

CANADIAN SCHOOL Counsellor

MAGAZINE



BREAKING Barriers:
Achieving the patriarchal unachievable

ABATTRE les barrières:
À l'assaut des bastions « masculins »



CdnSchoolCouns1



Inside:

**Crossing
Borders** MAGAZINE

Centre for Distance Education

Begin a Successful Career in One Year

If you prefer the style of **self-paced study**, CD-ED's online career college training programs can help you get the skills, training and support you need to pursue your goals.

Providing Online Learning since 1996

By committing just **20hrs/week**, many CD-ED programs can be completed within **1 year**.

11 Eleven unique programs available

Experts in Distance Education



Weekly and monthly start dates



No wait list



Transfer credits available



Fill out the form on our website cd-ed.com to receive more information.

Information form 

Distance Learning Solutions to Fit Every Schedule

★ Trustpilot



High Satisfaction Ratings

Explore our **eleven** program offerings below:



Accounting Technician

If you have an eye for detail, organizational skills and like working with numbers, you could be well suited to pursue a rewarding career in accounting.



Dental Office Administration

Dental Office Administrators make an important contribution to the health and wellness of their communities while working in a stable, longstanding field.



Graphic Design

The CD-ED Graphic Design program provides the practical skills and industry support it takes to pursue a creative career as an independent freelancer or with an agency.



Health Information Management

With this program you will play an important part within a healthcare delivery team. You will manage information systems, analyze info and more. More in demand since Covid-19.



IT Professional

IT Professionals are valuable members of an IT support system. This diploma includes four industry standard certifications.



Legal Office Administration

Legal Office Administrators or Legal Secretaries work closely with lawyers, and are directly involved in legal proceedings.



Medical Office Administration

For organized individual who likes the idea of keeping medical offices of healthcare professionals running smoothly.



Medical Office Assistant

If you're great with people, detail-oriented, and interested in learning medical-based terminology, transcription, the CD-ED Medical Office Assistant program will provide the practical industry training it takes to pursue a rewarding healthcare office career. This program includes courses on Bookkeeping and Quickbooks.



General Office Administration

If you like working on a computer and have great time management skills, and are interested in being a professional that can work in a variety of business settings, then this program will help you start this rewarding career.



Office Administrative Assistant

If you're great with people and interested in the organization and running of an office as a receptionist, secretary, or administrative assistant, this program is for you. You'll have the skills to run an office smoothly, receive visitors, basic accounting, payroll, create documentation, and write & file office correspondence.



Office Administration with Social Media

If you're an organized individual who enjoys working with people, and you'd like to learn more about the world of digital marketing, then Office Administration with Social media training could be a great fit for you.

To speak to our admissions team please fill out the form on our [website](#) or call us at 1-866-446-5898

Information form 

GROW WITH US.

Expand your career opportunities, **cultivate** your network, and **achieve** your professional and personal goals. Through the Canadian Institute of Forestry's various educational and social opportunities, **you will be taking part in something bigger.**




Canadian Institute of Forestry
 Institut forestier du Canada

#RootedInCIF
www.cif-ifc.org



8

Bulletin Board



11

Counsellor's Corner: Every student needs support

CANADIAN SCHOOL COUNSELLOR /CROSSING BORDERS
 WINTER BREAK, CSC-Q0421, CBO-Q0421

FOR EDITORIAL INQUIRIES:
 Donna Billey
donna@mzpinc.ca

FOR ADVERTISING INFORMATION:
 Stephanie Duprat
stephanie@mzpinc.ca

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

PUBLISHER: Donna Billey

CREATIVE DIRECTOR: Jessica Wolfe

ADVERTISING SALES: Donna Billey, Stephanie Duprat, Shirley Goray, Jolene Larson

CONTRIBUTING WRITERS: Sean Dolan, Preble Giltz Girard, Hiba B. Ibrahim, Anna Macri, Heather McNorgan, Suzanne Paquin

FRENCH TRANSLATION: La Boite à mots

COVER IMAGE:
 ©GettyImages/Dushlik,
 ©GettyImages/simonkr,
 ©GettyImages/stockstudioX



Jazz

Your Air Canada Express Career Starts Here

Flyjazz.ca/careers



EMBRACE YOUR **WILD** SIDE



Deep in the woods of Alberta resides a world rich in career options. For tradespeople. Power engineers. Environmental specialists. Business graduates and more.

Get ahead with a career in forestry.

WORKWILD.CA

TRINITY WESTERN UNIVERSITY

IT'S NOT JUST WHAT YOU DO. IT'S WHO YOU BECOME.

At Trinity Western University, you'll connect your career aspirations with your values as you're challenged to face the world - and make a difference.

DISCOVER ONE OF OUR 49
UNDERGRADUATE PROGRAMS



LEARN MORE
go.twu.ca/ugrad21





15

Meet the Recruiter: Waterloo Wellington Flight Centre



39

All The Support They Need Tout le soutien nécessaire

Canadian School Counsellor and Crossing Borders magazines are published quarterly as a source of information for Canadian high school guidance counsellors. All rights reserved. Reproduction in whole or in part without written permission is prohibited. The opinions expressed herein are not necessarily those of 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 corrections should be directed to the publisher. All work submitted for publication is assumed to be the providers' original work and the publisher accepts no liability as a result of publishing such works. Canadian School Counsellor magazine is a nationally registered trademark, unauthorized use of it is prohibited. Both magazines are printed using state-of-the-art sustainable printing procedures on recycled paper. We welcome your comments and editorial suggestions.



Tel: 1-888-634-5556
Email: donna@mzpinc.ca
mzpinc.ca

MAIN FEATURE: | EN VEDETTE:



18

Women and Canada's Future Belief, confidence, and equity

Les femmes et l'avenir du Canada Croire, avoir confiance et jouer à armes égales

BUILD A SOLID CAREER IN WOOD

The wood manufacturing sector needs creative and tech-savvy people who want to work with their hands or with modern machinery. We have jobs – post pandemic demand for our products is strong!

People can start careers directly from high school, from post-secondary programs or an apprenticeship. A wide range of skills from manufacturing, design, sales and marketing to installation and quality control are in demand. We manufacture in most Canadian communities:

- Kitchen Cabinets
- Architectural Millwork
- Furniture
- Stairs, Railings
- Windows and Doors
- Factory-built Homes



WMC CFB

Wood Manufacturing Council
Conseil des fabricants de bois

Learn more about our exciting sector at
www.wmc-cfb.ca



Are your students looking to start an **EXCITING, CREATIVE, and IMPACTFUL CAREER?**

Visit idcanada.org/interior-design-101 to learn about Canada-wide interior design programs today!



Interior design is offered in 28 post-secondary programs across the country. Interior Designers of Canada (IDC) is helping to grow diversity and inclusion in the profession.



Trevor H Shirliff Difference-Maker Scholarship

Applications for nominations now open for the **Winter 2021, Spring 2022 Awards.**

If you have a student that exemplifies what it means to be a "difference-maker", please consider nominating them for our next awards.

All successful applicants will be notified and a complete list will be published online, and in the next issue of Canadian School Counsellor magazine!

GET A DEEP UNDERSTANDING OF THE FUTURE

Key sectors such as potash, oil and gas, mineral resources and manufacturing keep Saskatchewan's economy moving forward.

The **School of Mining, Energy and Manufacturing** offers more than 30 programs with hands-on learning, modern equipment and first-rate shop facilities so you can hit the ground running after you graduate.

Get a deep understanding of **your** future.
saskpolytech.ca/MEM



This is the sign you've been waiting for

Transform your future
with the right degree

- Master of Business Administration ←
- Bachelor of Commerce ←
- Bachelor of Arts in ←
Business Communications
- Associate of Arts ←
- Micro-Credentials ←

TO TALK TO A UCW REPRESENTATIVE,
EMAIL INQUIRY@UCANWEST.CA

STUDY ON-CAMPUS
OR ONLINE

NOT ALL JOB BOARD WEBSITES ARE CREATED EQUAL

YOU *Tiredopolis*?

FIND IT A *Monstrous* CHALLENGE?

STOP *Jobshopping* AROUND.

LET US GET *Working* FOR YOU!

START YOUR
Career Building

RIGHT HERE AT:

MEDIAJOBSEARCHCANADA.COM

For over 20 years **MEDIA JOB SEARCH CANADA.COM** has been Canada's premier website to visit and find job opportunities from companies across Canada

You will find Media Jobs in the following categories:

- ✓ Administration
- ✓ Advertising / Marketing
- ✓ Broadcasting -
Radio / Television
Film / Video Production
- ✓ Graphic / Web Design
- ✓ IT / Network
- ✓ Internships
Performing Arts
- ✓ Audio / Music Production
- ✓ Publishing -
Newspapers / Magazines
- ✓ Freelance Finance
- ✓ Purchasing / Logistics
- ✓ Sales

The **#1** Website to Search



mediajobsearch
CANADA



WWW.MEDIAJOBSEARCHCANADA.COM

EVERY STUDENT NEEDS SUPPORT:

The Role of the School Child and Youth Worker and Social Worker

By Anna Macri



Social Worker (Milly Simon) and Child
and Youth Worker (Emanuele Bordonali).
Photographer: Lindsey Ross

Over the years, there has been an increase in the number of cases of students who are presenting with mental health issues when they visit the Guidance office. In an effort to handle this influx, counsellors are being sent to in-services that focus on the mental health of students and offered strategies to mitigate student suffering. Further, many counsellors take courses, search for, and attend learning opportunities on their own. However, when you are in your office, sitting across from a student who is at their most vulnerable, this is when we rely on our school team. Two of the key members of our Guidance team are our Child and Youth Worker (CYW) and our Social Worker (SW).

**We can help
your students:**

- earn prerequisite credits
- upgrade their marks
- resolve timetable conflicts
- fast track their education

WWW.VIRTUALHIGHSCHOOL.COM | 1.866.679.9377 | BSID# 665681
Your reliable partner in online education since 2001. **Virtual HIGH SCHOOL.**

"To say that we—Guidance, Administration, Teachers, and Students—simply rely on these two individuals would be a gross understatement."

DO NOT GO
WHERE THE PATH
MAY LEAD,
GO INSTEAD
WHERE THERE IS
NO PATH AND
LEAVE A TRAIL.

-RALPH WALDO EMERSON

COTR.CA COLLEGE OF THE ROCKIES

In the province of Ontario, some schools are lucky to have at least one full-time CYW and one SW on staff (some schools may have more than that). At our school of 1,700 students, we have a CYW, Emanuele Bordonali, and a part-time SW, Milly Simon (who is shared with two elementary schools). To say that we Guidance, Administration, Teachers, and Students—simply rely on these two individuals would be a gross understatement.

Education is a primary service for students, with this service being delivered by teachers. SW and CYW are a secondary service within the education system that support students with issues that may interfere with their academic or school success. Since the onset of the pandemic, referrals to SW and CYW have increased due to increased mental health needs; needs that were either exacerbated by issues which were previously present or new issues that were brought on by the pandemic.

SWs work with students, assisting them with issues, some of which may include, but are not limited to: attendance, bereavement, crisis intervention, mental health, parenting concerns, relationship difficulties, self-harming behaviours, divorce/marriage separation/re-marriage challenges, sexuality, substance abuse and violence in the family. For our Social Worker, Milly Simon, many of those issues included social isolation, feeling trapped within a dysfunctional family, the struggle with online learning, the use of devices for school and socializing, and the lack of direct contact with their teachers and their peers. The intensity of being isolated has only heightened pre-existing family issues for many. Big issues around family violence, everyone being stuck at home, conflict driven and/or verbally abusive relationships have intensified during the pandemic. We have students who carry the burden of these situations. The worry they carry on their shoulders—isolated at home and with limited ways or in some cases, no way of reaching out to peers or for help in a way that was meaningful—produces mental stress.

CYWs primarily address the student's in-school challenges, such as social and behavioural issues, peer-relations, and crisis intervention. Further, CYWs work with parents to help them to support their child to be successful at school. In some cases, that might mean identifying stressors at home. Once the stressors are identified, our CYW, Emanuele Bordonail, would help the student and/or family access the necessary supports to alleviate that stressor. For example, a parent calls the counsellor to talk about their child's addiction issues. The CYW would invite the family to get external supports, and would then connect them to those external supports. Many times, the CYW facilitates the access to care. At the same time, the CYW may have some limitations. Our CYW does not counsel students but rather, assesses their needs and connects the student and family to needed support. On the other hand, our SW, does a lot of counselling with students, their parents, and also connects and liaises with outside supports and agencies.

Our CYW, also worked with students experiencing mental distress during the pandemic as many adolescents were impacted by social isolation. When factors that supported their well-being (like sports, art, extra-curricular activities, friends, family) either abruptly changed or ceased at the onset of COVID-19, it caused social isolation which may have been a trigger for a mental health crisis. Now that we are moving back towards those factors that make us all feel good, but are especially necessary for teenagers, we will slowly see the positive impact on mood, and functioning and our students' ability to achieve a greater sense of balance.

In consultation with our school SW and CYW, to talk about this piece, they have noted the difference they have seen in our students within the first two months of being back at school. Now, that our students are back in the building, they once again have a place to go that allows them a break from other things going on in their lives, in the context of



Canada's Facial Difference Charity

Our mission is to cultivate equity and opportunity for individuals with a facial difference through supportive programming, advocacy, and education. Our psychosocial programming, awareness campaigns, and education work provide direct support while building inclusive and safe spaces.



Beyond My Face • The Beyond My Face campaign works towards building understanding and acceptance. Support facial difference awareness in schools and include facial difference in your conversations and policies about diversity, equity, and inclusion. To watch and share our latest campaign video visit beyondmyface.com.

Teens Connect • *Teens Connect* offers a space for teens with a facial difference ages 15-18 to come together once a season over Zoom to network and share experiences. Visit our website for details and registration.

aboutface.ca



their family, homelife, peer relations. Our students can achieve a greater balance in their lives, between school, friendships, activities, and family. Our Support Staff takes care of their mind, body and spirit; the good, the bad and the ugly. They make our students feel safe, provide them with strategies, resources, and act as additional caring adults in their lives when

they are in need. Cheers to all our support workers out there that impact our student's lives on a daily basis. Without you, we would all be lost. And a special thank you to our SW, Milly Simon and our CYW, Emanuele Bordonali, for taking time with me to talk about the integral role of support work and our student's mental health well-being. 🍁csc

DON'T PUT YOUR FUTURE ON HOLD!



DISCOVER

YOUR PASSION



DEFINE

YOUR SUCCESS

For more information: 403-531-9130 stmu.ca






BUILDING YOUR WORLD WITH CUSW

3 GREAT REASONS TO JOIN THE SKILLED TRADES

1 PAY

In 2014 the median journey person income was \$63,590, 6% higher than University graduates in architecture, engineering and related technologies.¹

2 DEMAND

To keep pace with demand, Canada needs approximately 350,737 new apprentice registrations between 2020 and 2024.²

3 SATISFACTION

65% of GTA Skilled Tradespersons rated their job satisfaction between 8 and 10. Satisfied workers average the longest time in their occupations.³

OUR PROGRAM PREREQUISITES

CURRENT APPRENTICESHIPS	Gr. 12 English or French and Gr. 12 Mathematics	Gr. 11 Physics (or higher)	1 Senior Science (Gr. 11 or higher) *	2 year Instrumentation and Control Technician Diploma
Powerline Technician (434A)	✓			
Sheet Metal Worker (308A)	✓	✓		
Plumber (306A)	✓	✓		
Carpenter (403A)	✓	✓	✓	
Electrician (309A)	✓	✓	✓	
Iron Worker (420A)	✓	✓	✓	
Millwright (433A)	✓	✓	✓	
Steamfitter (307A)	✓	✓	✓	
I&C Technician (447A)	✓	✓	✓	✓

* Ex. Chemistry, Biology, Electrical Shop, Manufacturing or Transportation Technology

1. Source: CAF-FCA, Apprentice Demand in the Top Ten Red Seal Trades: A 2019 National Labour Market Information Report, (Ottawa: CAF-FCA, 2019)
 2. Source: Statistics Canada (RAIS), 2018; Prism Economics and Analysis CANTRAQ System
 3. Source: Retaining Employees in the Skilled Trades, March 2019

Meet The Recruiters:

Waterloo Wellington Flight Centre:

Suzanne Paquin and Heather McNorgan



Heather McNorgan (L), Suzanne Paquin
Photo courtesy of: Waterloo Wellington Flight Centre

We believe that the best way to build our business is to allow our readers to become familiar with our clients; those who hold our readers in the highest regard and value the influence they have when guiding students in education leading to a career they are best suited to.

To facilitate those who are considering a career in aviation, we'd like to introduce you to Suzanne Paquin and Heather McNorgan, two of the recruiters at Waterloo Wellington Flight Centre. We sat down with Suzanne and Heather and asked them to share a little about themselves so that you have the chance to get to know them as well as we have.

