits

Education

- Enhances the learning environment and curricular content of the school
- School develops a valuable community link

Business

- Interaction with students generates enthusiasm among hospital staff
- Raises hospital's community profile

Elementary- Secondary

ONTARIO



CONTACT

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Education Council
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LOCATION

Scarborough, Ontario

ESTABLISHED

1993

STAKEHOLDERS

Education, students, teachers,
community, government

NUMBER OF PARTNERS

84

Overview

The Business Education Liaison Leader Program (The B.E.L.L. Program) provides a channel to strengthen the link between business, education and the community. An individual with expertise and influence volunteers his/her services at a school to enrich the school curriculum

Objectives

- Provide hands-on knowledge to elementary and secondary school students and educators
- Develop and implement projects deemed beneficial to students, educators and B.E.L.L.s
- Sharing of educational and business resources in a mutually beneficial partnership

Program Activities

- The B.E.L.L. Program acts as a liaison between the school and the world of work
- Programs such as Career Fairs, job-shadowing, tours, and community services are organized

Achievements

- Long term relationships have developed
- The B.E.L.L. Program is widely accepted and continues to grow at a phenomenal rate
- Creates a network to be utilized by students, schools, parents, business and the community

Innovation

- The B.E.L.L. Program sets no limits on the types of projects that can be developed

Benefits

Education

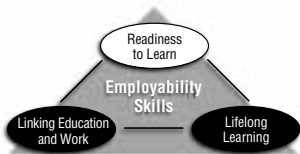
- Time and cost savings for schools through the sharing of resources, programs and ideas
- Involves students in real life projects

Business

- Enhances positive community involvement
- Increases understanding of the school system

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Kitchener, Ontario

ESTABLISHED

1991

STAKEHOLDERS

Education, students, teachers,
community, business, govern-
ment

NUMBER OF PARTNERS

3

Overview

Focusing on lifelong learning and the development of employability skills, this broadly based partnership is committed to encouraging students to stay in school. With over 39 partnership programs and projects to date, links between the educational community and the government/economic sector are continually enhanced and enriched

Objectives

- Enhance awareness of career opportunities for all participants
- Develop understanding among partners of each other's needs and responsibilities
- Demonstrate a commitment to lifelong learning

Program Activities

- Outreach Programs, work placement projects, business visitation days, job-shadowing
- City staff are given the opportunity to attend Continuing Education classes free of charge
- Partnership/Fundraising initiative in support of a language program in Namibia, Africa

Achievements

- Students are active participants in the partnership and sit on its decision-making steering committee

Innovation

- Only partnership in Ontario involving schools from both the Public and the Roman Catholic School Boards with a Municipal Government

Benefits

Education

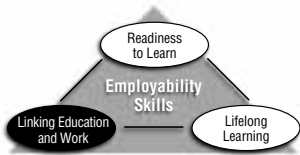
- Enhances student interest in learning
- Active participant in the community

Business

- Positive outlook toward youth
- Recognizes needs of school

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Hamilton, Ontario

ESTABLISHED

1992

STAKEHOLDERS

Students, community

NUMBER OF PARTNERS

2

Overview

The partnership between St. Charles Adult Education Program and Third Sector Recycling gives disadvantaged youth an opportunity to get off social assistance and into full-time work or studies. Under the direction of an Instructor, participants balance their time accordingly between learning life skills, academics, job search techniques, and working in the recycling room

Objectives

- Develop employability skills
- Promote the importance of education
- Experience personal growth and self-confidence

Program Activities

- Students receive an individualized learning program suited to their needs and level
- Job-shadowing and work placements are promoted and encouraged

Achievements

- Small class sizes promote self-confidence in the students abilities
- Many students go on to full-time work, or return to school to finish their studies

Innovation

- Classroom is inside the recycling plant, directly beside the students place of employment

Benefits

Education

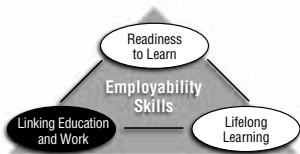
- Encourages lifelong learning
- Enhances employability skills

Business

- Identify possible future employees
- Improves community quality of life

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Waterloo-Wellington, Ontario

ESTABLISHED

1972

STAKEHOLDERS

Education, students, commu-
nity, business, government,
volunteers

NUMBER OF PARTNERS

225

Overview

Since its inception, the Waterloo-Wellington Science and Engineering Fair has made great efforts to involve the broader scientific community in its activities. In doing so, it has strengthened and improved school programs by enhancing communication among all levels of the educational community, as well as between education and business

Objectives

- Observe the application of science and technology in an industrial setting
- Create dialogue between four Boards of Education, three Universities, a College, businesses and service clubs
- Form a collaborative partnership between professional societies and educators

Program Activities

- Exhibit outstanding science project work
- Link education and the world of work
- Students are taken on industrial and university tours and learn about the science and technology profession

Achievements

- 23-year program involving an ever expanding partnership base
- Leads the way for science fairs in Canada

Innovation

- Partnership includes professional societies as resources and as partners in extra-curricular science activities like the Science Olympics

Benefits

Education

- Teachers and students acquire new knowledge and information
- Positive reinforcement for all participants

Business

- Input into school curriculum development
- Identify potential future employees

Elementary- Secondary

ONTARIO



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LOCATION

Toronto, Ontario

ESTABLISHED

1993

STAKEHOLDERS

Education, students, teachers,
parents, community, business

NUMBER OF PARTNERS

3

Overview

In 1993, Joyce Elementary School entered a Learning Partnership with The Toronto Star Newspaper and Bank of Montreal. After discussing mutual goals and objectives, a school-based community Newspaper Business Partnership was established. Today, the students, most are recent immigrants and English is not their first language, are involved in all aspects of the newspaper business while enhancing all skill levels

Objectives

- Develop academic, social and life skills in a positive and enticing environment
- Enhance learning opportunities and employability skills of students

Program Activities

- Involvement of Toronto Star and Bank of Montreal in class lectures and training
- Inclusive learning opportunities and broad-based curriculum teaching
- New and exciting literacy initiatives

Achievements

- Winner of The National Award of Excellence for Education '95, Ministry of Industry, Canada
- Improvements in Reading Comprehension Test Scores from the 46th to 60th percentile

Innovation

- Elementary students directly participate in the establishment and operation of a newspaper

Benefits

Education

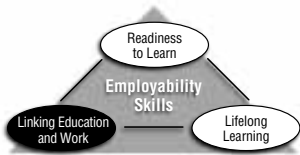
- Students foster attitudes of positive self-worth, empowerment, and motivation to learn
- Enables teachers to address Essential Learning Skills using a new approach

Business

- Increases profile in the community
- Improves understanding of community needs

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Unionville, Ontario

ESTABLISHED

1993

STAKEHOLDERS

Education, students, teachers,
community, business, govern-
ment

NUMBER OF PARTNERS

5

Overview

The T.E.A.M. program (Teaching Esteem and Academics at Milliken) is an alternative education program in its second year of existence. Designed to address the problems and behaviours of young "at-risk" students, the program combines academics, outdoor education and community partnership in an innovative manner

Objectives

- Encourage students to stay in school
- Promote lifelong learning skills
- Renew interest and confidence in students abilities

Program Activities

- Building a patio for McDonalds and Community Centre
- Job-shadowing, special projects and professional growth
- Community-based projects

Achievements

- Improvement in student attendance records
- Seven of eight "at-risk" students back in school

Innovation

- Grass roots initiative on behalf of the school reaching out to municipal government, local business and the community

Benefits

Education

- Encourages students to stay in school
- Gives students new and rewarding opportunities and challenges

Business

- Positive community involvement
- Gain insight into today's education system

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Nanticoke, Ontario

ESTABLISHED

1991

STAKEHOLDERS

Education, business, govern-
ment, labour

NUMBER OF PARTNERS

4

Overview

In 1991, Ontario Hydro and the Haldimand and Norfolk Boards of Education, in co-operation with Ontario Hydro Employees' Union instituted a new program in co-operative education. Students gain experience in a variety of technical fields while studying and working at the on-site satellite campus

Objectives

- Foster student awareness in the importance of education
- Encourage interest in science and technology
- Introduce students to work environments where unions and management exist

Program Activities

- Students must complete a minimum of 220 hours of on-the-job work to qualify for credit
- Teachers acquire new skills through a number of Professional Development Days
- Hands-on learning in a state of the art environment

Achievements

- Substantial financial support from the Job Entry Program of HRDC
- 26 students participate in the co-operative education program

Innovation

- Program augments co-op learning in placements not available in the small rural area (emergency response, computer simulations)

Benefits

Education

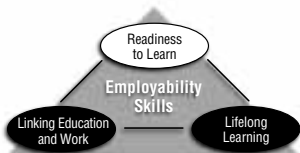
- Broadens learning experiences of students
- Students encouraged to stay in school

Business

- Foster co-operation between industry, labour, and education
- Enhance business and union partnership ventures

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Belleville, Ontario

ESTABLISHED

1993

STAKEHOLDERS

Education, community, teachers, business

NUMBER OF PARTNERS

3

Overview

In only two years this partnership has had a critical impact on both the orientation and operation of the school. Today, students are developing Employability Portfolio's as curriculum and instruction are realigned to focus on excellence and quality work. This partnership recognizes that the key to student success is Teacher Development

Objectives

- Focus on the roles and uses of technology
- Enhance students employability skills
- Access up-to-date resources and facilities to improve learning

Program Activities

- Job-shadowing, career development programs, workshops
- Internship program for teacher development

Achievements

- On going development of open-ended curriculum challenging the creativity and skills of students and staff
- Donation of computers and software has benefited over 50 schools

Innovation

- Partnership changed focus of curriculum from an emphasis on teaching to an emphasis on learning and performance

Benefits

Education

- Improves knowledge and application of business practices for students and staff
- Applications of technology brought relevance and challenge to curriculum

Business

- Improves image in the community
- Improves employee development in areas of leadership and communication skills

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Unionville, Ontario

ESTABLISHED

1993

STAKEHOLDERS

Education, students, teachers,
parents, community, business,
volunteers

NUMBER OF PARTNERS

5

Overview

Established in 1993, this collaborative partnership between the school community and local business continues to develop. The underlying theme of the partnerships is one of awareness, sensitivity and respect for the interactive relationships in our world

Objectives

- Enhance lifelong learning skills of students
- Provide professional development opportunities for all employees
- Sharing of resources, expertise and skills

Program Activities

- “The World at our Doorsteps” school-wide theme for co-operation and partnership
- Planning related activities outside the school environment
- Acquisition of learning and awareness material from around the world

Achievements

- School foyer is a focal point for displaying school's activities as they evolve
- Student workshops on issues that affect young people have been held

Innovation

- Staff, students, parents and the community are committed to working together to develop a school-wide theme “The World at our Doorsteps.”

