



NALL Working Papers

Annotated Bibliography of Studies Based on Data from the
Research Network on New Approaches to Lifelong Learning

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Centre for the Study of Education and Work

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Ontario Institute for Studies in Education of the University of Toronto

Introduction

The Research Network on New Approaches to Lifelong Learning (NALL) based at the Centre for the Study of Education and Work (CSEW) at Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). NALL was developed to generate and disseminate knowledge related to lifelong learning in Canada.

Between 1996 and 2002, the Education and Training Strategic Research Network on New Approaches to Lifelong Learning (NALL) was funded by the Social Sciences and Humanities Research Council of Canada (SSHRC). NALL undertook a wide array of research, networking and dissemination activities. The NALL network involved over one hundred members across forty-five research projects, including over 20 community partners (trade unions, equity groups, training boards and other community organizations), almost 70 academic researchers and collaborators, and over 20 university and college partners.

NALL aimed to provide more rigorous empirical documentation of adults' informal learning activities, including identification of the relationships between informal learning and formal/ course-based education; the identification of social barriers that impede institutional recognition of peoples' knowledge gained as a direct result of their informal learning activities; and continuing support for the development of new program initiatives which might expedite the more effective recognition of informal and lifelong learning.

NALL survey and case study findings have been widely shared, and have stimulated both additional research and policy initiatives on lifelong learning. NALL developed an action-oriented and applied inter-disciplinary research program in the broad area of informal learning, provided research training opportunities to many young researchers and students, and formed close research and program alliances with public and non-profit sector organizations, public interest groups, trade unions, community colleges and universities.

Over the course of the four years, NALL widely disseminated key research findings via academic publications, conferences and the NALL website (www.nall.ca), as well as creating assessment tools for the field (e.g. *Skill and Knowledge Profile*. See Lior, Martin & Morais, 2001, Item Number 24 in the following bibliography), a new graduate training program in Learning and Work at OISE/UT and approval of a new research centre at the University of Toronto (the Centre for the Study of Education and Work at OISE/UT) to continue research and teaching in this field of study.

Advancement of Knowledge

The NALL research has served to establish an expanded conceptual framework to study learning and work, including paid employment, housework and community volunteer work as well as formal schooling, adult education courses and informal learning activities, and to examine the interrelations of all of these forms of learning and work.

NALL completed the first extensive national survey of informal learning practices ever conducted in Canada and the first anywhere in over a quarter

century (see Livingstone 1999; 2002a,b; 2003; 2004). This survey, a companion national survey of the informal learning of teachers and a wide array of exploratory case studies served to establish the following basic points:

- (1) Canadian adults are engaging in a vast array of informal learning activities in relation to their paid employment, housework, community volunteer work and general interests. This is learning that people report doing on their own outside any educational institutions or organized courses;
- (2) work-related informal learning is much more extensive than participation in adult education courses and programs;
- (3) the general incidence of informal learning may have increased over the past quarter century. The NALL survey found Canadian adults spending an average of about 15 hours per week on informal learning activities during 1998, while the array of case studies of self-directed learning pioneered in Canada by Allen Tough (1971, 1978) as well as a 1976 U.S. national survey (Penland, 1977) all found average estimates of around 10 hours per week;
- (4) there is no strong correspondence between informal learning and either formal schooling or participation in adult education courses, and those with little formal schooling or adult course participation are as likely to devote time to informal learning as are the highly schooled;
- (5) there is a much stronger association between community volunteer work time and community-related informal learning than there is between paid employment time and job-related informal learning.

NALL surveys and the case studies annotated below established benchmarks of the general incidence of informal learning activities for all Canadian adults and for the labour force, as well as providing profiles of the relations of informal learning with social background characteristics and barriers to utilizing informally acquired knowledge in educational institutions and paid workplaces. This information has served to stimulate further systematic research on informal learning as a major dimension of lifelong learning as well as to sensitize policy makers, program designers and curriculum developers to the knowledge bases and learning interests of their existing and potential clients.

Practical Impact of NALL

The broad dissemination of NALL findings to a wide array of general and professional audiences has aided substantially in sensitizing decision makers (e.g. educational providers, academic institutions, private sector agencies and employers, labour unions, regional interest groups and workplace agencies, including provincial training boards) to the significance of informal learning for program and policy development on lifelong learning. NALL findings have been drawn upon at numerous policy conferences, such as the National Roundtable on Learning (including HRDC Minister Stewart's speech of March 19, 2001), Public Policy Forums on Skills and Lifelong Learning, and 2002 the "Ready, Set, Go" National Dialogue Conference. NALL has also assisted national research agencies to begin incorporating systematic consideration of adults'

informal learning activities in continuing national surveys, notably the redesign of the Adult Education and Training Survey for 2003 by the Applied Research Branch of HRDC. Canada will now have a continuing national estimate of employment-related informal training activities to inform future education and training policy.

In more specific spheres of practice, the findings have been used by community partners to guide further policy and program development. For example, the Canadian Teachers' Federation, the Ontario Secondary School Teachers' Federation and other associated teachers' federations across the country have used the findings of the NALL national survey of teachers' informal learning to both inform internal professional development programs and policy consultations with government ministries. The newly formed College of Teachers in Ontario drew on the NALL survey to conduct a related survey of teachers' learning activities to assist their initial program development.

Perhaps most practically, NALL contributed significantly to the state of the art of prior learning assessment and recognition (PLAR) through producing the most extensive annotated bibliography on the subject (*Annotated Bibliography for PLAR* on the NALL website), several empirical studies of the applications of PLAR, and policy statements with community partners about principles for developing further PLAR programs. NALL initiated the "plar.ca" website and with Canadian Labour Force Development Board and with the Canadian Association for Prior Learning Assessment (CAPLA) cooperated to ensure continuing operation of this website. These are all valuable tools to aid further development of PLAR as a central mechanism for improving the accessibility of adult learners to educational institutions in this country.

NALL Working Papers

The following annotated bibliography contains most of the papers produced during the official life of NALL. Other related books and articles have continued to appear by the same authors/NALL project leaders. In addition, NALL led directly to the creation of a Collaborative Research Initiative on the Changing Nature of Work and Lifelong Learning (WALL), funded by the SSHRC from 2002 to 2007, to further the mandate of NALL. Together with the Centre for the Study of Education and Work (CSEW), University of Toronto Library System has recently established a research repository which makes studies developed through the NALL and WALL research networks permanently available for public access through the UT Library Website (<https://tspace.library.utoronto.ca/handle/1807/2390>). Information on WALL activities is available at: <http://www.wallnetwork.ca/>

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NALL Working Papers: Annotated Bibliography

1. Adams, M., Livingstone, D. W., Roth, R., Sawchuk, P., Terepocki, M., & Vanstone, S. (1999). *Preliminary bibliography of the research network for new approaches to lifelong learning*. NALL Working Paper No. 1. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This preliminary bibliography is intended as a basic resource for the development of most NALL projects. We have tried to identify some of the most relevant prior writings on informal learning in relation to each of the major themes that our network has chosen to emphasize. The primary focus is on works which offer general perspectives and approaches to informal learning. We have also tried to provide a fairly inclusive list of previous empirical surveys and case studies of general informal learning practices. Along with the detailed listing, the bibliography provides a package of key readings. This material is intended as a "starter kit" for general dialogue across the network and to try to ensure that each individual project does not have to recreate the same "bibliographic wheel".

KEY WORDS: Adult Education; Adult Learning; Associative Learning; Bibliographies; Computer Uses in Education; Cooperative Learning; Discrimination Learning; Education Work Relationship; Educational Research; Ethnography; Experiential Learning; Incidental Learning; Independent Study; Indigenous Populations; Industrial Education; Informal Education; Intentional Learning; Labor Education; Learning Theories; Lifelong Learning; Nonformal Education; Prior Learning; Second Language Learning; Workplace Learning.

2. Thomas, A. M. (1999). *Wrestling with the iceberg. Plenary address to "wrestling with the iceberg of informal learning"*. NALL Working Paper No. 02. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

(From Conclusion) ... we need a network of sources of information—perhaps in the multitudes of specialized magazines in existence we already have the beginnings of that network—which encourage different icebergs to exchange enthusiasms, aspirations and experiences with each other quite separate from formal Education. That seems to me to be an essential ingredient of a post-modern, civil society.

KEY WORDS: Informal Learning, Self-directed Learning; Post-modern Society, Civil Society.

3. Goldberg, M. P., & Corson, D. (1999). *Immigrant and aboriginal first languages as prior learning qualifications for formal employment in the business, government and education sectors*. NALL Working Paper No. 03. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

The extent to which Canadian employers recognize the informally acquired first languages of immigrants and aboriginal persons as prior learning qualifications for formal employment in the business, government, and education sectors was examined through a survey of organizations across Ontario. Personalized questionnaires were mailed to a sample of 140 Ontario organizations, as follows: 32 businesses (half

randomly selected and half purposively selected); 71 colleges, universities, and school boards; and 37 municipal, provincial, and federal government agencies and psychiatric hospitals. Of the 140 questionnaires mailed out, 79 (56.4%) were returned. Although 88.6% of the organizations indicated that they would benefit from employing staff fluent in languages in addition to English or French, only 30.4% were actually actively recruiting such multilingual employees. Private organizations were more likely to recruit multilingual individuals and educational institutions were least likely to do so (52.9% and 25.7%, respectively). The methods used to evaluate potential bilingual employees' language proficiency were as follows: interviews (25.8%); employer references (18.6%); and formal qualifications and personal references (13.4%). Educational institutions used formal qualifications to assess language fluency much more often than other types of organizations did (20%, 10%, and 7.6% for academic institutions, private organizations, and public organizations, respectively).

KEY WORDS: Bilingualism; Boards of Education; Canada Natives; Colleges; Employer Attitudes; Employment Practices; Employment Qualifications; Evaluation Methods; Federal Government; Foreign Countries; Immigrants; Indigenous Populations; Language Attitudes; Language Minorities; Language Proficiency; Literature Reviews; Native Speakers; Postsecondary Education; Prior Learning; Private Sector; Psychiatric Hospitals; Public Sector; Recruitment; Secondary Education; State Agencies; Universities.

4. Wotherspoon, T., & Butler, J. (1999). Informal learning: Cultural experiences and entrepreneurship among Aboriginal people. NALL Working Paper No. 4. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This discussion paper explores interactions among formal learning, informal learning, and life conditions and opportunities experienced by aboriginal people in Canada. The contradictory importance of education for aboriginal people is examined with respect to three related aspects of these relationships. First, the paper summarizes students' accounts of their experiences in conventional and alternative school settings in three Saskatchewan communities, exploring how these relate to the students' broader cultural and home environments. Second, it examines the formal and informal educational experiences of a small group of adults surveyed in an urban Indian and Metis Friendship Center. Finally, the paper explores issues that arise around the emergence of entrepreneurial training and entrepreneurship, areas posed by many commentators as a possible way of bridging formal and informal learning and overcoming the longstanding marginalization of aboriginal people from labor market and economic participation. The paper concludes that gaps remain in the attainment of educational success by aboriginal people, relative to the general population, when viewed in terms of conventional educational indicators. However, the aboriginal youth and adults involved in the study place a high value in formal schooling, mainstream economic activities, and entrepreneurial opportunities to provide routes for individual and community advancement. The study suggests that the aboriginal peoples could benefit more if the educational system better integrated their skills and culture and acknowledged the strengths that the aboriginal people bring to learning. (The paper lists 40 references.) (KC).