About Suzanne

Suzanne, originally from the west coast admits that the adjustment in relocating was overwhelming! "Did you even know how crazy the 401 Highway is? After almost 11 years in Ontario, maybe next year will be the year I figure out which way is North," adding "but there's no mountains to reference." A mother of two beautiful children, Suzanne is married to a West Jet pilot. The upside is that she now has a great understanding of all the things he's been talking about for so many years.

"I do my best to live in the moment and appreciate the little things like a sunny fall day or a deer walking through my yard. My friends are like family, and I cherish all of them so dearly. I am an introvert in an extrovert's body and depending on the situation I am just as comfortable being a wallflower as I am the life of the party." With age comes change and what Suzanne notices most about herself now is that she's drawn to leopard print clothing and finds herself saying things like,

"Can you believe what she is wearing?!" Her primary goal in life is to be a good person each day ... except when she's stuck in traffic or finds herself running late.

About Heather

Heather - a self-admitted busy-bee as a working mother of two school-aged kids, finds she can be very chatty and engaging but does enjoy taking advantage of time alone to work on projects both at work and at home. "I am a self-described introvert/extrovert hybrid. I find social settings perk me up better than coffee ever does – but I do need to carve out alone time every day to get the peace and quiet the introvert in me requires to avoid feeling overwhelmed and anxious."

Finding people and human behaviour fascinating, Heather works actively to always improve the understanding of, and interactions with people. "Being able to relate to people is important to me and has been one of the reasons I've been successful in working with people and managing programs."

Passion & Hobbies

For Suzanne, comedy and performing are at the forefront. Back in Vancouver and here in Ontario, she has performed improv and stand-up comedy for over 20 years. “There’s no better feeling than getting 10 – 600 people to laugh! I love it and have been missing it so much for the past two years.”

Having recently gotten back into reading, Suzanne loves finding a new book and losing herself in the story and the characters. “One book I read actually made me cry – something I had never experienced before. I like a strong female lead or story and recently have read a few mesmerizing books about female spies and decoders from the second world war.”

“Life in general” tops Heather’s passions. “I am happiest when I am surrounded by people who are encouraging and supportive and fun, and who understand that a good sense of humour and some good music will save us all!”

Heather as well enjoys reading, and writing. And sports – curling and personal training are areas in which any free time she has is spent doing.

The Role

“I came into this role quite by accident,” shares Suzanne. “I was originally hired for marketing and then was encouraged to apply for the role of Client Experience Manager, overseeing the student experience and their journey through the program.” That role, she explains enabled her to use her past life and work experiences to help work toward creating an outstanding student experience at WWFC. “I love my hardworking and dynamic team!”

Heather finds herself drawn to positions where she can blend being supportive and being a leader/mentor. “This specific position appealed to me because it allows me to support senior management in taking WWFC in the direction it aims to go in. And I’m able to work with students as more of a leader/resource for guidance capacity being someone they can turn to for assistance.”

The Best Part of the Job

“The idea of being a part of a student’s journey - completing their program and reaching their goals by getting to know them, understanding what motivates them and using that knowledge to help set them up for success – that was the first thing that drew me in,” Heather explains. The rapport she continues to build with colleagues is a bonus for her. “As someone with plenty of job experience, working with reasonable and friendly/supportive staff isn’t a given.” She’s grateful to have found it, however, at WWFC.

For Suzanne the response is two-fold. “On the marketing side, I love the creative aspect, and on the client experience side, I love solving problems and coming up with new ways to approach how things are done. It also gives me a chance to keep learning which is so rewarding and wonderful.” The challenge for her she admits, is when she encounters a situation with a student in need and she’s just not able to help.

The Other Side of Covid

When asked about how Covid has affected them, the responses from both seem very similar to those of what we find most people have realized living amid a pandemic.

“Life can change dramatically in a moment,” exclaims Heather. “That the things you might have perceived to be trivial are more meaningful than we may have ever imagined,” she continues. And adds, “something as simple as the ability to connect directly with people whenever you want. And to realize that it is okay to admit when you’re struggling and need help – and understanding that someone is always ready and willing to help; and that there is zero shame in asking for it.”

Suzanne has a new appreciation in simply seeing people’s faces. “So much human connection is through expression and seeing both smiles and frowns. There’s no more hiding.”

We would like to thank Suzanne and Heather for being so candid and sharing who they are with us and our readers. Please reach out to them for information or direction if you have a student considering a career in aviation – it’s obvious these two ladies are more than willing to offer advice. ✪ CSC

Waterloo Wellington Flight Centre

Take the controls of your education

- ✪ Student Focused Culture
- ✪ State of the Art Facility
- ✪ First Class Education
- ✪ A Pathway to Major Airlines
- ✪ Partnered with College & University Aviation Programs



See a new world with WWFC ✪

1-877-FLY-WWFC | 519-648-2213 | wwfc.ca

Waterloo Wellington Flight Centre professional programs are approved as vocational programs under the Private Career Colleges Act, 2005 (PC# 105919).



FANSHAWE

Choose Fanshawe

We're here for you & your students as they make a college decision.

- ▶ Book an appointment with a student recruiter
- ▶ Explore 200+ programs in our digital viewbook
- ▶ Discover career strengths and options through our Pathfinder Quiz
- ▶ Take a virtual tour of campus
- ▶ Attend online info sessions and Open House events



fanshawec.ca/ChooseFanshawe

WOMEN AND CANADA'S FUTURE BELIEF, CONFIDENCE, AND EQUITY

By/Par: Sean Dolan



It was an unprecedented step for Hiram Walker and Sons Distillery in Windsor. For the first time in the 163-year history of the distillery, the company hired a female skilled tradesperson. Red Seal millwright and machinist Rebecca Chenier became the company trailblazer in October 2021 when she accepted the post at the legendary southern Ontario whiskey and spirits maker. However, she had to ask the question, “Why was I the first?” Her conclusion, “It’s because there are not enough qualified women for the position because it doesn’t occur to them that this could be a career.”

LES FEMMES ET L'AVENIR DU CANADA CROIRE, AVOIR CONFIANCE ET JOUER À ARMES ÉGALES



Décision inédite pour Hiram Walker and Sons Distillery, à Windsor : pour la première fois de ses 163 ans d'histoire, la société vient d'engager *une ouvrière* qualifiée. Cette pionnière, c'est Rebecca Chenier, monteuse-ajusteuse et opératrice (métiers Sceau rouge), qui a accepté en octobre 2021 l'offre d'emploi du légendaire distillateur de whiskey et autres spiritueux du sud de l'Ontario. Une question, toutefois, lui brûlait les lèvres : pourquoi était-elle la première? Sa conclusion : s'il y a si peu d'ouvrières qualifiées pour ce poste, c'est que les femmes ne pensent pas pouvoir y faire une belle carrière.



"...more attention is currently shifting into how to **empower women** to assume roles that have traditionally been dominated by men."

Options?

Isn't this a story that has been told far too often? Women not realizing that there are more options out there or—and this is the troubling part of the dynamic—that barriers are in place to block their entry into certain careers. While plenty of attention has gone into things like the under-representation of women in certain sectors of the economy and the gender pay gap, more attention is currently shifting into how to empower women to assume roles that have traditionally been dominated by men.

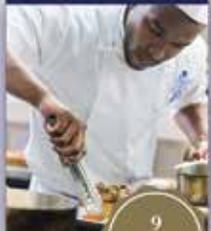
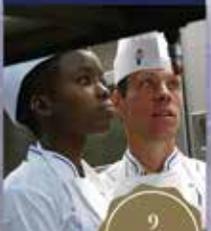
Que faire?

Toujours la même histoire, non? Les femmes ne voient pas tous les choix qui s'offrent à elles ou bien, et c'est troublant, elles estiment que certaines carrières leur sont inaccessibles pour diverses raisons. Or, si la sous-représentation des femmes dans certains secteurs de l'économie et l'écart de rémunération entre les genres ont pratiquement monopolisé l'attention jusqu'ici, on se penche désormais davantage sur les moyens de leur donner tous les atouts dont elles ont besoin pour assumer des fonctions jusqu'ici dominées par les hommes.



LE CORDON BLEU[®]
OTTAWA

**EXCELLENCE IN CULINARY
EDUCATION FOR 125 YEARS**

<p>Diplôme de Cuisine</p>  <p>9 months</p>	<p>Diplôme de Pâtisserie</p>  <p>9 months</p>	<p>Grand Diplôme[®]</p>  <p>9 months</p>	<p>Boulangerie de Base</p>  <p>3 months</p>	<p>Bachelor of Integrated Food Sciences</p>  <p>3 years</p>
---	--	--	---	--

cordonbleu.edu/ottawa
+1 613 236 2433



« ...on se penche désormais davantage sur les moyens de leur donner **femmes** les atouts dont elles ont besoin pour assumer des fonctions jusqu'ici dominées par les hommes. »

The situation

The Canadian Women's Federation (CWF) says the need to empower women has become urgent. They identify three issues that adversely affect adolescent girls. According to the CWF, adolescent girls deal with:

- High levels of sexual assault and other forms of violence.
- A rapid decline in mental health and confidence.
- Negative stereotyping and sexualization.

La situation

Selon la Fondation canadienne des femmes (FCF), il devient urgent de donner aux femmes les moyens d'accroître leur autonomie. L'organisme recense trois facteurs qui ont une influence négative sur les adolescentes :

- un taux élevé d'agressions sexuelles et d'autres formes de violence;
- une détérioration rapide de leur santé mentale et de leur degré de confiance;
- des stéréotypes négatifs et la sexualisation.



**Virtual Guidance
Counsellor Conference**
March 2022

Register at cam.ac.uk/IGCC



TRUCKING IS ON THE MOVE.

From deploying and managing advanced logistical systems to hauling the goods Canadians need every day, there are interesting opportunities in trucking.

Come drive change with us.

TRUCKING IS DRIVING CHANGE.

Learn more at:
choosetotruck.ca

Right out of the gate, young women are dealing with gender specific obstacles that can stand in the way of their ability to reach their full potential. The CWF backs up their position on all three of these issues with startling statistics and evidence. There is no dispute: the students in our high school classrooms are more likely to deal with violence, mental health problems, and stereotyping than their male counterparts.

Obstacles

These obstacles create a slew of other problems. Women who are forced to deal with sexual assault and violence are left traumatized, impeding their development and self-worth. Adolescent girls are twice as likely to report poor or fair mental health compared to boys according to Statistics Canada (2019). Meanwhile the stereotyping and sexualization of women on broad-based and social media platforms is a societal scourge that seems to be growing. With these obstacles in place, our students face a potentially hard road to building a life of success and accomplishment.

What's a counsellor to do?

It is important to acknowledge the reality: *despite efforts to improve the situation for women in Canada, a lot of work still needs to be done.* The deck is still stacked against the advancement of women while that same deck is stacked in favour of affluent (mostly white) men. How else can you explain the fact that women make eighty-seven cents for every dollar a man makes (StatsCan) despite improvements in education and awareness in society. This is not to say that the situation is hopeless; it is just a way of providing counsellors with a starting point for helping their students.

Knowing that barriers and obstacles remain in place for our female students, it is important to pursue strategies that help them recognize their potential.

D'emblée, les jeunes femmes affrontent des obstacles spécifiques au genre qui en empêchent plus d'une d'exploiter tout leur potentiel. La FCF étaye ses conclusions sur des statistiques et des témoignages saisissants. Aucun doute : au secondaire, les filles risquent plus que les garçons d'être en butte à la violence, à des problèmes de santé mentale et à des stéréotypes.

Obstacles

Ces obstacles engendrent une foule de problèmes. Le traumatisme qui résulte de la violence, physique ou sexuelle, empêche les femmes d'exploiter leur potentiel et d'être conscientes de leur propre valeur. Lors d'une enquête de Statistique Canada (2019), les adolescentes ont été deux fois plus nombreuses que leurs homologues masculins à faire état d'une santé mentale passable ou mauvaise. Sans compter que les fléaux que sont les stéréotypes et la sexualisation des femmes sur des réseaux sociaux très fréquentés semblent en pleine expansion. Étant donné de pareils obstacles, la route s'annonce difficile pour les jeunes femmes qui veulent réussir et s'épanouir.

Quel est le rôle des conseillers d'orientation?

D'abord, admettre la réalité : *malgré les efforts déployés pour améliorer la situation des femmes au Canada, il y a encore beaucoup à faire.* Les jeux restent pipés en défaveur des femmes en général et en faveur des hommes bien nantis (surtout blancs). Autrement, comment expliquer que les femmes gagnent quatre-vingt-sept cents contre chaque dollar pour les hommes (StatCan) en dépit des améliorations apportées au système d'éducation et des efforts de sensibilisation dans la société? Mais la situation n'est pas désespérée. Cette description n'est qu'un moyen de fournir aux conseillers un point sur lequel s'appuyer pour soutenir leurs élèves.

Sachant qu'il reste des embûches et des obstacles, aidons d'abord les jeunes filles à reconnaître leur potentiel.



**96 scholarships to win
from \$1,000 to \$20,000
in one of our 14 partner institutions**

Students in grades 10 to 12 can participate
by answering the question:

**IN A FUTURE WHERE EVERYTHING IS POSSIBLE,
HOW WILL THE FOOD WE EAT AND
THE WAY IT IS PRODUCED HAVE CHANGED?**

000000 00000000 12 0000

 french-future.org



Nutrien Indigenous Youth Financial Management Awards

Three outstanding Indigenous Youth from across Canada will receive a \$5,000 scholarship and attend AFOA Canada's National Conference in Winnipeg, Manitoba from February 8-10, 2022.

WOULD YOU LIKE TO:

- Jump start your career?
- Meet Canada's most prominent Indigenous leaders who are making a positive change?
- Meet other inspiring Indigenous youth?
- Experience Winnipeg and what it has to offer?

ELIGIBILITY:

Open to Indigenous students in Grades 11 or 12' who are pursuing post-secondary education in the areas of finance, management, commerce or related fields (e.g., business administration, accounting.)

*Secondary IV and V in Quebec

**Maximum age of 19 as of February 1, 2022

AWARD RECIPIENTS WILL ENJOY:

- A five-year scholarship package valued at \$5,000
- Complimentary travel to Winnipeg, four-night stay at a hotel, and a tour of city highlights

"I am so thankful to AFOA Canada and Nutrien for giving myself and my fellow award winners - such an amazing experience. Your selfless efforts have given each of us a massive head start in achieving our educational and career goals. My time at the AFOA Canada National Conference was unforgettable and taught me so much. I hope you continue to make a positive difference in the lives of young Indigenous people."

- DAVID BUZZA, MISSION, BC

APPLY NOW!

DEADLINE IS NOVEMBER 26, 2021 AT 9PM EST

1-866-722-2362 | youthawards@afoa.ca | www.afoa.ca



©GettyImages/
monkeybusinessimages

Belief

The preceding section makes the situation look quite grim. In fact, things are improving steadily for our female students thanks to the evolving efforts of organizations and people who are actively seeking to bridge the gender gap. An important way to help our students reach their potential is to instill belief. In terms of adolescent girls, one of the keys is to encourage them to broaden their horizons and believe in themselves.

Croire

Situation bien sombre, dirait-on. En réalité, elle s'améliore de façon constante pour nos élèves de sexe féminin, grâce aux efforts d'organisations et de personnes qui cherchent activement à combler l'écart entre les genres. L'un des bons moyens d'aider nos élèves à exploiter tout leur potentiel est d'instiller en eux une solide détermination. Pour ce qui est des adolescentes en particulier, il faut notamment les encourager à élargir leurs horizons et à croire en elles.



The International Union of Bricklayers and Allied Craftworkers



BRICK ■ BLOCK ■ TILE ■ MARBLE ■ TERRAZZO ■ CEMENT ■ PRECAST ■ REFRACTORY ■ POINTING ■ CLEANING ■ STONE ■ PLASTER ■ PCC

BEST HANDS IN THE BUSINESS

Since our founding in 1865, BAC has been working together with contractors to ensure that our apprenticeship and training programs provide members with a pathway to a career with fair wages, good benefits and a secure retirement.

JOIN US TO GET THE SKILLS AND TRAINING FOR A LIFELONG CAREER:

bacweb.org/join-bac





Perhaps the best way to facilitate belief is through role modelling and championing. The CWF have studied the impact of women's leadership as a powerful way of inspiring others. They cite a KPMG study that found:

- **67%** of women say they learned key leadership lessons from other women.
- **82%** of women believe networking with other women will help them advance their career.
- **86%** of women say that seeing other women in leadership encourages them to pursue leadership.
- **91%** of women believe they should be positive role models for younger female colleagues.

Certainly, the leadership study tells a much bigger story. For our students, seeing women succeed, and how they behave in successful situations, is a major influence on shaping the direction and trajectory of how they will live their lives.

Et comment mieux y parvenir qu'en leur présentant modèles et champions? La Fédération a étudié le leadership chez les femmes comme moyen d'inspirer d'autres femmes et cite à cet égard une étude effectuée par la firme KPMG selon laquelle :

- **67 %** des femmes disent avoir appris d'autres femmes des leçons essentielles en matière de leadership;
- **82 %** des femmes croient que le réseautage avec d'autres femmes les aidera à progresser dans leur carrière;
- **86 %** des femmes disent que le fait de voir d'autres femmes occuper des postes de direction les encourage à devenir leaders à leur tour;
- **91 %** des femmes croient qu'elles doivent être des modèles de rôles pour leurs collègues féminines plus jeunes.