Benefits

Education

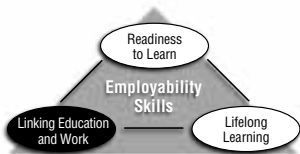
- Students acquire lifelong learning skills
- Broader-based curriculum focusing on student learning outcomes

Business

- Business community is actively involved with curriculum and learning development
- Enhances community profile

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Dorchester, Ontario

ESTABLISHED

1992

STAKEHOLDERS

Education, community,
business, government

NUMBER OF PARTNERS

10

Overview

Established in 1992, this project combines the expertise of professional authors and illustrators to guide students' through electronic communication to produce illustrated childrens' books. The "CyberBook" experience encourages self-directed learning, links education to real life situations and provides learners with work skills

Objectives

- Foster the acquisition of employability skills
- Promote the importance of science, math and technology
- Promote teacher development and enancement

Program Activities

- Introduction of a "Cyberbook" program with professional writers and illustrators
- Writing and Visual Arts workshops
- Introduction of new technologies

Achievements

- Provides teachers with in-service training re technology applications, writing and publishing
- Students write and publish their own books
- Number of business partnerships continues to expand as interest grows in the project

Innovation

- Program addresses the four core program areas of Ontario's Common Curriculum: Arts; Language; Self and Society; and Math, Science and Technology

Benefits

Education

- Students learn problem solving techniques
- Implements broad-based technology

Business

- Enhances public image and recognition
- Raises the awareness of the role each stakeholder plays in enhancing the quality of learning

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Kanata, Ontario

ESTABLISHED

1989

STAKEHOLDERS

School, students, teachers,
government, business

NUMBER OF PARTNERS

3

Overview

The partnership that began in 1989 between A.Y. Jackson Secondary School and Canadian Marconi Company has since expanded due to its innovation and success. This program explores issues facing students in the world of work and the requirements of lifelong learning. Activities have involved student programs, joint sharing of resources and community outreach

Objectives

- Expose students to realities of work world
- Provide opportunities to experience and understanding of potential employers
- Assist teachers promote careers in science and technology

Program Activities

- Communications Technology Centre
- Participation in Shad Valley summer program
- Peer mediation and Conflict Resolution
- Site tours, co-op and job shadowing
- Inclusion of Employability Skills Profile in program

Achievements

- Recognized for partnership excellence
- Extensive media coverage
- Shared School/Business resources

Innovation

- Extensive and on-going partnership results in the possibilities of program expansion

Benefits

Education

- Increases school resources
- Expands opportunities for both teachers and students

Business

- Confirms commitment to community
- Enhances public image

Elementary- Secondary

ONTARIO



CONTACT

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LOCATION

Southern Ontario

ESTABLISHED

1991

STAKEHOLDERS

School, teachers, business

NUMBER OF PARTNERS

85

Overview

This partnership fills the gap between traditional post secondary education and high school. The program permits those graduating from secondary school to train in a specific area and enter the workforce within a year. This encourages students to complete their high school education and enhances their marketable work skills

Objectives

- Provide viable alternative to university or college
- Enhance employability skills
- Prepare students for the future

Program Activities

- Career days and workshops
- Seminars and open forum discussion
- Scholarship program for all participating schools

Achievements

- Increased enrolment in Toronto School of Business programs by secondary students
- More students completing secondary school

Innovation

- Scholarship program rewards students with most improved marks in Grades 11 and 12

Benefits

Education

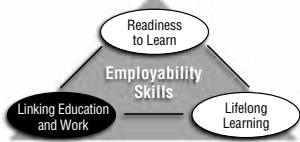
- Provides incentives to complete secondary
- Expands students post secondary options

Business

- Increases program enrolment
- Enhances image in community

Elementary- Secondary

MANITOBA



CONTACT

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LOCATION

Steinbach, Manitoba

ESTABLISHED

1989

STAKEHOLDERS

Education, students, teachers,
community, business

NUMBER OF PARTNERS

144

Overview

The Co-operative Education Partnership Program, which began in 1989, initially focused on the "at-risk" student by channelling them into productive futures. The success of this program prompted an adjustment of focus to include all students who had not previously considered "applied" education in their link to the world of work. Its continued success lies in the number and variety of partners who, collectively, are able to match the abilities and career choices of students

Objective

- Provide an alternative form of education
- Develop skills, work habits and attitudes necessary for today's work environment

Program Activities

- Placing of students in a variety of worksites
- Student evaluation is a shared responsibility
- Acquisition of job search techniques

Achievements

- 306 students registered in program; 64% of whom are "at-risk"
- Recognizable improvement in student social and self-directional skills
- 51% of program alumni have found jobs

Innovation

- Open door policy in which students may begin placements at any time of the school year

Benefits

Education

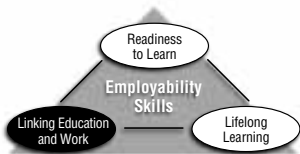
- Encourages students to stay in school
- Cost-efficient diversity in programing

Business

- Leadership training for existing staff
- Opportunity for business to take an active part in educating the future workforce

Elementary- Secondary

MANITOBA



CONTACT

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LOCATION

Winnipeg, Manitoba

ESTABLISHED

1993

STAKEHOLDERS

School, students, teachers,
business, government

NUMBER OF PARTNERS

39

Overview

The Mentorship in Math and Science Program was developed because its stakeholders recognized that their teachers were unable to keep pace with the technological developments in the world of work. The program targets grade nine math and science teachers and their students in an attempt to bring teachers and curriculum into focus with business and industry. The program also encourages students to stay in math and science

Objectives

- Understand roles of technology
- Apply math and science concepts to world
- Contact with long-term mentor in technology

Program Activities

- Creating and solving hypothetical problem with mentor
- Worksite visits with mentor
- Problems relate directly to curriculum
- Creation of math and science newspaper and internet home page

Achievements

- Program ties to curriculum
- Numerous science problems solved
- Students developed job-related skills
- Significant teacher interest

Innovation

- Program makes math and science come alive
- Simultaneous student and teacher learning

Benefits

Education

- Increases student interest in curriculum
- Access to new technology

Business

- Enhances positive public relations
- Provides learning experiences for employees

Elementary- Secondary

MANITOBA



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LOCATION

Selkirk, Manitoba

ESTABLISHED

1993

STAKEHOLDERS

School, business, govern-
ment, students, teachers

NUMBER OF PARTNERS

50

Overview

This course prepares students to take positive action for the economy, environment and health of society. It permits students to specialize in Environmental Industries in high school. It is accessible to all by being offered at three levels, one for those with low academic performance, a general level for students entering the workforce directly after graduating, and a specialist level for those intending to enter post-secondary

Objectives

- Enhance senior students employability skills
- Link education and training
- Develop graduation requirements
- Increase number of females in science

Program Activities

- Transpiration of Dangerous goods certificate program
- Courses taken as options or as part of environmental program
- Work stations to gain practical experience
- Students learn by doing

Achievements

- Demand for graduates exceeds number
- All graduates found employment in field
- High female participation rate

Innovation

- Canada's first environmental industries high-school program

Benefits

Education

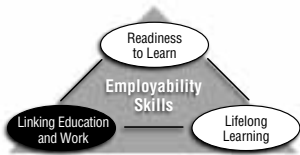
- Increases opportunities for rural graduates
- Enhances student self-confidence

Business

- Opportunities to assess and recruit future employees
- Provides assistance to regular employees

Elementary- Secondary

MANITOBA



CONTACTS

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LOCATION

Winnipeg, Manitoba

ESTABLISHED

1993

STAKEHOLDERS

Education, students,
community, business

NUMBER OF PARTNERS

6

Overview

To encourage students at Bertrum E. Glavin Elementary School to take ownership of their learning, and ultimately become life-long learners, the school set up a prototype theatre. Students filled out job applications, submitted résumés and conducted interviews. The end result was a three show run, offering quality movies to an enthusiastic school body and the acquisition of employability skills by the students

Objectives

- Develop oral and written communication skills
- Foster personal and social growth
- Perceive relevancy between education and the world of work

Program Activities

- Students responsible for all aspects of theatre
- Individual student portfolios kept to evaluate growth
- Junior Toastmasters Program implemented

Achievements

- Students “bought into” their learning
- Rise in the students’ self-confidence

Innovation

- Business comes to the school — the students do not visit a business site, they create it

Benefits

Education

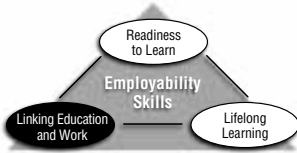
- Students exposed to new technologies
- Creates relevancy of curriculum

Business

- Future pool of knowledgeable employees
- Increases understanding of education system

Elementary- Secondary

MANITOBA



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LOCATION

Winnipeg, Manitoba

ESTABLISHED

1992

STAKEHOLDERS

Education, students, business

NUMBER OF PARTNERS

104

Overview

The Co-operative Vocational Education program is a 10-credit high school program linking classroom education with on-the-job training, over a 34 week period. The program is open to all residents of Manitoba, who have completed grade 11, and to all contractors interested in teaching and training students in a specific trade or career in Building Construction

Objectives

- Opportunity to attain lifelong career skills
- Provide students with practical on-the-job training
- Develop long-lasting partnerships between employers, students, and school

Program Activities

- Hands-on, on-the-job training in a typical employment situation
- Students have the option of choosing from 35 different trades and careers
- Students hours and progress are monitored by the employer and a teacher

Achievements

- Program has generated 190 job placements and 60 full-time jobs
- Over 100 business partnerships since 1992

Innovation

- Students enrolled in this co-operative program are encouraged to experience two or three different trade areas throughout the year

Benefits

Education

- Provides an educational opportunity beyond the school divisions present abilities
- Creates a new interest in school for students

Business

- Business becomes directly involved in educating students
- Employers train potential employees

Primaire et Secondaire

MANITOBA



PERSONNES-RESSOURCES

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ENDROIT

Winnipeg, Manitoba

ÉTABLI

1994

INTERVENANTS

Élèves, parents, enseignants,
monde des affaires; monde
de l'enseignement

NOMBRE DE PARTENAIRES

3

Sommaire

Les trois partenaires, reconnaissant leur responsabilité envers la collectivité franco-manitobaine, s'engagent à échanger leurs ressources et leur expertise pour le bien des élèves, des institutions et de la communauté. La première année d'existence du partenariat en éducation, finance et santé s'est avérée très bénéfique pour tous les intervenants. Vingt-six différents projets ont été développés pendant la première année. Ces projets se sont traduits en actions concrètes, la mission et les objectifs ayant été établis par les trois institutions membres.

Objectifs

- encourager le dialogue, la coopération et le partage d'expertise entre les institutions
- favoriser une ouverture d'esprit envers la collectivité franco-manitobaine
- comporte un élément important d'expériences au travail

Activités du programme

- Le partenariat rendrait possible certains projets bénéfiques à chacun
- augmentation de 25 % de la participation la première année
- les activités de l'année ont été marquées par une grande variété de projets organisés et réalisés au profit de la clientèle desservie par les partenaires

Réalisations

- suite à une demande, les enseignants ont préparé un répertoire de personnes-ressources communautaires qui seraient prêtes à faire des présentations
- les trois institutions ont participé à une consultation auprès des gens d'affaires de la communauté afin d'élaborer le contenu d'un nouveau cours d'Entrepreneuriat

Caractère innovateur

- les membres du partenariat facilitent le partage de ressources au niveau d'ateliers ou de conférences

Avantages du partenariat

Milieu de l'éducation

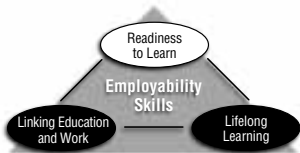
- vivre une expérience de travail, identifier leurs besoins académiques et leurs besoins de formation

Milieu des affaires

- promouvoir une image positive au sein de la collectivité
- identifier et former une main-d'oeuvre bilingue

Elementary- Secondary

MANITOBA



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LOCATION

Winnipeg, Manitoba

ESTABLISHED

1992

STAKEHOLDERS

Education, students, commu-
nity, business, government,
labour

NUMBER OF PARTNERS

150

Overview

The partnership between South Winnipeg Technical Centre and the Business Community involves two major components — a Warranty of Skills and a Training Bonus Voucher. These programs provide additional support to learners making the transition to the workplace after completing the Technical Centre's training program

Objectives

- Encourage lifelong learning
- Increase confidence of students and employers in the skills acquired at the Centre
- Provide additional support to learners

Program Activities

- Provide 30 hours of additional training at the centre without fees
- Matching of skills being taught at the Centre with those in the workplace
- Facilitate the transition from school to work

Achievements

- The Warranty of Skills assures the business community that the Centre stands behind the skills provided to students

Innovation

- Training Bonus Voucher encourages students to continue developing skills

Benefits

Education

- Implementation of a performance-based evaluation system
- Raises the profile of the Centre

Business

- Guarantees quality employees
- Ensures appropriate training

Elementary- Secondary

MANITOBA



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LOCATION

Winnipeg, Manitoba

ESTABLISHED

1984

STAKEHOLDERS

Education, community, business, government

NUMBER OF PARTNERS

24

Overview

This Co-operative Education Program, established in 1984, provides students with theory training one day per week, along with "in-house" practical training four days a week in various auto body repair shops throughout Winnipeg and its surrounding region. Upon completion of the four-year program, a student is qualified as Interprovincial Motor Vehicle Body Repair Journeyman

Objectives

- Empower students with necessary attitude and skills to adjust to workplace
- Develop lifelong learning skills
- Provide a cost-effective method of delivery

Program Activities

- Students attend theory training utilizing "non-traditional" facilities supplied by Famous Players'
- Students are often referred to by The City of Winnipeg Social Services Department

Achievements

- Former students are now qualified Interprovincial Journeyman repair persons
- Program is contacted by shops ensuring a student placement

Innovation

- Four-fifths of the student's year, approximately 900 hours, is spent working in the auto body shops

Benefits

Education

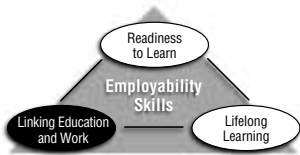
- Access to modern technological developments and equipment
- Instructor to student ratio of 5:1

Business

- Train future employees from the "ground up"
- Enhance corporate and community image