KEY WORDS: Adult Basic Education; Adult Education; Canada Natives; Cultural Context; Cultural Influences; Cultural Isolation; Cultural Relevance; Cultural Traits; Economic Opportunities; Education Work Relationship; Educational Attitudes; Educational Demand; Educational Improvement; Elementary Secondary Education; Empowerment; Entrepreneurship; Foreign Countries; Indigenous Populations; Informal Education; Outcomes of Education; Social Values; Canada.

- 5. Tanner, J., Davies, S., & O'Grady, B. (1999). Whatever happened to yesterday's rebels? NALL Working Paper No. 5. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

This paper examines whether and how teen delinquency is consequential for a variety of educational and employment outcomes. From the National Longitudinal Survey of Youth we measure five forms of delinquency from 1979 when respondents were 14-17 years old, and investigate whether they predict five different outcomes when those individuals were aged 25-30. We measure delinquency as the prevalence of skipping school, drug use, violent behavior, engaging in property crime, and contact with the criminal justice system. Using a variety of regression models, we explore whether delinquency has negative zero-order effects, and negative partial effects net of standard status attainment variables. We find that all types of delinquency have consistently significant and negative impacts on educational attainment among both males and females, net of status attainment variables. Delinquency has also a fairly consistent impact on male occupational outcomes, but has weaker effects on female occupational outcomes. Overall, the data suggests that delinquency has autonomous and negative effects on later life chances. We discuss these findings in light of links between Status Attainment models and theories of crime and delinquency. (Author's Abstract).

KEY WORDS: At Risk Persons; Crime; Delinquency; Educational Attainment; Employment Level; Employment Patterns; Literature Reviews; Longitudinal Studies; Sex Differences; Social Indicators; Social Influences; Social Theories; Theory Practice Relationship; Trend Analysis; Youth Problems; Youth Programs; Impact Studies; National Longitudinal Survey of Youth; Status Attainment.

- 6. Ng, R., Yuk-lin Wong, R., & Choi, A. (1999). Homeworking: Home office or home sweatshop? NALL Working Paper No. 6. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

The current conditions of home workers in the garment industry in Toronto, Canada, were examined through in-depth telephone interviews with 30 Chinese-speaking immigrant women who were employed as home workers in 1999. The paper discusses the formal training and informal learning experiences of immigrant women who are garment workers. A comparison of the results of the 1999 survey with those of similar surveys conducted in 1991 and 1993 revealed that the wages of sewing machine operators remained at the levels of the 1980s. Many subcontractors were circumventing the Employment Standards Act's provisions protecting home workers. Instead of receiving wage increases as they became more experienced, many home workers were actually "punished" for getting skilled. Most women were paid by check every 2 weeks and reported few problems getting paid. Although many women preferred home work because it gave them more flexibility and a chance to combine paid work with child care, many others expressed feeling internal pressures from having to work all the time and meet the multiple demands of household, family, and employment. The following were among common problems reported by the women: (1) not learning the piece rate until garments were completed; (2) no vacation pay despite the legislative provisions calling for paid vacations; and (3) no avenues of compensation for work-related health problems (repetitive strain syndrome, back pain). Education of the public and policymakers and broad-based action on the part of homeworkers and the government are needed. (Contains 19 endnotes) (MN)

KEY WORDS: Child Care; Comparative Analysis; Compliance (Legal); Consciousness Raising; Education Work Relationship; Employee Attitudes; Employer Employee Relationship; Employment Patterns; Employment Practices; Employment Problems;

Family Work Relationship; Fashion Industry; Federal Legislation; Foreign Countries; Fringe Benefits; Government Role; Housework; Immigrants; Job Skills; Labor Conditions; Labor Legislation; Labor Standards; Needle Trades; Occupational Safety and Health; Outcomes of Education; Overtime; Public Policy; Quality of Working Life; Salary Wage Differentials; Sewing Machine Operators; Teleworking; Trend Analysis; Unions; Work Environment; Working Hours; Chinese Canadians; Chinese Speaking; Employer Responsibility; Ontario (Toronto); Piecework; Sweatshops.

7. Gereluk, W., Briton, D., & Spencer, B. (1999). Learning about labour in Canada. NALL Working Paper No. 7. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

The questions of what and how working people learn about labor organization and activity in Canada were explored through a review of available literature and face-to-face interviews with more than 30 education officers and union leaders. Unions continue to be the principal source of labor education. Of the many courses and educational experiences that unions offer their membership, steward-training courses tend to be the best developed and documented. However, steward-training courses constitute only a small portion of the labor education that is currently being made available to trade union members and staff. Many unions are offering a sophisticated and integrated educational experience that is allowing union members to learn a variety of skills and knowledge that could be recognized by the formal education system. Special events and schools range from modest 1-day affairs to week-long functions. The measure of the various courses/programs is their success in preparing union members and activists to deal with the concrete demands they face in the workplace, their union, and their community. Some unions insist that labor education be provided primarily by rank-and-file members, others deliver courses through an educational officer, and yet others have "specialists" deliver courses.

KEY WORDS: Adult Education; Educational Needs; Educational Opportunities; Educational Practices; Educational Quality; Educational Supply; Educational Trends; Employee Attitudes; Employees; Information Sources; Labor Demands; Labor Education; Needs Assessment; Nonformal Education; Participation; Training; Union Members; Unions.

8. Tough, A. (1999). Reflections on the study of adult learning. NALL Working Paper No. 8. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

A common pattern in all studies of adult learning is that informal learning seems to be a very normal, very natural human activity. A 30-year old study and the 1998 Livingstone study show parallel findings. One of the most important findings is that about 90 percent of people had done some sort of intentional learning in the last year. The 10 percent who had not are content with their situation. Other findings are that people are learning a whole range of things; about 20 percent of all major learning efforts are institutionally organized, while the other 80 percent are informal; and informal learning is a very social phenomenon. In the 1977 Penland survey, the four top reasons for preferring to learn on one's own are a desire to set one's own learning pace, to use one's own learning style, to keep the learning strategy flexible and easy to change, and to put one's own structure on the learning project. The three reasons cited least are dislike of a formal classroom situation with a teacher, lack of money, and transportation. Kinds of learning related to work that people do are learning to do a task, learning new ways of doing things, and sharing among co-workers. People frequently engage in learning to improve their performance of a task. Implications or next steps are: studying the need to over-control; assisting people to successfully

learn about social and global issues; using the World Wide Web in adult education; and encouraging people to look at their own learning. (YLB)

KEY WORDS: Adult Education; Adult Learning; Cognitive Style; Cooperative Planning; Developed Nations; Educational Research; Foreign Countries; Independent Study; Informal Education; Intentional Learning; Interpersonal Relationship; Job Training; Learning Motivation; Lifelong Learning; National Surveys; Performance; Personal Autonomy; Self Management; World Wide Web; Canada.

9. Mombourquette, F., McEwan, R., & McBride, A. (1999). Narrowing opportunities for adults in Ontario secondary schools. NALL Working Paper No. 9. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

A study investigated effects of implementation of a new policy by the Ontario Ministry of Education that decreased grants for adults and amended the Ontario Education Act, forcing school boards to develop a parallel but "basic service" system of education for everyone over age 21. All adult students in daytime secondary school programs were asked to supply basic demographics; human rights information such as whether students had a disability or belonged to a visible minority; whether they had special education needs; and information pertaining to student knowledge of pending changes in the grant system and their possible effects. Submissions were received from 117 schools, representing 7,723 completed questionnaires. The next phase of the research examined the changes that had occurred in five Target Boards (TBs) in the year following implementation of the adult funding model. Findings indicated that TBs responded to the changes in government policy by redesigning their adult programs using a continuing education model and creating policies directing adults to the new system. This resulted in a narrowing of educational opportunities for adults. Women, visible minorities, people with disabilities, and people who registered in English as second language courses were disproportionately represented among those adults who attended secondary school programs before and after the changes in government policy. (Instruments are appended.) (YLB)

KEY WORDS: Adult Education; At Risk Persons; Disabilities; Educational Opportunities; Educational Policy; Educational Research; Educationally Disadvantaged; ESL; Females; Financial Support; Government School Relationship; High School Equivalency Programs; Minority Groups; Secondary Education Student Characteristics.

10. Livingstone, D. W. (2000). Exploring the icebergs of adult learning: Findings of the first Canadian survey of informal learning practices. NALL Working Paper No. 10. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This paper provides empirical estimates of the extent and distribution of self-reported learning activities in the current Canadian adult population, based on a recent country-wide survey, and briefly addresses some implications of these adult learning patterns. The basic finding from the survey is that most Canadian adults are spending a great deal and increasing amount of time in learning activities, most of this in informal learning on their own. The major implications are that Canada is already and increasingly a knowledge society in any reasonable sense of the term and that Canadian adults' mostly informal learning practices should more explicitly be taken into account in shaping educational, economic and other social policies; adult educators should take this detectable informal learning into greater account to develop more responsive further education opportunities.

There is a great deal of talk these days about living in the "information age", the "knowledge society" or the "learning society." The study described in this article indicates that adults in Canada now spend an average of 15 hours per week on informal learning. In light of this finding, if the crews of our big education and training ships do not increasingly look out for the massive, detectable icebergs of informal learning, many of their programs may sink into Titanic irrelevancy. However, before the survey findings are presented, informal learning should be distinguished from other basic sites of adult learning and the difficulties involved in studying informal learning should be identified.

KEY WORDS: Informal Learning; Self-directed Learning; Adults; Continuing Education; Educational Research; Independent Study; Informal Education; Job Skills; Learning Activities; Lifelong Learning; National Surveys; Participation; Postsecondary Education; Vocational Education; Volunteer Training; Volunteers; Barriers to Participation; Canada.