Bien entendu l'étude ratisse beaucoup plus large, mais il reste que le modèle de ces femmes qui ont réussi et l'observation de leur comportement dans la réussite auront des effets de taille sur l'orientation et la trajectoire de la vie des jeunes filles.



CENTENNIAL COLLEGE

WE HELP THEM BUILD TOWARDS THE CAREERS THEY WANT

Winner of the **SKILLS ONTARIO COLLEGE AWARD OF DISTINCTION** for three years in a row:
2018
2019
2021

With over 400 program offerings and a new suite of micro-credential programs that offer a mix of hands-on and online learning opportunities, it's clear why our students are leading the way, year after year. Discover how our education will set your students up for career success.

centennialcollege.ca

See where experience takes you.

more

in

4

years

UNIVERSITY OF
GUELPH
HUMBER

Honours Degree
+ Diploma!

Focused programs
+
Workplace experience
+
Industry connections

guelphhumber.ca/counsellors



PLAY A LEADING ROLE

The University of Guelph crosses research boundaries through rigorous exploration of the sciences, teaching ethical business practices, and integrating arts and culture into all fields of study.

We exist to Improve Life.



UNIVERSITY
of **GUELPH**

IMPROVE LIFE. admission.uoguelph.ca/connect-with-us

Put your gap semester to good use.

Learn, grow and travel as part of the Canadian Conservation Corps

Change your life. Change the world.

The Canadian Conservation Corps is a free program for youth ages 18 to 30, offering barrier-free outdoor adventure, immersive field learning and opportunities to develop meaningful conservation projects in your community. It's the perfect place to spend your gap semester. And if you're headed back to high school, consider joining WILD Outside, another Canadian Wildlife Federation program designed to engage youth in conservation. Do something great for the planet!



PROGRAM DETAILS:

Canadian Conservation Corps

Ages 18 to 30

Three stages

Barrier-free / no cost

Visit CanadianConservationCorps.ca

WILD Outside

Ages 15 to 18

Available in 14 cities

Barrier-free / no cost

Visit WildOutside.ca



Funded in part by the Government of Canada under the Canada Service Corps program





Facilitating belief

Counsellors can facilitate role modelling by reaching out to successful women for mentoring events or arranging career days for young women. Seeing is believing, and young women need to see success if they hope to one day experience success.

A national leader in women's advocacy, *Build a Dream* works with schools as part of their mandate. Their goal: *to encourage young women to look beyond the traditional (expected?) and think about professions like the skilled trades, STEM, emergency response, and entrepreneurship—all careers in which women could thrive given the encouragement and opportunity. They want to help women believe that they can pursue any path, not just the ones society expects them to follow. Build a Dream founder and CEO, Nour Hachem Fawaz say, "I often say: you can't be what you can't see. We talk a lot about getting women into leadership roles in areas in which they are significantly underrepresented. We do that not only by empowering young women, but also by encouraging companies and educators to change their approach and the lens through which they see workforce development, understanding that tapping into 'the other 50% of the population' is both an ethical and sound economic policy."* The data supports this perspective: According to a McKinsey Global Institute

Comment faire?

Nous pouvons par exemple solliciter la participation de ces femmes à qui le succès a souri à des activités de mentorat, ou organiser un salon des carrières à l'intention exclusive des jeunes femmes. Voir, c'est croire, et les jeunes femmes ont besoin de voir la réussite pour espérer y parvenir à leur tour.

L'organisme Build a Dream, leader canadien de la promotion des femmes, s'est donné entre autres mandats de collaborer avec les écoles. L'objectif : *encourager les jeunes femmes à voir plus loin que les emplois traditionnels (qu'on s'attend à les voir choisir?) et à envisager des métiers spécialisés, des carrières en sciences, technologie, génie ou mathématiques, dans les services d'urgence et l'entrepreneuriat, où elles pourront tirer leur épingle du jeu pour peu qu'on les encourage et qu'on leur en donne la possibilité. L'organisme veut aider les femmes à croire que toutes les voies leur sont ouvertes et non seulement celles que la société s'attend à les voir suivre. Pour Nour Hachem Fawaz, fondatrice et cheffe de la direction de Build a Dream, « on ne peut pas être ce qu'on ne voit pas. C'est dire qu'il faut rendre les postes de direction plus accessibles aux femmes dans des domaines où elles sont largement sous-représentées. Il faut donc non seulement donner aux femmes des moyens divers, mais encourager aussi les entreprises et les enseignants à changer de perspective et l'angle sous lequel ils voient la diversification de la main-d'œuvre, et leur faire comprendre que « mettre à profit les talents de l'autre moitié de la population », c'est une politique éthique et tout à fait motivée*

VCD VISUAL COLLEGE
OF ART AND DESIGN

Design.
Create.
Inspire.

design.vcad.ca

Apply Today!



EQUIPPING YOUTH FOR THE FUTURE THROUGH ADVENTURES IN NATURE

REGISTER NOW FOR 2022 PROGRAMS

LEARN MORE AT [OUTWARDBOUND.CA](https://outwardbound.ca)
Financial Assistance Available

 **OUTWARD BOUND CANADA**

study, equal participation of women in the workforce will improve Canada's Gross Domestic Product by \$150 billion by 2026.

Confidence

Confidence is the belief (there's that word again) that you are capable of accomplishing something. It is a delicate state of mind that is easily derailed given the wrong set of circumstances. The CWF has six tips for parents raising young women that counsellors could easily adopt to help instill confidence in students:

1. Encourage participation in sports and physical activity.
2. Communicate through listening and validation.
3. Help young women find their voice.
4. Teach the beauty of diversity.
5. Reinforce the strength of a woman's character, not her appearance.
6. Encourage young women to think critically about media and question what's "normal."

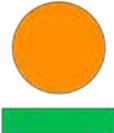
Source: Adapted from: <https://canadianwomen.org/blog/6-ways-to-raise-confident-girls/>



Katimavik is active, and growing again!

The Katimavik National Experience is a fully-immersive and fully-funded 5.5 month program. The program brings together 11 young, diverse adults who share and manage a Katimavik house while living in two different communities. The Katimavik National Experience challenges youth to make a positive impact in each of the communities while also developing a vast set of skills and competencies.

More at www.katimavik.org



Katimavik

sur le plan économique ». Les données lui donnent raison : selon une étude menée par le McKinsey Global Institute, la participation égale des femmes au marché du travail augmentera de 150 milliards \$ le produit intérieur brut du Canada d'ici 2026.

Avoir confiance

Avoir confiance, c'est croire (on y revient!) que l'on est capable d'accomplir quelque chose. C'est un état d'esprit fragile, facilement ébranlé dans des circonstances adverses. La FCF donne aux parents six conseils qui ont tout à fait leur place dans l'arsenal dont usent les conseillers pour stimuler la confiance de leurs élèves de sexe féminin :

1. encourager la participation des filles à des activités sportives et physiques;
2. communiquer en écoutant et en validant;
3. aider les jeunes filles à trouver leur voie;
4. enseigner la beauté de la diversité;
5. valoriser la force de caractère d'une femme plutôt que son apparence;
6. encourager les jeunes femmes à une réflexion critique sur les médias et sur ce qui est « normal ».

Source : adapté et traduit de <https://canadianwomen.org/blog/6-ways-to-raise-confident-girls>



Canada's Career Development Conference
January 24-26, 2022
CANNEXUS22
VIRTUAL | VIRTUEL By/Par CERIC

The largest conference of its kind, Cannexus explores innovative approaches in career education, counselling and development.

Learn from K-12 innovators in Canada, California and England:

- ✓ DEI in the design of career education
- ✓ Preparing students for the future of work
- ✓ Helping parents to help their children
- ✓ Linking career development and mental health
- ✓ Engaging with employers and community partners
- ✓ Experiential learning in the wake of COVID
- ✓ How teachers can incorporate career in the classroom

Register now at [cannexus.ceric.ca!](https://cannexus.ceric.ca/)



**AMBROSE
UNIVERSITY**

**Personal Confidence,
Promising Future**



Calgary, AB
ambrose.edu

These six tips are a road map to building confidence. Knowing that life can be difficult for young women as they navigate through adolescence, guidance counsellors can patiently help their students build a sense of confidence simply by listening, guiding, and encouraging.

A lesson in confidence

Martha Piper and Indira Samarasekera broke through the glass ceiling and left their mark on the academic and business world. Piper wound up earning the role of president of the University of British Columbia before taking corporate leadership positions at the Bank of Montreal and Shoppers Drug Mart. Samarasekera was president of the University of Alberta before taking top jobs at the Bank of Nova Scotia and Magna International. They describe having

Ces six conseils sont une véritable feuille de route vers une confiance croissante. Nous savons que la vie est souvent difficile pour les adolescentes. Il nous incombe de les aider patiemment à gagner en confiance en les écoutant, en les guidant et en les encourageant.

Leçon de confiance

Brisant le plafond de verre, Martha Piper et Indira Samarasekera ont laissé leur marque dans le monde universitaire et le monde des affaires. Martha Piper a été rectrice de l'Université de la Colombie-Britannique avant d'occuper divers postes de direction à la Banque de Montréal et à Shoppers Drug Mart. Quant à Indira Samarasekera, elle a été rectrice de l'Université de l'Alberta, puis a travaillé à la Banque de Nouvelle-Écosse et pour Magna International. Dans leur ouvrage intitulé

Tu veux changer le monde? Fais le calcul.

Les actuaires abordent les plus grands enjeux d'aujourd'hui.

Si tu souhaites bâtir un monde meilleur pour ta famille, tes amis et les générations futures, une carrière d'actuaire pourrait être ce qu'il te faut. Suivre des cours de mathématiques aujourd'hui pourra t'aider à avoir un impact sur les programmes sociaux, les soins de santé et les changements climatiques.

Découvre comment tu peux changer le cours des choses à

fais-le-calcul.ca

Canadian Institute of Actuaries  Institut canadien des actuaires





rivers to success

Mentoring Indigenous Youth

**Helping you support
your Indigenous students...
wherever they are on their journey.**

Indspire knows that you want to support your Indigenous high school students effectively and holistically – and we can help! *Rivers to Success* is a free online mentorship-based program that will give your students access to amazing cultural and customized resources, dynamic online events, inspiring Indigenous mentorship, and an online community. Check it out today!



Indspire

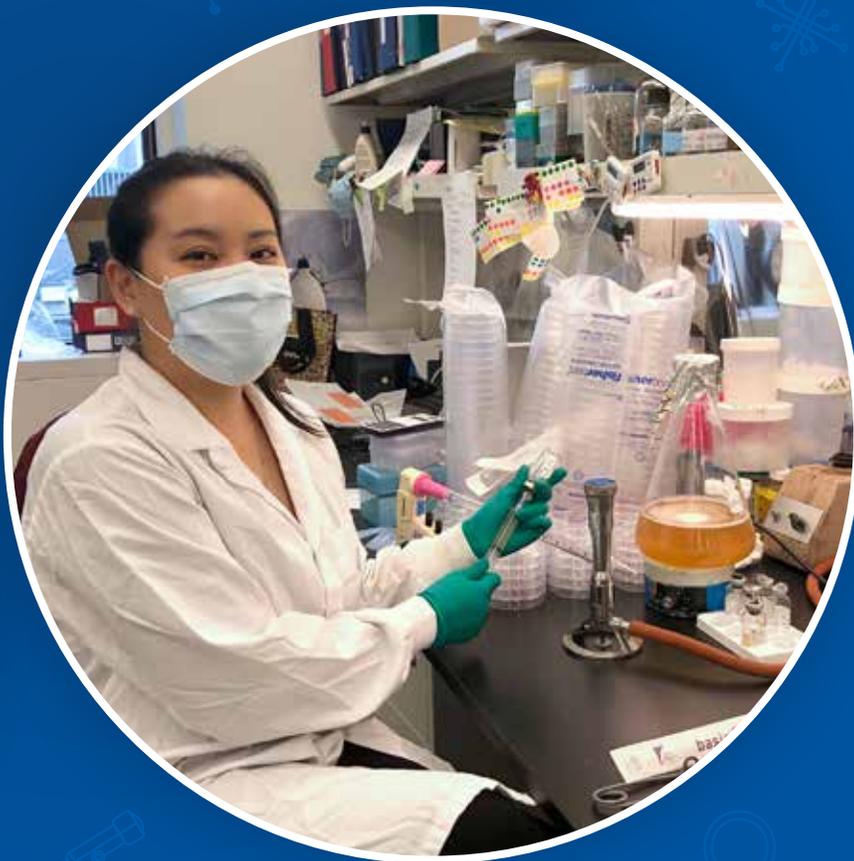
Indigenous education, Canada's future. | L'éducation des autochtones. L'avenir du Canada.

LEARN MORE: indspire.ca/high-school-mentorship/ **CONTACT US:** rivers@indspire.ca

Discover resources that **connect STEM skills** with the careers of today and tomorrow.

EXPLORE:

- ✓ Videos
- ✓ Educator Resources and Lessons
- ✓ Career Profiles
- ✓ That's a Real Job Series



let's talk 
science



Access Resources.
Scan QR Code.

letstalkscience.ca/careers



©GettyImages/kali9

to be over-prepared for virtually every encounter in the male dominated world of academia and business in their book *Nerve: Lessons on Leadership from Two Women Who Went First*. For Piper and Samarasekera, nerve is the belief that you can step up, take on tasks that challenge you, and succeed. They say nerve is “being able to overcome some of those things that have traditionally kept us from assuming responsibility.” Nerve is having the confidence to know that your every move is being scrutinized and having the strength of character to make the tough decisions. It is also the ability to recognize that you’re going to make mistakes and rallying after those mistakes have been made. Put more simply: nerve is courage; nerve is confidence. The punctuation mark on this point comes from the example set by Piper and Samaraseker, an example that says, “We did it. So can you.”

Nerve: Lessons on Leadership from Two Women Who Went First, elles décrivent la nécessité dans laquelle elles se trouvaient de se préparer presque à l’excès avant chaque réunion, comme rectrices et comme directrices d’entreprises, deux mondes dominés par les hommes. L’essentiel, disent-elles, est de croire que vous êtes capables de faire plus, d’accomplir des tâches exigeantes et de réussir. C’est de « surmonter ces obstacles qui nous empêchent depuis toujours d’assumer des responsabilités ». C’est d’avoir confiance et de savoir que le moindre de vos mouvements est scruté à la loupe et avoir la force de prendre les décisions difficiles. C’est être capable de reconnaître ses erreurs et se remettre en selle. En termes simples : c’est le courage et la confiance. Quelle meilleure conclusion, sur ce point, que l’exemple donné par ces deux femmes et dont le message est en quelque sorte : « Nous l’avons fait et vous le pouvez aussi. »



McGill
MACDONALD CAMPUS

Get ready
to be

INSPIRED

UNDERGRADUATE-LEVEL PROGRAMS (BSc, BEng)

- Environment
- Life Sciences
- Wildlife Biology
- Bioresource Engineering
- Food Science
- Microbiology and Biotechnology
- Environmental Biology
- Agro-Environmental Sciences
- Plant and Animal Sciences
- Dietetics and Human Nutrition
- Agricultural Economics
- Global Food Security



COLLEGE-LEVEL PROGRAM

- Farm Management and Technology (www.mcgill.ca/fmt)

www.mcgill.ca/macdonald/prospective
Tel: 514-398-7925
studentinfo.macdonald@mcgill.ca

Breaking Barriers

It's important to note that the obstacles mentioned earlier—the ones that can hold young women back like sexual assault, violence, mental health issues, and stereotyping—often translate into workplace barriers that impede a woman's professional growth. Those barriers can present themselves as a lack of access to opportunities and good jobs, recruitment bias, an inability to advance within a company, an income gap, a lack of access to childcare, and an unsafe or unwelcoming work environment.

When Kirsten Marcia started her career two decades ago, she recalls a pivotal moment. She was working as a geoscientist doing underground mapping of a Saskatchewan gold mine. She thought she was doing a good job until she got fired. The reason: older, male miners thought she was bringing bad luck to the project. Dismissed by superstition—kind of felt like the Dark Ages to Kirsten Marcia.

Instead of giving up, Marcia pursued her career with a relentlessness that set her apart. Today she is CEO of DEEP Earth Energy Production Corp, an industry leader in geothermal and the emerging clean energy sector. Reflecting on her experience, Marcia says, "It's such a refreshing tailwind, compared to the headwind that I had

Supprimer les barrières

Notons, et c'est important, que les obstacles comme la violence physique ou sexuelle, les problèmes de santé mentale et les stéréotypes, deviennent souvent des barrières qui nuisent à l'épanouissement professionnel des femmes. Ce sont par exemple l'impossibilité de saisir les occasions, d'accéder aux bons emplois et d'obtenir des promotions, les biais de recrutement, l'écart salarial, l'absence de services de garde et les milieux de travail peu sûrs et peu accueillants.