Elementary- Secondary

MANITOBA



CONTACT

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Detachment Commander
Royal Canadian Mounted
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LOCATION

Neepawa, Manitoba

ESTABLISHED

1993

STAKEHOLDERS

Education, students, parents,
community, business, govern-
ment

NUMBER OF PARTNERS

31

Overview

The Horizons program at Neepawa Area Collegiate is designed to support Senior 1 Science Programme students make appropriate course option selections at the Senior 2, 3 and 4 levels. Job-shadowing offers students an opportunity to experience five areas of science and provide them with background information, useful in assisting them with course selection and possible career aspirations

Objectives

- Expose students to fundamentals of ecology, chemistry, physics, earth science and biology
- Emphasize the practical aspects of science and technology

Program Activities

- Job-shadowing programmes
- Building bridges of co-operation between school and the world of work
- Assists students develop self-esteem and confidence

Achievements

- A total of 30 partnerships established in and around Neepawa
- Parents and citizens assist with student transportation to and from job-shadowing sites

Innovation

- Students job-shadow in teams of two, permitting peer co-operation skills to develop

Benefits

Education

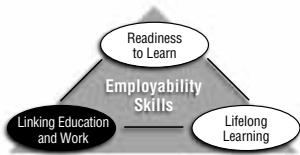
- Extends education to the informal sector
- Opportunities to enhance academic skills

Business

- Assists young people with education options
- Students are seen as active learners interested in assuming future job roles

Elementary- Secondary

MANITOBA



CONTACTS

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LOCATION

Beausejour, Manitoba

ESTABLISHED

1993

STAKEHOLDERS

Education, students, commu-
nity, business, labour

NUMBER OF PARTNERS

9

Overview

Prior to the implementation of this program, students having to leave their home communities to attend technical programs frequently dropped out. For students living in eastern Manitoba, this program provides an opportunity to experience science, trades and technology programs while remaining put. Students completing this high-tech program graduate with a regular high-school diploma

Objectives

- Enable rural Manitoba students, with no vocational school programs, the opportunity to explore trades and technology training
- Address the predicted shortage of students entering science trades and technology
- Encourage more business to participate in education and training

Program Activities

- Final year students placed in a business where opportunity for employment is enhanced
- Teachers have flexibility in assisting students choose the program that best suits their needs

Achievements

- Improved school completion rates
- Students experience realities of work

Innovation

- Co-operation between students, management and labour groups

Benefits

Education

- Students able to actively participate in trades
- Enables students to remain in community
- Utilize facilities and resources of Atomic Energy of Canada Limited

Business

- Able to play key role in educational process
- Assist in preparing young people for the future

Elementary- Secondary

SASKATCHEWAN



CONTACT

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LOCATION

Elrose, Saskatchewan

ESTABLISHED

1993

STAKEHOLDERS

Schools, college, students,
business, labour

NUMBER OF PARTNERS

18

Overview

This collaborative partnership between secondary, post-secondary education and business provides specific vocational training with work experience for secondary students. Local businesses provide specific training while local colleges supply curriculum and perform skill mastery assessment. Participants earn secondary school credit that are applicable toward apprenticeship certification

Objectives

- Link secondary and post-secondary education
- Provide credited, registered training
- Link community and school
- Apply curriculum to world of work

Program Activities

- Instructors and evaluators certified
- Students apply for each placement
- Students regarded as employee at job site

Achievements

- 33 students working at 20 locations
- All graduates either attending post-secondary school or working in their field
- All students maintain passing averages

Innovation

- First training module delivered by local certified trades people
- Students earn trade and high school credit simultaneously

Benefits

Education

- Students nurtured and encouraged to stay in school
- Provides feedback on curriculum

Business

- Develops skilled potential employees
- Accesses education for small businesses

Elementary- Secondary

SASKATCHEWAN



CONTACT

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LOCATION

Saskatoon, Saskatchewan

ESTABLISHED

1993

STAKEHOLDERS

School, business, students,
teachers

NUMBER OF PARTNERS

4

Overview

The Networks! partnership combines elementary and secondary school activities designed to enrich, expose, foster relationships and provide support to participants. Elementary students explore the Siecor plant and work with donated equipment while secondary students use Siecor as a classroom, attending courses and gaining grade 11 physics credit for work conducted at the plant

Objectives

- Enrich educational experiences of students
- Establish meaningful relationships between education and business
- Expose teachers and students to business

Program Activities

- Fibre optic teleconferencing with other schools across the country
- Technical workshops and seminars by staff
- Scholarships and other student awards
- Student's art displayed at plant

Achievements

- Increased exposure to technology
- Over 300 students participate each year
- Teaching staff gain new curriculum ideas

Innovation

- Partnership between elementary and secondary school results in Siecor partnership carried forward with students

Benefits

Education

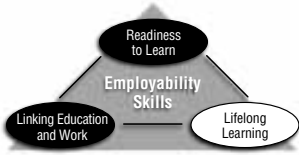
- Encourage students to stay in school
- Supports extra-curricular activities

Business

- Generates employees pride
- Enhances reputation in community

Elementary- Secondary

SASKATCHEWAN



CONTACT

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LOCATION

Wilkie, Saskatchewan

ESTABLISHED

1992

STAKEHOLDERS

Education, students, teachers,
parents, community, business,
volunteers

NUMBER OF PARTNERS

3

Overview

This partnership, initiated in 1992, between Battlefords Cable Vision Co., a Community Broadcasting Corporation and McLurg High School operates as a non-profit organization. Local programming is broadcast to the community from the high school television station. Local board members facilitate the running of the station which is handled completely by the students

Objectives

- Provide "hands-on" experiences for students and interested adults
- Encourage community and school to volunteer in broadcasting
- Foster a willingness to learn

Program Activities

- Fully operating television station in the school
- Television Communications Technology program is available for student volunteers
- Student programs are broadcast to community

Achievements

- Promotes community awareness
- Two students who were volunteers have gone on to careers in the field
- Subscribership to cable has increased by 100 per cent

Innovation

- McLurg High School is the first school with a fully operating television station

Benefits

Education

- Access to equipment, training and funding
- Opportunity to offer new programs to students

Business

- Improves public relations and publicity
- Increases community support in broadcasting

Elementary- Secondary

ALBERTA



CONTACT

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LOCATION

Calgary

ESTABLISHED

1990

STAKEHOLDERS

Education; students; teachers;
parents; community; business;
environment

NUMBER OF PARTNERS

18

Overview

This partnership focuses on mentoring and guidance, rather than financial support. Using a variety of approaches, including career models, training seminars and career search activities held by business people; students learn what they want to “do,” rather than what they want to “be.” This takes the students beyond a superficial professional title and into the world of the business community

Objectives

- Create passion for lifelong learning
- Enlighten students on the value of the business world
- Challenge and motivate students

Program Activities

- Sponsorship and organization of numerous conferences and community events
- Career and Life Management Courses
- Working scholarships; work experience programs; job-shadowing

Achievements

- Students learn value of hard work
- Improves communication between school and business community
- Assists students make better career choices

Innovation

- Grown from a student newspaper to over 26 activities
- Association with schools in Hong Kong

Benefits

Education

- Support for student-driven projects
- Mentoring opportunities for students, teachers and employees

Business

- Revitalized Husky employees
- Integrates employees into the educational community

Elementary- Secondary

ALBERTA



CONTACT

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LOCATION

Calgary, Alberta

ESTABLISHED

1991

STAKEHOLDERS

School, students, business,
teachers

NUMBER OF PARTNERS

14

Overview

For five days each year this school is transformed into a shopping mall composed of 20 different shops and services. In this dynamic partnership, children establish, operate and manage viable businesses. As mall workers and consumers, students enhance their employability skills by operationalizing what they learn in class in this authentic experience

Objectives

- Instil financial management skills
- Experience working in collaborative settings
- Empower students to assume leadership roles

Program Activities

- Students earn money by working at kiosks
- Students responsible for own accounting
- Business partners train student employees

Achievements

- Students acquired management and team work skills
- Positive and extensive media coverage
- Domestic and international interest in replicating the program

Innovation

- Integration of all grade levels in one project
- Educational guide on mall procedures published
- Easily replicated

Benefits

Education

- Increases access to community resources
- Increases students enthusiasm toward school

Business

- Input into curriculum development
- Fosters a positive public image

Elementary- Secondary

ALBERTA



CONTACTS

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LOCATION

Edmonton, Alberta

ESTABLISHED

1993

STAKEHOLDERS

School, business, students,
government

NUMBER OF PARTNERS

5

Overview

Housed in Austin O'Brien High School, this fitness centre enables students and other community members of varying physical abilities to interact and learn new skills from each other. Through the pursuit of healthy living practices, participants facilitate lifelong learning by breaking down ability-based barriers

Objectives

- Improve community support for people with disabilities
- Create an integrated learning setting

Program Activities

- Centre established in the school
- Students participate in centre activities
- Students receive fitness and lifestyle training

Achievements

- Increasing number of centre visits each year
- Establishment of second facility in another school
- Students learn to focus on abilities rather than disabilities

Innovation

- Successful integration of people with different abilities

Benefits

Education

- Augments school fitness programs
- Students and teachers gain appreciation for learning diversity

Business

- Educating future professionals
- Creates links to the community

Elementary- Secondary

ALBERTA



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LOCATION

Edmonton, Alberta

ESTABLISHED

1992

STAKEHOLDERS

School, students, hospital

NUMBER OF PARTNERS

6

Overview

The dynamic partnership between Strathcona High School and University of Alberta Hospital enables students and health care providers to acquire new employability skills through a variety of projects. Programs of differing lengths span categories of wellness, injury prevention, health and fitness, volunteering, job shadowing, culture and educational incentives

Objectives

- Reciprocal exchange of expertise between partners
- Enhance student's exposure to work
- Involve community in education

Program Activities

- Hospital staff share information on health and community issues
- Students assist staff at Hospital
- Student's create wellness and art displays

Achievements

- Enhanced student understanding of employment opportunities in health care
- Students exposed to new technology
- Increased student sense of social responsibility

Innovation

- Stakeholders committed to an evolutionary and flexible partnership plan

Benefits

Education

- School acquires new resources to assist student learning
- Expands participants career choices

Business

- Increases staff morale
- Enhances community awareness

Elementary- Secondary

ALBERTA



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LOCATION

Northwestern Alberta

ESTABLISHED

1990

STAKEHOLDERS

School, students, business

NUMBER OF PARTNERS

10

Overview

The Job Safety Skills program was developed to meet industry's need for workers trained in occupational health and safety — for young workers to be safer workers. Through the program curriculum, students acquire on-the-job safety training while enhancing employability skills

Objectives

- Foster and practice safe work routines
- Develop entry-level work skills
- Successful implementation of job safety curriculum

Program Activities

- 66-hour high school course
- Business expertise used in curriculum development

Achievements

- Over 250 students have participated in the program
- Participants are safer individuals and employees
- Curriculum to be offered province-wide in 1996

Innovation

- Program operates simultaneously in four different schools

Benefits

Education

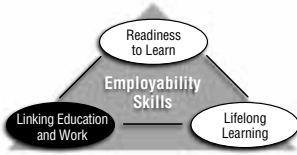
- Encourages students to stay in school
- Opportunities to enhance employability skills

Business

- Decreases chances of workplace injuries
- Opportunities to hire trained young workers

Elementary- Secondary

ALBERTA



CONTACT

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LOCATION

Calgary

ESTABLISHED

1993

STAKEHOLDERS

Education, students, business,
community

NUMBER OF PARTNERS

2

Overview

Students explore different work options through a number of activities at the Calgary Herald, such as job-shadowing, mentoring and workshops. This has resulted in budding journalists, accountants, designers and cartoonists (among others) gaining useful insights into various career options

Objectives

- Assist students stay in school
- Increase student self-esteem
- Development of employability skills

Program Activities

- Students learn communication skills
- Students apply and are interviewed for positions
- Publication of partnership newsletter
- Participants receive computer training

Achievements

- 185 different activities
- Over 100 work experience and job-shadowing participants
- Over 500 students have participated
- High degree of support from teachers
- Prevented several students from dropping-out

Innovation

- Extensive partnership with major daily Canadian newspaper

Benefits

Education

- Students gain commitment to the community
- Students can display talents outside of school

Business

- Furthers objectives as a learning organization
- Share ideas, enthusiasm and talents

