

EDUCATION FOR EMPLOYMENT

L'ÉDUCATION POUR L'EMPLOI



In collaboration with / en partenariat avec

Colleges and Institutes Canada
Collèges et instituts Canada

300+ Programs

Including degrees, diplomas
and graduate certificates

Changing Lives

Nan

— Advanced Diploma, Grad



algonquincollege.com

ALGONQUIN
COLLEGE

Helping Build Brighter Futures

*Delivering skills training and
adult basic education to Métis people*



DUMONT
TECHNICAL
INSTITUTE
INC

We Believe...

- ∞ “Learners Come First”.
- ∞ in providing quality education.
- ∞ in striving for the success of every learner.
- ∞ in showing compassion and genuine concern for the accomplishment of all learners.

*All DTI programs are
nationally and provincially certified*

**CLASS LOCATIONS
ACROSS SASKATCHEWAN**

**SASKATOON • REGINA •
PRINCE ALBERT • LA LOCHE • and MORE**



1-877-488-6888 • www.gdins.org

Follow us on Twitter - @gdins_org Follow us on Facebook • /gabrieldumontinstitute

College of the North Atlantic



college...
**YOUR
WAY**



cna.nl.ca





In collaboration with / en partenariat avec:
Colleges and Institutes Canada
Collèges et instituts Canada

CIC-T0321

Education For Employment
is published in collaboration
with Colleges and Institutes Canada
by MZP Inc.
www.mzpinc.ca

Éducation pour l'emploi a été publié en
collaboration avec Collèges et instituts Canada
par MZP Inc.
www.mzpinc.ca.

Education for Employment magazine is published as a source of information for Canadian career development professionals. All rights reserved. Reproduction in whole or in part without expressed permission is prohibited. The opinions expressed in the editorial content and the advertisements herein are not necessarily those of CICan or the publisher. The publisher reserves the right to edit or omit all materials submitted for publication including advertisements and editorial content. Although this magazine is thoroughly edited the publisher is not liable for any damages due to editing, changes, cancellations, errors or omissions. All work submitted for publication is assumed to be the provider's original work and the publisher accepts no liability as a result of publishing such works.

PUBLISHER: Donna Billey

CREATIVE DIRECTION & DESIGN: Jessica Wolfe

CONTRIBUTING WRITERS: Denise Amyot, Sean Dolan

ADVERTISING SALES: Donna Billey, Stephanie Duprat, Shirley Goray

COVER IMAGE: ©iStock/vitapix

FRENCH TRANSLATION: La Boîte à mots

FOR EDITORIAL AND ADVERTISING INQUIRIES:
Donna Billey
donna@mzpinc.ca

FOR SUBSCRIPTION INQUIRIES
AND MAILING UPDATES:
circulation@mzpinc.ca



Tel: 1-888-634-5556
www.mzpinc.ca

Canadian Publications Mail Agreement
#41622023



Features:

6

A Message From CICan:
Pandemic brings innovation
to work-integrated learning

Message de CICan:
La pandémie apporte des
innovations à l'apprentissage
intégré au travail

9

Graduate Profile:
Jonathan Boyer-Nolan

Profil d'un diplômé :
Jonathan Boyer-Nolan

12

**The Evolving World
of The School-Work
Partnership**

**Partenariats
éducation-travail :
un monde en évolution**

Pandemic brings **innovation** to work-integrated learning



By/Par: Denise Amyot, President and CEO,
Colleges and Institutes Canada
présidente-directrice générale de
Collèges et instituts Canada

Work-integrated learning has always been a critical component of the college and institute approach to post-secondary education, but like many activities around the world, it was largely put on hold as measures came into effect to limit the spread of COVID-19.

In fact, according to a 2020 Statistics Canada crowd sourcing survey measuring the impact of the pandemic on the academic life of postsecondary students, about one-third of all participants reported that the pandemic resulted in the cancellation or postponement of their internship, co-op, or work placement.

But as is often the case when adapting to challenges, the pandemic has also forced colleges and institutes to innovate and find new ways to deliver work-integrated learning. Simulations and online learning have emerged as promising avenues for the future of learning in variety of fields, from the trades to healthcare.

For students in healthcare, securing in-person clinical placements before the pandemic was already a challenge. The public health restrictions and significant labour shortages exacerbated by covid meant that finding new ways to prepare students for the workplace became an urgent priority for many post-secondary institutions and organisations.

De fait, lors d'une enquête de Statistique Canada réalisée en 2020 pour mesurer l'impact de la pandémie sur les études postsecondaire, environ un tiers des participants ont indiqué qu'elle avait entraîné l'annulation ou le report de leur stage, de leur programme d'enseignement coopératif ou de leur placement professionnel.

Mais comme c'est souvent le cas quand il faut s'adapter à des situations difficiles, la pandémie a aussi forcé les collèges et les instituts à innover et à trouver de nouvelles façons de dispenser l'AIT. Les simulations et l'apprentissage en ligne sont apparus comme des voies prometteuses pour l'avenir à cet égard dans de nombreux domaines, qu'il s'agisse de l'apprentissage de métiers ou de celui de professions du secteur de la santé.

Pour les étudiants et étudiantes de ce secteur, c'était déjà un défi, avant la pandémie, d'obtenir un lieu de stage clinique. Du fait des restrictions en matière de santé publique et de l'aggravation des pénuries déjà importantes de main-d'œuvre, la découverte de nouveaux moyens de les préparer au monde du travail est devenue une priorité urgente pour de nombreux établissements d'enseignement postsecondaire et organisations.

La pandémie apporte des **innovations** à l'apprentissage intégré au travail

L'apprentissage intégré au travail (AIT) a toujours été une composante essentielle de l'approche préconisée par les collèges et les instituts pour l'enseignement postsecondaire. Mais comme cela a été le cas de bien des activités à l'échelle mondiale, il a été largement suspendu quand les mesures prises pour limiter la propagation du COVID-19 sont entrées en vigueur.

Creating more alternatives has also been top of mind for our own association, which is why Colleges and Institutes Canada launched Virtu-WIL last August. This national initiative will provide healthcare students in nursing, medical laboratory sciences, and paramedicine with access to new, innovative work-integrated learning opportunities. This is made possible thanks to funding from the Government of Canada through the Innovative Work-Integrated Learning Initiative.

As part of the project, we are working with Simulation Canada and with colleges, institutes, and universities from across the country to create sustainable, collaborative partnerships. Together, we are creating 130 virtual simulations in both official languages.

During a simulation, students are exposed to real-world situations and make decisions on how to react. Following each simulation, students participate in a facilitated debrief session with an industry professional. They learn about how the simulation compares to real life, receive feedback on their choices, and have the opportunity to ask questions.

Pour notre association, la création de plus de solutions de rechange est aussi devenue une préoccupation majeure. C'est ce qui a conduit CICan à lancer, en août dernier, l'initiative Virtu-AIT. Cette initiative pancanadienne permettra aux étudiants et étudiantes en soins infirmiers, en sciences de laboratoire médical et en paramédecine d'accéder à de nouvelles possibilités innovantes d'AIT. Elle pourra être réalisée grâce au soutien financier du gouvernement du Canada, par le biais de l'Initiative fédérale d'apprentissage innovant intégré au travail.

Pour ce projet, nous travaillons actuellement avec Simulation Canada ainsi que des collèges, des instituts et des universités de tout le pays à la mise en place de partenariats de collaboration durables. Ensemble, nous préparons 130 simulations virtuelles dans les deux langues officielles.

Pendant une simulation, les étudiants et étudiantes sont exposés à des situations concrètes et doivent prendre des décisions quant à la façon de réagir. Après chaque simulation, ils participent à une séance de débriefing animée par un professionnel du secteur. Ils découvrent en quoi la simulation se rapproche d'une situation réelle, reçoivent des commentaires sur les décisions qu'ils ont prises et ont l'occasion de poser des questions. C'est pour eux un moyen efficace de tester leurs

It's an efficient way for students to test their knowledge, practice clinical scenarios in a safe environment, and develop a broad range of skills.

Virtu-WIL simulations will be made as accessible as possible, with the objective of reaching 4,000 students between September 2021 and March 2022. At the end of the pilot period, the simulations, documentation, and program resources will be freely available to allow even more students to benefit.