Kirsten Marcia était en début de carrière, voici 20 ans, quand est survenu un incident déterminant. À titre de géoscientifique, elle établissait la carte des tunnels souterrains d'une mine d'or. Elle était convaincue de faire du bon travail, mais on l'a congédiée. Le motif? Des mineurs de sexe masculin, plus âgés qu'elle, lui reprochaient d'attirer le mauvais sort sur le chantier. Congédiée par superstition! Un verdict digne du Moyen Âge aux yeux de Kirsten Marcia.

Loin d'abandonner, Kirsten a poursuivi sa carrière avec un acharnement qui l'a fait remarquer. Aujourd'hui, elle est cheffe de la direction de DEEP Earth Energy Production Corp, leader de l'industrie géothermique et du secteur des énergies propres ne émergence. Au sujet de cette progression, elle dit : « C'est rafraîchissant et énergisant par



Looking to get involved in your community and make a meaningful contribution to support girls?

Girl Guides is the place to do it!

As a Girl Guide volunteer, you'll inspire girls and act as their mentor as they explore new challenges and grow into their best selves. Get ready for fun, adventure and empowerment - for the girls and for yourself, too!

Girl Guides Join the fun at girlguides.ca/volunteer





EXPLORE

Let us cover your meals,
accommodations, materials,
and activity costs, while you
get to explore Canada, make
new friends, and learn French!



PROGRAMMES DE LANGUES OFFICIELLES
OFFICIAL LANGUAGES PROGRAMS
BILINGUISME EN ACTION | BILINGUALISM IN ACTION

EnglishFrench.ca
[@OLP_PLO_Canada](https://twitter.com/OLP_PLO_Canada)

Canada



EXPLORE

Laissez-nous prendre en charge vos frais de
repas, d'hébergement, de matériel didactique
et d'activités pendant que vous explorez le
Canada, que vous vous faites de nouveaux
amis et que vous apprenez l'anglais!



PROGRAMMES DE LANGUES OFFICIELLES
OFFICIAL LANGUAGES PROGRAMS
BILINGUISME EN ACTION | BILINGUALISM IN ACTION

FrancaisAnglais.ca
[@OLP_PLO_Canada](https://twitter.com/OLP_PLO_Canada)

Canada

Être bilingue : c'est enrichissant!

**Bourses de 3 000 \$
disponibles**

Parlez-en à vos élèves!

ACUFC.ca/boursesFLS



It's rewarding to be bilingual!

**\$3,000 bursaries
available**

Tell your students!

ACUFC.ca/FSLbursaries



ACUFC



**BOURSES
D'ÉTUDES
POSTSECONDAIRES
EN FRANÇAIS
LANGUE SECONDE**

Canada

early on in my career when I was literally not allowed to be underground.” Marcia broke through the barriers placed in her way and emerged as an industry leader. Through a combination of belief and confidence—and a ‘no quit’ sense of tenacity—Kirsten Marcia let the world know that she was a force to be reckoned with.

Shattering stereotypes

All that has been written so far puts the ascension of Rebecca Chenier, the millwright we met at the start of this article, in perspective. A single mom with three children, she switched careers to pursue training as a millwright. Chenier smashed through the barriers and stereotypes that may have stopped her in her tracks. Her message to other women is clear: there’s more out there than you think.

The young women who visit our guidance offices can look to the examples set by Martha Piper, Indira Samarasekera, Nour Hachem Fawaz, Kirsten Marcia and, of course, Rebecca Chenier as the story of ‘what could be.’ They can use their efforts to find motivation to pursue paths they may not have considered before. And guidance counsellors can bear witness to these courageous efforts knowing that they are part of the changing landscape of the Canadian economy and, by extension, society. ♣csc

rapport au vent contraire qui a soufflé sur le début de ma carrière, quand on m’a carrément interdit de descendre sous terre ». Kirsten a renversé les barrières dressées en travers de sa route et la voici parmi les leaders de l’industrie. Avec détermination, confiance et une ténacité qui lui interdit d’abandonner, Kirsten Marcia fait savoir au monde qu’il faut compter avec elle.

Faire voler les stéréotypes en éclat

Voilà qui met en perspective l’ascension de Rebecca Chenier, l’ajusteuse-monteuse dont nous avons fait la connaissance en début d’article. Mère de trois enfants qu’elle élève seule, elle a bifurqué vers une formation d’ajusteuse-monteuse, faisant voler en éclats barrières et stéréotypes. Elle a, pour les autres femmes, un message clair : *le marché vous offre bien plus que vous ne le pensez.*

Ces jeunes femmes qui nous consultent doivent voir en Martha Piper, Indira Samarasekera, Nour Hachem Fawaz et Kirsten Marcia, sans oublier Rebecca Chenier, l’histoire de « ce qui pourrait être ». Les efforts de ces cinq fondeuses doivent leur inspirer la volonté de choisir une voie qu’elles n’ont peut-être jamais envisagée. Et nous, conseillers d’orientation, pouvons attester que leurs courageux efforts contribuent à l’évolution actuelle de l’économie et, partant, de la société canadienne. ♣csc

TAKE OUR FREE INTERACTIVE QUIZ TO FIND OUT WHAT GREEN CAREER IS RIGHT FOR YOU!

Your existing skills, learning style and current interests will match you with dozens of jobs in the forest and conservation sector.

Educators can administer tests for their students with downloadable reports for each test-taker.

Learn more at pltcanada.org!



Funded in part by the Government of Canada under the Youth Employment and Skills Strategy



PLT is an initiative of SFI

**WE'RE NOT
MADE TO GO
BACKWARDS.**



LEARN A BETTER WAY FORWARD.
APPLY NOW [SAIT.CA/FORWARD](https://www.sait.ca/forward)

 **SAIT**

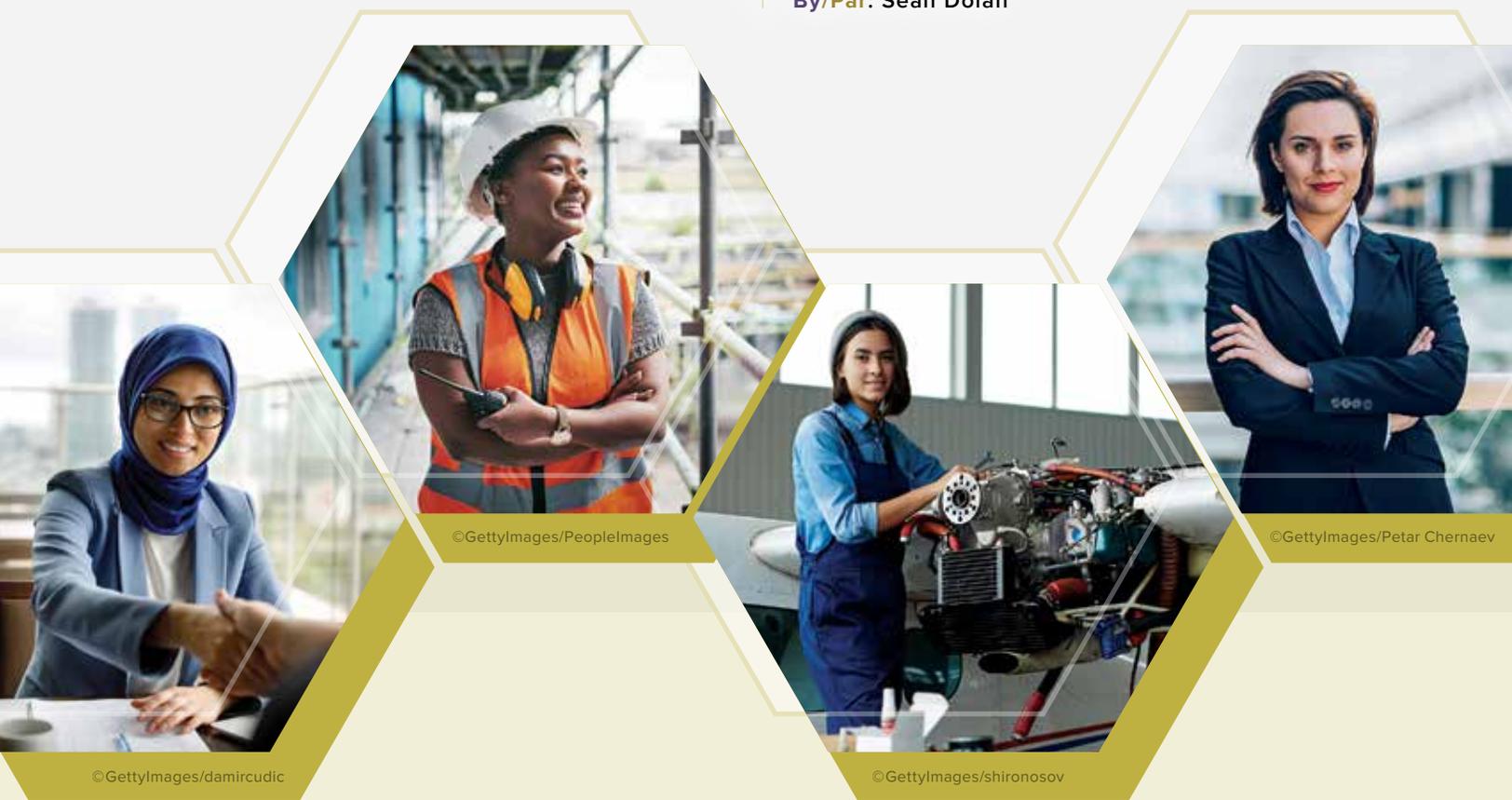
ALL THE SUPPORT THEY NEED:

Programs for women pursuing their dream job

TOUT LE SOUTIEN NÉCESSAIRE :

Des programmes pour aider les femmes à décrocher leur emploi de rêve

By/Par: Sean Dolan



Colleges and universities across Canada are putting the idea of women working in all sectors of the economy into action through programming and resources that are removing obstacles and making dreams become a reality. This action can take the form of anything from participation incentives to funding for women in need. You are not going to encounter many schools that aren't doing something to help their female students. We highlight four such efforts in this article with the full knowledge that this represents the tip of the iceberg.

Partout au Canada, les collèges et les universités concrétisent l'idée que les femmes peuvent travailler dans tous les secteurs de l'économie en proposant des programmes et des ressources qui lèvent les obstacles et réalisent les rêves. Il s'agit autant de mesures incitatives au choix d'un programme en particulier que de bourses d'études. Rares sont les établissements qui ne font rien pour aider leurs étudiantes. Voici quelques exemples parmi un grand nombre.

"**WOMEN** REPRESENT THE GREAT UNTAPPED LABOUR MARKET IN AN INDUSTRY THAT DESPERATELY NEEDS WORKERS."

« LES **FEMMES** REPRÉSENTENT UNE MAIN-D'ŒUVRE SOUS-EMPLOYÉE DANS UNE INDUSTRIE QUI A DÉSESPÉRÉMENT BESOIN DE TRAVAILLEURS. »

Algonquin College

No stranger to the data, Algonquin College knew that women were severely under-represented in STEM (science, technology, engineering, and math) so they decided to act. They established a program in 2018 called "We Saved You a Seat." The college vowed to set aside 30% of seats in their science and technology diploma programs for female candidates

who met the minimum admission requirements. Researchers see 30% as the tipping point that will allow emerging female students to feel comfortable in programs of study that have traditionally been dominated by men.

Right out of the gate, the college was ready to deal with claims of reverse discrimination. However, Sarah Gauen, a diversity and inclusion specialist at Algonquin, noted that no eligible male

student would lose their spot, adding, "...really, this is about making sure that everybody that comes to our school is getting a really good education." The programs targeted by "We Saved You a Seat" include electrical engineering, mechanical engineering technology, electro-mechanical engineering, computer systems and powerline technician. "We Saved You a Seat" includes mentoring and financial support for participating students.

Canada's Only Certification for Payroll Professionals

Becoming a Payroll Compliance Practitioner (PCP) will ensure you have the compliance knowledge and payroll skills needed for career success.

- PCP Certification requires four courses that can be taken online through the Canadian Payroll Association or online from colleges across Canada.
- Employers look for this certification on resumes when hiring and pay a 5-10% higher salary to those who have it (Robert Half's 2021 *Accounting & Finance Salary Guide*).

Learn more about our certification program, and access our online course demo at payroll.ca





©GettyImages/CasarsaGuru

Collège Algonquin

Déjà très au fait des statistiques, la direction du Collège Algonquin a rapidement constaté que les femmes étaient sérieusement sous-représentées en sciences, technologie, génie et mathématiques (STGM). Elle a donc décidé d'agir, créant en 2018 un programme appelé « We Saved You a Seat » par lequel elle s'engageait à réserver aux candidates qui répondraient aux critères d'admission 30 % des places dans les programmes menant à un diplôme en sciences et en technologie. Les chercheurs estiment en effet que ce pourcentage est le point de bascule, qui permettrait aux étudiantes de se sentir à l'aise dans des programmes d'études à prédominance masculine.

D'entrée de jeu, le Collège était prêt à répondre aux allégations de discrimination inversée. Sarah Gauen, spécialiste de la diversité et de l'inclusion de l'établissement, a donc insisté sur le fait qu'aucun candidat admissible ne perdrait sa place. « Il s'agit en réalité d'offrir une excellente formation à toute personne qui fréquente notre établissement. » We Saved You a Seat visait notamment les programmes de génie électrique, de technologie du génie mécanique, de génie électromécanique, de technologie des systèmes informatique et de technologie des lignes électriques. L'initiative comporte mentorat et aide financière. Pour Kathryn Reilander, enseignante au programme de génie électrique, le Collège a « créé un milieu dynamique et inclusif. Tout le monde

y contribue : président, doyens, chefs de département, personnel enseignant, spécialistes de l'assistance aux étudiants, conseillers d'orientation. » De fait, le nombre d'admissions augmente et les femmes sont de plus en plus nombreuses à choisir la stabilité et les avantages économiques que procure l'exercice d'un métier spécialisé.

Collège Conestoga

Depuis vingt ans, le Collège Conestoga offre aux étudiantes des programmes de formation préalable à l'apprentissage en charpenterie-menuiserie, une mesure que le gouvernement de l'Ontario (par l'entremise du ministère des Services

à l'enfance et des Services sociaux et communautaires, Direction de la condition féminine) a bonifiée en assumant les droits de scolarité de toute candidate admissible au programme. Le Collège peut donc offrir gratuitement aux femmes une formation préalable à l'apprentissage en charpenterie-menuiserie, en vertu d'une initiative appelée Women in Skilled Trades. Le programme comprend un stage rémunéré au cours duquel les étudiantes bénéficient d'une formation en milieu de travail auprès d'un compagnon ou d'une compagne.

Pourquoi cette collaboration entre le gouvernement et le Collège? La réponse est simple : parce que les femmes représentent une main-d'œuvre



Reach your highest potential

At Western University, we offer:

- ☎ Access pathways and admissions support
- ☎ Academic and personal counselling
- ☎ Visiting Elders and cultural programming
- ☎ Peer mentoring and leadership opportunities
- ☎ Work study and summer positions



indigenous.admissions@uwo.ca



Indigenous Initiatives

indigenous.uwo.ca



According to Electrical Engineering Professor Kathryn Reilander, “We’re creating a dynamic, gender inclusive environment at Algonquin College. Everyone is involved,—the president, deans, chairs, faculty, student support specialists, and academic advisors—they’re all on board.” By all accounts, the program is seeing enrollment rise as more and more women are choosing the stability and economic benefits that come with a career in the skilled trades.

Conestoga College

For two decades, Conestoga College has been offering pre-apprenticeship programs in carpentry for women. Things took a turn for the better when the Ontario government (via the Ministry of Children, Community and Social Services, Women’s Issues) decided to cover the cost of tuition for any eligible student who wanted to take part in the program. Now Conestoga can offer a free

program for women who want to enroll in their Women in Skilled Trades (WIST) pre-apprenticeship program in carpentry. The course of study includes a paid work placement where students get on the job training with a qualified journey person.

One might be inclined to ask: why would the government work with the college to make the program free of charge for participants? The simple answer: *because women represent the great untapped labour market in an industry that desperately needs workers.* Researchers suggest that upwards of 70,000 new Red Seal workers are needed to replace retiring industry veterans by the middle of this decade. Conestoga College is taking the lead in making sure that women who want those jobs are in a position to get them. They are so invested in this position that they even offer a program called *Jill of all Trades* to encourage high school students to see what a skilled trades life might be like. Conestoga is taking action

to promote women’s participation in the skilled trades in an effort to change the look and feel of the industry.

NorQuest College

In 2010, NorQuest College in Edmonton decided it was time to make the advancement of women a priority. Beyond simply talking about the need to find ways to empower women to assume more of a leadership role in our society, innovators at the college decided to back up the talk with resources. Since 2010, the *1000 women* endowment has raised \$3.5 million from generous donors. Initially the money was used to help female students in need of emergency student funding. Bursaries worth up to \$1,500 were established for eligible students. NorQuest student and bursary recipient, Kayla B. says of the support, “It came at a dire time in my life. I am a single mom and a student, which [have] to be the two hardest jobs to tackle at the same time.”

thinkAG.ca

Help us, help you!
participate in our career education survey!