11. Church, K., Fontan, J.-M., Ng, R., & Shragge, E. (2000). Social learning among people who are excluded from the labour market - Part one: Context and case studies. NALL Working Paper No. 11. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This working paper lays groundwork for a Network for New Approaches to Lifelong Learning study on informal learning by people displaced from the labor market or chronically unemployed, in the context of community organizations. Section 1 examines the context and two particularly significant features--wider changes in the nature of work and related changes in the welfare state--that arise from structural changes caused by globalization of the economy. Section 2 describes three community organizations working with people excluded from the mainstream labor market that are attempting to create new forms and traditions of labor under considerable pressure to place people in the mainstream labor market. (The Homeworkers' Association is an example of how a labor union responded to work restructuring by departing from traditional tactics of collective bargaining and strike action in favor of creative alliances and innovative strategies for working with displaced workers. Chic Resto-Pop illustrates the complex interaction among business development, job training, political advocacy, and linkages to the wider culture of the community movement. A-Way Express Couriers demonstrates similar connections from within a framework of self help and with a goal of not integration but building an alternative labor market that redefines, accommodates, and organizes the capacities of a heavily stigmatized community.) Section 3 provides comments on directions the research is pursuing into informal learning. (Contains 52-item bibliography.) (YLB)

KEY WORDS: Adult Education; Case Studies; Community Education; Community Organizations; Dislocated Workers; Employer Employee Relationship; Foreign Countries; Global Approach; Informal Education; Job Placement; Job Training; Labor Force Development; Self Help Programs; Unemployment; Unions.

12. Stratton, M., & Levine, B. (2000). Women and economic development: Changing knowledge, changing practice: A summary of research results. NALL Working Paper No. 12. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

A preliminary study explored how Canadian practitioners who are engaged in community economic development (CED) that includes or is specific to women gain new information relevant to their work and how they incorporate that new learning

into their daily practice. Interview questions focused on sources of information, learning opportunities and processes, relative usefulness of different kinds of knowledge, and how practitioners managed to apply new knowledge to their work. Results indicated nearly all 15 participants identified lack of an organized source of information about women's CED as a problem. Other major themes were that all respondents reported multiple work duties that required different sets of knowledge; many sources were used to obtain the diverse information practitioners required; participant ratings suggested most organizations are engaged in ongoing efforts to incorporate and improve on CED best practice; failure to implement available knowledge was usually due to a lack of resources such as time and money; practitioners frequently reported applying their knowledge concerning class, gender, and other diversity issues to educate others involved in CED; and, for many practitioners, a clash of ideas about what counted as learning and valid knowledge occurred on a variety of fronts. The strongest implication of the results was the need for more CED funding. (Appendixes include interview results.) (YLB)

KEY WORDS: Adult Education; Community Development; Economic Development; Educational Finance; Educational Opportunities; Educational Research; Females; Interviews; Lifelong Learning; Theory Practice Relationship; Womens Education.

13. Meaghan, D. (2000). A comparative investigation of safer sex practices among Canadian and New Zealand prostitutes. NALL Working Paper No. 13. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This project examined attitudes, expectations, and behaviors that make prostitutes successful in learning to establish their autonomy and work safely. Ethnographic studies were conducted of 47 prostitutes in Canada and 60 in New Zealand through semi-structured interviews, focus groups, and open-ended discussions supplemented by researchers' observations and participation in the culture of sex trade work. Women new to the streets and experienced women involved in various genres of sex work were surveyed as to how they came to acquire a working knowledge about safer sex practices and what specific practices resulted from that knowledge. Findings suggested that, in the course of their daily work, most prostitutes learn to deal with issues of intimacy, decision making, communication, negotiation, and assertiveness. Prostitute practices acquired outside of formal educational systems constituted an alternative body of educational knowledge that could efficiently use community resources to inform and teach about issues concerning safer sexual interactions. Staffed by workers who were in or formerly part of the sex industry, the New Zealand Prostitutes' Collective was the first cooperative effort between the government and sex workers to promote safer sex practices in the sex industry. Sex workers wanted to create an organization that would empower them and advance their political and legal cause. (Contains 27 references.) (YLB)

KEY WORDS: Acquired Immune Deficiency Syndrome; Adult Education; Community Resources; Developed Nations; Education Work Relationship; Educational Research; Educational Resources; Empowerment; Health Promotion; Informal Education; Information Sources; Physical Health; Prevention; Sex Education; Sexuality; Sexually Transmitted Diseases.

14. Smaller, H., Clark, R., Hart, D., Livingstone, D., & Noormohammed, Z. (2000). Teacher learning, informal and formal: Results of a Canadian teachers' federation survey. NALL Working Paper No. 14. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

As part of a larger national study examining informal learning practices across the general population, a representative random sample of elementary and secondary school teachers across English Canada were sent English language questionnaire forms in October of 1998, inquiring into their practices and opinions concerning their own on-going learning. Respondents (N=753) were asked to comment on any informal learning they may have done in the past year in their workplaces, their homes and their communities. They were also asked to report on any formal learning activities in which they participated in, including courses, workshops or conferences. Most questions replicated closely those asked in the 1998 national telephone survey (N=1562) of Canadian adults' learning practices (see Livingstone 1999). Over 85% of all teachers indicated that they had engaged in formal courses and workshops in the previous year, as compared to 49% of the entire Canadian labour force, and 67% of those in the labour force with university level education. Similarities and differences among teachers' responses were examined, based on gender, age, region, elementary/secondary school placement, urban/rural residence, position in the system. Teachers reported spending an average of over eight hours per week engaged in their own formal learning activity (including course time, reading and preparing assignments). In addition to this formal learning, teachers reported that they also spent an average of 4 hours per week in informal learning related to their jobs and an average of 10 hours per week devoted to informal learning activities generally (related to their employment, housework, community volunteer work and other general interests). Again, there were variations among teachers as well as within the general labour force. As one example, 89% of teachers, as compared to only 61% of the overall labour force and 77% of employed professionals, had engaged in informal learning of computers in the previous year.

KEY WORDS: Courses; Elementary Secondary Education; Informal Education; Inservice Teacher Education; Teacher Attitudes; Teacher Participation; Formal Education.

- 15. Church, K. (2000). The communal 'we'? A conversation piece on the richness of being a network. NALL Working Paper No. 15. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

The focus of this paper is on those four or five places where NALL's conversations over the past few years have coalesced. These topics include creating spaces in which to work against the typical social relations of academic work, maintaining and extending collaborative working relationships between academics, labor and community groups/organizations outside of university and other institutional settings, making "common sense" of informal learning using divergent methods, clarifying or challenging the dominant definition of informal learning, and finally formulating strategies that would appropriately address the tendency of dominant groups and discourses to regulate and appropriate informal knowledge. This paper pays particular attention to the small case studies primarily because they are the most latent piece of NALL's work. This document is considered to be a place to begin a broader discussion.

KEY WORDS: Power Relations; Social Inequality; Work and Learning Relationships; Paid Work; Social Relations; Academic Work; Collaborative Work; Community Organizations; Informal Learning.

- 16. Haig-Brown, C. (2000). Some thoughts on protocol in university/community partnerships. NALL Working Paper No. 16. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

The pilot project, "A Pedagogy of the Land" (POL), provides an opportunity to ponder the relations between aboriginal community /university knowledges in this case, the relations between an Anishinaape land-based pedagogy and the developing theorizing around formal and informal learning. Traditional aboriginal education is not limited to elders teaching children. While elders are responsible for passing knowledge to the appropriate people when they are ready, any person older or more experienced in a particular knowledge than another has the potential to be that person's teacher. Education is a community responsibility taken seriously by each and every community member who at any moment can be in the position of teaching. The learning in POL does not fit any category of the "Basic Types of Intentional Learning." It involves traditional indigenous knowledge keepers with some fluency in their language whose knowledge arises from traditional Anishinaape world view in a program that allows them to build on one another's knowledge and prepare to pass it on to others who know less. Located on an isolated island in a large northern lake, POL has the goal to recreate indigenous knowledge in a contemporary context. Over a year, students attend two summer courses with an intervening research component. As participants work through their days in traditional activities, they incorporate sacred knowledge into their every action. Comments from Anishinaape teacher, Kaaren Dannenmann follow. (YLB)

KEY WORDS: Adult Education; Canada Natives; Colleges; Cultural Activities; Cultural Education; Culturally Relevant Education; Indigenous Populations; Informal Education; Instruction; Knowledge Base for Teaching; Nonformal Education; School Community Relationship; Student Empowerment; Teacher Effectiveness; Teacher Role; Theory Practice Relationship.

17. Haig-Brown, C. (2000). Taking down the walls: Communities and educational research in Canada's 21st Century. NALL Working Paper No. 17. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

To take community seriously in the conduct of educational research, the researcher should consider taking down epistemological walls and the "real" ones that confine the processes and products of academic labor to artificially isolated settings. Epistemologically, the question of walls relates to the kinds of knowledge competed over, most often disciplinary knowledge. Within and around disciplinary walls are the walls of theory. Community in the context of the discussion means the creation of spaces that allow difference to be a constant, unpredictable part of who we are together. A pilot project, A Pedagogy of the Land (POL), is an example of current research in an attempt to take down the walls. POL involves traditional indigenous knowledge keepers with some fluency in their language whose knowledge arises from traditional Anishinaape world view in a program that allows them to build on one another's knowledge and prepare to pass it on to others who know less. POL addresses walls by taking the university a faculty member out of the walls of the campus. It begins from the premise that traditional knowledge has most often been pushed outside the epistemological walls of academe by being given inequitable status and prestige. What happens on the island in the north where POL is located is discourse that has been inaccessible to the English language, arises from the land, and is constructed by the people who have lived there since time immemorial. (Contains 13 references.) (YLB)

KEY WORDS: Adult Education; Canada Natives; Colleges; Cultural Activities; Cultural Education; Culturally Relevant Education; Indigenous Populations; Informal Education; Instruction; Knowledge Base for Teaching; Nonformal Education; School Community Relationship; Student Empowerment; Teacher Effectiveness; Teacher Role; Theory Practice Relationship.

- 18. Clover, D. E., & Hall, B. L. (2000). In search of social movement learning: The growing jobs for living project. NALL Working Paper No. 18. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

The New Approaches to Lifelong Learning (NALL) project is a Canada-wide 5-year research initiative during which more than 70 academic and community members are working collaboratively within a framework of informal learning to address the following issues: informal computer-based learning, recognition of prior learning, informal learning in a variety of social locations, learning within marginalized or disadvantaged cultures, and learning about school-to-work transitions. The NALL project's primary objective is to identify major social barriers to integrating informal learning with formal/nonformal learning and certification and to support new program initiatives to overcome such barriers. The NALL project's focus is on the informal and nonformal learning practices of people involved with the Growing Jobs for Living Project (GJOBS) in the Quinte bioregion, located on the north shore of Lake Ontario in Canada. These learning practices are related to the principles and practices of environmental adult education, feminist adult education, and transformative learning. The global and ideational contexts of some of the major socio-environmental changes and problems that have affected the Quinte bioregion and been a catalyst for GJOBS were examined. The methods used to study the informal learning practices of GJOBS participants were reviewed. The major outcomes of the study were discussed from the standpoint of their relationship to the broader field of adult education.