The program will help expand healthcare education resources and create new innovative work-integrated learning opportunities and platforms. This will go a long way towards supporting our future healthcare professionals in developing practical, job-ready skills before entering the labour market. The project will also support educators, employers, and technology suppliers in discovering new ways to collaborate and leverage what virtual simulation has to offer.

Even though online learning is not always ideal for the trades, the pandemic has shown that it can be done to an extent, which opens up interesting opportunities to create more flexible pathways for learners. It has also provided the additional push needed to further develop some very promising technologies.

For example, in BCIT's Automotive Service Technician program students can use mixed reality to view, manipulate, disassemble and reassemble 3D holograms of scanned automotive parts overlapped with real-world settings. They also use virtual reality to deliver an introductory course in railway skills to a small group of Indigenous students living near Prince George.

Durham College's Mixed Reality Capture Studio gives partner organizations access to technical expertise, student talent, and a state-of-the-art motion capture stage to help develop immersive and interactive simulation for both training and performance optimization purposes. And Red Deer College's Virtual Reality and Co-operative Trades program built on a collaboration with Montana First Nation to redesign the traditional apprenticeship model and train apprentices before they enter the workplace through virtual reality.

By leveraging those opportunities, continuing to work in close partnership with employers, and by investing in new technologies that are redefining the concept of hands-on learning, colleges and institutes are showing that work-integrated learning still has a bright future, despite the pandemic. After all, it remains one of the best ways for students to apply their skills and gain the valuable work experience that employers are looking for. 📱

connaissances, de faire l'expérience de situations cliniques dans un milieu sûr et d'acquérir un large éventail de compétences.

Les simulations Virtu-AIT seront rendues le plus accessibles possible, l'objectif étant de permettre à 4000 étudiants et étudiantes d'y accéder de septembre 2021 à mars 2022. À la fin de l'essai pilote, ces simulations ainsi que la documentation et les ressources connexes seront mises gratuitement à la disposition des étudiants et étudiantes afin qu'ils soient encore plus nombreux à en bénéficier.

Le programme aidera à étendre les ressources éducatives en matière de santé et à créer de nouvelles possibilités et plates-formes innovantes d'AIT. Il contribuera grandement à aider nos futurs professionnels du secteur de la santé à acquérir, avant leur entrée dans le monde du travail, des compétences pratiques prêtes à utiliser dans leur futur emploi. Il aidera par ailleurs les éducateurs, les employeurs et les fournisseurs de technologies à découvrir de nouvelles façons de collaborer et d'exploiter ce que peut offrir la simulation virtuelle.

Bien que l'apprentissage en ligne ne soit pas toujours idéal quand il s'agit d'apprendre un métier, il n'en demeure pas moins possible dans une certaine mesure, comme nous l'a montré la pandémie. Cette constatation ouvre des possibilités intéressantes pour la conception de parcours de formation offrant plus de souplesse aux apprenants et apprenantes. La pandémie a aussi donné l'impulsion supplémentaire requise pour perfectionner certaines technologies très prometteuses.

À titre d'exemples, mentionnons le programme de mécanicien de véhicules automobiles du BCIT, dans lequel les étudiants et étudiantes utilisent la réalité mixte pour visualiser des hologrammes en 3D de pièces automobiles numérisées superposées à des décors réels, les manipuler, les démonter et les remonter. Le BCIT se sert aussi de la réalité virtuelle dans le cours d'introduction aux compétences ferroviaires, donné à un petit groupe d'étudiants et étudiantes autochtones de la région de Prince George.

Au Durham College, le studio de capture de la réalité mixte permet à ses organisations partenaires d'avoir accès à des connaissances et des compétences spécialisées, aux talents des étudiants et étudiantes et à une scène de capture du mouvement à la fine pointe de la technologie pour concevoir des simulations immersives et interactives aussi bien pour la formation du personnel que l'optimisation du rendement. Enfin, au Red Deer College, dans le cadre du programme « Virtual Reality and Cooperative Trades », on s'est appuyé sur la collaboration avec la Première Nation de Montana pour repenser le modèle d'apprentissage traditionnel à partir de la réalité virtuelle et ainsi former les apprentis avant qu'ils ne commencent un emploi.

En exploitant ces diverses possibilités, en continuant à travailler en partenariat étroit avec les employeurs et en investissant dans de nouvelles technologies qui redéfinissent le concept d'apprentissage pratique, les collèges et les instituts montrent que l'AIT a encore un bel avenir, en dépit de la pandémie. Après tout, cet apprentissage reste l'un des meilleurs moyens pour les étudiants et étudiantes de mettre leurs compétences en pratique et d'acquérir l'expérience professionnelle inestimable que recherchent les employeurs. 📱

A path of **Healing** and **Service**



Un chemin vers la **guérison** et le **soutien**

Graduate Profile

Profil d'un diplômé:

Jonathan Boyer-Nolan

Sault College, Sault Ste. Marie, Ontario

By/Par: Sean Dolan

When Jonathan Boyer-Nolan graduated from high school, he felt like he was set adrift.

For ten years he searched for meaning, sometimes in not the best places, before waking up one day and discovering a path to healing that would change the course of his young life. The turning point came after the death of his brother, who succumbed to the addiction that had plagued him for years. Thinking about his brother's children and his parents, Boyer-Nolan made the decision to change—a change that involved focussing his efforts on serving his community and healing his mind and spirit.

Une fois le secondaire terminé, Jonathan Boyer-Nolan s'est senti un peu à la dérive.

Pendant dix ans, il a cherché un sens à sa vie, pas toujours au bon endroit, avant de découvrir un chemin vers la guérison qui allait changer le cours de sa jeune vie. Comme point tournant, la mort de son frère, emporté par une toxicomanie qui le minait depuis des années. La pensée des enfants de son frère et de ses parents lui a inspiré la volonté de changer, en servant sa communauté tout en cherchant à guérir son esprit.

SAULT COLLEGE

A proud Anishinaabe of the Mississauga First Nation, he knew there was plenty he could do to serve the people around him. After some trial and error, he enrolled at Sault College in Sault Ste. Marie, Ontario, in their Social Service Worker program. His ancestry made the Indigenous Specialization the college offered a perfect fit for him.

FOCUSED AND PURPOSEFUL

It was as if a switch was flipped. The Jonathan that was aimlessly moving through his early to mid-twenties was suddenly focused and purposeful. He immersed himself in his studies and became actively involved in campus life. While at Sault College, he not only stood out as an impassioned learner, but he also became a student leader. In his three years at Sault College, Boyer-Nolan went from being the head of the Indigenous Student Union straight to the top—the head of the Student Union for the entire college, the first Indigenous student to do so. He eventually made his way onto the college's board of governors as a student rep and stayed on the board after he graduated. As if this wasn't enough, he also served as a director on the College Student Alliance.

FOCUS ON INDIGENOUS TRADITIONS AND HOLISTIC PRACTICE

All this activity didn't take away from Jonathan's studies. The Sault College program he enrolled in provides a general overview of mental health with a focus on Indigenous traditions and holistic practice. It covers everything from on-the-ground patient assistance to policy making and governance. In year two of the program, Boyer-Nolan was given the option of choosing a field placement at a treatment centre, youth facility, or community drop-in centre. He wound up at the Canadian Mental Health Association (CMHA) as a placement student with a focus on concurrent disorders. The Sault Ste. Marie branch of CMHA was a pretty busy place when Boyer-Nolan was there. He found himself learning a lot about clinical practice on the job with the most rewarding experiences coming from his work with members of the Indigenous people caught in the justice system. Because of his life experience and path of self-discovery, Boyer-Nolan was able to bring a degree of empathy and understanding that allowed his clients to deal with their situation with a degree of calm that might have otherwise been absent. He was also given the freedom to bring Indigenous traditions into his clinical practice. Interestingly, a few years after leaving his placement at CMHA, he wound up returning as their Board Chair.

LIFE AFTER COLLEGE

Jonathan Boyer-Nolan eventually landed a job with Nogdawindamin Family and Community Services as a family services clinician in the adult mental health area. He

SAULT COLLEGE

Fier Anichinabé de la Première Nation de Mississauga, Jonathan savait que les occasions de servir ne manquaient pas. Après quelques tâtonnements, il s'est inscrit au Sault College, à Sault Ste. Marie, en Ontario. Étant donné son ascendance, le programme spécialisé en service social auprès des Autochtones s'annonçait parfait.