Unlimited careers in science, technology, engineering, math, business, & beyond.
Empower students to find their future career in agriculture & food to **make a difference.**

AN INITIATIVE OF
AGRICULTURE
IN THE
CLASSROOM
CANADA

sous-employée dans une industrie qui a désespérément besoin de travailleurs. Des études montrent que d'ici 2025, il faudra plus de 70 000 personnes exerçant un métier du Sceau rouge pour remplacer les vétérans. Le Collège prend une longueur d'avance pour que les femmes qui veulent ces emplois puissent y accéder. Il prend aussi l'affaire très au sérieux, comme en témoigne ce programme appelé Jill of all Trades, destiné à montrer aux élèves du secondaire de sexe féminin ce qu'est une carrière dans un métier spécialisé. Il s'agit de promouvoir la participation des femmes afin de changer le visage et la perception de l'industrie.

Collège NorQuest

En 2010, le Collège NorQuest d'Edmonton a conclu qu'il était temps de prioriser la promotion des femmes. En plus de chercher des moyens d'encourager celles-ci à jouer davantage des rôles de leaders dans la société, des

esprits novateurs ont décidé d'étayer ces bonnes paroles par des ressources. Depuis 2010, un fonds de dotation appelé 1000 Women a recueilli quelque 3,5 millions \$ auprès de généreux donateurs. L'argent a d'abord servi à aider les étudiantes qui ne pouvaient pas payer seules leurs études, et des bourses pouvant atteindre 1500 \$ ont été créées à l'intention des étudiantes admissibles. Kayla B., étudiante à NorQuest, a saisi l'occasion : « C'est arrivé pendant une période difficile de ma vie. Je suis une maman seule et j'étudie. Ce sont les deux jobs les plus difficiles qu'on puisse avoir en même temps! »

Une fois établi ce soutien de base, les responsables du fonds ont entrepris d'aménager sur le campus le 1000 Women Child Care Centre, une garderie où Natasha Korosi s'est empressée d'inscrire son fils. Savoir que l'on prenait soin d'Eli pendant qu'elle étudiait a changé sa vie, dit elle. « Ça m'a donné espoir, pas seulement pour moi, mais aussi pour l'avenir de mon fils. »

1000 Women veut maintenant aider les étudiantes à poursuivre une carrière en STGM. Les responsables aimeraient pour ce faire recueillir plus de 3 millions \$ et donner à 150 femmes la possibilité de s'inscrire à un programme de ce type et de briller sur le marché du travail. L'égalité d'accès aux formations et aux carrières en STGM contribuera à combler l'écart de rémunération entre hommes et femmes, la main-d'œuvre sera plus diverse et les perspectives économiques des femmes s'en trouveront améliorées, au profit de tous. Le message véhiculé par le fonds 1000 Women est clair : levez les barrières qui les empêchent d'étudier et de réussir, et voyez les femmes prospérer.

Université de l'Alberta

À À quelques encablures de ses amis du Collège Norquest (et sur l'autre rive de la rivière Saskatchewan Nord), l'Université de l'Alberta encourage également les jeunes femmes à choisir une carrière

Let's Get Sexfluent!

CANFAR offers free, ready-to-use educator guides for Canadian teachers.

- IDENTITY AND SELF-AWARENESS
- HEALTHY RELATIONSHIPS AND CONSENT
- HIV/AIDS BASICS
- HIV RISK AND PREVENTION

ORDER YOURS TODAY AT: CANFAR.COM/CLASSROOM

After establishing a base of support dealing with the most fundamental needs of female students with their bursary program, the endowment set about building the *1000 Women Child Care Centre* on campus. Natasha Korosi, who was able to enroll her son Eli at the centre, says having access to proper care for her child while she studied changed her life. "This is giving me hope for the future—not just for my future, but his too," she said.

Currently, *1000 Women* is hoping to help female students pursuing a career in STEM (science, technology, engineering, and math). They hope to raise more than \$3 million to provide 150 women with the

opportunity to take part in STEM programs and succeed in the field. If women are given equitable access to STEM education, and pursue a career in the field, the pay gap situation will improve, a more diverse workforce will emerge, and the economic prospects of women will change for the good. NorQuest College's *1000 Women* endowment is sending a clear message: take away the barriers to student success with resources and support, and watch women thrive.

University of Alberta

Just down the road (and across the North Saskatchewan River) from their

friends at NorQuest College, the University of Alberta is also encouraging young women to pursue a career in STEM, only they are targeting high school age students with their FEM+ Engineering Mentorship Program. Why engineering? Mainly because women make up just 14% of workers in the field. FEM+ is doing its part in reaching the 30 by 30 goal set by Engineers Canada—a workforce made up of 30% women by 2030. FEM+ is a seven-month mentorship program that pairs high school students with current students at the university. They call this 'near-peer' mentoring. Dr. Ania Ulrich, a professor of civil and environmental engineering and the faculty's first female department chair,

Want to change the world? Do the math.

Actuaries are tackling today's biggest problems.

If you want to create a better world for your family, friends, and future generations, a career as an actuary might be a perfect fit. Taking math courses today can help you impact areas like social programs, healthcare, and climate change.

See how you can make a difference at do-the-math.ca

Canadian Institute of Actuaries  Institut canadien des actuaires



en STGM, mais en proposant aux jeunes élèves du secondaire le FEM+ Engineering Mentorship Program. Pourquoi en génie? Surtout parce que les femmes ne représentent que 14 % de la main-d'œuvre en ce domaine. FEM+ contribue à l'objectif « 30 en 30 » qu'a fixé l'organisme Ingénieurs Canada pour le domaine du génie, c'est-à-dire une main-d'œuvre composée à 30 % de femmes d'ici 2030. FEM+ est un programme de mentorat de sept mois entre des élèves du secondaire et des étudiantes de l'Université. Un mentorat entre « presque paires » disent les responsables. Ania Ulrich, professeure de génie civil et de génie de l'environnement et première directrice du département, explique : « La clé, c'est le modèle du mentorat entre presque paires. Les filles du secondaire sont jumelées à des étudiantes en génie de premier cycle et non pas avec des femmes d'âge moyen comme moi. » Elles assistent à des séances d'information et participent à des activités sociales qui les aident à déterminer si le génie est bien le domaine qui leur convient. En d'autres

mots, FEM+ s'adresse à toutes les jeunes filles qui souhaitent explorer les carrières qui s'offrent à elles et non pas seulement aux étudiantes en génie.

Institut de technologie de la Saskatchewan

Voilà 30 ans que l'Institut fait beaucoup pour encourager les femmes à choisir un métier spécialisé. Précurseur, l'établissement s'efforce depuis longtemps de rendre tous les domaines, du génie à la plomberie ou à la charpenterie-menuiserie, plus accessibles aux femmes. « Ces métiers sont considérés comme des professions masculines, ce qui est assez intimidant pour les femmes, d'autant qu'elles n'ont pas beaucoup de modèles sous les yeux », explique Jessica Baldwin, animatrice d'un programme de l'Institut appelé Women in Trades and Technology (WITT). WITT fait tout en son pouvoir pour stimuler et maintenir la participation des jeunes femmes à ses programmes : bourses, tutorat, mentorat, réseautage

et développement de carrière. Dans la mesure du possible WITT offre des ateliers dirigés par des femmes. Jessica B. y a participé. L'atelier de soudure qu'elle avait choisi l'a aidée à tracer son cheminement professionnel : « J'ai découvert des carrières auxquelles je n'aurais jamais pensé avant », dit-elle. L'Institut figure toujours parmi les grands champions de la présence des femmes dans les métiers spécialisés.

Université de Waterloo

L'Université de Waterloo fait une promotion très dynamique des femmes dans ses facultés, par l'intermédiaire de plusieurs groupes, présentés ci-dessous.

Waterloo Women Leading Academia –

Ce groupe dirigé par des étudiantes encourage les jeunes femmes à choisir une carrière dans le monde universitaire et à devenir des leaders de leur domaine. Le programme offre des services de mentorat aux étudiantes au baccalauréat, à la maîtrise et au doctorat.

HUMBER

Where mindset meets skillset.

We deliver practical, hands-on learning in a range of community-based disciplines, including,

- Children, Youth, Families
- Community Engagement
- Justice, Policing & Security

► Find out how you can make a difference at communityservices.humber.ca

WE ARE FUTURE FOCUSED

"TAKE AWAY THE BARRIERS TO STUDENT SUCCESS WITH RESOURCES AND SUPPORT, AND WATCH WOMEN **THRIVE**.

« LEVEZ LES BARRIÈRES QUI LES EMPÊCHENT D'ÉTUДИER ET DE RÉUSSIR, ET VOYEZ LES FEMMES **PROSPÉRER**. »

explains, "What's been key about this program is it uses the model of near-peer mentorship. As opposed to somebody middle-aged, like me, going into the classroom, we get undergraduate female engineering students who are currently in the program to pair up one-to-one with these students." High school students apply to the program and once accepted, take part in information sessions and social events that will help them determine if engineering is the right fit for them. In other words, FEM+ is for students looking to explore their career options—it's not just for engineering students.

Saskatchewan Polytechnic

They've been on a 30-year crusade to encourage women to join the skilled trades. Saskatchewan Polytechnic has been a leader in promoting and supporting women who choose to pursue a career in anything from engineering to plumbing to carpentry. "Trades are seen as a man's profession, so it's challenging for women to identify being in a trades career, especially when they don't see many role models," says Jessica Baldwin, the Women in Trades and Technology (WITT) facilitator for the school. WITT,

the women-centred career support program at Saskatchewan Polytechnic, does everything in its power to enroll and maintain female participation in their programming. These supports include awards and scholarships, tutors, mentorship, networking, and career development programs. Where possible, WITT workshops are delivered by women to students taking part in the program. One student, Jessica B., says the welding workshop she took part in helped set her on her career path. She said, "The WITT program helped me discover potential careers that I wouldn't

THE TRAINING YOU NEED FOR THE CAREER YOU WANT

Professional Career Programs

Practicum Placements Included!*

Programs Available In:

- Business
- Healthcare
- Dental
- Technology
- Legal Studies
- And more!



1.800.227.8848

careers.cdcollege.ca

*Not available for all programs. Speak with campus for more information.

Women in Engineering – Créé en 1992, Women in Engineering (WiE) aide les actuelles étudiantes en génie et celles qui les ont précédées à réussir leur carrière. En effet, la recherche montre que malgré le nombre encourageant d'admissions dans les programmes de STGM, les femmes ont du mal à passer de la formation à la vie professionnelle. Des groupes comme WiE font tout ce qu'ils peuvent pour soutenir ces étudiantes. Ils ont aussi des programmes de promotion à l'intention des élèves du secondaire et du primaire.

Women in Computer Science – Puisque les femmes ne représentent que 20 % des spécialistes en informatique (et ne gagnent que 94 cents contre un dollar chez les hommes), Waterloo's Women in Computer Science (WiCS) s'est donné pour tâche de renforcer le pouvoir d'action des étudiantes. Le groupe fait la promotion de ses programmes, s'efforce de procurer aux étudiantes un milieu d'apprentissage sûr et leur fait connaître des acteurs du secteur de l'informatique.

Women in Mathematics – L'organisme Waterloo's Women in Mathematics (WiM) insiste volontiers sur ce fait : les femmes sont sous-représentées en mathématiques, depuis l'admission jusqu'aux postes d'enseignement dans les universités. Son objectif, comme celui des autres groupes, est de défendre la cause des femmes, valoriser à leurs yeux le programme d'études en mathématiques et combler l'écart entre les sexes pour que la représentation des femmes soit le reflet de leur position démographique dans l'ensemble de la population canadienne.

L'Université de Waterloo prêche par l'exemple. Dès qu'un département cherche à accroître la représentation des femmes, à rehausser le sentiment de sécurité et de confort des étudiantes et à promouvoir le mentorat pour aider ces dernières à réussir, l'établissement lui prête main forte sur les plans financier et administratif.

Profitez des ressources offertes!

Encouragez vos étudiantes à profiter des ressources qui leur sont offertes pour faire carrière dans des professions

1872 PRIFYSGOL
ABERYSTWYTH
UNIVERSITY

Top in the UK for Student Experience and Teaching Quality

Free Accommodation for International Students (terms and conditions apply)

qui ont longtemps été dominées par les hommes. L'économie canadienne a besoin de ce type d'exploration parce que les femmes (et divers autres groupes) forment un segment de la population qui peut atténuer la pénurie de main-d'œuvre

qui guette certains secteurs. La participation des femmes à tout ce qui compose l'économie va aussi contribuer à démanteler les stéréotypes et finira bien par combler l'écart salarial qui perdure entre les hommes et les femmes. ✦ csc

COR-21-005C

LA CITÉ

**COMMENCE TA CARRIÈRE
DÈS JANVIER**

**START YOUR CAREER
THIS JANUARY**

Plus de 140 formations adaptées au marché du travail.
More than 140 programs adapted to the job market.
collegelacite.ca

have realized before taking part in one of their workshops.” Saskatchewan Polytechnic continues to be a powerful advocate for women in the skilled trades.

University of Waterloo

The University of Waterloo is aggressively promoting the advancement of women at their institution. They have several groups that advocate for women on campus. These include:

Waterloo Women Leading Academia – a student-run group that promotes and

encourages young women to not only pursue a career in academia, but to also become leaders in their field. The program provides mentorship for both graduate and undergraduate students.

Women in Engineering – a group that’s been around since 1992, Women in Engineering (WiE) supports current engineering students and alumni in their pursuit of success in their field. Studies have shown that, while enrollment in STEM programs is often good, transferring that training into a career often lags for women. Groups like WiE

provide as much support as possible for students in the engineering program. They also provide outreach programs for high school and elementary students.

Women in Computer Science – Since only 20% of computer scientists are women (and they make only 94 cents for every dollar a man makes in the industry), Waterloo’s Women in Computer Science (WiCS) act as a major advocacy group for empowering women on campus. They not only promote their courses, but they also fight for an inclusive and safe learning environment and connect students with people working in the computer science industry.

Women in Mathematics - Waterloo’s Women in Mathematics (WiM) organization is not shy about bringing up one important point: women are under-represented in math, from enrollment to faculty positions. Their goal, like the other Waterloo groups, is to advocate for women, promote mathematics as a viable academic option, and alter the gender gap so that female participation in mathematics becomes a reflection of the diversity of the Canadian population.

The University of Waterloo is leading by example. If there is a department in the school that is seeking to improve female representation, the feeling of safety and comfort for young women, and to promote mentorship to help students to succeed, the university will back them up with resources and administrative support.

Tap into the resources

High school counsellors are encouraged to work with their students to tap into the resources available for women looking to pursue careers in once male-dominated professions. The Canadian economy needs this type of exploration because women (and other diverse groups) represent the portion of the population that will address the coming labour shortage in some industry sectors. Female participation in all aspects of the economy will also help shatter stereotypes and, eventually, defeat the still prevalent gender pay equity gap. ♣csc

START YOUR CAREER IN RAIL TODAY.

From modern rail systems that move our cities better, to moving goods across the country more efficiently, a job in rail is a job that’s moving Canada forward.

See the opportunities and start your career in rail today.
railcan.ca/careers



A Career with Huge Demand. A Secure Future. And Students Earn While They Learn.

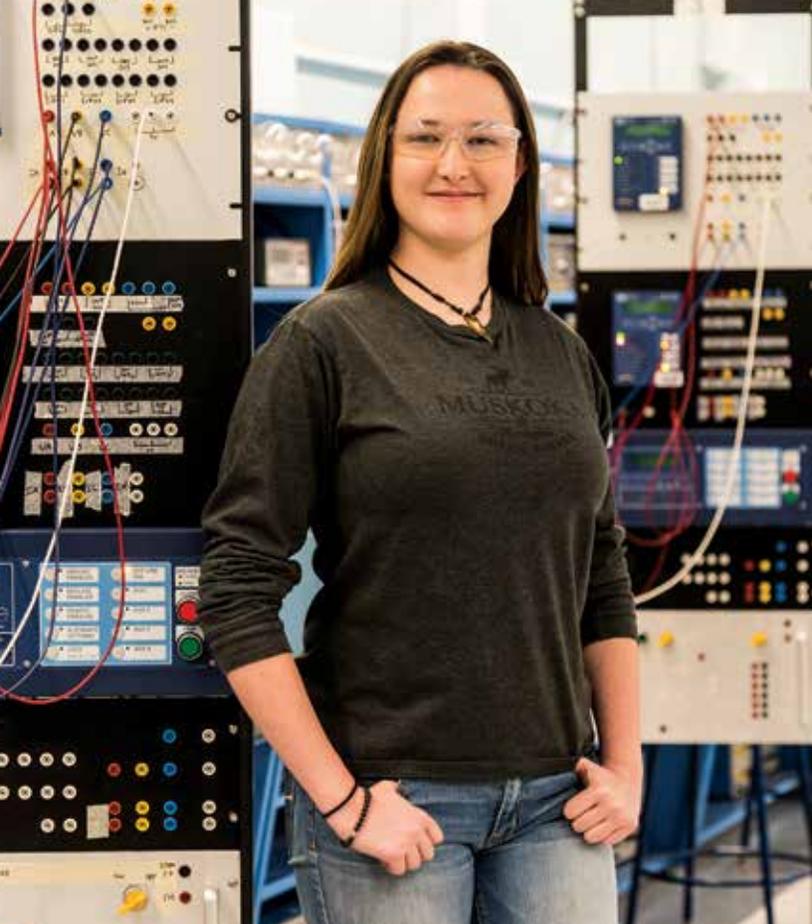
Careers in the finishing trades come with a great salary, health and retirement benefits. Through paid apprenticeships, your students can become highly skilled commercial, or industrial painters, wall coverers, drywall finishers, glass workers (glaziers), floor coverers, or sign and display workers.