KEY WORDS: Access to Education; Adult Learning; Certification; Computer Uses in Education; Definitions; Education Work Relationship; Educational Environment; Educational Trends; Environmental Education; Informal Education; Integrated Curriculum; Interpersonal Attraction; Learning Theories; Lifelong Learning; Minority Groups; National Surveys; Nonformal Education; Outcomes of Education; Postsecondary Education; Prior Learning; Research Methodology; Social Change; Transformative Learning; Transitional Programs; Womens Education; Marginalized Groups

- 19. Schugurensky, D. (2000). The forms of informal learning: Towards a conceptualization of the field. NALL Working Paper No. 19. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

This paper shows that as an analytical category, if the concept of informal learning is used without distinguishing its internal forms, researchers may easily fall into conceptual confusion. The concept of informal learning is useful but still is too broad, as it encompasses different types of learnings which are usually conflated. This leads to a question: is it possible to develop a taxonomy of informal learning? The author suggests that by using two main categories (intentionality and consciousness), it is possible to develop a taxonomy which identifies three forms (or types) of informal learning: self-directed learning, incidental learning and socialization.

KEY WORDS: Informal Learning; Taxonomy; Self-directed Learning; Incidental Learning; Socialization.

- 20. Church, K. (2001). Learning to walk between worlds: Informal learning in psychiatric survivor-run businesses: A retrospective re-reading of research process and results from 1993-1999. NALL Working Paper No. 20. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

Using a new lens of informal learning, Church revisits processes and results of six years of research with psychiatric survivors working in psychiatric survivor-run businesses. Church reports on three dimensions of social learning: solidarity learning, reshaping the definition of self, and organizational learning. Key aspects of organizational learning that she reports include peer training, on-the-job learning, trial and error learning, and "failing forward."

The author concludes by presenting examples of successful learning and management practices such as: using membership and team meetings to communicate background information, spending time with employee board members before board meetings, reading feedback through body language, and staying connected to your workforce and key employees.

KEY WORDS: Disability; Illness; Informal Learning; Organizational Learning; Work.

21. Livingstone, D. (2001). Adults' informal learning: Definitions, findings, gaps and future research. NALL Working Paper No. 21. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This paper on adult informal learning is divided into four sections. Section 1 examines different conceptions of informal learning and the issues and limitations associated with alternative definitions of informal learning. Section 2 is a review of empirical research on the estimated extent, role, and outcomes of informal learning and posited linkages between informal and formal methods of learning. It reports that, according to the New Approaches to Lifelong Learning (NALL) 2000 national survey, over 95 percent of Canadian adults are involved in some form of informal learning activities that they identify as significant. Section 3 critically assesses current research approaches to studying informal learning and identifies policy-relevant knowledge gaps concerning the general level and nature of informal learning, distribution of informal learning across the adult population, impact of informal learning on individual and firm performance, and relationship of informal learning to formal skills development. Section 4 recommends optimal approaches to future research on informal learning practices with a particular focus on survey research in Canada and finds it imperative to establish benchmarks of the general incidence, basic contents and modes, and any differential patterns of intentional informal learning and training, and to continue to track trends in relation to other dimensions of adult learning.

KEY WORDS: Adult Education; Adult Learning; Education Work Relationship; Educational Research; Experiential Learning; Informal Education; Intentional Learning; Lifelong Learning; National Surveys; Outcomes of Education; Research Methodology; Research Needs.

22. Goldberg, M., & Corson, D. (2001). Minority languages learned informally: The social construction of language skills through the discourse of Ontario employers. NALL Working Paper No. 22. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

Many immigrants, refugees, and aboriginal Canadians learn their own languages in the normal, informal way. These minority languages learned informally are not valued as a skill that yields returns in the labor market in the same way the official languages or formally learned languages do. What counts as a skill in a society, in a given point in time, is the product of complex phenomenological, social, economic, ideological, and political processes. Discourse is key to this process of social and cultural reproduction. The discourse of Ontario employers socially constructs the definition of what counts as

a skill in Ontario workplaces and thus what warrants value in the labor market. The notion of skill is a construction that is socially created and hence changeable. If we want to change the unjust situation that affects the speakers of minority languages, we need to change the discourse surrounding minority languages to one that truly values minority languages as skills worth conserving, maintaining, and putting to use.

KEY WORDS: Adult Education; Bilingualism; Canada Natives; Developed Nations; Discourse Communities; Employer Attitudes; Employment Potential; Foreign Countries; Immigrants; Indigenous Populations; Informal Education; Job Skills; Language Attitudes; Language Minorities; Native Speakers; Refugees; Ontario; "At Risk"; Immigrant Workers; Refugees.

23. Burns, G. E. (2001). Discursive power and problems of native inclusiveness in the public education system: A study of mandated school councils. NALL Working Paper No. 23. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This study investigated Ontario school council inclusiveness pertaining to Aboriginal peoples. A case study was conducted with a cross section of Native and non-Native Canadians who were directly or indirectly involved in school council-related activities. Researchers audiotaped interviews and focus group discussions with participants and analyzed archival materials (newspaper articles, school council minutes, journal articles, books, and school council materials). Overall, school councils were an externally imposed mandated reform that was not necessarily widely supported by trustees, administrators, and teachers, all of whom appeared threatened by parent and community participation. Council members were not necessarily knowledgeable about their roles and responsibilities. Principals tended to dominate the school council process but lacked the skills to advocate for change, share power, provide appropriate leadership, and develop a vision of school governance. School councils were not inclusive of Native Canadians, so the education, social interests, needs, and expectations of Native parents and community members were not being considered. Results revealed the need for a school council system involving Aboriginal parental, elder, and community participation in order to improve inclusiveness and educational relevancy, excellence, and equity in public education for Aboriginal peoples. (Contains bibliographic references.) (SM)

KEY WORDS: Canada Natives; Case Studies; Culturally Relevant Education; Elementary Secondary Education; Equal Education; Inclusive Schools; Indigenous Populations; Minority Groups; Parent Participation; Public Education; Racial Discrimination; Diversity.

24. Lior, K., Martin, D. A., & Morais, A. (2001). Tacit skills, informal knowledge and reflective practice. NALL Working Paper No. 24. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

Community sites provide a range of pictures of "adult learning" in this research report. By interviews and by work with a Skills and Knowledge Profile, we note patterns of gender, culture, employment status, and strength of social organization when identifying learning needs and recording learning experiences.

KEY WORDS: Adult Education; Adult Learning; Adult Literacy; Adult Programs; Community Education; Community Organizations; Females; Informal Education; Learning Strategies; Lifelong Learning; Literacy Education; Prior Learning; Reflective Teaching; Unions; Work Based Learning.

- 25. Laiken, M. (2001). Models of organizational learning: Paradoxes and best practices in the post industrial workplace. NALL Working Paper No. 25. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

This study, a three-year research project, was conducted between 1998-2001 in an attempt to locate and study Canadian organizations which are using organizational learning approaches to embed on-going learning within the actual work processes - whether at an individual, team or strategic level. This research is intended to be a voice for Canadian models of organizational learning which have benefited the organization and its clients or customers, as well as its employees or volunteers, whose lives are dramatically affected by new organizational forms. The authors of the study hope that, by providing visibility to such "models" of organizational learning, the research would not only reinforce best practices already in existence, but also demonstrate the potential of such practices across work sectors, organizational size, and widely diverse employee populations. The study initially identified forty-two organizations, which either self-reported or appeared in the literature as examples of those attempting to become, or demonstrating features of, a learning organization. Four of these organizations - a medium-sized hospital, a large retail chain, a small not-for-profit government funded organization, and a large electronics manufacturer volunteered for more in-depth study through individual interviews, focus groups and on-site observation.

KEY WORDS: Organizational Learning; Best Practices; Paid Work; Unpaid Work; New Organizational Forms.

- 26. Shah, P. (2001). Learning capacities in the community and workplace: An action research project, report on the community and literacy learners. NALL Working Paper No. 26. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

This paper demonstrates that the immigrant population who speak English as a second language has a vast range of skills and experiences from their home countries and that, while the revised Skills and Knowledge Profile (SKP) captures some of that, it only touches the surface. It recommends that the SKP be translated into different languages or used with an interpreter. Other recommendations include the addition of settlement and adjustment under major events with culturally appropriate questions, an action which is thought would help in identifying survival skills, values and emotional trauma people experience. If the skills were identified and documented, the SKP could boost these individual's self esteem.

KEY WORDS: Immigrant Population; Skills; Transferable Skills; Emotional Trauma; Self Esteem; Action Research.

- 27. Bascia, N. (2001). The other side of the equation: Professional development and the organizational capacity of teacher unions. NALL Working Paper No. 27. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

This paper describes three different types of nonformal and informal professional development provided by teachers' organizations. It identifies strategies for improving the "fit" between available professional development and teachers' occupational needs.

Rather than recommending a single, "best" professional development strategy, the paper emphasizes sociological and organizational factors germane to teachers' organizations themselves - that is, it considers teachers' organizations' role in teacher socialization, the demographics of teacher organization participation, and internal structural features. These factors suggest that teachers' organizations must look within at a variety of organizational issues, and consider a wide variety of organizational strategies simultaneously. The paper draws from conceptual and empirical research on national, state/provincial and local teacher union reform activities, on teachers' perceptions of their organizations, and on teacher involvement with their organizations over the past decade.

KEY WORDS: Learning Work Relationships; Informal Learning; Self-directed Learning; Formal Education; Paid Employment.

28. Burns, G. E. (2001). Toward a redefinition of formal and informal learning: Education and the Aboriginal people. NALL Working Paper No. 28. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

The Western paradigm of education regards schools as the essential institutionalized cultural settings in which formal learning can take place and as the only socially valid settings in which learners can get a formal education. Knowledge is commodified and may be exchanged for currency in the form of jobs or licenses. Learning that occurs outside this institutionalized educational system is judged by the dominant culture to be invalid for certification or professional recognition, is labeled informal, and is associated with the unschooled. This dichotomization of education into formal and informal learning serves to maintain unequal relations of power in education as well as the control, marginalization, and exploitation of minority groups in society. Prior to the arrival of Europeans, Canada Natives had their own highly successful systems of education. The Elders are the most knowledgeable people in Aboriginal societies, yet their learning has been through informal practices and is therefore unrecognized by the dominant culture. Aboriginal people want their children to learn everything that formal education has to offer, as well as their own culture and ways of doing things. The work of Elders must be incorporated into the practices of the formal educational system so that it contributes to the acquisition of credit in formal courses. Obstacles to Elders' participation in formal education must be identified and overcome. (Contains 19 references.) (TD)

KEY WORDS: Acculturation; Canada Natives; Cultural Differences; Culturally Relevant Education; Educational Attitudes; Educational Needs; Equal Education; Nonformal Education; Self Determination; Social Bias; Eurocentrism; Indigenous Knowledge Systems.

29. Laiken, M. (2001). From informal to organizational learning in the post-industrial workplace. NALL Working Paper No. 29. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

In the light of current examples of re-engineering, restructuring, mergers and acquisitions, some Canadian organizations in the public, private and not-for-profit sectors provide an environment for individuals and teams to negotiate effectively the kind of organizational change which has become endemic in today's workplace. A focus on informal learning through basic social processes contributes to employees' collective ability to move beyond simply coping with stress to engaging in creative action.