Elementary- Secondary

YUKON



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LOCATION

Watson Lake, Yukon

ESTABLISHED

1990

STAKEHOLDERS

Education, students,
community, business

NUMBER OF PARTNERS

13

Overview

Bears Co. is a novel partnership that moves education from the classroom of school to the boardroom of business. The partnership has resulted in an “in-school” business operated by students using school curriculum guidelines. Students are responsible for the full operation of a store and hold executive positions. Management, finance, staffing, customer relations, communication and team-building skills are learned

Objectives

- Enable students to achieve personal mastery of academic and corporate objectives
- Enhance creativity, vision, teamwork and learning skills

Program Activities

- Operate fully functional school store
- Arrange and co-sponsor local events
- Member of local Chamber of Commerce

Achievements

- Business run successfully for five years
- Fosters other student activities such as Bed Buddies and McMoose
- Represented local Chamber of Commerce at a Chamber of Commerce Convention Fair
- Mentorship program in Vancouver

Innovation

- Students are expected to attempt new ventures and take responsibility for the path chosen

Benefits

Education

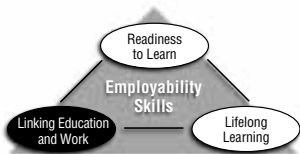
- Students learn by doing
- Students acquire real skills

Business

- Provides a means of communication between business and education
- Provides trained staff for the community

Elementary- Secondary

YUKON



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LOCATION

Whitehorse

ESTABLISHED

1993

STAKEHOLDERS

School, students, teachers,
business, community

NUMBER OF PARTNERS

6

Overview

This partnership enables secondary school students to witness the benefits and challenges employers and employees face at work. Enthusiastic businesses and employees volunteer their time and energy to work with students in a job-shadowing program and through site and school visits. Program activities provide relevancy and value to curriculum, such as math and science

Objectives

- Provide students with awareness of careers in Yukon
- Make students aware of career qualifications
- Provide relevancy for school curriculum

Program Activities

- One or two days job-shadowing
- Guest speaker panel presentations featuring women in atypical occupations
- Junior students visit worksites

Achievements

- Increased student self-esteem
- Enhanced school performance
- Job hunting skills acquired

Innovation

- Able to explore Yukon specific job market needs
- Unique opportunities for small French community

Benefits

Education

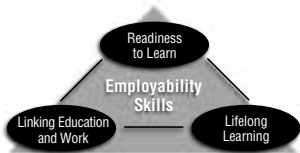
- Teachers understand current career requirements
- Students realize personal capabilities

Business

- Develops supervisory skills in employees
- Opportunities to assess future employees

Elementary- Secondary

BRITISH COLUMBIA



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LOCATION

Quesnel, British Columbia

ESTABLISHED

1993

STAKEHOLDERS

Education, students, teachers,
community, business, labour

NUMBER OF PARTNERS

67

Overview

This is the first comprehensive Wood Products Manufacturing Program for high school students in British Columbia. Made up of high school courses, career preparation programs, and an apprenticeship program in wood products manufacturing, it is well rounded. The use of current innovations, such as desktop publishing, and computer multi-media technology have enhanced program relevance

Objectives

- Connect students to opportunities in Wood Products Manufacturing Industry
- Share planning, curriculum and resources among schools and industry

Achievements

- Hosted Engineering, Technology and Trade forum for students
- Used as a program model by Human Resources and Development Canada

Program Activities

- School consults with wood products manufacturing companies on hiring practices, expectations and curriculum development
- Partnership published on World Wide Web

Innovation

- 30 per cent of course work is done 'on-site' at business and industry plants
- Technology courses linked directly with academic courses

Benefits

Education

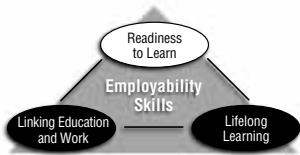
- Improves employment and post-secondary opportunities
- Access to a broad range of learning resources

Business

- Skilled entry-level workers available
- Opportunity to contribute to ongoing curriculum improvement

Elementary- Secondary

BRITISH COLUMBIA



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LOCATION

Victoria, British Columbia

ESTABLISHED

1991

STAKEHOLDERS

School, students, business,
government

NUMBER OF PARTNERS

17

Overview

The Police Camp program is an eight-day police academy for students 16 to 18 in good academic standing. Participants explore the field of law and order by participating in simulations with real officers. This easily replicable program involves all nine Greater Victoria police agencies and four school districts

Objectives

- Increase knowledge of crime prevention
- Increase self-esteem and leadership skills
- Increase awareness of justice system careers

Program Activities

- Seminars in various policing topics
- Police simulations to physically experience learning
- Incorporation of employability skills in simulations

Achievements

- Numerous students volunteering in community police programs
- Increase in participants' self-esteem
- Enhanced interest in various police programs

Innovation

- Authentic North American program sharing police knowledge with community
- Students placed in role of police officer, not just as observers

Benefits

Education

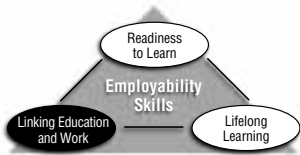
- Enhances communication skills
- Creates positive attitude toward learning

Business

- Positive and gratifying for police officers
- Promotes more positive encounters between police and community

Elementary- Secondary

BRITISH COLUMBIA



CONTACT

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LOCATION

Kelowna, British Columbia

ESTABLISHED

1991

STAKEHOLDERS

School, students, business,
community

NUMBER OF PARTNERS

3

Overview

This partnership is comprised of four main projects: The Perfect Card; First Nations and Life Skills/Awareness conferences, Kid/Biz Shadow and résumé/interview skills. Students take on leadership roles and acquire new skills as they plan and implement each project. All students at Okanagan Mission Secondary are involved in this positive, student-driven partnership.

Objectives

- Link life experiences and curriculum
- Prepare students for future of work and school
- Develop ownership of education
- Create an opportunity for business to be involved in education

Program Activities

- Community conference with 25—30 workshops
- Seminars on issues of self-esteem, self-awareness and lifestyle choices
- School forums on current issues

Achievements

- Long-term positive partnership
- Strong commitment from teachers and community
- Increase in students leadership abilities

Innovation

- Extensive and dynamic methods of teaching employability skills

Benefits

Education

- Creates strong ties with community
- Assisted gearing curriculum to reflect requirements of work world

Business

- Builds profile in community
- Sense of self-worth gained by employees

Elementary- Secondary

BRITISH COLUMBIA



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LOCATION

Burnaby, British Columbia

ESTABLISHED

1992

STAKEHOLDERS

School, students, business

NUMBER OF PARTNERS

4

Overview

This unique partnership instills employability skills in Burnaby Central students through social and professional partnerships. This has resulted in the development of a variety of programs, with each passing year strengthening the relationship between the school and Mohawk Oil

Objectives

- Foster literacy, multicultural awareness, problem solving skills and technology use
- Practical application of life skills
- Opportunity to understand business and community

Program Activities

- Week-long work experience placements
- Partnership in recreational activities
- Employees speak in classrooms

Achievements

- Over 4,000 hours of work experience accumulated
- Teachers have increased access to resources
- Augmented student representation on partnership committee
- Program under expansion

Innovation

- Well established partnership-plan established in 1988
- Through social interaction, students learn about business people as people

Benefits

Education

- Contributions of new resources
- Encourages students to stay in school

Business

- Receives fresh and new ideas
- Enhanced public image

Elementary- Secondary

BRITISH COLUMBIA



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LOCATION

Mission, British Columbia

ESTABLISHED

1991

STAKEHOLDERS

Students, school, community,
government

NUMBER OF PARTNERS

24

Overview

The Heritage Park Centre includes a secondary school, a post-secondary campus, 704 seat theatre and community gymnasium and conference centre. When the project was cancelled due to government cutbacks, the small town of Mission, British Columbia rallied and completed the educational park in their attempt to link secondary and post-secondary education with the workplace and have more students graduating with real skills for the real world

Objectives

- Accessible lifelong learning opportunities
- Encourage participation by whole community
- Use innovative learning techniques and technology
- Stimulate economic development of area

Program Activities

- University and high school networked through computer system and library
- Facilities open for community use
- Linking of learning between various groups

Achievements

- Smooth transition between secondary and post-secondary school
- Strong community support
- Enhanced training and employment opportunities

Innovation

- Provides access to post-secondary school in an area where attendance is low

Benefits

Education

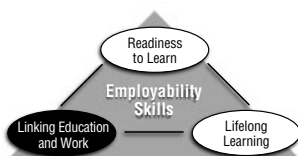
- Builds lifelong learning skills
- Increases school profile

Business

- Increases skilled workforce
- Enhances companies public image

Broad Community Collaboration

NEWFOUNDLAND



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LOCATION

Eastern Avalon Region,
Newfoundland

ESTABLISHED

1990

STAKEHOLDERS

School, students, teachers,
community, business,
government

NUMBER OF PARTNERS

841

Overview

The Partners in Education Regional Committee is a unique collaboration of six school boards with an extensive network of community and business partners situated on the Eastern Avalon Region of Newfoundland. The Committee focuses its efforts in three key areas: educational partnerships, career education and youth transition. Both students and teachers receive training by business partners through work placements

Objectives

- Develop partnerships that promote work skills
- Implement career education initiatives
- Create links between high school and post-secondary schools

Program Activities

- Students use advanced computer technology
- Teachers work at placements to obtain experience in their subject area
- Youth transition teams explore links between school and post-secondary

Achievements

- Regional database of 834 employers
- Career education modules and handbook
- Received provincial and national awards
- Effective use of technology

Innovation

- Extensive partnership involving 35% of total provincial school (K-12) population
- First regional accredited co-operative program

Benefits

Education

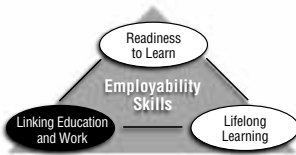
- Increases awareness of employability skills
- Creates relevant curriculum

Business

- Input into school curriculum
- Assists creating a competitive workforce

Broad Community Collaboration

ONTARIO



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LOCATION

Toronto, Ontario

ESTABLISHED

1993

STAKEHOLDERS

School, students, business,
government

NUMBER OF PARTNERS

25

Overview

This expanding program represents a change in the way universities program and retailers invest in learning. The project enhances retail employees' knowledge base by providing applied, current, relevant and accessible education on work in the retail sector

Objectives

- Make retail an attractive career option
- Create a unique learning institute
- Enable employees to reach full potential

Program Activities

- Part-time certificate program
- Multi-media distance education system
- Establishment of Centre for Research on Lifelong Learning

Achievements

- Over 800 students enrolled in course
- Eaton Chair in Retailing established
- Baccalaureate program under development
- Successful delivery of program across Canada in both English and French

Innovation

- First Canadian university program in retail management education
- Flexible program to suit various learning needs

Benefits

Education

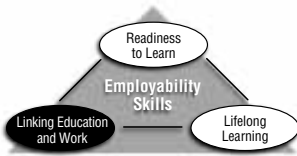
- Access to industry perspectives and intelligence
- Establishes working relationships between universities

Business

- Builds status as world class retailer
- Employees trained in leading-edge retail techniques

Broad Community Collaboration

ONTARIO



CONTACT

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LOCATION

Halton area

ESTABLISHED

1992

STAKEHOLDERS

Business, students,
community, teachers

NUMBER OF PARTNERS

274

Overview

Utilizing people, place and program resources, the Halton Board of Education has built an extensive partnership network to facilitate student learning and growth. Through the focus areas of communication, linking stakeholders, sharing, and providing decision making information, this program uses 26 different activities to foster employability skills in its participants

Objectives

- Provide opportunities for students to experience realistic career exploration
- Increase opportunities in science and technology

Program Activities

- Teacher industry tours
- Wide variety of co-operative education terms
- Extensive communications through multi-media techniques

Achievements

- Increase in science/technology placements
- large number of female participants in science programs
- Several activities used as program models

Innovation

- Extensive program encompassing numerous different levels of education, career choices and project activities

Benefits

Education

- Increased student interest in science and technology
- Provides new learning opportunities for teachers and staff

Business

- Communicate needs to education community
- Develops corporate pride

Broad Community Collaboration

ALBERTA



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LOCATION

Calgary, Alberta

ESTABLISHED

1991

STAKEHOLDERS

School, students, teachers,
community, business,
government

NUMBER OF PARTNERS

250

Overview

The Calgary Educational Partnership Foundation has brought together five school boards and 200 businesses with a common focus — education. Through numerous and varying programs, strong partnerships between education, government and business have been developed to assist Calgary students enhance their employability skills and prepare to enter the job market

Objectives

- Enhance educational opportunities
- Increase involvement of businesses at school
- Provide school to work transition opportunities