After all, in an age where university leaves many students with staggering debt and no job offers, earning while you learn in the finishing trades provides virtually unlimited opportunities.



International Union of
Painters and Allied Trades

IUPAT.org/JoinUs



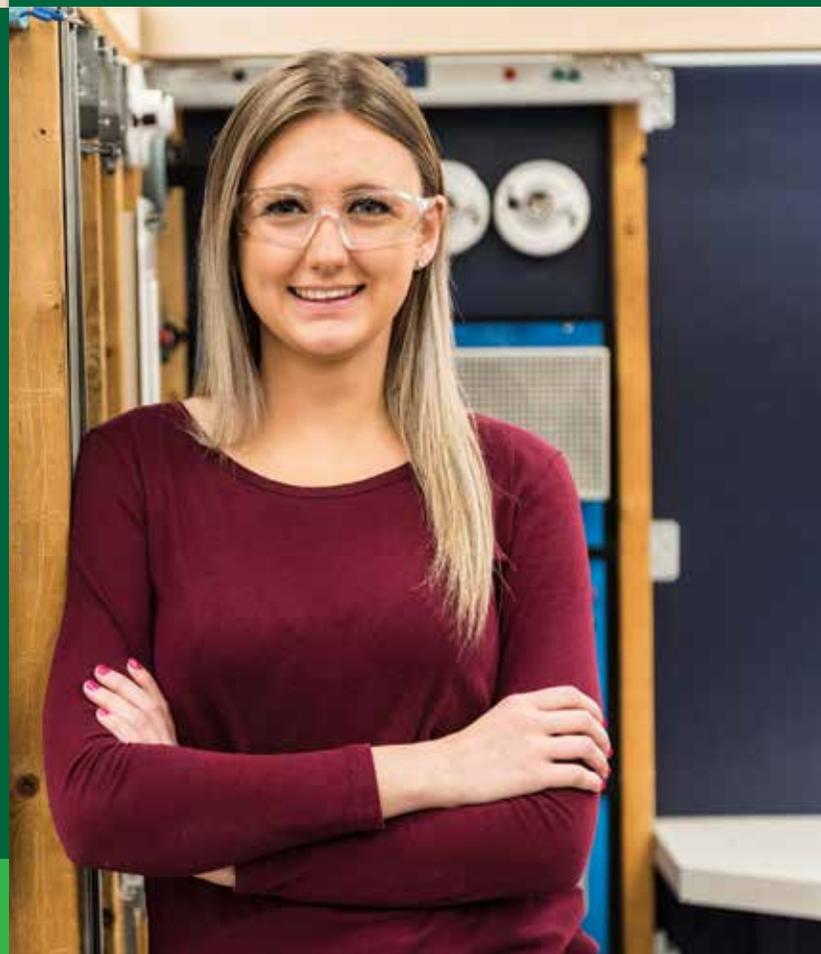
We Saved You a Seat

We reserve up to 30% of classroom seats for qualified women in select technology programs. Learn more about how to receive program support, including mentoring and financial incentives.

[Learn more](#)

algonquincollege.com/seat

ALGONQUIN
COLLEGE



We Saved You a Seat – Programs for Diversity

We Saved You a Seat is a project at Algonquin College to establish a diverse learning environment where all our learners can succeed. Our intent is to:

- Actively recruit women in Science, Technology, Engineering, Math (STEM) programs
- Create programs where women feel real belonging
- Attract more women to non-traditional careers

Our Goals

To increase the number of women in the technology industry, we will:

- Reserve up to 30% of classroom seats for qualified women
- Raise awareness of the career opportunities available for women with an education in technology
- Provide the necessary program support, including mentoring and financial incentives

Career Goals

Our STEM programs offer graduates a variety of rewarding career options in fields where women are breaking new ground and making innovative contributions.

- **Computer Systems Technician (Co-op and Non Co-op Version)**
Pursue a career supporting today's IT carriers in our nationally accredited program
- **Construction Engineering Technician (Co-op and Non Co-op Version)**
Combines both hands-on application and theory to help you secure a career in the residential and commercial construction industries
- **Electrical Engineering Technician (Co-op and Non Co-op Version)**
Use state-of-the-art equipment to obtain valuable career-ready skills
- **Electro-Mechanical Engineering Technician**
Gain the technical skills required to repair and modify automated equipment
- **Mechanical Engineering Technology (Co-op and Non Co-op Version)**
Learn engineering design from the ground up
- **Powerline Technician (Co-op and Non Co-op Version)**
Learn the essentials of electrical distribution lines to become a Powerline Technician in Ontario*

* requires an apprenticeship

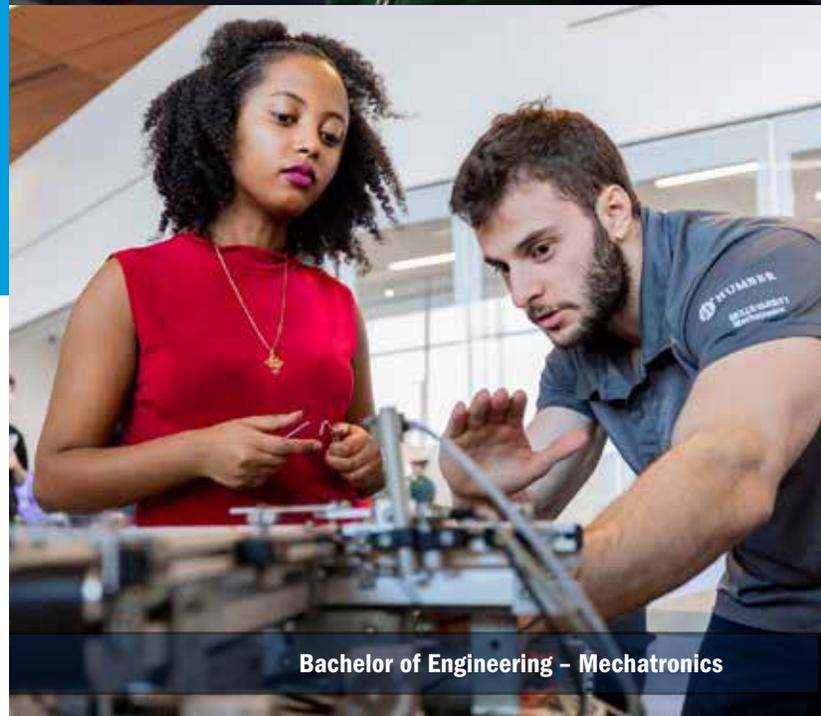
**Bachelor of Engineering – Information Systems Engineering**

Engineer your dream career.

3 Engineering Degrees
+ 2 Specializations Each
+ 1 Common Platform
= **Dream Career**

Humber's Bachelor of Engineering programs begin with a common first year of courses which provide foundational engineering knowledge and skills. Following the first year, the curriculum branches into three different discipline areas: Information Systems Engineering, Mechatronics, and The Built Environment.

► Apply for Fall 2022
humber.ca/engineering

**Bachelor of Engineering – Mechatronics****Bachelor of Engineering – The Built Environment**

Humber College's three Engineering degree programs have a common platform of first year courses, project-based learning, hands-on and practical training, applied research opportunities, and work-integrated learning. Students will solve real-world problems in small classes and learn in our living labs including Humber's new Barrett Centre for Technology Innovation and gain hands-on experience with industry-standard advanced technology. In the third year, each degree program branches out to two specializations with eight courses in each.

Bachelor of Engineering – Information Systems Engineering

Specializations: **Internet of Things (IoT)** and **Data Network & Security**

Length: 8 terms + Mandatory 12-month co-op work placement

This program prepares students for an interdisciplinary field of study that encompasses rapidly changing, evolving and converging areas of computer, software, networking, telecommunications, mobile applications, internet and cyber security. Following the first year, the curriculum covers core courses such as digital systems, operating systems, embedded systems, communication engineering, software engineering, mobile applications and systems, and more.

Help your students find their future career in:

- Computer programmers and software developers
- Cybersecurity engineering
- Embedded systems designers
- Information systems consultants
- IoT hardware and product developers
- IoT system designers and programmers
- Network designer
- Network systems engineering
- Software engineering
- Wireless data network engineering

Bachelor of Engineering – Mechatronics

Specializations: **Robotics** and **Embedded Systems**

Length: 8 terms + Mandatory 12-month co-op work placement

In this program, students solve real industry and community problems and gain knowledge and skills in mechanical, electrical, electronics and computer engineering. Students use emerging and cutting-edge technologies in robotics, control, electronics, Programmable Logic Controllers (PLC), motors, mechanical components, digital and analog circuits, Artificial Intelligence (AI), Virtual Reality (VR), machine learning, embedded systems, and advanced manufacturing.

Help your students find their future career in:

- Automation engineering
- Control & robotics engineering
- Engineering consulting (transportation, renewable energy, health care)
- Mechatronics designer
- Mechatronics engineering (electric vehicles)
- Product designer
- Robotics engineering

Bachelor of Engineering – The Built Environment

Specializations: **Sustainable Building** and **Built Environment Information Systems**

Length: 8 terms + Mandatory 12-month co-op work placement

In this program, students solve real industry and community problems and gain knowledge and skills in civil, architectural, structural, and environmental engineering. Students use digital design applications and data capture technologies such as 3D scanning and mapping to integrate new and sustainable elements of the built environment into existing buildings, communities and cities. Virtual and augmented reality complement a design thinking approach to solving real world problems.

Help your students find their future career in:

- Architecture and urban designers
- BIM designers and coordinators
- Construction engineering
- Consultants
- Estimators
- Geomatics and infrastructure specialists

CONSIDER OUR ADVERTISERS

CANADIAN SCHOOL COUNSELLOR

Aberystwyth University	49	Centre for Distance Education.....	2	McGill University, MacDonald Campus.....	35
About Face.....	13	CERIC	31	Media Job Search.....	10
Association des Colleges et Universites de la Francophonie Canadienne.....	38	College of the Rockies	12	Ministry of Education - Official Languages Program.....	37
AFOA Canada	24	Fanshawe College	17	Outward Bound Canada.....	30
Agriculture in the Classroom Canada.....	44	French for the Future	23	Project Learning Tree Canada.....	39
Alberta Forest Products Association.....	5	Girl Guides of Canada	36	Railway Association of Canada.....	50
Algonquin College.....	52	Hackergal	56	Southern Alberta Institute of Technology (SAIT) ...	40
Ambrose University.....	31	Humber College - Engineering.....	54	Saskatchewan Polytechnic.....	8
Cambridge University.....	21	Humber College - Faculty of Social & Community Services.....	47	St Mary's University.....	13
Canadian Foundation for Aids Research	45	Indspire	33	Trinity Western University.....	6
Canadian Institute of Actuaries	32,46	International Union of Bricklayer and Allied Craftworkers	25	University Canada West.....	9
Canadian Institute of Forestry	4	International Union of Painters and Allied Trades ...	51	University of Guelph - Humber/University of Guelph.....	27
Canadian Payroll Association	42	Interior Designers of Canada	8	Visual College of Art & Design.....	29
Canadian Trucking Alliance.....	22	Jazz Aviation	4	Virtual High School.....	12
Canadian Union of Skilled Workers.....	14	Katimavik	30	Waterloo Wellington Flight Centre.....	16
Canadian Wildlife Federation	28	Le Cite.....	49	Western University.....	43
CDI College	48	Le Cordon Bleu.....	20	Wood Manufacturing Council	7
Centennial College	26	Let's Talk Science.....	34		

CROSSING BORDERS

Binghamton University.....	68	Dickinson State University	62	Snow College	65
Chicago State University - College of Pharmacy...	69	Flathead Valley Community College.....	64	University of Mississippi.....	59
College of Central Florida	69	Institute of American Indian Arts (IAIA).....	64	University of Oregon.....	63
Dakota College at Bottineau.....	66	Lake Region State College.....	65	Winona State University.....	68
Dallas Baptist University	58	McNeese State University.....	66		

EDUCATION FOR EMPLOYMENT

Algonquin College.....	2	George Brown College.....	28	Northern Lakes College.....	15
College Boreal.....	31	Georgian College	26	Southern Alberta Institute of Technology (SAIT).....	30
College Boreal.....	32	Humber College	19	Seneca College	27
College of The North Atlantic.....	4	Northern Alberta Institute of Technology (NAIT) ...	21	University of Lethbridge	22
Gabriel Dumont Institute.....	3	Northern College	25	University of the Fraser Valley	17



HACKERGAL DAY

FRIDAY DECEMBER 10, 2021

a **FREE** one-day virtual event celebrating girls and young women across Canada breaking down barriers in tech!



Register today at
<https://imahackergal.eventbrite.ca>

A Canadian School Counsellor's Guide to Supporting U.S. Bound Students

Crossing Borders

MAGAZINE

Learn Like a Local: In-State Tuition for Canadians in the United States





Discover Where You Belong

Whether in the classroom, boardroom, or courtroom, God has called you to a great mission. DBU prepares you to be a servant leader, so you can transform the world for Christ.

Canadian students may qualify for substantial scholarships!

Start your journey at www.dbu.edu/international.



DBU
DALLAS BAPTIST UNIVERSITY



MAIN FEATURE:



60
A GUIDE TO IN-STATE TUITION FOR CANADIANS IN THE UNITED STATES

ALSO IN THIS ISSUE:



67
Virtual exchange:
What are students signing up for?

INSTITUTIONAL PROFILES:

- 70** Dakota College at Bottineau
- 71** Winona State University
- 72** The University of Mississippi

**YOUR
LEGACY
STARTS
HERE.**



SCHOLARSHIPS
for
**INTERNATIONAL
STUDENTS**

olemiss.edu • study@olemiss.edu

OleMiss | **BUILD YOUR
LEGACY.**

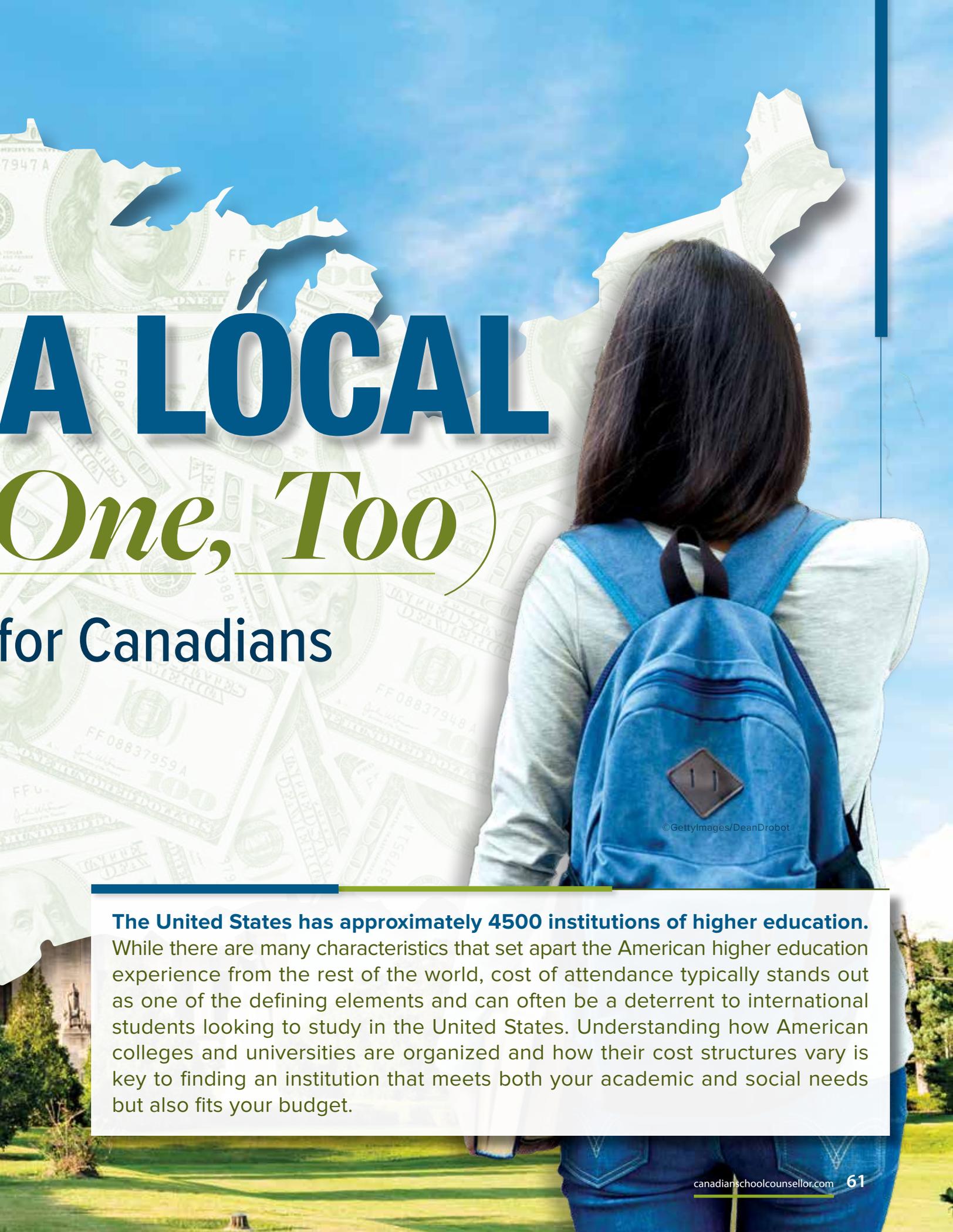
©GettyImages/
Cimmerian

LEARN LIKE

(and Pay Like)

A Guide to In-State Tuition in the United States

By: [Preble Giltz Girard](#), McNeese State University



A LOCAL

One, Too

for Canadians

The United States has approximately 4500 institutions of higher education.