A three-year research project, conducted between 1998 and 2001, located and

studied, in-depth, four such organizations which were using organizational learning approaches to embed continuous learning within the actual work processes. While each of the cases presents a unique context, they together provide valuable thematic lessons in how to create working environments which contribute both to individual health and to organizational sustainability (Author's abstract).

KEY WORDS: Adult Education; Adult Learning; Conflict Resolution; Corporate Education; Educational Environment; Informal Education; Labor Force Development; Lifelong Learning; On the Job Training; Organizational Climate; Organizational Development; Participative Decision Making; Skill Development; Team Training; Learning Organizations.

30. Toulouse, P. R., & Anishnawbek, S. (2001). The decision makers and varying conceptions of cultural inclusion at Beedaban school. NALL Working Paper No. 30. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

The following article examines the underlying tensions between three First Nations decision-making bodies; a Parent School Advisory Group, Education Committee and Elementary School Teachers in regards to the Native cultural and language content in the classroom. The goal of the research was to explore and present the concepts, beliefs, practices, worldview and values that underlie and/or guide decisions related to an Aboriginal education issue. The site for this discussion is Beedaban Elementary School on Sagamok First Nation which is a small Anishinabek (Ojibwe, Odawa & Pottawatomi) community located on the north shores of Lake Huron (Authors' abstract).

KEY WORDS: First Nation; Aboriginal Education; Cultural Education; Curriculum Development; Educational Attitudes; Educational Needs; Elementary Education; Participative Decision Making; School Community Relationship; Teacher Attitudes.

31. Livingstone, D. W., & Roth, R. (2001). Workers' knowledge: An untapped resource in the labour movement. NALL Working Paper No. 31. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This paper makes the argument that underestimation of the current range and depth of workers' knowledge and skills by union leaders represents a significant barrier to further growth of the labour movement. Surveys and case studies conducted by the SSHRC research network on New Approaches to Lifelong Learning (NALL) have found that unionized and non-unionized industrial and service workers in Canada are increasingly highly educated, increasingly participating in adult education courses and devoting substantial amounts of their time to informal learning activities outside the purview of organized education and training programs. Working people are generally engaged collectively and individually in an extensive array of employment-related and other informal learning activities that are neither fully recognized by most employers or union leaders nor given prior learning credit by educational institutions.

This paper will provide an empirical analysis of the schooling, further adult course participation and informal learning of organized and unorganized workers in different occupational classes across Canada and offer some in-depth profiles of workers' learning activities based on a case study in a unionized auto plant with one of the most extensive worker education programs in the country. In light of the massive amount of informal learning among working people, the strong popular demand for access to advanced education and training programs, the increasingly widespread support for use of prior learning assessment and recognition (PLAR) and the

proliferation of accessible forms of information technology able to facilitate learning networks among workers, it is imperative for unions to address the growing learning interests of workers with more responsive and inclusive educational approaches and programs in order to enhance membership solidarity and attract new members. The major data sources are the first Canadian national survey of adults' informal learning practices (N=1562) conducted in 1998 and field notes and interview transcripts drawn from participants in the auto plant case study of the Working Class Learning Strategies project conducted at five union locals in southern Ontario during the 1995-2000 period. Recommendations for future education programming strategies to facilitate union growth are based on what has worked most effectively in these locals of differing general organizational strength and demographic profiles (Authors' abstract).

KEY WORDS: Academic Achievement; Continuing Education; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Informal Education; Job Skills; Labor Force; Nonformal Education; Off the Job Training; Postsecondary Education; Quality of Working Life; Unions; Member Union Relationship; Union Leadership.

32. Haf, R. (2001). L'apprentissage informel au chic resto pop. NALL Working Paper No. 32. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

Partant de l'idée que l'apprentissage informel est un processus qui participe activement à l'acquisition de connaissances et de compétences professionnelles, nous avons voulu comprendre comment cela s'appliquait dans le cadre d'un organisme d'insertion, en l'occurrence au Chic Resto Pop. D'emblée, il apparaît que ce processus est au coeur des activités et des relations de travail, de même qu'il est partie intégrante de l'évolution organisationnelle. Pour les travailleurs en formation, cet apprentissage présente des avantages qui le rend plus «attrayant» qu'une formation formelle, mais il se caractérise aussi par des faiblesses quant à la qualité normative des résultats. D'ailleurs, les critiques émises sur la formation professionnelle ont tendance à prendre le pas sur les acquis relevés au plan de l'insertion sociale. Si bien que le Resto a entamé une révision de la formation qui, jusqu'à présent, n'est pas encore clairement définie. Cependant, cette volonté de formaliser l'apprentissage professionnel ne pourra certainement pas combler la place qu'occupe l'apprentissage informel dans ses différentes dimensions. En somme, est-il possible de conserver une pédagogie informelle, tout en donnant un contenu plus formel dans la formation des travailleurs? Et finalement, quel apprentissage cette organisation en tirera-t-elle? (From conclusion).

KEY WORDS:

33. Livingstone, D. W. (2001). Basic patterns of work and learning in Canada: Findings of the 1998 NALL Survey of Informal Learning and Related Statistics Canada Surveys. NALL Working Paper No. 33. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This study provides extensive statistics and documentation of Canadian adults' work and learning activities. It includes statistics for household labor and community volunteer activities and paid employment. Learning activities comprised both formal course work and informal learning and on-the-job training. Data sources included the 1998 National Survey of Learning and Work by the Research Network on New Approaches to Lifelong Learning (NALL), estimates of unpaid household and community work; the Adult Education and Training Survey, the 1996 census. The National Survey of Giving, Volunteering, and Participating, and the General Social Survey. Findings revealed that: (1) most Canadians are already extensively engaged

in learning and that the needs for higher-level job skills has been greatly exaggerated; (2) Canadian adults are now spending about as much time in unpaid household and community work as they are in paid employment; (3) only a gradual upgrading of job skill requirements, and knowledge workers still comprise a small minority of the labor force; (4) many Canadians find themselves underemployed; and (5) society and government should address major paid work reforms in order to prevent underemployment from becoming one of the major social problems of the 21st century.

KEY WORDS: Adults; Change; Developed Nations; Economic Development; Economic Factors; Education Work Relationship; Educational Needs; Educational Philosophy; Educational Policy; Employment; Employment Projections; Employment Qualifications; Foreign Countries; Futures (of Society); Government Role; Housework; Informal Education; Job Skills; Knowledge Level; Labor Needs; Lifelong Learning; National Surveys; On the Job Training; Participation; Postsecondary Education; Tables (Data); Underemployment; Volunteers.

34. Morais, A., Lior, K., & Martin, D. A. (2001). Revolution of experiences: Evolution of the skills and knowledge profile. NALL Working Paper No. 34. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

The Skills and Knowledge Profile (SKP) is a tool developed in Canada to document learning styles and strategies of adult learners. The instrument was developed as a systematic approach to capturing the learning styles of unemployed and employed adults across sectors. It is made up of these six sections: (1) Learning Access and Personal Information; (2) Personal Informal Learning; (3) Job-Related Informal Learning; (4) Non-Formal Courses and Workshops; (5) Future Learning Plans; and (6) Your Comments on the Profile. The SKP was created through action-based research using learners in a unionized factory, community-based women's employment program, and community-based literacy program. Volunteers at all three sites committed their time and efforts to filling out the SKP and then provided feedback on the clarity, usefulness, and ease of using the tool. Feedback has been incorporated into the SKP in a continuous process. The evaluation can be used by individuals to sort out their skills and to focus their efforts on a career path. The SKP is not only a tool, but also a reflection of a positive trend in adult education by which adult learners build on and share their own wealth of knowledge and skills.

KEY WORDS: Adult Basic Education; Adult Learning; Educational Assessment; Educational Attitudes; Educational Experience; Educational Needs; Evaluation Methods; Experiential Learning; Informal Education; Measurement; Needs Assessment; Prior Learning; Student Experience; Work Experience.

35. Morais, A. (2001). Honouring their stories: The experience of one interviewer. NALL Working Paper No. 35. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

The author of this paper was contracted as one of three researchers for the project entitled Learning Capacities in the Community and Workplace: an action research project. The project was sponsored by Advocates for Community Based-training and Education for Women (ACTEW) and, initially, the Communications, Energy and Paperworkers (CEP) Union. The intent of the project was to uncover and document learning strategies used by adults in three different learning sites: an unionized factory; a community-based employment training program; and a literacy program. The job of this particular researcher was to focus on learners in the pre-employment

and literacy programs in Toronto. The method of research was action based: the author was responsible for interviewing adult learners and facilitating sessions on filling out a Skills and Knowledge Profile (SKP).

KEY WORDS: Community Based-training; Workplace Training; Adult Education; Learning Capacities; Learning Strategies; Unions; Action Research.

36. Livingstone, D. W., & Stowe, S. (2001). Class and university education: Inter-generational patterns in Canada. NALL Working Paper No. 36. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

Young people from lower class origins continue to face major barriers to university education in Canada. This paper documents both substantial inter-generational class mobility and continuing inequalities in formal educational attainments by class origins. While Canada now has the world's highest educational attainments in its youth cohorts and has experienced rapid growth in adult education participation as well, those from professional/managerial families remain more than three times as likely to attain a degree as those from working class origins. There is also mounting evidence that escalating financial costs are again increasing the relative class inequalities in university education. These large and increasing class inequalities are compared with the much more equitable and extensive participation in informal learning found in a recent national survey, as well as the underemployment of working class people in the Canadian job structure. In light of these educational and economic inequalities, needs-based student subsidies and democratic workplace reforms are seen as major means to address persistent systemic discrimination against the learning capacities and aspirations for university education of those from lower class origins.

KEY WORDS: Access to Education; College Students; Equal Education; Foreign Countries; Higher Education; Low Income Groups; Minority Groups; Social Class; Socioeconomic Status; Formal Education; Schooling.

37. Quarter, J., & Midha, H. (2001). Informal learning processes in a worker co-operative. NALL Working Paper No. 37. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

A study was conducted to understand the informal learning processes of the members of a worker natural foods store cooperative, The Big Carrot, in Toronto. Eight members with central roles in the natural foods retailer were interviewed. In addition, key documents and other writings on the cooperative were examined. The data indicate that members of the cooperative acquire the knowledge that is needed to perform their roles using informal learning processes. Processes most often used were the following: (1) learning from experiences (learning by doing); (2) discussions (either one-on-one or during meetings); and (3) questions to internal experts and other members. The study concluded that the success of the informal learning processes at the Big Carrot may be due in part to the "social capital" in place as a result of the cooperative structure in which workers play a more integral role than in more common capitalist businesses.

KEY WORDS: Business Administration; Collegiality; Cooperatives; Developed Nations; Discussion; Experiential Learning; Foreign Countries; Informal Education; On the Job Training; Ownership; Participative Decision Making; Postsecondary Education; Program Effectiveness; Social Capital; Success; Ontario (Toronto).