LE DÉCLIC

Finie le désœuvrement de ses années de jeune adulte : du jour au lendemain, Jonathan a été animé d'une grande détermination et s'est plongé dans les études et la vie du campus. Non seulement s'est-il distingué par sa passion d'apprendre, mais il est devenu un leader parmi ses camarades. Élu à la tête de l'association des étudiants autochtones du collège à sa troisième année, il a ensuite assumé la présidence de l'association de tous les étudiants du collège. Une première pour un étudiant autochtone. Il a également été représentant des étudiants au conseil des gouverneurs du collège, où il a continué de siéger après avoir obtenu son diplôme. Poursuivant cette ascension, il est ensuite devenu administrateur à la College Student Alliance.

TRADITIONS ET PRATIQUE HOLISTIQUE

Rien de tout cela ne l'a détourné de ses études. Le programme du Sault College comporte un volet sur la santé mentale en général et des cours sur les traditions et la pratique holistique chères aux Autochtones. Il couvre tout, depuis l'aide aux patients sur le terrain jusqu'à la gouvernance, en passant par l'élaboration de politiques. Devant un choix entre un centre de traitement, un établissement pour les jeunes et un centre halte-accueil pour son stage de deuxième année, l'étudiant s'est retrouvé à l'Association canadienne pour la santé mentale (ACSM), à travailler avec des patients atteints de troubles concomitants. Dans le bureau très actif de l'ACSM à Sault Ste. Marie, il a appris beaucoup sur la pratique clinique. Il considère toutefois que l'expérience la plus gratifiante est celle de son travail auprès des Autochtones en pleins démêlés judiciaires. Compte tenu de sa propre situation et de son cheminement à la découverte de soi, Jonathan a su imprimer à ses interventions une bonne mesure d'empathie et de compréhension, aidant ses clients de réagir avec un calme qu'ils n'auraient peut-être pas pu trouver autrement. L'ACSM l'avait par ailleurs autorisé à intégrer les traditions autochtones dans sa pratique clinique. Fait intéressant, quelques années après ce stage, il est devenu président du conseil d'administration de l'organisme.

LA VIE APRÈS LE COLLÈGE

Jonathan Boyer-Nolan s'est trouvé un emploi aux Nogdawindamin Family and Community Services comme clinicien en services à la famille dans le domaine de la santé mentale, auprès des adultes. Il a résolument axé sa pratique

made every effort to focus his practice on Indigenous issues, helping parents who were struggling with the challenges life brings and guiding their children in their efforts inside and outside of school. It didn't take long for the organization to recognize Boyer-Nolan's leadership skills, promoting him to the post of Communications Manager.

NOMINATED BY SAULT COLLEGE

Boyer-Nolan's ability to distinguish himself in the realm of Indigenous advocacy earned him a nomination for the Ontario College Premier's Award from his alma mater in the summer of 2021. The award recognizes the outstanding contribution of college graduates in their professional lives. Boyer-Nolan has been inspirational in developing holistic and culturally informed policy for his community. He has also been a key player in a variety of regional and provincial working groups, volunteer boards and non-profit organizations. Overall, his efforts are being credited with opening the eyes of many to systemic issues interfering with the education of Indigenous people. In effect, Jonathan Boyer-Nolan is making the lives of his Indigenous brothers and sisters a little easier as he fights to have their voices heard in environments where they otherwise might be dismissed. In terms of the Ontario College Premier's Award, Sault College President Dr. Ron Common says, "Our alumni are an important part of our Sault College community, and we are thrilled to have a means to recognize [them]... We take great pleasure in sharing their stories and are honoured to have helped to provide the foundation of their professional lives and journeys." Boyer-Nolan welcomed the nomination and will find out if he is the recipient of the award in November 2021.

COMMUNITY LEADER

Whether he wins the award or not, Jonathan Boyer-Nolan has already established himself as a community leader. He thrives on being part of big decisions and doesn't shy away from volunteering for projects and initiatives that are advocating for change. When asked about his approach to facilitating change, Boyer-Nolan said, "I like to challenge the status quo and I don't mind engaging in difficult conversations." He put this premise into action when he appeared on a podcast dealing with mental health issues hosted by Ramblr Project. When pressed by the interviewers about how he feels about Canada's efforts to bring reconciliation to the Indigenous community, Boyer-Nolan flipped the script. He challenged the interviewers to explain how they felt about the issue. What unfolded was a rich and thoughtful exchange about what reconciliation means.

A BRIGHT FUTURE

Jonathan Boyer-Nolan is a proud Anishinaabe, a social justice advocate, a community leader, and a role model. He takes none of this lightly. He is grateful for the opportunities that his days at Sault College afforded him, and for the path that awaits him in the future. 🙌

sur les problèmes particuliers des Autochtones, aidant les parents à surmonter les difficultés courantes et à guider leurs enfants à l'école et ailleurs. Ayant rapidement constaté le sens du leadership de son jeune employé, l'organisme l'a promu au poste de responsable des communications.

LE CHOIX DU SAULT COLLEGE

C'est en défendant les droits et traditions des Autochtones que Jonathan Boyer-Nolan s'est distingué au point où son alma mater a proposé sa candidature au Prix du premier ministre de la province pour les étudiants des collèges de l'Ontario à l'été 2021. Le prix récompense une contribution hors du commun des anciens des collèges qui ont entamé leur vie professionnelle. Le candidat du Sault College est à l'origine de l'élaboration d'une politique holistique et culturellement adaptée pour sa communauté. C'est aussi un membre clé de divers groupes de travail régionaux et provinciaux, qui siège aux conseils d'administration d'organismes bénévoles et d'organisations sans but lucratif. La direction du collège lui attribue le mérite d'avoir révélé nombre d'aspects du système qui nuisent à l'éducation des Autochtones. De fait, le jeune homme rend la vie de ses frères et sœurs autochtones un peu moins difficile en luttant pour que l'on entende leurs voix là où elles risquent d'être exclues. Quant au prix pour lequel Jonathan est en nomination, M. Ron Common, recteur du Sault College, explique que les anciens étudiants sont des piliers de la communauté du collège qui méritent d'être mis en valeur. « C'est un bonheur de les faire connaître et un honneur d'avoir été un tremplin pour leur vie et leur cheminement professionnels ». Jonathan, modeste, découvrira plus tard en novembre s'il remporte le prix.

DÉJÀ LEADER

Prix ou non, Jonathan est déjà un leader reconnu dans sa communauté. Il aime se colleter avec les grandes décisions à prendre et n'hésite jamais à offrir gratuitement ses services pour faire avancer les projets et initiatives prometteurs de changements. Mais justement, comment déclencher le changement? « J'aime remettre les choses en question et je ne refuse jamais d'aborder un sujet délicat », dit-il. À preuve, ce balado sur la santé mentale dans le cadre du Ramblr Project. Invité par ses interlocuteurs à commenter les efforts déployés par le Canada pour se réconcilier avec la communauté autochtone, Jonathan a inversé les rôles et demandé à ceux qui lui posaient la question de formuler leur propre opinion. Résultat : une discussion riche et réfléchie sur le sens de la réconciliation.

ET PLEIN D'AVENIR

Fier Anichinabé, champion de la justice sociale, leader de sa communauté et modèle de rôle, Jonathan Boyer-Nolan prend tout cela très au sérieux. Il est heureux des perspectives que lui ont offertes ses années au Sault College et de la voie qui s'ouvre à lui pour l'avenir. 🙌



The **EVOLVING** World of The School-Work Partnership

By/Par: Sean Dolan

CICan and Work-Integrated Learning

Experiential learning has certainly evolved from the traditional co-op model that has dominated that education landscape for so long.

Now experiential learning has morphed into much more comprehensive and meaningful placements that fall under the Work-Integrated Learning (WIL) umbrella. Beyond co-operative education, WIL can involve anything from an applied research project to a field placement—all that's needed is a school, a student and an employer, community partner or stakeholder to work together to make the experience happen.