While there are many characteristics that set apart the American higher education experience from the rest of the world, cost of attendance typically stands out as one of the defining elements and can often be a deterrent to international students looking to study in the United States. Understanding how American colleges and universities are organized and how their cost structures vary is key to finding an institution that meets both your academic and social needs but also fits your budget.

A DESIRE TO PROMOTE GEOGRAPHICAL AND CULTURAL DIVERSITY CAN MOTIVATE PUBLIC UNIVERSITIES TO OFFER IN-STATE TUITION BOTH TO DOMESTIC AND INTERNATIONAL APPLICANTS.



©GettyImages/Harbucks

Although they may share the same accreditations and similar levels of prestige, it is important to understand that the public and private systems are not the same when it comes to funding. In general, private colleges and universities can set their own tuition and admission standards and rely on tuition and private donations to fill their coffers. Public colleges and universities, however, are usually subject to rules, mandates and budget guidelines coming from the state governing body that oversees higher

education in each state. With 50 different states in the Union, that means there is a lot of variety and different approaches to higher education. Although regional accrediting bodies help to create some consistency when it comes to admissions and academic standards, issues related to tuition are tightly intertwined with state funding, which is driven by taxes.

Taxes, and by extension funding for higher education, can vary widely from state-to-state. This variation means that

public colleges and universities use non-resident fees (also called “out-of-state tuition”) to bridge gaps between taxpayer provided funding and the cost of attendance. Some states, like California, heavily subsidize higher education, and there are, therefore, few opportunities for in-state tuition (or non-resident fee waivers). Other states, where there is less state investment in higher education, and colleges and universities rely more heavily on revenue from student-paid tuition, opportunities for in-state tuition are much greater.

DICKINSON STATE UNIVERSITY Dickinson, North Dakota

Residents of Manitoba and Saskatchewan receive the ND resident tuition rate!

only \$249 per credit hour

TUITION FREEZE
NO INCREASE THROUGH SUMMER 2023

apply now! → dickinsonstate.edu/apply



©GettyImages/Paul Bradbury

There are exceptions to this, as a desire to promote geographical and cultural diversity can motivate public universities to offer in-state tuition both to domestic and international applicants. Other motivations include geographical or free trade determinants, as states seek to solidify bi-lateral relationships with neighbors or important trading partners. For example, many institutions located in states along the US-Canadian border tend to have tuition incentives for Canadians, while many institutions along the Gulf Coast tend

to have tuition incentives for students from Mexico and the Caribbean. The Florida Canada Linkage Institute (FCLI) is a great example of a legislative initiative driven by a socio-political effort to promote connections between Florida and Canada. The FCLI is a scholarship program that, if awarded, offers Canadian students in-state tuition at one of 40 public colleges and universities in Florida, such as the University of Central Florida. Application criteria, deadlines and other details are available online.

Sometimes institutions may engage in a sort of geo-targeting when marketing tuition incentives, even though the benefits may be available to other groups as well. For this reason, it is always worth inquiring about possible non-resident fee waivers, even if you do not meet the targeted demographic. For example, in Texas, many in-state tuition opportunities target students living on the border, but there are many non-resident fee waivers available for which international students of

PREPARE FOR A GREENER FUTURE

At the University of Oregon, we're immersed in green—not only our school colors and lush campus, but also our dedication to research and sustainability. Encouraged to investigate, create, and innovate, our graduates are prepared for careers that contribute to the greater good.

admissions.uoregon.edu/international

2,070
ACTIVE UO ALUMNI CURRENTLY LIVE IN CANADA

\$700,000
IN FINANCIAL AID WAS AWARDED TO CANADIAN UNDERGRADUATES LAST YEAR

\$30,000
PER YEAR IN AWARDS MAY BE AVAILABLE FOR INTERNATIONAL STUDENTS

Katlyn Koyanagi
VANCOUVER, BRITISH COLUMBIA

“Being a Canadian, making the transition to Eugene was easy. It felt like home. The beautiful landscape around campus, coupled with the unparalleled Duck culture and spirit, has created a college experience that is second to none. Coming to the UO has taught me that going to college is more than just getting a degree—it is a transformative time of my life.”

U UNIVERSITY OF OREGON
EDAA ADA Institution committed to cultural diversity

STRENGTH & CREATIVITY

APPLY TODAY FOR **FALL 2021**

The Institute of American Indian Arts (IAIA) offers undergraduate degrees in:

- Cinematic Arts and Technology
- Performing Arts
- Creative Writing
- Studio Arts
- Indigenous Liberal Studies
- Museum Studies
- plus an MFA in Creative Writing and an MFA in Studio Arts

Along with certificates in Broadcast Journalism, Business and Entrepreneurship, Museum Studies, and Native American Art History available in-person or online.

IAIA
INSTITUTE OF AMERICAN INDIAN ARTS
www.iaia.edu

"STUDENTS AND PARENTS ARE ENCOURAGED TO ASK ABOUT IN-STATE TUITION OPTIONS AND SHOULD AVAIL THEMSELVES OF REPUTABLE RESOURCES SUCH AS EDUCATIONUSA"

EXPERIENCE. EXPLORE. EXPAND YOUR FUTURE.

ONLY 80 KM SOUTH OF THE CANADIAN/U.S. BORDER
Near Glacier National Park and world-class ski resorts

FREE APPLICATION FOR ADMISSION
No SAT/ACT requirements

AFFORDABLE EXCELLENCE
Save money on tuition

TRANSFER WITH EASE
to U.S. universities

APPLY HERE

Flathead Valley Community College.

fvcc.edu/intl | Kalispell, Montana

all backgrounds may qualify. One such non-resident fee waiver is an award that is granted in conjunction with an academic scholarship valued at \$1,000 or more. While a \$1,000 scholarship alone may not seem attractive, when combined with a non-resident fee waiver, the overall value is exponentially higher and can make educational opportunities in Texas much more accessible. You can find out more about various waivers offered at public institutions of higher education in Texas online.

Idaho State University uses non-resident fee waivers to attract highly qualified students and maintain healthy enrollment in programs diverse program offerings. Because ISU is seeking to recruit top non-resident applicants, the criteria for non-resident fee waiver awards are competitive, with the average GPA being 3.5 or higher. Be aware that not all programs may be eligible. At ISU, the non-traditional Pharmacy Program (and other over-subscribed programs) are not eligible for any non-resident tuition waivers. At Boise State, also in Idaho, the non-resident fee waivers are included a part of academic scholarships. They may also be awarded to international students who attended high school in the Idaho. Other universities have similar policies allowing students who attend high school in the respective state to benefit from in-state tuition at public colleges and universities, so if you are currently at a U.S. high school, it is worth looking at in-state options and inquiring about how international students who attend local high schools are treated for residency purposes.

Community involvement and leadership are two characteristics that Kennesaw State University in Georgia seeks when awarding out-of-state tuition waivers. Available to both first-time freshmen and transfer students, the award process is competitive and students who exceed the GPA requirements are given preference. A personal essay is also required and allows applicants to share how

their community engagement and leadership will benefit the Kennesaw State University community. As with most out-of-state tuition waiver opportunities, a minimum 2.5 GPA and enrollment in at least 12 credit hours each semester is required in order to maintain the award. Kennesaw State is a Carnegie-designated doctoral research institution (R2), placing it among an elite group of only 6% of U.S. colleges and universities with an R1 or R2 status.

McNeese State University in Louisiana offers generous non-resident fee waivers through a program called the McNeese Access Award. International students are automatically considered for the award during the application process, so no additional form or request is required. The minimum GPA for consideration 2.35, however, students must be ready for placement in College English and Math, so students needing remedial coursework cannot be considered. Currently, the average student receiving the McNeese Access Award pays approximately \$4,300 per semester. Intended to promote accessibility to higher education in Louisiana, the McNeese Access Award encourages diversity on campus.

Other universities have partial non-resident fee waivers that are also worth exploring, especially when these waivers can be combined with other scholarships or are offered by colleges and universities who already boast affordable price points. For example, the University of Wyoming offers the Brown and Gold Commitment Awards that are based on GPA. These awards range between \$4,000 and \$7,000 per year. Similarly, the University of Maine offers a special tuition rate for Canadians. While it is more than in-state tuition, this special rate is very advantageous.

In-state tuition opportunities are not always easy to identify when looking online for American colleges and universities. Because many of the opportunities may target special

SNOW COLLEGE

THE BEST TWO-YEAR COLLEGE IN AMERICA

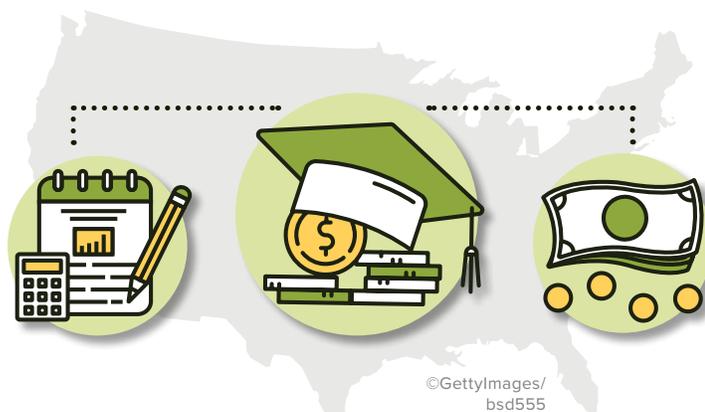
Affordable Tuition
Safe Campus
Scholarships Available
Small Classes

SNOW COLLEGE TUITION & FEES ARE ONLY **\$12,900** PER ACADEMIC YEAR
SCHOLARSHIPS AVAILABLE

16:1
STUDENT TO FACULTY RATIO

→ snow.edu/international

SNOW COLLEGE CENTER FOR GLOBAL ENGAGEMENT • 150 COLLEGE AVE., EPHRAIM, UTAH 84627 • 435.283.7292



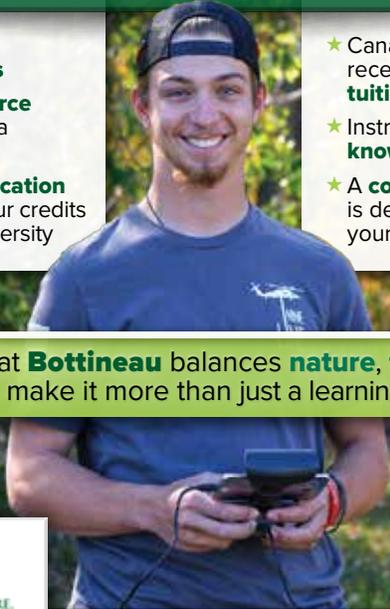
Lake Region State College

We.Change.Lives.

www.LRSC.edu

Degrees in **wildlife, photography, health care, agriculture, information technology** and more, **Dakota College at Bottineau** has something for everyone!

- ★ **30 degrees and certifications**
- ★ **Enter the workforce** in two years with a technical degree
- ★ **Further your education** by transferring your credits to a four-year university



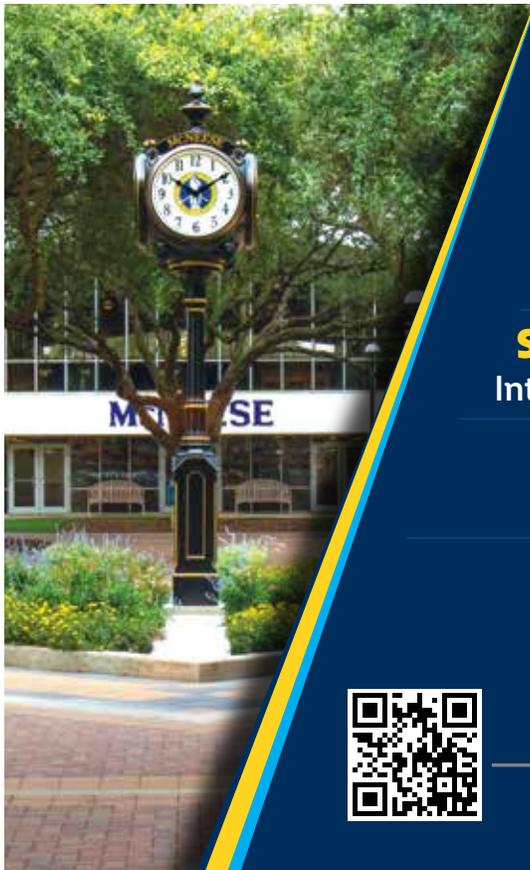
- ★ Canadian students receive **in-state tuition rates**
- ★ Instructors that **know your name**
- ★ A **community** that is dedicated to your success

Dakota College at Bottineau balances **nature, technology, and education** to make it more than just a learning experience.



START SMALL, GO FAR
www.dakotacollege.edu • 1-800-542-6866

groups or have certain caveats, such as required community engagement, they are not always posted prominently on web pages. The concept is “discounting” in American higher education has increasingly become an open secret. Sometimes this is done with scholarships, and sometimes this is done with tuition fee waivers. Either way, a discount is valuable and can make American education much more accessible. Students and parents are encouraged to ask about in-state tuition options and should avail themselves of reputable resources such as EducationUSA. EducationUSA in Canada, which is an advising network supported by the U.S. Department of State and tasked with promoting educational opportunities in the United States, routinely collects and shares information on tuition incentives and has a university spotlight series that is very useful and relevant. Higher education in the U.S. is a significant, albeit worthwhile, investment, and an informed consumer on the front end makes for a happy student at the back end. **CB**



Why McNeese?

Named one of the **BEST REGIONAL UNIVERSITIES** in the South for **11 years** in a row

SCHOLARSHIP and Internship Opportunities

WARM and **SUNNY** Climate

ABET-ACCREDITED Engineering Program ranked **TOP 45 in U.S.** for salary potential



Office of International Programs

337-475-5962 | internationaloffice@mcneese.edu
www.mcneese.edu/admissions/international/



Virtual exchange:

What are students signing up for?

By: **Hiba B. Ibrahim**, PhD Candidate in applied linguistics, York University, Canada



Many students are drawn to culturally immersive experiences that support their personal growth and academic performance. Offering students the chance to study abroad is an integral part of how many post-secondary programs have developed globally responsive curriculum.

Studying abroad, when well-planned, can expand students' perspectives of the world and provide a platform to explore their academic and professional desires.

Since the COVID-19 pandemic introduced travel restrictions and disrupted campus life, some students and faculty members have been searching for alternative ways to experience international learning without having to travel.

MODELS OF VIRTUAL EXCHANGE

Virtual exchanges are technology-based, classroom-to-classroom programs that connect students located in different geographical locations to develop intercultural and project-based learning. Many of these exchanges are designed and facilitated by course instructors for students to establish dialogue and collaborate on various tasks or projects. Virtual exchanges vary in length as

some last for a few weeks and others for a semester or longer.

In some models of virtual exchange, students communicate and work autonomously in pairs or small groups, while in others they are expected to do so in bigger groups. Many instructors, however, mix between different models when designing their virtual exchange.

While virtual exchanges have been implemented for at least three decades now, the COVID-19 pandemic has encouraged many practitioners and administrators in different academic disciplines to build online global partnerships.

Since the pandemic started, education practitioners and education administrators have acknowledged virtual exchange as a valuable way of allowing students to make international connections and enhance soft skills in both kindergarten to Grade 12 and higher education contexts.

ADDRESSING CRITICAL ISSUES

When instructors effectively plan tasks, and when students successfully negotiate them, partnerships enable students to connect to learn about each other's cultures, engage in rich intercultural discussions and collaborate to address critical issues such as human rights, social justice, socio-political and environmental issues.

More recently, organizations such as the European Commission and other international government-sponsored organizations have been funding virtual exchange initiatives at different educational institutions.