- 38. Smith, D. E. (2001). The storage and transmission of men's non-formal skills in working class communities: a working paper. NALL Working Paper No. 38. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

A descriptive study observed the transmission of manual job skills from older to younger men in working class communities in Ontario and the effects of massive downsizing in industrial plants on this process. Current as well as previous ethnographic research was used. Some of the outcomes of the continual downsizing included the following: (1) the restructuring that destroyed many working-class communities also destroyed the social organization that stored and transmitted manual skills among men in working class communities; (2) within the workplace, the development of managerial technologies expropriated workers' skills and supported greater control of management over the work process and training; (3) the informal relationships among working-class men that were part of the community as well as the workplace were weakened by increasing technology, decreasing workforce, and managerial control; and (4) this process was gender-specific to men and included the transmission of values, such as anti-intellectualism and disdain for academic occupations. (Contains 13 references.) (KC)

KEY WORDS: Blue Collar Occupations; Cultural Background; Cultural Context; Dislocated Workers; Economic Change; Ethnography; Industrial Personnel; Industrial Structure; Industrial Training; Information Transfer; Job Layoff; Job Skills; Labor Market; Males; Nonformal Education; On the Job Training; Postsecondary Education; Social Background; Social Structure; Structural Unemployment; Technological Advancement; Working Class.

- 39. Smaller, H., Hart, D., Clark, R., & Livingstone, D. (2001). Informal/formal learning and workload among Ontario secondary school teachers. NALL Working Paper No. 39. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

Teachers' work in Canada, as elsewhere, is undergoing considerable change. Increasingly, standardized syllabi, curricula, assessment, student testing and reporting regimes are being imposed by central departments of education, and judging from reports on these interventions, provision for teachers to engage in formal workshops or training sessions to help understand and implement these initiatives has been uneven. While teachers, like all employees, have always engaged in incidental and informal learning with colleagues and others, the nature and extent of these recently imposed schooling reforms have raised questions about the ways in which teachers' "on-the-job" learning practices might also have been affected.

Following up on an earlier national survey study of teachers' formal and informal learning practices and interests, this paper covers two subsequent phases of the study undertaken by members of the same research group. For seven consecutive days in November/December 1999, and again the following February/March, thirteen Ontario secondary school teachers kept detailed logs of their day and evening activities, along with notations about what, if anything, they may have learned as a result of engaging in each of their numerous activities. Following an analysis of these diaries, lengthy telephone interviews were conducted during September 2000 with four of the diarists, for the purpose of exploring more thoroughly their engagement in formal and informal learning practices, particularly as they pertained to several province-wide schooling reform initiatives which were being introduced by the provincial government at the time. The 23 diaries revealed an average teacher workload of 48.7 hours per week, comparable to that found in similar teacher workload studies in other jurisdictions. ... Based on the data from the subsequent interviews, these teachers reported high levels

of engagement in intentional informal learning activities, both at school and at home, in order to learn about and cope with the immense task of implementing the reforms. The paper ends with discussion on how this new informal learning resulted in new perceptions and beliefs about teacher identity, professionalism and the role of teacher unions.

KEY WORDS: Informal Education; Secondary Education; Secondary School Teachers; Teaching Conditions; Teaching Load; Formal Education.

40. Pitawanakwat, J. (2001). Informal learning culture through the life course: Initiatives in Native organizations and communities. NALL Working Paper No. 40. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

Traditional Ojibway education is currently being delivered by eight First Nations communities on Manitoulin Island and the north shore of Lake Huron, in Ontario. Integration into the formal school system, with the exception of language programs, is not formally established. Elders and traditional teachers are only invited by individual teachers. Integration of the formal education system into the traditional Ojibway system also takes place, through field trips, albeit to a limited extent. Cultural knowledge is transmitted via one-to-one transmission, home-based learning, talking circles, community cultural events, workshops and conferences, and traditional Ojibway institution-based learning. Traditional educational approaches are profoundly different from those of the mainstream educational system. Wholistic (physical, mental, spiritual, emotional) growth and development of the person, experiential learning, oral tradition, and student-centeredness are key elements of the traditional approach. Further, and of vital importance, is the fact that education is grounded in spirituality. Western mainstream education has a narrower scope in that it emphasizes intellectual development to the exclusion of other dimensions. There are a number of concerns related to integrating informal Native education into the formal education system. These include research methodologies utilized; protection of cultural and intellectual property rights; and recognition of traditional indigenous knowledge, traditional teachers, and elders.

KEY WORDS: American Indian Education; Canada Natives; Chippewa (Tribe); Cultural Education; Cultural Maintenance; Educational Practices; Foreign Countries; Holistic Approach; Intellectual Property; Lifelong Learning; Nonformal Education; Tribally Controlled Education; Odawa (Tribe); Ontario; Potawatomi (Tribe).

41. Mojab, S., & McDonald, S. (2001). Women, violence and informal learning. NALL Working Paper No. 41. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

A comparative study of the impact of violence on immigrant women's learning was conducted among immigrant women of two communities in the Toronto area: the Spanish-speaking community and the Kurds. The two authors of the study each worked with one of the communities in which they had knowledge of the language. An in-depth, non-structured, conversational interview was used with 14 women of each group in order to document the life histories of these women as they experienced them. The Spanish-speaking women also participated in a workshop wherein they focused on learning about the law. All the women had been involved in violence, whether the mostly-domestic violence that the Spanish-speaking women had experienced or the political violence in which the Kurdish women or their husbands, sons, and brothers had participated. The study, reported separately for each group,

found that the experience of violence places stress on the women that impedes their learning. The study also found that learning should be viewed as larger than just the learning of content--it includes learning to trust and act on their own behalf and take charge of their own learning. Some of the recommendations of the study included having peer-oriented learning groups to teach women about the legal system and the provision of legal materials in their native languages.

KEY WORDS: Adult Basic Education; Adult Literacy; Anxiety; Battered Women; Cognitive Style; Developed Nations; Educational Attitudes; Fear; Females; Foreign Countries; Functional Literacy; Immigrants; Informal Education; Kurdish; Language of Instruction; Law Related Education; Laws; Learning Processes; Learning Strategies; Legal Problems; Literacy Education; Minority Groups; Peer Teaching; Personal Narratives; Refugees; Spanish Speaking; Stress Variables; Teaching Methods; Victims of Crime; Violence; War; Womens Education; Kurds; Ontario (Toronto).

42. Stratton, M., & Jackson, T. (2001). Knowledge collisions: Perspectives from CED practitioners working with women. NALL Working Paper No. 42. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

In 1998/9 the Centre for the Study of Training Investment and Economic Restructuring (CSTIER) conducted a study that allowed front-line community economic development workers across Canada to explore the ways they gained information needed to work with women participants in community economic development initiatives. One theme that emerged from the qualitative interview data was the existence of a plethora of knowledge clashes related to social situation, the legitimisation of knowledge, and the practice of community development (economic or social). Collisions between these different perspectives appears to create a "discord of knowing."

The problems deriving from such tensions of knowledge are also identified and discussed in international, cross-disciplinary community development and community economic development literature. While gender affects an individual's experience and participation within a community setting, it cannot be considered in isolation from class, ethnicity, geography, dis/ability, and many other social factors. An academic recognition of this complexity is one thing; addressing the resulting tensions in practice is another - and not an easy matter to resolve.

Drawing on anecdotal illustrations from the study data, this chapter explores the intersections of formal and informal learning as they occur in the social process of community social and economic development. It is argued that front-line development workers construct a particular knowledge set derived from a synthesis of formal and informal learning sources and apply the resulting perspective in an attempt to mediate the contested terrain of knowledge and development work. In the process, collisions occur and boundaries are challenged among and within academic, government, business, and practice orientations. Informal learning becomes not just a means to foster opposition, but a potential way to negotiate conflict and find resolution.

Presently, among practitioners, strong agreement is emerging concerning what is needed for successful development outcomes. Their insights, however, are not necessarily recognized as legitimate, most especially by those providing development funding. Changing such structural attitudes towards the value and importance of informal local knowledge is vital to moving forward (Authors' abstract).

KEY WORDS: Adults; Community Development; Constructivism; Economic Development; Employed Women; Employee Attitudes; Employer Attitudes; Epistemology; Experiential Learning; Females; Informal Education; Sex Bias; Socioeconomic Influences; Socioeconomic Status; Theory Practice Relationship; Womens Education.

- 43. Warren, B. (2001). What do clown doctors know and how do they learn to do what they do? NALL Working Paper No. 43. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

A research project was conducted to determine how and what clown-doctors know on entry to the profession and how and what they learn both formally and informally in a hospital environment; the linkages between informal and formal learning in clown-doctor training and practice in Canada; and "best practices." Information was gathered through personal research (continuing), interviews with clowns and training personnel in Winnipeg, Vancouver, and Toronto; a conference in Europe; roundtable discussions; and informal discussions by telephone and e-mail. The research found that the current clown programs in Canadian hospitals, dating to 1986, take two major approaches: (1) clowns who wear circus-style costumes and make-up work as part of the child life program at a single hospital, work alone, are non-verbal, bring props and toys, do not use music, and play within a "small" and quiet way; and (2) clowns who usually wear a white coat, red nose, and minimal make-up, have unique personalities and names, work in pairs, are not hospital employees or work in several hospitals, and use sound, language, and music. The study found that all 10 clowns currently working in Canada have wide educational backgrounds and have had both formal and informal training that has helped prepare them for their work as clown-doctors. Most of their additional professional development occurs through informal interaction with other clowns, with healthcare staff, and with patients and family members. The study concluded that while all the Canadian clowns are professional and useful in their fields, there is an urgent need to examine, design, and develop appropriate professional development and inservice training models and modules for clown-doctors. (KC)

KEY WORDS: Allied Health Personnel; Developed Nations; Educational Needs; Foreign Countries; Hospitals; Humor; Informal Education; Job Training; Nonformal Education; Occupational Information; Postsecondary Education; Professional Development.

- 44. Bascia, N. (2001). Learning through struggle: How the Alberta teachers' association maintains an even keel. NALL Working Paper No. 44. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

This paper considers how one Canadian teachers' organization, the Alberta Teachers' Association, has managed to maintain and even enhance its viability and vitality under particularly challenging political conditions. It shows how, in working through struggle, the ATA has become a more vital organization both internally and in relation to its membership, created a series of opportunities for educators to mobilize and take some control of their practice, and redirected the public discourse about education to include at least some consideration of the relationship between educational quality and teachers' working conditions. The paper draws upon over ten years of research on North American teachers' organizations, but its major data source is original research conducted within the ATA during the 1998-99 school year. This research was initially conceptualized as an analysis of teachers' organizations as sites for teachers' professional learning. Because of the way interviewees articulated their responses to researchers' questions, the original research focus on teacher learning in rather conventional terms was broadened to allow for a more complex notion of learning that considered aspects of individual but also organizational, sectorial, and social learning.