Colleges and Institutes Canada (CICan) represents our nation's leaders in delivering WIL programming. The members of the organization—close to 140 colleges, institutes, CEGEPs and polytechnics across the country—work on a regular basis with employers to provide opportunities to not only allow students to learn, but also to ply their trade. They are doing this by consulting with employers to determine their specific needs while working with all levels of government to see what kind of supports—both financial and resources—are out there to grow and strengthen programs.



Partenariats éducation-travail : un monde en **ÉVOLUTION**

CICan et l'apprentissage intégré au travail

L'apprentissage par l'expérience déborde désormais le modèle de l'alternance travail-études qui a dominé si longtemps le paysage de l'éducation.

Place à l'apprentissage intégré au travail (AIT), qui se décline en une gamme de stages exhaustifs, y compris en recherche appliquée. Tout ce qu'il faut, c'est une école, un étudiant et un employeur (ou organisme communautaire ou autre partie prenante) qui conjuguent leurs efforts.

Collèges et instituts Canada (CICan) représente les précurseurs du monde de l'AIT. Nos membres, soit près de 140 collèges communautaires, instituts de technologie et cégeps publics canadiens, collaborent régulièrement avec des employeurs pour offrir aux étudiants des moyens d'apprendre, mais également d'exercer leur métier. Ils consultent les employeurs pour déterminer les besoins tout en travaillant avec les divers paliers de gouvernement à la recherche de mesures de soutien (financières et autres) pour diversifier et consolider leurs programmes.



TYPES OF WORK-INTEGRATED LEARNING

CEWIL Canada, an excellent source of information about the different types of WIL, identify ten WIL specialties. They include ones you may already be familiar with—apprenticeships, co-operative education, internships, clinical/field placements, and work experience—and a few that are worthy of a deeper explanation. Beyond offering the traditional and popular forms of WIL, most CICan members are innovatively promoting things like:

Entrepreneurship—where local business leaders’ partner with colleges and institutes to mentor up and coming entrepreneurs, partner with students to bring innovation to unique business challenges, and/or supervision of students at their own companies. While the supervisor model seems more like a traditional co-op experience, the mentorship and partnering models provide students with creative opportunities to explore issues with local businesses and business leaders.

Service Learning—this type of WIL focusses on the health and well-being of the community. In this case, CICan colleges and institutes partner their students with agencies (alternatively, the agencies can approach schools with their own initiatives and needs). Students then join the organization, helping to address community issues, as part of their college or institute program.

Applied Research Projects—Sometimes known as Community and Industry Research Projects, this type of WIL allows businesses to bring challenges and problems to CICan member institutions to collaborate to find solutions that will improve the way their businesses work. This collaboration can happen remotely or in the workplace, with students often bringing the creativity and innovation that helps a business form a new or renewed strategic plan. The focus of this type of WIL is research that enables a business to find a path to move forward.

LES MULTIPLES FORMES D’APPRENTISSAGE INTÉGRÉ AU TRAVAIL

Enseignement coopératif et apprentissage en milieu de travail Canada (ECAMT Canada), excellente source d’informations sur l’AIT, recense dix formes particulières, dont certaines vous sont sans doute connues, comme le stage d’apprenti, l’enseignement coopératif (ou alternance travail-études), le stage professionnel ou clinique obligatoire et l’expérience de travail. Mais en voici quelques autres, plutôt innovantes, offertes par la plupart des membres de CICan, qui méritent explication.

Entrepreneuriat—Des chefs d’entreprises nouent des partenariats avec des collèges et des instituts technologiques de la région pour offrir un service de mentorat aux entrepreneurs en herbe, s’allient aux étudiants pour trouver des solutions innovantes à des problèmes particuliers, ou supervisent des étudiants qui ont créé leur propre entreprise. Certes, la supervision ressemble à l’alternance travail-études traditionnelle, mais le modèle mentorat-partenariat donne aux étudiants l’occasion de mettre leur créativité à profit pour explorer certains domaines avec les entreprises et leurs dirigeants.

Apprentissage par le service—Ce type d’AIT est axé sur la santé et le mieux-être communautaires. Des membres de CICan jumellent leurs étudiants à divers organismes (mais la démarche peut aussi être amorcée par les organismes, qui font part de leurs besoins et de leurs initiatives), que les étudiants aident à résoudre un problème donné dans la communauté.

Projet de recherche appliquée (ou projet de recherche communautaire et industriel)—Les entreprises font part de leurs difficultés aux établissements membres de CICan et collaborent avec eux pour les résoudre. La collaboration se fait à distance ou en entreprise. Souvent, la contribution créative et innovante des étudiants mène les entreprises à reformuler ou à renouveler leur plan stratégique. Ce type d’AIT est en fait un projet de recherche qui permet à une entreprise de trouver des moyens de progresser.



WIL: PART OF THE PROGRAM!

Remember, all these WIL opportunities are embedded as part of a student's course of studies. These are credit bearing learning experiences that contribute to the diploma or credential they are trying to earn. More importantly, WIL strengthens the employability of the student—a cornerstone of what CIG members are continually striving to achieve. The plan is working: currently 95% of college and institute graduates find work in their field.

AIT : UN TOUT-INCLUS!

N'oublions pas que toutes ces formes d'AIT sont partie intégrante des programmes d'études des établissements. C'est dire qu'elles sont assorties de crédits comptabilisés en vue du diplôme ou du titre de compétence visé par l'étudiant. Surtout, elles améliorent l'employabilité de l'étudiant, et c'est précisément ce que visent tous les membres de CIG. Et à l'évidence, le système fonctionne : actuellement, 95 % des diplômés des collèges et instituts technologiques trouvent un emploi dans leur domaine.

We're unique.

Northern Lakes College provides a Supported Distance Learning (SDL) environment, offering a guided learning setting that supports students to succeed.

- Instructor-led, online classrooms that allow students to interact live with other students.
- Classes are recorded so students can watch them anytime that works for them!

SDL includes unique online delivery options such as NLC LIVE Online™ and NLC Anytime, Anywhere.

www.northernlakescollege.ca
1-866-652-3456

NORTHERN LAKES COLLEGE

- ACADEMIC UPGRADING
- APPRENTICESHIP TRADES
- BUSINESS & ADMINISTRATIVE STUDIES
- CONTINUING EDUCATION & CORPORATE TRAINING
- DUAL CREDIT
- HEALTH CAREERS
- HUMAN SERVICE CAREERS
- PRE-EMPLOYMENT TRADES
- RESOURCE TECHNOLOGY
- UNIVERSITY STUDIES



SETTING THEMSELVES APART

CICan members set themselves apart by pursuing paths of collaboration and cooperation with the business community. Instead of assuming that an academic perspective must be correct (because the textbook says so!), colleges and institutes form partnerships where the needs of businesses are heard. In turn, member programming is adapted to the needs of these businesses. This is how WIL evolves and morphs for the betterment of companies (and, in turn, the Canadian economy) and the students enrolled in college programs. More and more, guidance counsellors and students are recognizing that Canada's colleges, institutions, CEGEPs and polytechnics are offering robust programs that allow students to pursue studies that are specifically related to the career path they are pursuing. CICan members currently offer over 10,000 programs to students from coast-to-coast-to coast and help generate over \$190 billion in additional income to the national economy via education, training, and the efforts of their students and partners. WIL plays a key role in the success of these students and schools.

VIRTU-WIL

The COVID-19 pandemic posed a significant challenge to the education community across Canada and around the world. It forced the introduction of remote learning platforms that, while proving less than ideal in many situations, managed to keep all levels of the learning ecosystem operational for months at a time. CICan and its partners have taken the logical next step in laying the groundwork for a more permanent platform for future

SE DISTINGUER DE LA CONCURRENCE

Les membres de CICan se distinguent par leur volonté de collaborer de diverses façons avec le monde des affaires. Au lieu de considérer que la théorie est forcément correcte (non, les manuels ne font pas foi de tout!), les collèges et les instituts technologiques nouent des partenariats avec des entreprises et adaptent leurs programmes pour répondre aux besoins de ces dernières. Voilà comment l'AIT évolue et se transforme au profit des étudiants, des entreprises et de l'économie canadienne. De plus en plus, étudiants et conseillers d'orientation constatent que les collèges, cégeps et instituts technologiques du Canada offrent des programmes idéalement conçus pour permettre aux étudiants de poursuivre des études qui correspondent parfaitement au parcours de carrière qu'ils se sont tracé. De fait, les membres de CICan offrent actuellement plus de 10 000 programmes d'un bout à l'autre du pays et contribuent à injecter plus de 190 millions \$ dans l'économie canadienne grâce à l'éducation, à la formation et aux efforts de leurs étudiants et de leurs partenaires. L'AIT joue un rôle essentiel dans la réussite des étudiants et le succès des établissements.