They have connected students from regions of North America, Europe, the Middle East and North Africa to encourage intercultural dialogue and international collaboration across cultures. Many participating students have shared the value of virtual exchange, as a unique educational setting to help them learn.



and subgroups, their different perspectives on everyday practices, sociocultural issues and more.

Virtual exchange discussions can deepen intercultural awareness and, in some cases, the exploration of one's self and capabilities. In an interview for one of my programs I co-ordinated, a student from Jordan shared:

"I never imagined talking about this issue [forced migration] with real refugees in my country and others in the United States. What I never imagined also was how challenging yet effective it was to talk using technology. It makes you think a lot. You start with one idea to share but you end up sharing a different one sometimes."

GAINING COMMUNICATION SKILLS

Participants in virtual exchanges find opportunities to learn not only how to use technological tools, but also to explore ways to engage and collaborate effectively with peers from different socio-cultural contexts.

With remote employment and digital economies emerging as strategies for economic development, intercultural competence and digital literacy continue to stand as core soft skills in future careers. Participating in virtual exchanges

can support the development of these skills, in addition to students' ability to problem-solve in remote professional environments.

GAINING INTERCULTURAL COMPETENCE

In my research about virtual exchange, one of the benefits students report is developing the ability to recognize diversities in the partners' cultural groups. Participants often start to realize the variety of thinking processes and sets of beliefs and values of individuals

OVERCOMING COMMUNICATION CHALLENGES

As much as virtual exchange has potential for enhancing students' learning development, it is not flawless. Using technologies and connecting



interculturally are all experiences not exempt from challenges due to technical issues, intercultural misunderstanding and stereotyping, as well as language-related challenges.

Mediating intercultural miscommunication is one of the most stressful issues observed in virtual exchange discussions.

The first step to working with intercultural conflict is acknowledging that it exists. Avoiding conflict accumulates frustration and disappointment and is likely to lead to communication breakdown. Reflecting on questions like, "How do I feel about my partner's post? Why do I feel this way?" marks a good start for examining both the content and language used that might have led to this miscommunication.

Identifying factors that might have created the misunderstanding is crucial to determining what to do next. For instance, students can have different learning expectations from participating in virtual exchange or use different communication styles when expressing themselves online. Different levels of language proficiency can also lead to anxiety and communication stress.

Investigating such factors can help all parties develop an attitude of openness towards difference and conflict resolution and perceive miscommunications as rich departure points for intercultural learning rather than simply barriers.

When technical or communicative aspects of virtual exchange seem challenging or overwhelming, or students aren't motivated or positively engaged, creating an interpersonal space to share reflections with the group strengthens a sense of community, trustworthiness and reliability.

Online collaborative tools shouldn't be used only for completing tasks, but also for sustaining peer emotional support and guiding intergroup work.

GROWTH AND PROFESSIONAL DEVELOPMENT

Today, virtual exchange has caught more attention as a strategy to sustain access to quality education, inclusion

TOP 15% IN QUALITY - ASPEN INSTITUTE
TOP 1% IN AFFORDABILITY - US DEPARTMENT OF EDUCATION.



- **CF offers over 150 Academic Pathways, including:**
- **4-year bachelor's degrees**
- **2-year occupational degrees**
- **2+2 Associate in Arts transfer pathways**
- **Fields of study in:** Arts, Business, Communication, Education, Health Sciences, Humanities, Industry and Manufacturing, Public Safety, STEM, Social and Behavioral Sciences, and Human Services
- **Florida university transfer guarantee**
- **Student housing at College Square**



Email International@cf.edu
 Call **+1-352-291-4404**
 Whatsapp **+1-352-405-1624**
 or Visit CF.edu/International

*an equal opportunity college



and achievement of intercultural goals in the curriculum.

Further research about this form of learning will be needed to explore its

potential in providing students with the critical skills and intercultural experiences they need for personal growth and professional development. **CB**

This article is republished from [The Conversation](http://TheConversation.com) (theconversation.com)



Health Equity in Motion

CHICAGO STATE UNIVERSITY COLLEGE OF PHARMACY

Ranked Top 6% Nationwide for educating under represented minority students in pharmacy

Over \$150,000 in scholarships awarded

Small class sizes with 6:1 faculty to student ratio



Ranks #1 for the best University for Pharmacy Studies

PHARMACY FOR YOU
 If you are looking for a rewarding profession combining patient care, scientific research, and opportunities to give back to the community, pharmacy career is an exceptional choice!

FOR MORE INFORMATION, CONTACT DR. GANDHI (TGANDHI@CSU.EDU)



Photo courtesy of Dakota College at Bottineau

About Us

Dakota College at Bottineau is located in Bottineau, North Dakota. Bottineau is a four-season playground at the foot of the Turtle Mountains near the International Peace Garden and the U.S.-Canadian border.

Dakota College at Bottineau has been around almost as long as North Dakota itself. The state constitution, ratified in 1889, provided for a forestry school to help promote the growth of trees on the prairies. We opened our doors in 1906 as the North Dakota School of Forestry.

A lot has changed since then, including our name and mission. However, we are still here to cultivate growth. Of course, "growth" does not mean exactly the same thing in the 21st century that it did in the 19th. While our natural resource programs remain among the best in the upper Midwest, we also offer degrees in fields such as health care, agriculture, business, information technology along with a strong liberal arts program. In addition, we have one of the most robust distance-learning programs in the state.

General Information

School Type: Public
Total Enrollment: 1,163
Academic Calendar: Semester
Setting: Rural: Remote

Academic Life

Average Class size: 12
Student / Faculty Ratio: 12:1
Graduation Rate: N/A
Summary – Student Life: 1,163 M 424 F 739

Application Process: Summary

Dakota College at Bottineau is an open-enrollment institution. Students must apply online and pay a \$35 application fee. To complete admission, students must submit the following information: final high school transcripts or GED results, official college transcripts, and evidence of immunization against MMR and Meningococcal Disease. ACT/SAT scores are not required but used for placement into math and English courses.

Average Annual Cost & Financial Aid For Canadian Students

Availability of Aid: Academic and athletic scholarships are available.

Tuition / Fees: \$5,173

Books & Fees: \$817

Room / Board: \$8,116

Additional Information

Dakota College at Bottineau offers many services to students such as tutoring, career counseling, on-campus employment, health insurance, and more. DCB promotes earning a quality education in a caring environment, which is exactly the experience that each student receives on our campus.

Also, check out www.dcbjacks.com to learn more about getting recruited to one of DCB's eight athletic teams including trap shooting, hockey, baseball, softball, volleyball and basketball.



Dakota College at Bottineau



www.dakoatcollege.edu



Photo courtesy of Winona State University

About Us

Winona State University (WSU) is a mid-size regional public comprehensive university holding the No. 1 student success rate in the Minnesota state system of colleges and universities. WSU is accredited by the Higher Learning Commission of the North Central Association and is recognized as the No. 1 public university in the state of Minnesota, according to U.S. News and World Report's 2022 rankings. We offer around 80 high quality undergraduate programs within the colleges of business, education, liberal arts, nursing & health sciences, and science & engineering. Our Composite Materials Engineering program is the only accredited program of this type in the U.S. All our degree programs offer opportunities for internships with some of the Midwest's most prestigious companies and organizations. 98% of WSU graduates get a job in their field. Students receive strong academics and services support. Community engagement is important at Winona State University, with most of our programs providing students a chance to use what they learned to help others. Our Integrated Wellness Complex aligns health, wellness, academic, and recreational programs and services into a single facility. Students can choose from over 200 clubs and student organizations. All international students receive our Cross-Cultural Scholarship which allows them to pay in-state tuition. The university campus is nestled between picturesque bluffs and the Mississippi River. A variety of outdoor activities such as rock climbing, paddle boarding, hiking, biking and more are within a mile of campus.

General Information

School Type:	Public
Total Enrollment:	7,000
Academic Calendar:	Semester
Setting:	Suburban

Academic Life

Average Class size:	24
Student / Faculty Ratio:	17:1
Graduation Rate:	63%
Summary – Student Life:	100% M 31% F 67%

Application Process: Summary

Students complete an online application and submit education records for admission review. The deadline to submit documents for any fall term is July 1 and November 1 for any spring term. Scholarships are awarded at the time of admission.

Average Annual Cost & Financial Aid For Canadian Students

Availability of Aid: Cross-Cultural Scholarship and Presidential Honot Scholarship based on test scores.

Tuition / Fees: 10,334

Books & Fees: 900

Room / Board: 9,270

Additional Information

The fees include university fees, a digital life and learning fee (students receive a laptop and full tech support) and an international program fee.



Winona State University

www.winona.edu





Photo courtesy of The University of Mississippi

About Us

Founded in 1848, The University of Mississippi, affectionately known as Ole Miss, is the flagship university for the state of Mississippi and caters to a diverse community of students and scholars from the United States and around the world with over 21,000 students, including 866 international students from 91 countries. The University of Mississippi (UM) is an R-1 research institution with over 50 research centers and institutes on campus. UM's main campus is situated in Oxford, a cultural center of Mississippi, where famous writers, musicians, and artists call home.

The University of Mississippi is home to twelve academic schools and colleges, a thriving Honors College, special programs such as the Lott Leadership Institute, Croft Institute for International Studies, Chinese and Arabic Language Flagship programs, and the Center for Manufacturing Excellence, among many others. The Patterson School of Accountancy is ranked fourth in the United States, the School of Pharmacy is ranked fifth in extramural funding, and UM is in the top 10 for most beautiful and safest campuses in the United States. Additionally, Ole Miss is well-situated in NCAA Division I Athletics in the powerhouse Southeastern Conference, and the college experience at Ole Miss is unparalleled in its social engagement.

General Information

School Type: Public
Total Enrollment: 21,856
Academic Calendar: Semester
Setting: Rural

Academic Life

Average Class size: 34
Student / Faculty Ratio: 16:1
Graduation Rate: 63%
Summary – Student Life: 21,856 M 43% F 57%

Application Process: Summary

International students should submit an application for admission to UM at olemiss.edu/applynow or through the Common App. Additional items are required, such as the application fee, official transcripts, English language proficiency scores (exceptions apply). An SAT or ACT score is NOT required for regular admission! Special program applications, such as for the Honors College, are due on January 5, 2022, but undergraduates are admitted on a rolling basis all year long.

Average Annual Cost & Financial Aid For Canadian Students

Availability of Aid: Generous scholarships are available for undergraduate students, up to almost the full cost of tuition and non-resident fees. Graduate students are eligible for graduate assistantships and stipends.

Tuition / Fees: \$25,776 US per year **Books & Fees:** \$2,419 US per year, includes health insurance **Room / Board:** \$14,200 US, per year

Additional Information

With more than 400 student organizations, Ole Miss provides a wide range of opportunities for students to get involved on campus. There are academic, cultural, religious, special interest, professional, and social organizations. Our recreation centers offer state-of-the-art equipment for the university community to enhance lifelong well-being, including rock climbing, a swimming pool, intramural sport competitions, basketball courts, gyms, and group fitness classes.

Using public and private support and allocating significant resources of its own, UM has established a strong international studies program, created an intelligence and security studies program, and built ambitious programs of intensive foreign-language learning and study abroad. Mutually reinforcing, these developments have created an exciting international dynamic on campus. UM is also home to the largest Blues Archive and the Center for the Study of Southern Culture. As such, UM brings the world to Mississippi and Mississippi to the world.



THE UNIVERSITY of
MISSISSIPPI

The University of Mississippi



www.olemiss.edu

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**

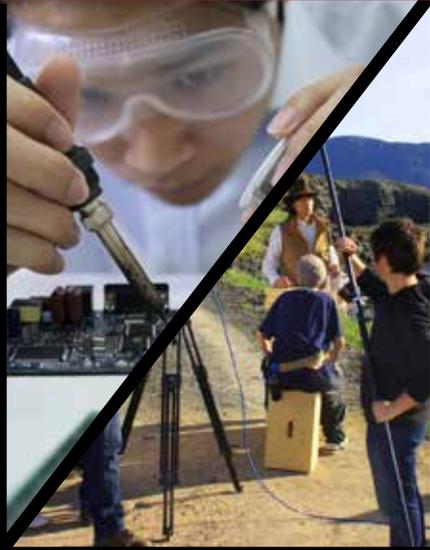
**SASKATOON • REGINA •
PRINCE ALBERT • LA LOCHE • and MORE**



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 colletter 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 CICan 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 CICan. 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 Polytainers 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)

○ Work Integrated Learning is essential in Canada's Future.

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.

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



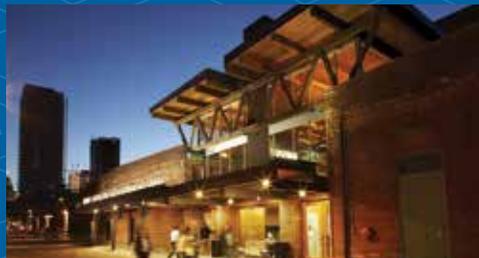
Chefs' House



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.

Visit our website for complete program information. 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.



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!*

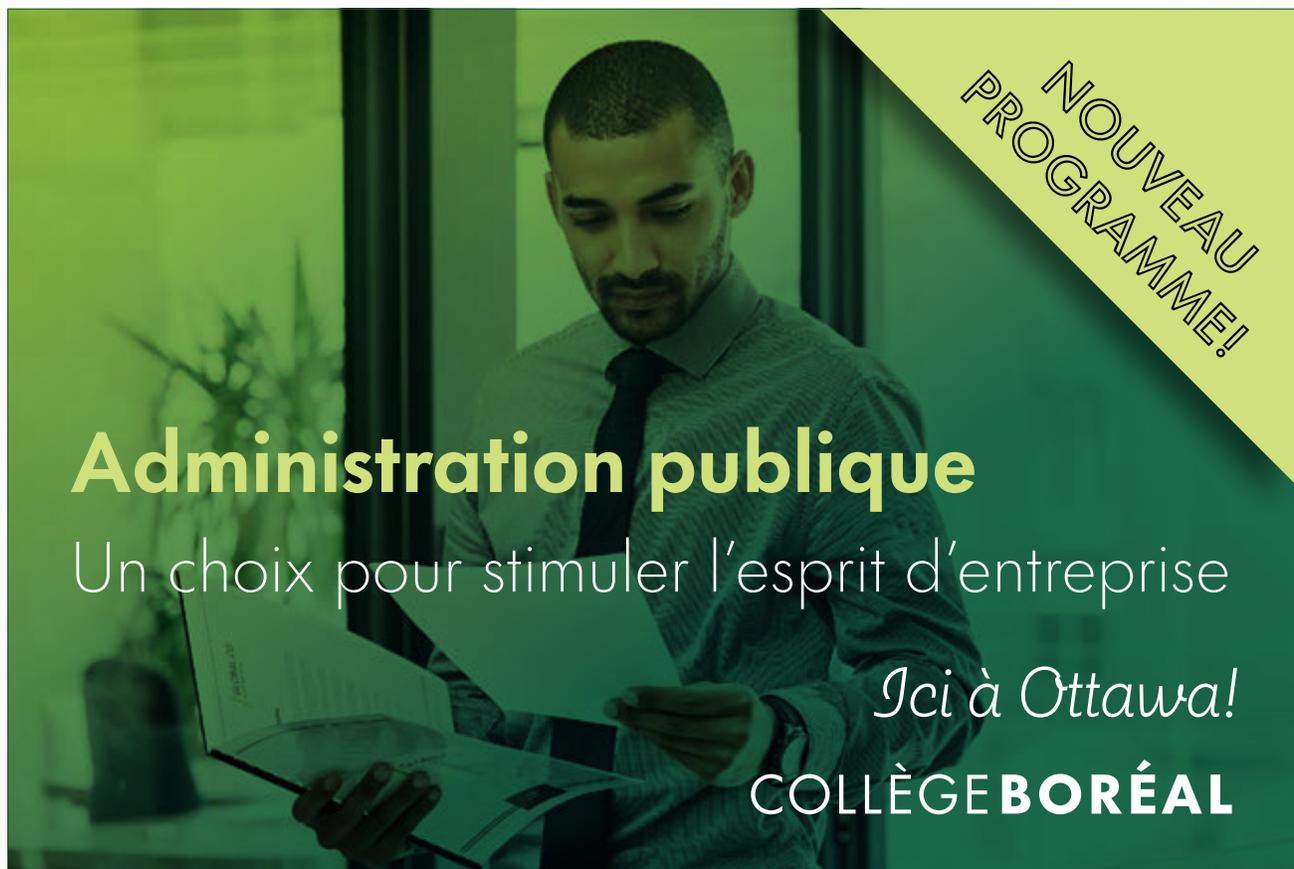
Collège Boréal will offer the very first French-language Public Administration program in Ottawa come September 2022. Aimed at developing the management skills required in the public sphere, at the federal, provincial, territorial, municipal and government agency levels, this new program will train the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

Visit our website for more information. 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.



NOUVEAU PROGRAMME!

Administration publique

Un choix pour stimuler l'esprit d'entreprise

Ici à Ottawa!

COLLÈGE BORÉAL