KEY WORDS: Learning Work Relationships; Informal self directed learning; Formal education; Paid employment

- 45. Sawchuk, P. (2001). The final report of the "learning capacities in the community and workplace project": Unioned industrial workplace site (Ontario). NALL Working Paper No. 45. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

The Ontario Industrial Workers' research site offered a basic analysis of issues relevant to the Prior Learning Assessment and Recognition (PLAR) research and the labor education community. Project goals revolved around the need to examine development and applications of a new PLAR instrument, the Skills and Knowledge Profile (SKP), which is uniquely suited to examine the types of strategies, practices, and capacities that working class participants typically use. Primarily qualitative data from interviews were analyzed. SKP exhibited "situated" dimensions which, from a worker's standpoint, largely determined the perceived effectiveness of the instrument. Social organization of skills, knowledge, and learning processes were seen as a significant issue in the context of working class learning strategies, workers' practices, and progressive application of PLAR instruments such as SKP. In discussions of PLAR, SKP, and labor unions, notions of class consciousness were intertwined with informal learning relations. Intersection of class consciousness and development of critical views on the power relations among forms and conceptions of skill and knowledge led to the notion of a Workers' Knowledge Bank. In in-depth discussions, workers indicated the practical use/value was embedded within the process of administration itself and SKP provoked new understandings of one's own skills.

KEY WORDS: Adult Education; Developed Nations; Foreign Countries; Industrial Training; Informal Education; Labor Education; Learning Strategies; Participatory Research; Prior Learning; Self Evaluation (Individuals); Social Cognition; Test Construction; Unions; Working Class; Ontario (Toronto).

- 46. Sawchuk, P. H. (2001). Online learning for labour movement activists. NALL Working Paper No. 46. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

A study explored informal learning in relation to online communications and working class people's use of computers as a socially situated practice rooted in collective, communal relationships. It drew on analysis of online learning workshop participation in specially initiated sessions among Canadian labor activist/educators. Findings were based on analysis of interview and survey data and content and interaction analysis of online postings. Survey data indicated participants had computer literacy levels exceeding those of the general population; the majority had access to home and/or workplace computers for workshop participation; and communication with participants and non-participants beyond the formal structure of the workshop was crucial. Interviews showed a better understanding was needed of the dynamics of informal learning in virtual space; key barriers to online learning among activist/educators were resources, time, distance, and extensive reading and writing requirements; and a less obvious barrier concerned "communication literacy," a basic appreciation of the mechanics of interaction, turn-taking, and explicit framing and re-framing of the situation. Strong evidence suggested online learning could be a valuable addition to the labor movement's education/communication capacity, an important part of which revolved around recognition of informal learning, tacit dimensions of participation, broader context of participants' lives, and linkages between the online and offline worlds.

KEY WORDS: Activism; Adult Education; Communication Skills; Computer Assisted Instruction; Computer Attitudes; Computer Literacy; Developed Nations; Educational Research; Foreign Countries; Informal Education; Interaction; Labor Education; Online Courses; Online Systems; Telecommunications; Unions; Working Class; Workshops.

- 47. Gereluk, W. (2001). Labour education in Canada today: A PLAR report. NALL Working Paper No. 47. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

This report provides information on the content and nature of labor education in Canada. Section A outlines the study's purposes to explain why labor education should be considered for prior learning assessment and recognition purposes. Section B describes the theoretical framework and methodology and explains the attempt to canvass a reasonably representative sample of labor education provided by and for trade unions. Section C highlights the aims and objectives of labor education, with particular reference to differing objectives of the host trade unions. Section D describes steward training and relates details of this education to functions and expectations unions typically assign to these worksite representatives. Section E completes the descriptions with an overview of content of labor education programs provided by and for Canada's unions. Section F identifies other events and learning activities provided by and for Canada's unions. Section G provides a sample of approaches taken by unions in selecting labor education participants. Section H describes procedures for choosing trainers who deliver labor education and their roles. Section I discusses delivery methods trade unions use for their labor education courses and activities and the rationale for these practices. Section J examines aspects of the labor education program of the Communications, Energy, and Paperworkers' Union of Canada. Section K provides conclusions and observations.

KEY WORDS: Admission Criteria; Adult Education; Educational Objectives; Educational Research; Industrial Training; Labor Education; Prior Learning; Program Content; Trainers; Unions; Member Union Relationship; Shop Stewards.

- 48. Gereluk, W. (2001). Complete appendix to "labour education in Canada today: A PLAR report". NALL Working Paper No. 47A. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

This document contains the complete appendix to the tables included in the "Labour Education in Canada Today: A PLAR Report" (NALL Working Paper No. 47).

KEY WORDS: Admission Criteria; Adult Education; Educational Objectives; Educational Research; Industrial Training; Labor Education; Prior Learning; Program Content; Trainers; Unions; Member Union Relationship; Shop Stewards.

- 49. Luciani, T. (2001). Second NALL bibliography on informal and non-formal learning. NALL Working Paper No. 48. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

This bibliography with 1,273 entries is an updated supplement to the preliminary 1997 bibliography on informal adult learning. It is a useful resource guide for those interested in publications (e.g. academic papers, government reports, grassroots publications) aimed at furthering understanding of how learning and teaching takes place in different settings (specifically, informal and non-formal environments). The guide also lists resources that address how the different ways that learning and teaching exist in various learning environments can be valued and supported. Introductory materials include bibliography sources and search terms. Entries are grouped into these seven categories: (1) general (overviews, definitions and

conceptual distinctions, theories of learning, conceptual factors/histories, research methods and standpoint of researchers); (2) surveys/ethnographies; (3) learning power and action in resisting communities; transitions between learning and work (youth, higher education, seniors, learning and work mismatches); (4) learning in the workplace (general; corporations, management, professionals; workers; other work sites); (5) union-based learning; (6) informal learning and technology; and (7) prior learning assessment and recognition.

KEY WORDS: Active Learning; Adult Education; Adult Learning; Associative Learning; Aural Learning; Bibliographies; Computer Uses in Education; Cooperative Learning; Discovery Learning; Discrimination Learning; Education Work Relationship; Educational Research; Ethnography; Experiential Learning; Incidental Learning; Independent Study; Indigenous Populations; Industrial Education; Informal Education; Intentional Learning; Labor Education; Learning Theories; Lifelong Learning; Mastery Learning; Multisensory Learning; Nonformal Education; Nonverbal Learning; Observational Learning; Prior Learning; Resistance (Psychology); Rote Learning; Second Language Learning; Sequential Learning; Serial Learning; Symbolic Learning; Verbal Learning; Visual Learning.

50. Tough, A. (2002). The iceberg of adult learning. NALL Working Paper No. 49. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This paper discuss wide range individual learning activities. It also found that about 20% of all major learning efforts were institutionally organized, while the other 80% was found to be informal. When this informal part was examined, the study found that 73 percent of adult learning is planned by the learner, 3 percent was done with a friend, relative, neighbour or co-worker, while 4 percent was conducted within a peer group. One of the main points this study raises is that there may be more social interaction in informal learning than there is in classroom learning.

KEY WORDS: Learning efforts; Learning and Planning; Social Interaction; Informal Learning; Formal Learning.

51. Duguid, F. (2002). Emotion working learning: Findings, gaps, and suggestions. NALL Working Paper No. 50. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This study found that, while the term "emotion work" was the dominant terminology used in much of the relevant literature, it was not broad enough (or narrow enough) to concretely define boundaries for a literature search. Therefore the author created categories to help manage and edit the information collected. These include: emotions in the workplace, emotion work relating to stress, job burnout, and emotionally exhausting workloads, managing emotions in the workplace, definitions and meanings of emotion work, and emotion work learning. For the purposes of this annotated bibliography the author has chosen to focus primarily on the final category, emotion work learning.

KEY WORDS: Emotion Work; Emotions in the Workplace, Stress, Job Burnout; Workloads; Emotion Work Learning.

52. Mojab, S., Wall, N. B., & McDonald, S. (2002). Collaborative learning for change. NALL Working Paper No. 51. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This guide is designed as a community-based resource for women who are interested in developing leadership skills in group facilitation, community building, and community action. It provides an integrated feminist anti-oppression learning framework that links social justice issues and the questions of race, gender, class, and all other forms of marginalization to the question of how women learn. The guide includes six workshops that emphasize the connections between learning and action that allow women to develop their consciousness of the actions required to bring about necessary change in their lives as women. Introductory materials discuss the research that lead to this guide and suggestions for conducting the workshops, including useful tools for building group processes. Each session outline consists of some or all of these components: check-in, debriefing, informational materials, warm-up exercise, exercises, and closure. Sessions are (1) women's experiences are the basis of learning; (2) facilitating group processes; (3) learning strategies (4) gender bias in the law; (5) funding; and (6) outreach and organizing. (YLB)

KEY WORDS: Adult Learning; Citizen Participation; Community Cooperation; Consciousness Raising; Empowerment; Experiential Learning; Family Violence; Females; Group Activities; Learning Strategies; Racial Discrimination; Social Change; Student Centered Curriculum; Womens Education; Marginalized Groups.

53. Thomas, A., Collins, M., & Plett, L. (2002). Dimensions of the experience of prior learning assessment & recognition. NALL Working Paper No. 52. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

A study extended studies on use of prior learning assessment and recognition (PLAR) by concentrating on learners/students outside of the college system and exploring student experience with all dimensions of the use of PLAR. Fourteen university students were interviewed. Findings indicated respondents had re-entered formal education by novel means based on an individual assessment of what they knew, and had learned, outside the system of formal education, rather than solely on what they had learned within it; most encountered PLAR by accident; PLAR became the primary basis on which they continued in their educational quest, a welcome add-on that eased and enriched their educational experience, or a minor addition; they used all available PLAR devices, though a larger proportion used portfolios than in earlier research, and all respondents were self-directed students in addition to self-directed learners.

KEY WORDS: Adult Students; Advanced Placement; College Credits; Developed Nations; Educational Experience; Experiential Learning; Foreign Countries; Independent Study; Informal Education; Nontraditional Education; Nontraditional Students; Portfolios (Background Materials); Prior Learning; Recognition (Achievement); Student Educational Objectives; Student Motivation; Universities.

54. Laiken, M. E. (2002). Managing The action/reflection polarity through dialogue: A path to transformative learning. NALL Working Paper No. 53. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

At the Ontario Institute for Studies in Education of the University of Ontario, a course entitled Developing and Leading High Performing Teams: Theory and Practice is experimenting with a design that surfaces the action/reflection paradox for the purpose of learning how to manage this polarity. Whether the product is defined as services or goods, the general tendency is to view time spent on specific task completion as the only legitimate form of work. In the workplace, an opportunity for reflection on a lived experience increases productive capacity and individual knowledge

and skill and results in personal and, sometimes, organizational learning that is transformative. The paradoxical outcome for an organization is a case of slowing down in order to speed up. The course teaches the skills required to engage in reflection during 7 full-day sessions over 13 weeks. In the mornings, theory is introduced experientially and covers the following: phases of team development; team goal-setting, problem-solving, decision-making, communication and conflict management; managing difference; and dealing with intractable problems as polarities. In the afternoons, an almost two-hour meeting of class groups as working teams is followed by a team debrief--a structured reflective opportunity to examine the team's behavior and provide feedback. Stages in learning to engage in quality conversations are lack of awareness; awareness without action; ability to act on awareness, with effort; and ability to hold the polarities and maintain the communication. (Contains 23 references) (YLB)

KEY WORDS: Transformative Learning; Adult Education; Adult Educators; Conflict Resolution; Cooperative Learning; Teaching Technique; Group Dynamics; Organizational Communication; Problem Solving; Reflective Teaching; Teamwork; Theory Practice Relationship; High Performance Work Organizations.