VIRTU-WIL

La pandémie de COVID-19 a été un obstacle de taille pour la communauté de l'éducation, à l'échelle du Canada et du monde. Elle a forcé l'adoption de plateformes d'apprentissage à distance, souvent loin d'être idéales, mais qui ont tout de même maintenu en vie l'écosystème d'apprentissage, tous niveaux confondus, pendant des mois. Puis, CICan et ses partenaires ont logiquement franchi l'étape suivante, et pavé la voie à une plateforme plus durable pour assurer l'avenir de

“CICan is positioning itself to create as many WIL opportunities as possible for students both inside and outside the formal classroom setting.”

« CICan se prépare à créer autant de voies d’AIT que possible pour les étudiants, dans le cadre traditionnel de la classe ou autrement. »

virtual work-integrated learning. Virtu-WIL, launched in September 2021, allows healthcare students in nursing, medical laboratory sciences and paramedicine to take part in virtual WIL opportunities that will not only enhance their learning, but allow for uninterrupted, remote learning outside a classroom setting. According to CICan President and CEO, Denise Amyot, “...[Virtu-WIL] will go a long way towards supporting our future healthcare professionals in developing practical, job-ready skills before entering the labour market.” Depending on the success of the program (and by all indications, the program is working), Virtu-WIL is positioned to expand beyond the realm of healthcare. In essence, CICan is positioning itself to create as many WIL opportunities as possible for students both inside and outside the formal classroom setting.

THE FUTURE OF EDUCATION

Expansive, creative and collaborative learning is really what the future of education should be. CICan is setting the standard. They are working with their members to introduce bold programs that see students become immersed in the fields of work where they hope to one day land. While a lot of talk has been paid to this idea over the years, CICan members are making this happen for the students they serve by creating alliances and partnerships with Canada’s business community. The beneficiaries of this approach will not only be the Canadian economy but the students who will soon drive the economy forward. 🙌

l’AIT virtuel. De fait, grâce à Virtu-WIL, lancé en septembre 2021, les étudiants en soins infirmiers, en technologie de laboratoire médical et en secours paramédicaux prennent part à des formes d’AIT virtuelles qui, en plus d’améliorer l’apprentissage, procurent des possibilités d’apprentissage à distance ininterrompu, hors du contexte d’une classe. Selon Denise Amyot, présidente-directrice générale de CICan, « [Virtu-WIL] sera très utile aux futurs professionnels des soins de santé qui voudront avoir des compétences pratiques applicables dès leur entrée sur le marché du travail ». Selon les résultats du projet (qui sont déjà fort prometteurs), Virtu-WIL pourrait s’étendre à d’autres domaines que la santé. De fait, CICan se prépare à créer autant de voies d’AIT que possible pour les étudiants, dans le cadre traditionnel de la classe ou autrement.

L’AVENIR DE L’ÉDUCATION

L’apprentissage expansif, créatif et collaboratif : voilà vers quoi l’éducation doit s’orienter. CICan montre d’ailleurs la voie en travaillant avec ses membres et avec le monde des affaires à concrétiser cette idée, dont on parle depuis si longtemps, afin de proposer des programmes audacieux qui immergent les étudiants dans les domaines où ils espèrent travailler un jour. Tous y gagnent : l’économie canadienne, certes, mais aussi les étudiants qui seront bientôt aux commandes de cette économie. 🙌

UNIVERSITY OF THE FRASER VALLEY
COLLEGE OF ARTS

Need talent?

UFV's motivated College of Arts students can help support your business. Find out how free practicum or paid internships work!

TAP INTO THIS TALENT POOL TODAY

ARTS WORX

artsworx@ufv.ca
ufv.ca/arts

Algonquin College

Experiential Learning – The Future of Education

The need for employees with the necessary skills to tackle the challenges of the post-pandemic employment landscape is more important than ever. In a rapidly changing and increasingly competitive job environment, employers need people with experience who can make an immediate difference.

Driven by this requirement, post-secondary institutions such as Algonquin College, are leading the charge to change how students learn by introducing and growing experiential learning opportunities into all aspects of teaching. This philosophy of “hands-on learning” ensures students are workplace-ready, setting them up for long term career success.

Often, the first thoughts that come to mind regarding “experiential learning” revolve around co-op terms and work integrated learning. However, experiential learning is much more than that. It starts right in the classroom, with practices embedded in the traditional classroom environment. This combination of experiential classroom learning coupled with real-life learning opportunities fosters important leadership skills in students — skills like social awareness, critical thinking, and communication. This approach establishes life-long learning and proves that effective education can’t be restricted only to classrooms and lecture halls.

Algonquin College Offers Leading-Edge Experiential Learning Opportunities

With more than 50 co-op programs and new offerings every year, along with a multitude of on-campus learning enterprises that provide simulated workplace experience, Algonquin College is a Canadian leader in experiential learning, work-integrated learning (WIL), and cooperative education opportunities.

“Algonquin’s success in delivering high-calibre experiential learning can be seen in the number of industry partnerships we have built over many years. We are continually collaborating with industry and public sector leaders on program development to address current and future job market needs,” said Claude Brulé, Algonquin College President and CEO.

Providing Specialized Training

An example of Algonquin working with the community to meet critical needs is its partnership with The Ottawa Hospital, the University of Ottawa and Mitacs in the CanPRIME program, which provides students with specialized training to develop, test and manufacture novel biotherapeutics, which include vaccines and other therapies that incorporate viruses, cells and genes. It is the only program in Canada that provides hands-on training to develop these skills in a good manufacturing practices (GMP) facility.

Britany Donis took part in a one-year co-op work term at The Ottawa Hospital’s Biotherapeutics Manufacturing Centre (BMC) as part of the CanPRIME program. She said she’s grateful for all the experiences Algonquin has afforded her, allowing her to investigate different aspects of her chosen field while still in school.

“I actually took advantage of all the opportunities that the College had through co-op and internships. The background from school, my co-op positions, it all came together at BMC,” she said, noting her first year at The Ottawa Hospital was an “unforgettable” experience.

Employment-Ready Graduates with Real World Experience

As a leader in work-integrated learning, Algonquin College students are taught by industry experts, have in-demand professional and technical skills and are ready to hit the ground running upon graduation.

For more information on Algonquin’s WIL and Co-op offerings, please visit:
Cooperative Education at algonquincollege.com/coop.

○ Humber College

○ Work Integrated Learning is in Humber's DNA

At Humber, work-integrated learning (WIL) and experiential learning are integral to the success of more than 150 academic programs. As a leader in polytechnic education, WIL is one way that Humber helps students put theory into practice.

"WIL provides an enriching experience that gives Humber students an advantage in the job market while providing employers with access to the next generation of highly skilled talent," said Gina Antonacci, senior vice-president, Academic.

There are many types of WIL at Humber, including applied research, apprenticeships, co-op placements, industry projects, internships and more. All enable students to learn with experts working in fields and companies of interest to them.

Humber students are preparing for these hands-on WIL experiences from day one of their programs, including applied learning in labs and classrooms. The in-demand skills and knowledge they learn from their courses can be applied to real-world work and projects with diverse clients and partners.

"My internship at Impact Design Lab increased my confidence," said Michael Dogan, Advertising and Graphic Design Diploma student. "I know I need time to learn and develop my skills. I'm on the right track and looking forward to working in this industry," he said.

With ongoing guidance and mentorship from faculty and staff members, students are well supported and prepared to collaborate with community and industry partners during their WIL experience.

"I worked with a great team," said Taranjeet Mann, Computer Systems Technician - Information Technology Infrastructure and Services student. Mann completed his co-op placement with the IT Service Desk at Polyainers Inc., a leading manufacturer of rigid plastic packaging for the food and dairy industry. "My manager and peers were always available to help me."

Humber is always developing WIL learning opportunities for students. To learn more about WIL at Humber or to explore a potential collaboration, visit: humber.ca/wil.