Program Activities

- Conference on student futures
- Teachers placed in businesses for professional development
- Employability skills portfolio project
- Career Resource Centres in high schools

Achievements

- Over 700 people attend career conference
- Teachers improve understanding of marketplace
- Fewer students dropping out

Innovation

- Large partnership involving numerous projects and organizations

Benefits

Education

- Teacher and student networking opportunities
- Builds self-esteem in students

Business

- Understanding of educational system
- New spirit of co-operation with education

Broad Community Collaboration

NEWFOUNDLAND



CONTACTS

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LOCATION

Bay Roberts, Newfoundland

ESTABLISHED

1990

STAKEHOLDERS

Education, students, parents,
community, business

NUMBER OF PARTNERS

9

Overview

Since the early 1990s Bay Roberts has been faced with numerous problems, including the collapse of the fishing industry and a high occurrence of AIDS. This partnership grew from a need to develop a sense of positive self-esteem and a belief in the future for the youth of Bay Roberts. The original group that began with an action committee has expanded to include Newfoundland Telephone and other business in the area

Objectives

- Give youth in area a sense of self-esteem and belief in future
- Develop employability skills
- Emphasize technology, science and math

Program Activities

- Information published on World Wide Web
- Homework hotline
- Internet visual link with Bishop's College
- Entrepreneurial courses conducted by local business leaders

Achievements

- Drop in the incidences of AIDS
- Increase in student moral and achievement
- Improved school facilities

Innovation

- Strategy combines high standards, praise for success and positive focus on the ecological and health realities of community

Benefits

Education

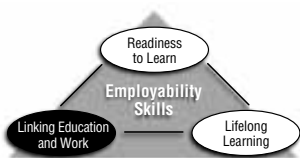
- Feeling of achievement and pride
- Increased involvement from the community

Business

- Increases skills of youth
- Brings business into community

Broad Community Collaboration

NEW BRUNSWICK



CONTACT

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LOCATION

Province of New Brunswick

ESTABLISHED

1993

STAKEHOLDERS

School, students, business,
government

NUMBER OF PARTNERS

155

Overview

The New Brunswick Youth Apprenticeship Program extends work experience and training to students in addition to, rather than in place of, the school's curriculum. As work placements and career training are held after school and during the summer months, the program does not limit the academic development of participants

Objectives

- Facilitate school and work transition
- Develop skilled labour force
- Enhance independent learning skills

Program Activities

- Four phase development program
- Over 300 hours of career instruction and paid work experience for each student
- Summer workshops to impart skills

Achievements

- Strong community support
- Program growth to 38 schools

Innovation

- Program graduates receive preferential treatment in post-secondary admission

Benefits

Education

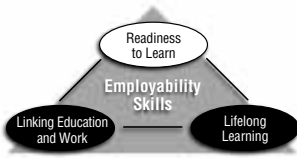
- Students participate in realistic work setting
- Leads directly into new jobs and careers

Business

- Creates a local pool of skilled workers
- Businesses directly involved in program development

Broad Community Collaboration

NEW BRUNSWICK



CONTACTS

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LOCATION

Province of New Brunswick

ESTABLISHED

1989

STAKEHOLDERS

College, students, business,
government

NUMBER OF PARTNERS

5

Overview

The Distance Education Nursing Assistant Program is a fifty week training initiative designed to assist students unable to attend on-site classes nationally and internationally. The program design utilizes a variety of educational and technological media resources to increase access to the Nursing Assistant program

Objectives

- Provide increased access to Nursing Assistants educational programs offered by the New Brunswick Community College system
- Give learners a feeling of self-direction and control over educational choices

Program Activities

- Video-based information sessions
- Simulated lab settings in each home-site
- Clinical practice carried out with supervision from experienced clinical instructor

Achievements

- Expanded career choices for graduates
- Families not disrupted while parent completes education

Innovation

- Distance delivery format for program is first of its kind in Canada

Benefits

Education

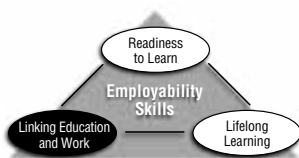
- Increases co-operation among departments
- Positive exposure for College provincially, nationally and internationally

Business

- Positive exposure in the community
- Creates a more skilled workforce

Broad Community Collaboration

NEW BRUNSWICK



CONTACTS

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LOCATION

Various sites in the Atlantic
provinces

ESTABLISHED

1992

STAKEHOLDERS

Education, students, business,
government

NUMBER OF PARTNERS

50

Overview

This interprovincial technology tour and educational exchange involves visitations to research, development and application locations across Atlantic Canada. The program creates an appreciation of Atlantic Canada's leadership role in research and technology and entices students to continue learning maths, technologies and sciences

Objectives

- Impress upon businesses and industries the importance of their involvement in education
- Develop interprovincial groups of educators and students wanting to share insights

Program Activities

- 48 participants each year
- Participants develop and deliver own press releases and media campaigns

Achievements

- Recognized as a successful Canadian partnership by The Conference Board of Canada
- Numerous mutually beneficial partnerships have been formed
- Students and teachers acquire planning skills

Innovation

- Program is executed at various sites throughout the Atlantic provinces

Benefits

Education

- Expose students to leading-edge math and sciences technology
- Relate future careers and consider the skills and abilities needed to succeed

Business

- Assist in developing a curriculum that is responsive to needs of work world
- Actively demonstrate the skills future employees will require

Broad Community Collaboration

NOVA SCOTIA



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LOCATION

Truro, Nova Scotia

ESTABLISHED

1988

STAKEHOLDERS

Education, students,
community, business,
government, labour

NUMBER OF PARTNERS

99

Overview

The mission of The Central Nova Industry Education Council (CNIEC), a non-profit corporation supported by the local school board, government and business community is to develop a means of co-operation between the major stakeholders. Through a variety of programs such as Student Futures Network, Job-Shadowing, and Parenting for Education the partnership continues to flourish

Objectives

- Help students to make the transition from school to work
- Raise the business community's awareness of how they can support the education system
- Encourage students to stay in school

Program Activities

- Operation of a Career Information Centre
- Drop out prevention program, CHOICES
- Encourage and support Junior High School students to start their own summer business

Achievements

- A national pilot site to operate a computerized Learning Centre for At-Risk students
- Over 1,000 students per year visit the Career Information Centre
- Some students still have ongoing businesses

Innovation

- Organization is truly community driven, directed by a Board made up of citizens from both industry and education

Benefits

Education

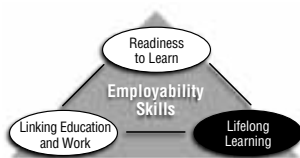
- Assists students to focus on potential careers
- Motivates students to learn and to become entrepreneurs

Business

- Opportunity to have a voice in the education system
- Improves corporate image in the community

Broad Community Collaboration

NOVA SCOTIA



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LOCATION

Richmond County,
Nova Scotia

ESTABLISHED

1992

STAKEHOLDERS

Education, students,
community, business,
government

NUMBER OF PARTNERS

17

Overview

In 1992, the Richmond Reading Council Exchange was initiated to provide literacy services to all residents of Richmond County (cradle to grave concept). Working in partnership with industry, business, government and schools, the Reading Council has provided tutor training, upgrading programs, instructional materials and videos for all members of the community

Objectives

- Provide basic literacy and technological upgrading skills to the community
- Enhance lifelong learning skills
- Address future needs of community

Program Activities

- Peer tutoring in the high schools
- Family literacy, and adult upgrading programs
- industry/education partnership in future sustainable development training

Achievements

- Dramatic increase in the number of people using the literacy upgrading programs
- Production of two motivational videos

Innovation

- Upgrading programs designed to address the future needs of the community, given the closure of its principle employer

Benefits

Education

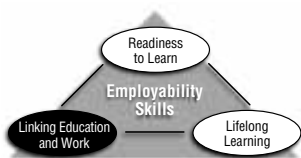
- Enhances employability skills
- Access to additional resources and technology

Business

- A more literate and flexible workforce
- Increases involvement within community

Broad Community Collaboration

NOVA SCOTIA



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LOCATION

Halifax, Nova Scotia

ESTABLISHED

1992

STAKEHOLDERS

Education, business, govern-
ment, community

NUMBER OF PARTNERS

5

Overview

The Technology Assessment Development Centre was developed in 1992 to enhance the employability of injured workers and persons with disabilities. Located at the Nova Scotia Community College, clients are sponsored by the Workers' Compensation Board, the Department of Education and Culture, and other vocational rehabilitation programs

Objectives

- Provide access to technology
- Provide customized computer and ergonomic assessment services, and adaptive technology training
- Foster the acquisition of employability skills and enhance an individual's ability to compete

Program Activities

- Assessments to determine students strengths, learning needs and goals
- Provision of a customized training program
- Linking education and the world of work

Achievements

- Classroom has been filled to 78% capacity since the program's inception
- Only location in Nova Scotia to provide a comprehensive combination of services

Innovation

- Separate agencies, businesses and government departments set aside all barriers and focused on the goal of "access through technology"

Benefits

Education

- Seminars for students interested in pursuing a career in technical aids instruction
- Access to additional facilities and services

Business

- Opportunity to contribute to community
- Furnish technologies to new users

Collaboration communautaire

QUÉBEC



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ENDROIT

Victoriaville, Québec

ÉTABLI

1989

INTERVENANTS

Élèves, enseignants; monde
des affaires, monde de
l'enseignement, gouverne-
ments

NOMBRE DE PARTENAIRES

4

Sommaire

Le CEGEP de Victoriaville, avec plus de 1 600 élèves inscrits, se caractérise par la présence sur son campus de l'École québécoise du meuble et du bois ouvré et du centre de recherche industrielle en meuble et bois ouvré. L'école a développé un important Service de formation continue, offrant une multitude de services aux entreprises de la région en terme de planification, supervision et évaluation d'activités de formation de la main-d'oeuvre.

Objectifs

- se trouve à trois niveaux individuel
- accroissement des compétences et recherche de polyvalence collectif
- développement de stratégies d'intervention d'équipe organisationnel
- assure la compétitivité de l'entreprise en impliquant les employés dans la gestion des changements de marché et de technologie

Activités du programme

- l'école participe à tout le processus de formation en proposant une panoplie de cours de formation générale ou de nature technique selon l'écart de qualification à combler et le niveau de compétence à atteindre

Réalisations

- l'importance de faire appel aux ressources du milieu est mise en valeur
- les différentes activités de formation ont permis d'obtenir la crédibilité et la visibilité nécessaires au développement du programme

Caractère innovateur

- l'école est responsable de toutes les phases de la formation, de la planification à l'évaluation des activités de formation dans les usines; et le représentant est aussi délégué par l'entreprise pour la représenter auprès des organismes officiels

Avantages du partenariat

Milieu de l'éducation

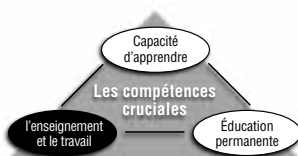
- peuvent servir à d'autres collègues

Milieu des affaires

- l'impact le plus direct sur l'environnement socio-économique de la région se traduit donc par cette nouvelle culture de formation

Collaboration communautaire

QUÉBEC



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ENDROIT

Saint-Jérôme, Québec

ÉTABLI

1993

INTERVENANTS

Élèves, enseignants; monde des affaires, monde de l'enseignement, gouvernements

NOMBRES DE PARTENAIRES

48

Sommaire

Le programme d'Alternance travail-études en techniques administratives, au Cégep de Saint-Jérôme, a été mis sur pied pour permettre aux élèves de vivre des expériences pratiques et rémunérées sur le marché du travail, en lien avec leur formation théorique. Les élèves font des apprentissages sur le terrain qui les confrontent à la réalité du monde du travail.

Objectifs

- favoriser une meilleure préparation de l'élève au marché du travail en lui offrant une formation plus adaptée aux besoins réels des organisations dans lesquelles il aura à travailler

Activités du programme

- les élèves vivent en alternance des périodes d'étude au collège et des périodes de travail rémunéré dans leur champ de spécialisation, qui servent à créer des liens entre la théorie et la pratique.