HUMBER

Harness our WIL Power

Humber has a long history of hands-on, career-focused learning. Work-Integrated Learning (WIL) offers a wide range of structured work experiences and experiential learning opportunities.

► Find out more at humber.ca/wil

WE ARE FUTURE FOCUSED

Northern Alberta Institute of Technology (NAIT)

The Northern Alberta Institute of Technology (NAIT) is one of Canada's largest and leading polytechnics. We offer over 90 degree, diploma and certificate programs in science, technology, business, health and skilled trades.

With state-of-the-art equipment and labs, experienced instructors from industry and work-integrated learning (WIL) options, NAIT will help you develop the skills and knowledge you'll need to jump into your career. We work directly with employers to develop our programs and curriculum so that graduates are career-ready and in demand.

- 87% of grads are employed within 9 months of completing their program
- 98% of employers are satisfied with NAIT graduates
- 100% of employers would hire NAIT grads again

WIL provides students with the opportunity to apply classroom knowledge in the real world, create networking opportunities, gain confidence in their professional abilities, explore career outcomes, develop specialized skills, earn money and increase employability after graduation. Over 80 programs at NAIT incorporate WIL options including co-op, field work, clinical placements and apprenticeship programs.

Co-operative Education (Co-op) Program

With NAIT's Co-op programs in the JR Shaw School of Business and School of Applied Sciences and Technology, graduates gain 4-12 months of paid work experience and get a head start on a rewarding career. On average, NAIT business co-op graduates earn a 5-10% higher salary than non-co-op graduates and one-third of students have received permanent job offers from their co-op employers.

"I have gained valuable, hands-on industry experience that strengthened my job prospects and allowed me to graduate with a career in my field" Monique Flavell, BBA graduate

Field Work

Learning at NAIT extends beyond the four walls of a classroom. Whether our students are taking soil samples, surveying land, working on solar panels, designing IT networks or broadcasting on NAIT's radio network, you'll find our students in the field getting hands-on experience as part of their program.

Clinical Placements

In NAIT's School of Health and Life Sciences, students spend more than 50% of their time in clinics, hospitals and labs through practicum placements across Canada. This gives students experience with real patients and allows them to learn using equipment and technology in today's medical facilities.

"My program sends students to a variety of different clinical settings, ensuring we get to see our fair share of the profession. My experiences at these sites are why I feel so comfortable one day joining the workforce." Ashley Bell, Medical Radiologic Technology student.

Apprenticeship

NAIT's School of Skilled Trades offers several pathways to earn your Journeyman Certificate. With the apprenticeship pathway, students learn through on-the-job training and technical training at NAIT. With most 4-year apprenticeship programs, students typically spend 8 weeks per year training at NAIT, with the remainder of their time learning on the job.

The program areas that offer WIL placements include analytical sciences, business, construction management, culinary arts and hospitality, energy, health and life sciences, information technology, manufacturing and automation, media and communications, renewable resources and environmental services, and skilled trades.

To learn more about NAIT's work-integrated learning options, visit: nait.ca/WIL



HANDS-ON LEARNING FOR THE **FUTURE**

NAIT will prepare you to be future-ready with state-of-the-art labs and equipment, experienced instructors from industry and hands-on, work-integrated learning. Through co-op and clinical placements, field work and apprenticeships, you'll leave NAIT with the knowledge and skills employers want.

Our graduates are **IN-DEMAND** and **READY** to hit the ground running in their careers:

87%

are employed within
9 months

98%

of employers are satisfied
with NAIT grads

80+

programs have
work-integrated
learning options



Learn how you'll be
future-ready with NAIT
NAIT.CA/WIL



THE BEST WAY TO LEARN IS TO DO.

DISCOVER HANDS-ON
EXPERIENCES IN OVER
60 CERTIFICATE, DIPLOMA
AND DEGREE PROGRAMS AT

lethbridgecollege.ca

○ **Lethbridge College**

○ **Bringing the workplace to the learning place: Work-integrated learning at Lethbridge College**

Since its earliest days, the leaders and learners at Lethbridge College have seen the value of work-integrated learning (WIL). Whether that learning came through practicum experiences, internships, apprenticeships, applied research projects or field work, these hands-on experiences have been helping prepare graduates to thrive in the working world for more than 60 years.

This past year, 89% of programs at Lethbridge College had a work-integrated learning component, and the college is committed to increasing that number in coming years.

The opportunity to learn in the workplace has made a real difference in the lives and learning experiences of Business Administration – Management students in instructor Kelly Thompson’s Human Resource Management class.

Goliana Rezk, a third-year student, spent fall 2021 working as a behaviour coach for children for her WIL experience. She says it has taught her “how to be more patient, creative and enthusiastic, and lastly how to communicate and talk with kids and give them the support and love they need.”

Second-year student Agape Santillan has been involved with two WIL experiences during her time at the college, both offered in partnership with Riipen, a Canadian technology platform that facilitates micro-experiential learning opportunities by connecting students to industry partners. “Both projects were extremely helpful for me in understanding the ins and outs of starting up a business,” Santillan says. “I got to work in groups, which was amazing because it was hands-on and gave me a feel of a professional business meeting. And I also acquired a recommendation letter from one of the businesses because they were pleased with my work and ideas.”

Ryan Lopez, a second-year student, is also working on a Riipen project and says “one of the interesting things is the hands-on evaluation and feedback of the company that we are working with. It really can help you improve the project that we are working on and gives us valuable inputs on how we can be better at what we are doing.”

Second-year student Owen Deboer agrees. “Work-integrated learning really brings reality to school, a place that frequently becomes a bubble of its own. Through Riipen and WIL, my eyes have been opened to a few things. Human Resource Management is so much more than I thought it was. And the integrated work has shown me how to apply the things I have learned at college into the workplace, before I’ve entered the workplace. It’s incredibly important for post-secondary institutions to bring the workplace to the learning place – that way students know why they are learning the things they do, through example.”

WIL at Lethbridge College is designed into programs and courses where appropriate and beneficial. The college coordinates all of its WIL placements through a centralized management model that reduces duplication, enhances accountability and streamlines schedules, allowing the college to capitalize on every available opportunity and placement without putting too much of a burden on students or industry partners.

To learn more about these learning opportunities, go to:

www.lethbridgecollege.ca

Northern College

Work Integrated Learning is essential in Canada's Future.

In 2020, the Canadian Government passed legislation to ensure that Canada reaches the goal of creating a stable, carbon neutral economy by 2050. As the world faces the bitter truth of the repercussions of a fossil fuel dependent global economy, mining operations around the world will be expanding operations to discover, extract and process the base and precious metals needed to meet the increasing demand for carbon neutral alternatives to traditional fossil fuels.

Northern Ontario, and more specifically, Northern College, are preparing for the influx of demand for the next generation of skilled tradespeople, including technicians and technologists needed to grow the mining industry.

Northern College offers 20 different technology and trades based post-secondary programs to address these demands with some of the most in-demand and high paying career paths in Canada. It takes a variety of skill sets to keep a mine operating, and Northern College delivers graduates that are unrivalled in industry preparedness.

One source of the excellence seen in Northern's tech and trades programs are the labs and shops that are outfitted with a variety of technologies, preparing learners for the reality of most modern workplaces.

"The goal is to give students the skills and appreciation of different operations, so that graduates are ready to contribute to their workplace on the first day," says David Francis, Dean of Technology and Trades programs at Northern.

In addition to first class labs and shops, Northern College students are also provided with opportunities to work with industry to solve problems through the Innovation Hub, a newly-launched state-of-the-art wing of the College's Timmins campus, which offers students in some programs co-operative education components, allowing them the ability to register as an apprentice to complete trades hours after graduation.

Northern College partners with employers to create new training opportunities for students, including field trips to job sites, access to specialized equipment and networking opportunities that often result in employment. Memorandums of Understanding with regional employers offer opportunities for summer jobs and on the job skills training for students.

Connections between faculty and industry are strong, meaning that our program partners are continuously creating new opportunities for students to learn and in turn creating programming that is responsive to the needs of the current and future workforce.

As high-school seniors across Canada complete their college and university applications, some may be asking what the real difference is between a college and a university education.

A college education, no matter the credential awarded, has concepts of integrating work into education across the board.

What sets Northern College apart from the rest of Ontario's colleges is the dedication to creating real workplace training environments for students.

Northern's learners reach graduation with an unparalleled set of skills, setting them apart from their peers.

The College is creating new opportunities every year to expand options for learning, with over 40,000 graduates and counting. Employers await these grads, with Northern creating a workforce ready for the future of Canada.

To learn more, visit us at: northerncollege.ca



Partner with a team of strong, innovative students in our technology and trades programs using state-of-the-art industry equipment to be best in class for your organization!

northerncollege.ca



Georgian College

At Georgian, we believe in the power of real-world opportunities – experiences that take students out of the classroom and immerse them in the workplace. When students graduate, they have the confidence to succeed on the job because they *already* have. And they'll have resumés that set them apart, with access to career support services and help with job search and career planning.

Georgian is Ontario's #1 co-op college

- We work with 6,200+ employer partners to facilitate student work experiences.

Georgian is a leader in graduate employment

- 90.2% of Georgian grads find work within six months – that's well above the provincial average of 85.5%.
- Georgian has maintained a graduate employment rate above the provincial average for 20+ years.

Eight types of work-integrated learning (WIL)

- **Co-operative education (co-op):** Full-time paid work during co-op semester. Students are guided through the job search and interview process, and selected by employers.
- **Clinical placement:** Work experience under the supervision of experienced or licensed professionals. Most are unpaid and common to Health, Wellness and Sciences programs.
- **Field placement:** Unpaid hands-on short-term work experience in a setting relevant to the program of study.
- **Internship:** Supervised, structured work opportunity, typically for an entire semester with varied remuneration at the end of the program and prior to graduation.
- **Applied research project:** Unpaid project under the guidance and mentorship of faculty and industry for academic credit.
- **Community service learning:** Unpaid experience that integrates community service with classroom learning and critical reflection.
- **Apprenticeship:** Partnership between employers and employees where paid practical experience is obtained under the direction of a certified journey person in a work environment*.
- **Entrepreneurship and social entrepreneurship:** Students turn ideas into a business (most co-op disciplines in non-regulated programs).

*While apprenticeship is not part of any full-time programs at Georgian, students can complete required technical classroom training at the college.

Become MORE.

Get the **EXPERIENCE:**
CO-OP and **BEYOND**

Experience
 **Georgian**

- **Ontario's #1 co-op college**
- Work-integrated learning – co-ops, clinical and field placements, internships, applied research projects, community service learning, and more
- 6,200+ co-op employer partnerships
- 100% of programs emphasize practical hands-on learning

LEARN MORE

GeorgianCollege.ca/WIL

Seneca College

A degree that prepares you with industry experience? Challenge accepted

A Seneca honours bachelor degree offers you the theory and practical experience that employers want. This includes a work placement as part of every degree program we offer. Every single one.

Just ask Reynold Choi, a graduate of the Honours Bachelor of Commerce – International Accounting & Finance program. His co-op was with a prestigious Toronto accounting firm, where he was hired upon graduation.

Another Seneca graduate, Heather Hyde, spent a summer working as an events co-ordinator with Maple Leaf Sports and Entertainment as a co-op student in the Business Administration – Marketing degree program. In this role, she worked on concerts for Britney Spears, the Foo Fighters and Kid Rock.

As a Seneca degree student, you too can benefit from work-integrated learning opportunities, expert faculty and a curriculum connected to industry needs. We also offer bursary and scholarship opportunities – including renewable degree scholarships.

And we know how busy your life is. Our flexible learning options give you the freedom to study in-person and online. You have responsibilities outside of school and we can help you balance them.

Your practical experience at Seneca will include at least one term in a formal work environment. In most cases, your work term is a paid position that is completed between two academic semesters and requires a minimum of 420 hours of work.

Among Seneca's 20+ degree programs, you'll find the right academic fit. Whether your passion is software engineering, child development, commerce, international business, mental health, data science or crime analysis, Seneca has a program for you.

Plus, at Seneca, you join a community of thousands of students and professors who share your dedication to building a better future for everyone.

Are you ready to accept the challenge and earn a degree? Seneca is ready to help you do it.

Get started at: www.senecacollege.ca

I'M PREPARED WITH A DEGREE THAT MAKES A DIFFERENCE

Mona Fahkry
Graduate
Hon. Bachelor of Child Development Degree

I'M EQUIPPED WITH EDUCATION AND EXPERIENCE

Adam Rea
Graduate
Hon. Bachelor of Commerce – Financial Planning Degree

Make an impact with a four-year bachelor's degree

The polytechnic education you get at Seneca combines rigorous academics with the practical training you need to thrive in today's ever-changing world.

Each of Seneca's degrees includes a work placement that gives you industry experience and helps build your professional network—all before you graduate.

APPLY NOW

Seneca **CHALLENGE ACCEPTED**



OUR GRADUATES STAND OUT AS TOP CHOICE FOR EMPLOYERS

George Brown College's commitment to sector-specific, hands-on skill development through experiential and work-integrated learning helps build a bridge between learning and employment.



Simulation Centre



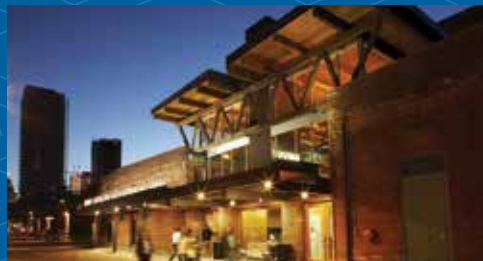
Chefs' House



Child Care Centres



Wellness, Applied Research & Visionary Education (WAVE)



Young Centre for Performing Arts



The Consulting Hub



Learn More. Visit [georgebrown.ca/why-george-brown/experiential-learning](https://www.georgebrown.ca/why-george-brown/experiential-learning)

○ George Brown College

○ Work-Integrated Learning is more important than ever before!

Throughout the COVID-19 pandemic, organizations in virtually every sector have needed to adapt and pivot, implementing new practices and technologies to support their sustainability and growth. This rapid change has accelerated challenges that Canadian companies were facing even before the pandemic, including the urgent need for workforce upskilling and the search for new talent with already acquired competencies. Here's where Ontario's Colleges can help.

Our publicly funded college system was purpose-built to support local economic and social development, meet the needs of employers, respond to changing work environments, and – most urgently – to assist Ontarians in finding and keeping employment. We've built strong relationships with employers and community partners in a wide variety of sectors, allowing us to quickly and effectively respond to shifting labour market needs across the city and province. George Brown College (GBC) has developed and maintained strong, longstanding relationships with employers and community partners in a wide variety of sectors allowing it to quickly and effectively respond to the labour market needs of the key sectors driving the city and the province's economy.

With a successful record of leveraging these partnerships and ensuring our students become workplace-ready, GBC graduates stand out as candidates of choice for employers. One key component of the college's success is our commitment to providing sector-specific, hands-on skill development through experiential and work-integrated learning experiences that build a seamless bridge between learners and employment. Experiential education, particularly work-integrated learning (WIL), has been part of the college's DNA and an integral part of our vision and strategy moving forward. In fact, GBC's Vision 2030 and Strategy 2022 exemplify our commitment to continuing our strong connection to industry and community partners and delivering learning experiences that prepare learners for future and global skills.

Offering meaningful benefits to employers and students alike, work-integrated learning is truly win-win. Students benefit from practical, hands-on experience, develop and hone professional skills and build strong relationships through networking opportunities before entering the workplace. Host employers have a unique opportunity to help develop the next generation of talent, while meeting potential future employees who have already trained in their sector.

As the labour market continues to evolve at a rapid pace, collaboration between colleges and industry will be essential to economic recovery. Employers need workers with new and emerging skills, students need practical experience – and work-integrated and experiential learning partnerships can help bridge the gap.

○ To learn more about George Brown College's Work-Integrated and Experiential Learning opportunities, please visit our website at: georgebrown.ca/why-george-brown/experiential-learning

○ Southern Alberta Institute of Technology (SAIT)

○ SAIT students are making an impact through work-integrated learning

SAIT students are making an impact through work-integrated learning

Whether learning from industry-trained experts, participating in practicum placements, developing skills in classrooms that simulate a real-work environment or apprenticeship training — experiential learning is at the core of a SAIT education. It's also backed by industry partnerships that put the learning journey of students at the forefront.