Réalisations

- depuis 1993, plus de 60 étudiants ont bénéficié du programme
- 65 % des entreprises reprennent au deuxième stage le même étudiant
- 50 % des étudiants se font offrir un emploi à temps partiel par les employeurs qui les ont accueillis en stage

Caractère innovateur

- les pratiques d'enseignement ont été considérablement modifiées pour permettre de créer des liens avec les entreprises

Avantages du partenariat

Milieu de l'éducation

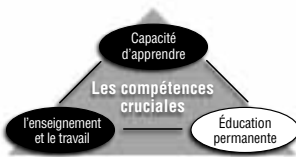
- l'étudiant manifeste un plus grand intérêt pour ses études et confirme plus rapidement son orientation professionnelle
- la formule permet de retenir dans la communauté régionale d'excellents éléments parmi les jeunes qui, autrement, auraient tendance à quitter la région

Milieu des affaires

- la formule limite la période d'apprentissage et favorise la productivité
- le travail confié aux stagiaires répond aux besoins de l'entreprise

Collaboration communautaire

ONTARIO



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ENDROIT

Sudbury, Ontario

ÉTABLI

1991

INTERVENANTS

Élèves; enseignants; parents;
monde des affaires; monde de
l'enseignement; gouvernement

NOMBRE DE PARTENAIRES

100

Sommaire

Depuis 1991, le conseil de l'éducation de Sudbury a participé activement à divers programmes d'éducation coopérative. Ils ont créé une centaine de partenariats avec des grandes compagnies multinationales privées, aussi bien qu'avec des petites et moyennes entreprises privées et publiques.

Objectifs

- développer les compétences de communication et les aptitudes des relations interpersonnelles des élèves et améliorer leurs chances d'emploi
- faciliter la transition de l'école vers la vie au monde du travail

Activités du programme

- permettre aux élèves de comprendre et de s'adapter à la nouvelle technologie
- permettre aux élèves d'avoir confiance en eux-mêmes et de savoir résoudre leurs problèmes

Réalisations

- plusieurs élèves ont laissé une marque tellement positive dans l'entreprise d'accueil que plusieurs font carrière dans leur domaine de placement
- donne aux apprenants les qualités personnelles et les comportements positifs vis-à-vis d'eux-même, de la société et de l'environnement

Caractère innovateur

- la méthode d'étape oriente graduellement les élèves vers une carrière définitive qu'ils ont planifiée à partir de la 9^e année

Avantages du partenariat

Milieu de l'éducation

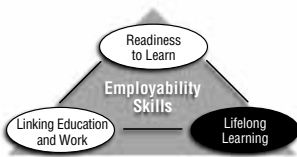
- sert à prévenir le décrochage scolaire en offrant aux jeunes un mode d'apprentissage différent

Milieu des affaires

- contribue à former une jeune main-d'oeuvre munie de compétences professionnelles et d'expériences pratiques
- ont une source de recrutement d'employés futurs

Broad Community Collaboration

ONTARIO



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LOCATION

Southern Ontario

ESTABLISHED

1993

STAKEHOLDERS

College, students, business,
government

NUMBER OF PARTNERS

8

Overview

This program benefits business leaders and supervisors by preparing them to work effectively with diverse groups of people and attain employee and organizational goals. The program is comprised of 24 courses developed on a flexible schedule and participants earn certificates and diplomas for their work

Objectives

- Prepare front-line managers
- Integrate in-class and on-the-job work
- Provide participants with post-secondary credentials

Program Activities

- Maintain portfolio of learning experiences
- Enhance effective writing and communication skills through exercises
- Hands-on computer usage modules
- In-class and on-the-job learning

Achievements

- Approved as Diploma Program at five Colleges
- 210 graduates
- University articulation

Innovation

- Creation of a pathway of learning incorporating prior learning assessment

Benefits

Education

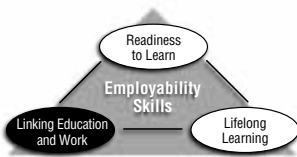
- Portability of program across sectors
- Delivery accessible to adult learners

Business

- Provides a skilled workforce to hire from
- Creates links between business and education

Broad Community Collaboration

ONTARIO



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LOCATION

ESTABLISHED

1993

STAKEHOLDERS

College, students, business,
government

NUMBER OF PARTNERS

31

Overview

The program Your Home Office and Small Business provides a “cutting-edge” curriculum for Canadian entrepreneurs. Due to the program’s various delivery methods, learners are able to complete the curriculum either at the College or in their home

Objectives

- Enable graduates to set up own home-based business
- Enable graduates to work with various professionals
- Obtain management skills
- Understand current office technology

Program Activities

- Students may study full or part-time
- Students research and design business plan
- Used as stand-alone learning tool or as credit program

Achievements

- Program received partnership award
- 7,000 copies of program package sold
- Program replicated in both United States and Mexico

Innovation

- Graduates’ club to provide ongoing support
- Development involved large number of blue-chip corporate and education partners

Benefits

Education

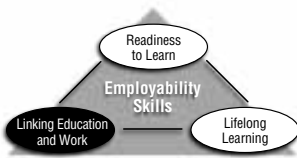
- Students understand principles of both academia and business
- Provides new perspectives for teachers

Business

- Creates high calibre of potential workers
- Increases awareness of education system

Broad Community Collaboration

ONTARIO



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LOCATION

Sudbury, Ontario

ESTABLISHED

1993

STAKEHOLDERS

Women, school, business,
community

NUMBER OF PARTNERS

6

Overview

The Industrial Trades Centre for Women of Sudbury is a community-based training organization that prepares women for entry into technical or trade related occupations. Women learn both on-site at the job and through local schools

Objectives

- Expand training and increase skills
- Develop interaction at community level
- Access businesses beneficial to Centre

Program Activities

- Fabricate metal figures for city festival — includes lay out, welding, painting and quality assurance

Achievements

- Increased awareness of program in community
- Number of figures constructed expanded while reducing costs
- Value-added training opportunities
- Improvement of employability skills

Innovation

- Opportunities for year-round production and training opportunities
- Focus on integrating women into non-traditional careers

Benefits

Education

- Expands skills acquisition
- Increases interaction with community

Business

- Increases cost-effectiveness
- Provides new entrepreneurial ventures

Broad Community Collaboration

ONTARIO



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LOCATION

National

ESTABLISHED

1993

STAKEHOLDERS

School, students, parents,
business, community

NUMBER OF PARTNERS

87

Overview

Take our Kids to Work provides a learning and career education experience for grade nine students. For one day in November these students go to work with a parent, relative or volunteer. This provides students with a glimpse into their working lives of their parents while permitting them to investigate different career options. In 1996, along with the five main sponsors, 19 school boards and over 20,000 businesses participated

Objectives

- Link classroom and work directly
- Understand jobs in context of community
- Increase importance of lifelong learning
- Stay in school

Program Activities

- Grade 9 students go to work sites
- Resource guide for teachers and worksites
- Job shadowing and hands-on experience

Achievements

- 80% of Ontario Grade 9 students participate
- Extensive media coverage
- Program's success growing

Innovation

- Broad based community partnership
- Program adaptable to local initiatives

Benefits

Education

- Students see value of education
- Fosters community responsibility

Business

- Assists in understanding educational challenges
- Boosts morale of employees

Broad Community Collaboration

ONTARIO



CONTACT

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LOCATION

National

ESTABLISHED

1993

STAKEHOLDERS

University, students, business

NUMBER OF PARTNERS

15

Overview

This partnership allows experienced executives from across Canada attain a two-year Master of Business Administration degree without leaving their communities or jobs. Using sophisticated distance education technologies students in 22 cities across Canada not only hear and see professors in real time, but also other class-mates during discussions and case analysis

Objectives

- Prepare managers to meet leadership challenges
- Provide high-quality graduate education to students in various Canadian regions
- Demonstrate importance of technology

Program Activities

- Classes held by faculty from Queen's and other leading institutions in Canada
- Collaborative business projects
- Students continue to work full-time

Achievements

- High course completion rate
- Program operating at enrolment capacity
- Numerous program projects used at worksite

Innovation

- First totally interactive MBA program in Canada using national learning teams
- Allows for deeper understanding of regional concerns

Benefits

Education

- Transferable learning
- Variety of teachers and learning opportunities

Business

- Networking opportunities
- Employees remain at work while studying

Broad Community Collaboration

MANITOBA



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LOCATION

Winnipeg, Manitoba

ESTABLISHED

1993

STAKEHOLDERS

School, students, business,
government

NUMBER OF PARTNERS

119

Overview

The Career Internship Program is a full-year curriculum developed to create practical links between school and work. Through 10 week internships and volunteer service, students enhance their employability skills, self-marketing strategies, networking, technical communication and technology use

Objectives

- Empower students to be innovative
- Create opportunities to explore career interests
- Instil values of lifelong learning

Program Activities

- Students earn position through self-marketing
- Core of university entrance courses with three career internship credits
- Business workshops and seminars
- All students complete technical writing course

Achievements

- Increased number of school graduates
- Students acquired extensive computer knowledge
- 58 new companies to participate

Innovation

- Accelerated academic schedule so students complete curriculum in April
- Extensive number and variety of partners

Benefits

Education

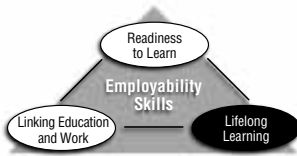
- Students develop career focus
- Enhances computer and multi-media facilities

Business

- Opportunities to develop students' work ethic
- Employees have access to school facilities

Broad Community Collaboration

MANITOBA



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LOCATION

Brandon, Manitoba

ESTABLISHED

1993

STAKEHOLDERS

School, students, business,
community

NUMBER OF PARTNERS

435

Overview

The “Y and School” partnership program is for at-risk students, those either having difficulties in school, low self-esteem and self-confidence. The program is comprised of three main components focusing on the individual, family and school. It attempts to assist participants increase their functioning in each area, provide lifeskills, and develop attitudinal changes

Objectives

- Develop social and leadership skills
- Decrease number of students dropping out
- Increase life and employability skills

Program Activities

- Businesses sponsor students YMCA membership
- Communication between YMCA and school
- Lifeskills and employability skills exercises

Achievements

- 580 students have participated
- Increased participant self-esteem
- Strong community support

Innovation

- Sponsorship program that enhances life and employability skills outside of classroom

Benefits

Education

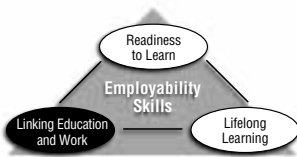
- Encourages students to stay in school
- Increases student coping and self-esteem

Business

- Enhances public image
- More highly educated workforce

Broad Community Collaboration

SASKATCHEWAN



CONTACT

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LOCATION

Saskatoon, Saskatchewan

ESTABLISHED

1987

STAKEHOLDERS

University, students, business,
community, government

NUMBER OF PARTNERS

43

Overview

People, Policy, Practice is a two-phased program designed to provide business students with an experience that allows them to put theory into practice and instill a sense of economic awareness and social responsibility. In Phase I, students are exposed to the realities of tax policies and procedures from the micro-perspective of special needs citizens and Phase II focuses on the macro by analysing policy issues

Objectives

- Provide unique service to community
- Create experience for business students
- Instill a sense of social responsibility

Program Activities

- Complete tax returns in the homes of special needs citizens
- Submit both budgets and social policy reviews to governments

Achievements

- Since inception, \$280,000 saved by low income earners
- 990 students have participated in program
- 1993 Saskatchewan government officially responded to students' budget

Innovation

- Practical learning about both macro and micro policy simultaneously

Benefits

Education

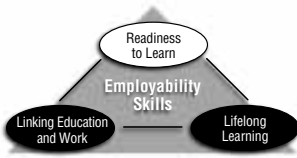
- Students sensitized to the needs of others
- Students develop employability skills

Business

- Opportunities to work with other organizations
- Evaluating potential new employees

Broad Community Collaboration

SASKATCHEWAN



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LOCATION

Northern Saskatchewan

ESTABLISHED

1992

STAKEHOLDERS

Education, students, business,
government

NUMBER OF PARTNERS

12

Overview

The goal of this Multi-Party Training Plan is to overcome the academic and skill barriers to employment that northerners have historically faced. Providing access to more than 500 new jobs protected in the northern mining industry is just one example. Training focuses on apprenticeship and high-skill technical and professional positions, striving for 60 per cent participation in these positions

Objectives

- Provide training in life-skills development
- Increase number of northern residents employed in high-skills occupations

Program Activities

- Individualized upgrading and enrolment programs
- Training focuses on apprenticeship and high-skill technical and professional positions

Achievements

- 350 northerners have participated
- 75% of graduates have attained employment, mostly in area of study
- Broadening partnership to include other provinces

Innovation

- Widest representation of Aboriginal authorities of any training initiative in the history of northern Saskatchewan

Benefits

Education

- Expansion of Northern College's role in the community
- Encourages students to complete high school

Business

- Creates trained and skilled workforce
- Demonstrates commitment to maximize employment of northern people