Just ask Ronnie Samonte, a recent graduate of SAIT's Bachelor of Applied Technology Geographic Information Systems degree program. Samonte attributes his ability to secure a job right out of school to SAIT's unique, industry-relevant programming and the seasoned instructors teaching hands-on skills in small classes.

"The way they teach at SAIT, it's really practical. You know what you need. You know you're going to use what you're learning."

He adds, the second-year practicum was a major reason why he was able to launch a career right after graduation and pursue his dream job updating maps and databases for the county of Lac St. Anne, a municipal district just west of Edmonton. It's work he says marries his interests and skills.

"I'm proud to be working for the government, especially in a small county, because you can be a part of the development process for this entire area," he says. "And that's because of SAIT."

Work-integrated learning is a key advantage of a polytechnic education with programs that offer in-depth learning coupled with hands-on training graduates can immediately put to use in their chosen field.

SAIT introduces students to real-world experiences — both inside and outside of the classroom — giving them the latest knowledge and practical experiences so they are job-ready the moment they graduate.

Learn a better way forward at SAIT.



○ Collège Boréal

○ Collège Boréal to offer a NEW Social Entrepreneurship Program in Toronto

Social entrepreneurship is an approach used in business to support social, cultural, environmental, and economic development in the community. Starting September 2022, Collège Boréal will offer the very first French-language Social Entrepreneurship program in Toronto.

This two-year diploma program allows students to acquire skills and competencies to develop intrapreneurial and entrepreneurial skills in several areas, including human and financial resources management, compensation, volunteer recruitment, collective leadership, democratic governance, access to funding and investment, succession, marketing, and networking. Delivered in a small class setting, this program prepares students to become social entrepreneurs who apply innovative and responsible practices to impact in a significant way the non-profit sector, the cooperative movement, and the business world.

Collège Boréal has a long-standing history of providing work-integrated learning to students. The Social Entrepreneurship program is comprised of a 245-hour field placement, allowing students to demonstrate some of the vocational program standards in a professional setting. Boréal's hands-on approach will help put you a step ahead for your chosen career!

This unique program offers many options for graduates who may find work in a broad range of employment settings in all sectors of business and industry, both domestic and international. Furthermore, Collège Boréal graduates will have the opportunity to complete a bachelor's degree in Social Innovation with Saint-Paul University. Thanks to this "2+2" articulation agreement, students will save time and money while completing all of their studies at Boréal's Toronto campus.

Do you have questions about the application process, financial aid, student supports and more? Connect with our student recruitment team for more information or to book a campus tour: liaison@collegeboreal.ca.

Visit our website for complete program information: www.collegeboreal.ca

NOUVEAU PROGRAMME!

Entrepreneuriat social

Un choix pour stimuler l'esprit d'entreprise

Ici à Toronto!

COLLÈGE BORÉAL

○ Collège Boréal

○ NEW Public Administration Program offered *en français!*

Collège Boréal will offer the very first French-language Public Administration program in Ottawa come September 2022. Aimed at developing the management skills required in the public sphere, at the federal, provincial, territorial, municipal and government agency levels, this new program will train the next generation in a field and a region facing increased labour shortages.

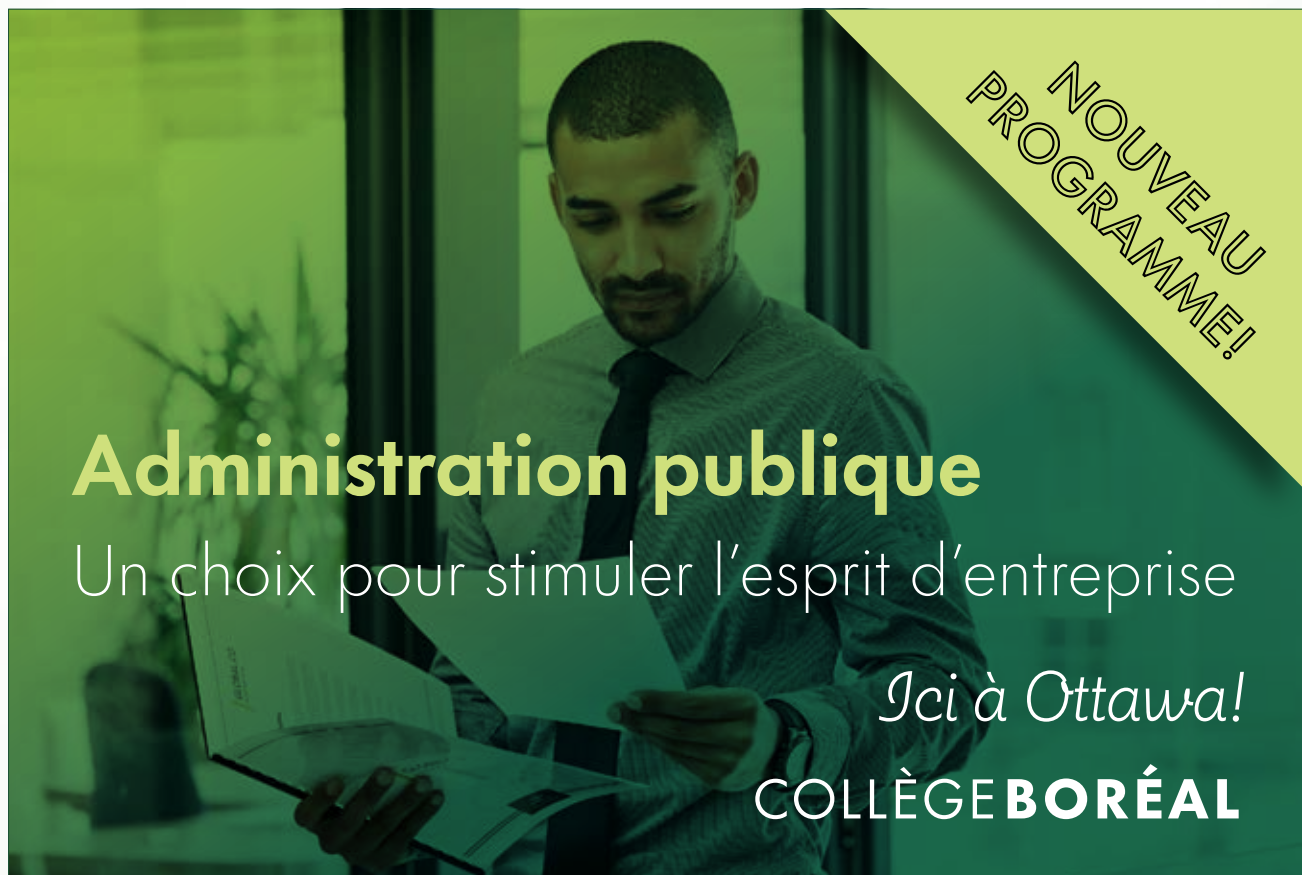
Delivered in a small class setting, this two-year diploma program allows students to acquire skills and competencies pertaining to administration and management concepts in use in the public sector. Public Administration students develop skills in communication, policy analysis, human resources management, project planning and management, public finance, governance, leadership and risk management related to community service delivery. The two main areas of operation of a public organization are addressed: services offered to the community and internal services required for the proper functioning of a public organization.

Collège Boréal has a long-standing history of providing work-integrated learning to students. The Public Administration program is comprised of a 140-hour field placement, allowing students to demonstrate some of the vocational program standards in a professional setting. Boréal's hands-on approach will help put you a step ahead for your chosen career!

This new program meets the needs of many public sector employers, including ministries, hospitals and municipalities who are struggling to recruit French-speaking and bilingual staff to offer services in French. Public Administration graduates may explore a rewarding career in a number of fields including administrative planning, community development, emergency preparedness, legislative coordination, policy and compliance, project management, public assistance, and social services.

Do you have questions about the application process, financial aid, student supports and more? Connect with our student recruitment team for more information or to book a campus tour: liaison@collegeboreal.ca.

Visit our website for more information: www.collegeboreal.ca



NOUVEAU PROGRAMME!

Administration publique

Un choix pour stimuler l'esprit d'entreprise

Ici à Ottawa!

COLLÈGE BORÉAL