Broad Community Collaboration

ALBERTA



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LOCATION

Calgary, Alberta

ESTABLISHED

1992

STAKEHOLDERS

University, students, faculty,
business

NUMBER OF PARTNERS

6

Overview

The Canadian Pacific Chemistry Learning Centre and Canadian Pacific Modeling Laboratory were developed to introduce computer simulations and computer assisted learning to university chemistry students. These two laboratories introduce students to the power of computers and enables them to visualize the structures of molecules and their interactions without actually conducting the experiment

Objectives

- Understand the power of computational approaches to modelling
- Enhance use of computer delivered instruction for students and teachers
- Enhance chemistry instruction to address different learning styles

Program Activities

- Computer learning centre for first year students
- Modelling lab for advanced research

Achievements

- over 1,000 students uses centres each year
- Faculty able to use alternative teaching methods
- Increased enrolment in chemistry classes

Innovation

- Student contributions makes them project stockholders

Benefits

Education

- Introduces students to high-level computations
- Fosters development of new curriculum

Business

- Creates highly educated workforce
- Receives pedagogical feedback on computers

Broad Community Collaboration

ALBERTA



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LOCATION

National

ESTABLISHED

1987

STAKEHOLDERS

College, students, teachers,
business, government

NUMBER OF PARTNERS

84

Overview

Building on the core curriculum in Motorcycle Apprenticeship Training, this unique program provides participants with product specific training as a complement to basic motorcycle mechanic instruction. Through practical training, students acquire the skills required to service, maintain and repair the unique technology in Harley-Davidson motorcycles

Objectives

- Ensure a pool of competent mechanics
- Raise industry service standards
- Increase opportunities for instructors and students

Program Activities

- 3 or 15 week programs
- College hosts annual Harley-Davidson show

Achievements

- Many dealers now insist on hiring program graduates
- Waiting list for program enrolment
- 97% of graduates employed in field

Innovation

- Canada's only endorsed Harley-Davidson service school
- Attracts students who have avoided post secondary

Benefits

Education

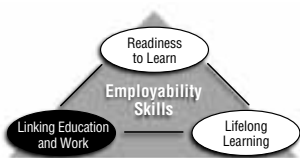
- Reinforces the importance of lifelong learning
- Opportunities for professional development

Business

- Increased customer satisfaction
- Fulfils need for reliable service training

Broad Community Collaboration

ALBERTA



CONTACT

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LOCATION

Calgary, Alberta and Thailand

ESTABLISHED

1993

STAKEHOLDERS

College, teachers, students,
business, government

NUMBER OF PARTNERS

3

Overview

The Telecommunications Training Linkage Project is part of a Thai-Canadian program to establish five telecommunications training centres in Thailand. In co-operation with Thailand's Department of Vocational Education, the partners are working to increase Thailand's capacity to meet the training needs of its telecommunication industry

Objectives

- Provide excellent staff and professional development
- Improve institutional and program quality
- Work internationally

Program Activities

- Five months of technical training in Canada
- Co-operative development of curriculum to meet needs of Thai industry
- Establish Thai telecommunications advisory

Achievements

- Increased knowledge of Thai tele-communication requirements
- Curriculum developed to meet Asian needs
- Enhanced cross-cultural effectiveness
- Similar project being developed in Mexico

Innovation

- Extends existing partnership into international arena

Benefits

Education

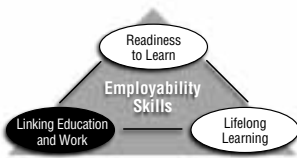
- Augments reputation and expertise
- Contributes to internationalism of campus

Business

- Professional development for staff
- Increases international experiences

Broad Community Collaboration

ALBERTA



CONTACT

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LOCATION

Province of Alberta

ESTABLISHED

1992

STAKEHOLDERS

School, students, business,
government

NUMBER OF PARTNERS

105

Overview

Skills Canada Alberta is a non-profit association of business, labour, government, educators and students which strives to stimulate the development of leadership and technology excellence in Alberta youth. It provides forums for the stakeholders to communicate, formulate and implement strategies to assist Alberta's youth face the challenges of the future

Objectives

- Provide forum for stakeholders to make informed decisions
- Develop skilled and technically able workers
- Increase profile of technological education

Program Activities

- Provincial Skills Competition, testing wide variety of work skills in 24 areas
- Skills clubs in affiliated schools
- Conferences, seminars and workshops

Achievements

- Annual increase in number of partners
- Increased student involvement in Skills Competition
- Participants enhanced leadership skills
- Development of employment skills

Innovation

- Provides forum for cross-institutional exchanges
- Institutionalized partnership

Benefits

Education

- Forges strong ties with community
- Prepares students for evolving job market

Business

- Access to education system and curriculum
- Activates bond with employees and builds teamwork

Broad Community Collaboration

BRITISH COLUMBIA



CONTACT

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LOCATION

North Vancouver,
British Columbia

ESTABLISHED

1991

STAKEHOLDERS

Education, business, govern-
ment, philanthropic organiza-
tions

NUMBER OF PARTNERS

10

Overview

This partnership has overcome two barriers in designing and developing a Speech Assisted Reading Program for disabled adults: 1) a lack of computer facilities and speech synthesizers, and 2) the anxiety that existed among literacy instructors in teaching learners with disabilities. Today, this program is assisting learners across Canada to read through business and government funding assistance

Objectives

- Promote teacher development and training
- Obtain and distribute necessary technology and equipment throughout Canada
- Provide access to literacy programs for disabled learners

Program Activities

- 1,400 literary programs operating in Canada
- Three-phase implementation program
- Students are active in literacy programs

Achievements

- Over \$1 million of computer equipment donated by organizations across Canada
- Over 500 literacy educators trained
- Received Association of Canadian Community Colleges "Literacy Program Excellence Award"

Innovation

- SARAW (Speech Assisted Reading and Writing) computer program designed to teach basic skills to adults with physical disabilities

Benefits

Education

- Enhances knowledge and teaching skills of instructors
- Improves self-esteem of students

Business

- Enhances community image
- Positive and beneficial use of resources

Partnership Focus

READINESS TO LEARN



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LOCATION

Elmira, Ontario

ESTABLISHED

1988

STAKEHOLDERS

Education, students, teachers,
community, business, volun-
teers

NUMBER OF PARTNERS

20

Overview

The first project undertaken by this partnership was the building of a Fire Safety House by technology students and Uniroyal employees. This project was designed to teach primary school students about fire safety. Since then, this partnership has gone on to include; the development of a computer lab at Elmira High School, an Outreach Program, Teacher Internship opportunities, Co-op Placements, and an Adult Learners Program

Objectives

- Encourage students and teachers in the scientific fields
- Prepare learners for the workforce
- Encourage lifelong learning

Program Activities

- Technology and Learning Program
- Career Education Program
- Partners-in-Education Program

Achievements

- 5,000 elementary school students go through the Fire Safety House annually
- 325 adults enrolled in computer training/ partners in education program
- Participation in the employee education program has increased by 35%

Innovation

- A multi-faceted partnership between business, education and the community with one common goal — to improve people's skills and abilities

Benefits

Education

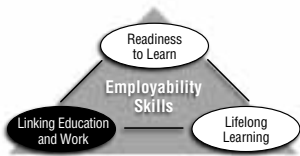
- Actively involved in community activities
- Introduces students to the world of work

Business

- Positive community profile
- Enhance employee skill levels

Partnership Focus

LINKING EDUCATION AND THE WORLD OF WORK



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LOCATION

Halton area

ESTABLISHED

1992

STAKEHOLDERS

Business, students,
community, teachers

NUMBER OF PARTNERS

274

Overview

Utilizing people, place and program resources, the Halton Board of Education has built an extensive partnership network to facilitate student learning and growth. Through the focus areas of communication, linking stakeholders, sharing, and providing decision making information, this program uses 26 different activities to foster employability skills in its participants

Objectives

- Provide opportunities for students to experience realistic career exploration
- Increase opportunities in science and technology

Program Activities

- Teacher industry tours
- Wide variety of co-operative education terms
- Extensive communications through multi-media techniques

Achievements

- Increase in science/technology placements
- Large number of female participants in science programs
- Several activities used as program models

Innovation

- Extensive program encompassing numerous levels of education, career choices and project activities

Benefits

Education

- Increased student interest in science and technology
- Provides new learning opportunities for teachers and staff

Business

- Communicate needs to education community
- Develops corporate pride

Partnership Focus

LIFELONG LEARNING



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LOCATION

National

ESTABLISHED

1991

STAKEHOLDERS

Labour, students, business,
 government

NUMBER OF PARTNERS

47

Overview

The Canadian Steel Trade and Employment Congress is a partnership between the United Steelworkers of America and Canada's steel producing companies. Its unique sector-based Worker Adjustment Program and Skill Training Program strengthen the skills, adaptability and employability of laid-off steel workers. Nationally accredited courses improve the future productivity of the steel industry and workers.

Objectives

- Improve workers' skills
- Enhance level, quality and transferability of skills in the steel industry

Program Activities

- Prior learning recognition/assessment
- Learning passport to track credits
- Video entitled "Steel In Our Future"
- Joint training committees develop programs

Achievements

- Effective and cost-efficient
- Large number of participants find new jobs
- Over 67 Local Adjustment Committees

Innovation

- Steel companies and unions develop strong mutually beneficial programs

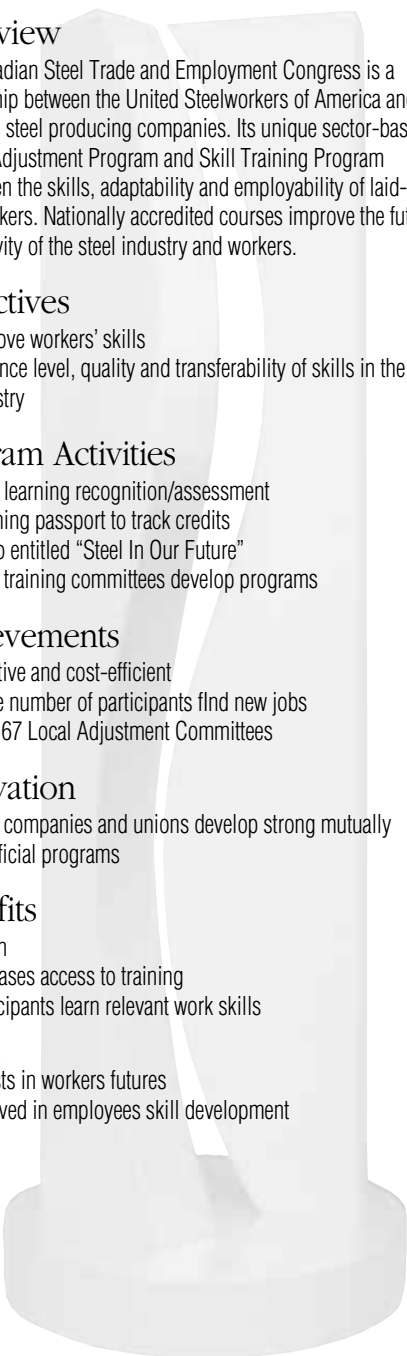
Benefits

Education

- Increases access to training
- Participants learn relevant work skills

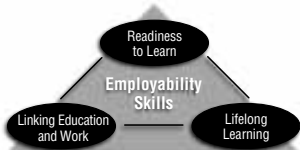
Business

- Invests in workers futures
- Involved in employees skill development



Partnership Focus

LIFELONG LEARNING



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LOCATION

Langley, British Columbia

ESTABLISHED

1986

STAKEHOLDERS

Education, community,
business, government

NUMBER OF PARTNERS

71

Overview

Now in its tenth year, the Northern Telecom National Institute is an ongoing program that assists committed teams of educators, administrators and business partners in the development of new models for increased teaching and learning effectiveness. One of its programs, the "Excellence in Education Forum," is based on community-based partnership development

Objectives

- Empower and energize community-based teams of educators, businesses and parents
- Create positive changes in local educational environments
- Encourage technology-based projects

Program Activities

- Week-long forum to enhance networking, idea sharing and knowledge building
- Educators initiate and implement projects based on local needs and business support

Achievements

- 38 successful team partnerships in operation
- Forum provides excellent information and technical services to participants
- Program has been successful in matching and developing many partnerships

Innovation

- Partnership teams are given \$3,000 "seed money" to assist in project implementation, and up to \$5,000 in matching funding during the implementation stage

Benefits

Education

- Improves school curriculum
- Enhances employability skills of students

Business

- Provides positive visibility in the community
- Forum is a "breeding ground" for initiatives

Employability Skills Profile:

The Critical Skills Required of the Canadian Workforce

Academic Skills

Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can:

Communicate

- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend and use written materials, including graphs, charts and displays
- Write effectively in the languages in which business is conducted

Think

- Think critically and act logically to evaluate situations, solve problems and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences)

Learn

- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can demonstrate:

Positive Attitudes and Behaviours

- Self-esteem and confidence
- Honesty, integrity and personal ethics
- A positive attitude toward learning, growth and personal health
- Initiative, energy and persistence to get the job done

Responsibility

- The ability to set goals and priorities in work and personal life
- The ability to plan and manage time, money and other resources to achieve goals
- Accountability for actions taken

Adaptability

- A positive attitude toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done—creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results

Canadian employers need a person who can:

Work with Others

- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

This document was developed by the Corporate Council on Education, a program of the National Business and Education Centre, The Conference Board of Canada, 255 Smyth Rd., Ottawa, Ontario K1H 8M7, Canada. Telephone: (613) 526-3280, Fax: (613) 526-4857.

This profile outlines foundation skills for employability. For individuals and for schools, preparing for work or employability is one of several goals, all of which are important for society.

Profil de l'employabilité :

Les compétences cruciales que la main-d'œuvre canadienne doit posséder

Compétences académiques

Il s'agit des compétences qui constituent les bases nécessaires en vue de trouver et de garder un emploi, de faire des progrès au travail et d'obtenir les meilleurs résultats

Les employeurs canadiens ont besoin d'une personne qui peut :

Communiquer

- Comprendre et parler les langues utilisées pour la conduite des affaires
- Écouter pour comprendre et apprendre
- Lire, comprendre et utiliser les documents écrits, dont les graphiques, tableaux et affichages
- Écrire clairement dans les langues utilisées pour la conduite des affaires

Penser

- Penser et agir de façon logique afin d'évaluer les situations, résoudre les problèmes et prendre des décisions
- Comprendre et résoudre les problèmes nécessitant des connaissances mathématiques, et se servir des résultats obtenus
- Recourir de façon efficace à la technologie, aux instruments, aux outils et aux systèmes d'information actuels
- Faire appel aux connaissances spécialisées provenant de différents domaines et les mettre en pratique (p. ex. les métiers spécialisés, la technologie, les sciences physiques, les arts et les sciences sociales)

Apprendre

- Ne jamais cesser d'apprendre

Qualités personnelles

L'ensemble des compétences, attitudes et comportements nécessaires pour trouver et garder un emploi, pour faire des progrès au travail et pour obtenir les meilleurs résultats

Les employeurs canadiens ont besoin d'une personne qui peut faire preuve :

D'attitudes et de comportements positifs

- Respect de soi et confiance
- Honnêteté, intégrité et valeurs morales
- Attitude positive face à l'apprentissage, l'épanouissement et la santé personnelle
- Initiative, énergie et persévérance pour accomplir le travail

De responsabilité

- Capacité de fixer des buts et d'établir des priorités au travail et dans la vie personnelle
- Capacité de planifier et de gérer le temps, l'argent et les autres ressources en vue de réaliser des buts
- Responsabilité des mesures prises

D'adaptabilité

- Attitude positive face aux changements
- Reconnaissance et respect de la diversité des gens et des différences sur le plan individuel
- Capacité de proposer de nouvelles idées pour accomplir le travail — créativité

Esprit d'équipe

Il s'agit des compétences que les employés doivent posséder pour pouvoir travailler avec les autres et obtenir les meilleurs résultats

Les employeurs canadiens ont besoin d'une personne qui peut :

Travailler avec les autres

- Comprendre les buts de l'organisation et y apporter sa contribution
- Comprendre la culture du groupe et travailler en conséquence
- Planifier et prendre des décisions avec les autres et appuyer les résultats de ses décisions
- Respecter la pensée et l'opinion des autres membres du groupe
- Faire des concessions mutuelles pour obtenir des résultats de groupe
- Adopter une approche d'équipe si besoin est
- Jouer le rôle de leader au besoin, en mobilisant le groupe en vue d'atteindre un rendement élevé

Ce document a été réalisé par le Conseil d'entreprises sur l'enseignement, un programme du Centre national sur les affaires et l'enseignement, Le Conference Board du Canada, 255, chemin Smyth, Ottawa (Ontario) K1H 8M7 Canada. Téléphone : (613) 526-3280, Télécopieur : (613) 526-4857. Les compétences de base relatives à l'employabilité sont énoncées dans le profil. La préparation au marché du travail ou à l'employabilité constitue l'un des nombreux buts de l'école et de l'individu, buts qui sont tous importants pour la société.

Ethical Guidelines for Business–Education Partnerships

Business–education partnerships are mutually beneficial relationships between employers and educators that are designed to enhance learning for students and other learners. They may involve other education stakeholders as partners, including students, employees, parents, communities, labour, and government organizations. Most business–education partnerships are co-operative relationships in which partners share values, objectives, human, material or financial resources, roles and responsibilities in order to achieve desired learning outcomes.

Canadian employers and educators support business–education partnerships that:

- Enhance the quality and relevance of education for learners
- Mutually benefit all partners
- Treat fairly and equitably all those served by the partnership
- Provide opportunities for all partners to meet their shared social responsibilities toward education
- Acknowledge and celebrate each partner's contributions through appropriate forms of recognition
- Are consistent with the ethics and core values of all partners
- Are based on the clearly defined expectations of all partners
- Are based on shared or aligned objectives that support the goals of the partner organizations
- Allocate resources to complement and not replace public funding for education
- Measure and evaluate partnership performance to make informed decisions that ensure continuous improvement
- Are developed and structured in consultation with all partners
- Recognize and respect each partner's expertise
- Identify clearly defined roles and responsibilities for all partners
- Involve individual participants on a voluntary basis

This document was developed by the Business–Education Partnerships Forum, a program of the National Business and Education Centre, The Conference Board of Canada.

Guide d'éthique pour le partenariat affaires-enseignement

Les partenariats affaires-enseignement se concrétisent par des relations conçues pour améliorer l'apprentissage chez les étudiants et autres apprenants, tout en apportant des avantages mutuels aux employeurs et aux enseignants. Ces relations sont ouvertes aux autres partenaires : étudiants, employés, parents, collectivités, syndicats, et organismes gouvernementaux. La plupart des partenariats affaires-enseignement constituent des initiatives de coopération dans lesquelles les partenaires mettent en commun valeurs, objectifs, ressources humaines, matérielles ou financières, et se partagent rôles et responsabilités en vue de réaliser les objectifs d'apprentissage souhaités.

Les employeurs canadiens et les enseignants appuient les partenariats affaires-enseignement qui :

- améliorent la qualité et la pertinence de l'apprentissage
- se révèlent mutuellement avantageux pour tous les partenaires
- traitent les personnes servies par le partenariat de façon juste et équitable
- fournissent à tous les partenaires l'occasion d'exercer leur responsabilité sociale partagée envers l'éducation
- reconnaissent publiquement la contribution de chaque partenaire sous des formes appropriées
- intègrent de façon cohérente les principes éthiques et les valeurs fondamentales de chacun des partenaires
- se fondent sur une définition claire des attentes de chacun des partenaires
- se fondent sur des objectifs communs ou harmonisés qui appuient les buts de chacun des partenaires
- affectent des ressources qui s'ajoutent au financement public de l'éducation, sans s'y substituer
- mesurent et évaluent leur performance pour guider la prise de décisions éclairées qui permettent de constamment améliorer le partenariat
- se développent et se structurent en consultation avec chacun des partenaires
- reconnaissent et respectent les compétences de chacun des partenaires
- définissent clairement les rôles et responsabilités de chacun des partenaires
- suscitent la participation individuelle sur une base volontaire

Ce document a été conçu par le Forum affaires-enseignement sur le partenariat, un programme du Centre national sur les affaires et l'enseignement, Le Conference Board du Canada.

Value Assessment Process

The Value Assessment Process is a decision-making tool that helps organizations and their partners ensure that their collaborations are truly effective in improving young people's educational experiences. It can be used by businesses, educational organizations, and others who are involved or who want to become involved in effective collaborative education activities that foster learning excellence. The process has been tested and validated in Canada under the guidance of the Corporate Council on Education.

Value Assessment is used

- To set organizations-wide, local or program-specific objectives
- To assess the current and potential value of partnerships and programs
- To identify key questions and data needed to make decisions about implementing, improving, or cancelling programs
- To establish a baseline for performance for purposes of analysis and comparison
- To reconsider objectives and reassess the value of partnerships and programs

Benefits

- Improves objective setting
- Identifies effective programs
- Enhances decision making
- Encourages program replication
- Improves performance measurement
- Increases internal support for education programs

Implementing Value Assessment

Each organization can concentrate on the whole or part of Value Assessment most appropriate to its circumstances and implement the process to suit its own internal requirements. Value Assessment is best facilitated by a knowledgeable, neutral third-party facilitator who can manage the process and help the group make its own decisions.

Assessing Programs

Program assessment starts with an open dialogue that helps participants identify the key questions they need to ask and answer in order to make valid assessments, including:

- What do we want to accomplish?
- What will we accept as a measure of accomplishment?
- What activities are we prepared to undertake?
- Do we have sufficient resources to act effectively?

Initial assessment will establish a base-line against which subsequent performance can be tracked and outcomes measured.

Processus d'estimation de la valeur

Le Processus d'estimation de la valeur constitue un outil décisionnel qui aide les organisations et leurs partenaires à s'assurer que leur partenariat contribue réellement à améliorer le vécu pédagogique des jeunes. Ce processus s'adresse aux entreprises, aux établissements d'enseignement et aux autres groupes qui contribuent ou souhaitent contribuer à la mise en œuvre concertée d'activités pédagogiques efficaces, favorisant l'excellence en matière d'apprentissage. Le processus a été mis à l'essai et validé, au Canada, sous la gouverne du Conseil d'entreprises sur l'enseignement.

Le Processus d'estimation de la valeur sert à :

- Établir des objectifs organisationnels, locaux ou particuliers à des programmes
- Évaluer la valeur actuelle et potentielle des partenariats et des programmes
- Identifier les questions et les données d'importance requises pour prendre des décisions sur la mise en œuvre, l'amélioration ou l'annulation de programmes
- Établir des paramètres de rendement à des fins d'analyse et de comparaison
- Réévaluer les objectifs et mesurer de nouveau la valeur des partenariats et des programmes

Avantages

- Améliore le processus d'établissement des objectifs
- Permet d'identifier les programmes efficaces
- Améliore le processus décisionnel
- Favorise la reproduction de programmes existants
- Améliore l'évaluation du rendement
- Accroît le soutien interne à l'égard des programmes pédagogiques

Mise en œuvre du Processus d'estimation de la valeur

Chaque organisation peut concentrer ses efforts sur l'ensemble du processus ou sur ses éléments les plus appropriés aux circonstances, qu'elle applique alors de manière à répondre à ses besoins internes. Aux fins de l'estimation de la valeur, on a tout intérêt à faire appel à un animateur neutre et compétent en la matière, qui peut assurer la gestion du processus et aider le groupe à prendre ses propres décisions.

Évaluation des programmes

L'évaluation des programmes commence par un dialogue ouvert qui aide les participants à déterminer les questions clés qu'ils doivent se poser et auxquelles ils doivent répondre pour assurer la validité des évaluations, notamment :

- Quel but souhaitons-nous atteindre?
- Quels éléments considérerons-nous comme des indicateurs valables de la réussite?
- Quelles activités sommes-nous prêts à entreprendre?
- Disposons-nous des ressources nécessaires pour prendre des mesures efficaces?

L'évaluation initiale fournira un point de référence auquel on se reportera pour assurer le suivi du rendement et mesurer les résultats.

Resources

Best Practice Research Reports:

Enhancing Employability Skills: Innovative Partnerships, Projects and Programs. Michael R. Bloom. Report 118-94

Rehausser les compétences relatives à l'employabilité : partenariats, projets et programmes novateurs. Michael R. Bloom. Rapport 118-94 F

Linking Teachers, Science, Technology and Research. Jean-Pascal Souque. Report 144-95

Bâtir des ponts entre les enseignants, les sciences, la technologie et la recherche Jean-Pascal Souque. Rapport 144-95 F

To be published in 1996:

Science Literacy for the World of Work: The science, mathematics and technology-based skills that employers want. A product of The Business and Education Forum on Science Technology and Mathematics

Operating Principles for Effective Business–Education Partnerships. A product of the Business–Education Partnerships Forum.

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