55. Livingstone, D. (2002). Mapping the iceberg. NALL Working Paper No. 54. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

A survey of 1,500 Canadian adults examined the range of adults' learning activities. These activities included informal learning related to employment, community volunteer work, household work, and other general interest. Findings revealed that those in the labor force, or those expecting to be in soon, engaged in informal learning related to current or prospective future employment. These included the following: informal learning projects to keep up with new job or career knowledge, informal employment-related computer learning, and learning new tasks, problem-solving and communication skills, occupational safety and health, and new technologies. Community volunteer workers participated in related informal learning on interpersonal, communication, and organizational or managerial skills, and social issues. Household workers participated in informal learning related to home renovations and gardening, home cooking, and home maintenance. Most participated in informal learning associated with their general interests, such as health and well being, environmental issues, finances, hobby skills, social skills, public issues, computers, and sports and recreation. Participation in all forms of schooling increased dramatically over the past two generations, and the educational attainment of the active labor force increased accordingly. Major barriers to course participation included inconvenient times or places, no time, family responsibilities and cost.

KEY WORDS: Access to Education; Adults; Continuing Education; Educational Background; Educational Research; Foreign Countries; Home Economics; Independent Study; Informal Education; Job Skills; Learning Activities; Lifelong Learning; National Surveys; Participation; Postsecondary Education; Recreational Activities; Student Educational Objectives; Vocational Education; Volunteer Training; Volunteers.

56. Meaghan, D. (2002). Stigma to sage: Learning and teaching safer sex practices among Canadian sex trade workers. NALL Working Paper No. 55. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

A study interviewed 37 Canadian sex workers in 4 cities to determine how they acquire a working knowledge of safer sex practices and what that knowledge constituted. Findings indicated the vast majority exhibited high levels of knowledge

and efficacy regarding safer sex practices; sex workers took the initiative to obtain information and engage in safer sex practices; and peer group educators advanced educational messages in their community. Staffed by current or former sex workers, the New Zealand Prostitutes Collective (NZPC) was established as a government-endorsed organization using state funding, infrastructure, and support services for sex workers, clients, and the public. The Canadian government might profit from lessons learned from the successful NZPC to recruit sex workers as peer educators and should consider the possibility of developing a prostitute-centered pedagogy of safer sex practices that affirms the right of women to control the conditions of work and recognizes the skills and knowledge of that work. Providing sex workers with an opportunity to have input into public policy and design and delivery of prevention programs would be a useful way to transmit their skills and knowledge to other sectors of the community. Such knowledge could provide sexual self-determination that might result in greater knowledge, resistance, agency, and empowerment in other aspects of women's lives. (Contains 87 references and 30 endnotes.) (YLB)

KEY WORDS: Adult Education; Disease Control; Empowerment; Females; Health Education; Health Promotion; Peer Teaching; Physical Health; Safe Sex; Safety Education; Sex Education; Sexuality; Sexually Transmitted Diseases; Womens Education.

57. Delhi, K., & Fumia, D. (2002). Teachers' informal learning, identity and contemporary education "reform". NALL Working Paper No. 56. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This paper explores links between teachers' learning, the politics and practices of education reform, and teacher identity, examining how teachers learn to negotiate the spaces between promises of improvement, effectiveness, and accountability made in heterogeneous discourses of education reform and their experiences with deteriorating material conditions and social relations of schooling. The paper asserts that learning how to work with or against education reform is a complex process of identity making for teachers, where they encounter and utilize contradictory ideas about good teachers and teaching as well as about children, curriculum, pedagogy, and learning. Researchers designed a small study to examine how Ontario teachers were being positioned and how they understood themselves within the milieu of reform. Twelve teachers completed interviews, commenting on contemporary school reform, particularly issues of curriculum, assessment, and reporting (as well as several other topics). In different ways, all respondents expressed strong disagreement with the provincial government and distrust of their initiatives. However, their teaching and assessment methods showed that they could not avoid reform altogether, and reform shaped their work and identities, even when they strongly disagreed with its goals and methods. Several teachers suggested that democratic and open discussion in their schools was very rare.

KEY WORDS: Educational Change; Elementary Secondary Education; Governance; Government Role; Government School Relationship; Politics of Education; Identity Formation; Ontario; Professional Identity; Reform Efforts.

58. Welton, M. (2002). Fraught with wonderful possibilities: Father Jimmy Thompkins and the struggle for a catholic progressivism, 1902 - 1922. NALL Working Paper No. 57. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This document examines the role of Father Jimmy Tompkins in the struggle for a

Catholic Progressivism in the Diocese of Antigonish in Nova Scotia, Canada, from 1902 through 1922. The discussion begins with a brief overview of the diocese and the editorial policy and content of the diocesan newspaper, "The Casket," which had maintained a tradition of aggressively condemning far-off events and offering shallow commentary on local events. After presenting a few key details on Father Tompkins' early life and education, the discussion turned to Tompkin's years as vice president and Prefect of Studies at St. Francis Xavier University from 1906 through 1922, during which time he focused primarily on staffing the university with better-prepared professors and encouraging several professors to pursue scientific studies and return to St. Francis to help transform it into a "university of the people" embodying the tenets of progressivism. Presented next were key points from the progressivist writings of several of the professors whom Tompkins had nurtured. The remainder of the discussion focuses on the activities of Father Tompkins and a reform cadre of priests between 1918 and 1928, at which time they devoted their energy to resolving the problems "engendered" by industrialization. The discussion culminated in an examination of the struggle between the Integrist and the Progressives. There are 123 endnotes. (MN)

KEY WORDS: Adult Educators; Adult Learning; Catholic Educators; Catholics; Change Agents; Church Related Colleges; Church Role; Educational Change; Educational History; Educational Philosophy; Foreign Countries; Industrialization; Popular Education; Progressive Education; Rural Areas; Social Change; Social Problems; Social Theories; Universities; Antigonish Movement; Communitarianism; Nova Scotia; Populism; Progressivism; Saint Francis Xavier University (Canada).

59. **Dei, G. J. S. (2002). Rethinking the role of indigenous knowledges in the academy. NALL Working Paper No. 58. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

This paper is an invitation to critically engage in the discussion of 'Indigenous knowledges' and the implication for academic decolonization. Among the issues raised are questions of the definition and operationalization of Indigenous knowledges and the challenges of pursuing such knowledge in the Western academy. The paper draws attention to some of the nuances, contradictions and contestations in affirming the place of Indigenous knowledges in the academy. It is pointed out that Indigenous knowledges do not 'sit in pristine fashion' outside of the effects of other knowledges. In particular, the paper brings new and complex readings to the term 'Indigenous' maintaining that different bodies of knowledge continually influence each other to show the dynamism of all knowledge systems. It is argued that when located in the Euro-American educational contexts, 'Indigenous knowledges' can be fundamentally an experientially-based, non-universal, holistic and relational knowledge of 'resistance'. In the discussion, the paper interrogates the notions of tradition, authenticity, orality and the assertion of indigenous identity as crucial to the educational and political project of affirming Indigenous knowledges (Author's abstract).

KEY WORDS: Cultural Influences; Ethnicity; Higher Education; Indigenous knowledges; Indigenous Populations; Knowledge Level; Minority Groups; Oral Language.

60. **Dei, G. J. S. (2002). Spiritual knowing and transformative learning. NALL Working Paper No. 59. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

This paper discusses the place of spirituality and spiritual learning in the promotion of transformative education. In highlighting the importance of taking spirituality seriously in the politics and ontology of educational transformation, I locate my discursive framework in the discussion in the challenges of critical teaching to a diverse school audience. I bring an anticolonial reading to what it means to engage spirituality in the political project of transformative learning. My understanding of transformative learning is that education should be able to resist oppression and domination by strengthening the individual self and the collective souls to deal with the continued reproduction of colonial and re-colonial relations in the academy. It must also assist the learner to deal with pervasive effects of imperial structures of the academy on the processes of knowledge production and validation; the understanding of indigeneity; and the pursuit of agency, resistance and politics for educational change. The paper grounds the discussion in issues of African education and what it means to critically teach so that education serves the spiritual development and/or unfolding of the learner and her or his community (Author's abstract).

KEY WORDS: Adult Learning; African Culture; Colonialism; Critical Pedagogy; Cultural Context; Culturally Relevant Education; Educational Environment; Educational Objectives; Indigenous Knowledge; Indigenous Populations; Learning Processes; Learning Theories; Political Attitudes; Political Socialization; Spirituality; Theory Practice Relationship; Transformative Learning

61. Haig-Brown, C., & Dannenmann/Kaamatweyaashiik, K. (2002). To be in good relation: The search for community. NALL Working Paper No. 61. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This paper consists of a dialogue on the understanding of how the notion and the imaginative real "community" fit with the land-based pedagogy of the Indigenous Knowledge Instructors Program.

KEY WORDS: Community; Indigenous Knowledge; Instructors Program.

62. Gérin-Lajoie, D. (2002). Identité bilingue et jeunes en Milieu francophone minoritaire: Un phénomène complexe. NALL Working Paper No. 62. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

La présente communication examine les parcours identitaires d'un groupe d'adolescents et d'adolescentes qui fréquentent l'école secondaire minoritaire de langue française. Cet examen se fait à partir du discours tenu par les jeunes sur le sujet et à partir des représentations qu'ils se font de ces parcours identitaires, en tenant compte du fait que ces représentations résultent de leur trajectoire de vie. Partant du principe que l'identité s'acquiert et constitue en fait une construction sociale (Barth, 1969; Juteau-Lee, 1983), qu'elle n'est donc pas quelque chose d'innée, la présente communication se penche sur la façon dont la notion d'identité s'articule chez les adolescents et les adolescentes, en s'intéressant plus précisément au discours tenu à ce sujet par ces derniers en tant qu'individus appartenant à une minorité linguistique. L'analyse proposée reconnaît au départ le rôle essentiel tenu par la langue dans le processus de construction et de représentation identitaires des individus. La langue est en effet au centre des rapports sociaux, puisque c'est en très grande partie par le biais de la communication que ces rapports s'établissent. Les résultats d'un programme de recherche de trois ans, récemment complété, serviront à illustrer ma réflexion. Les données ethnographiques recueillies auprès d'un groupe d'adolescentes et d'adolescents vivant en Ontario montrent, entre autres, que le processus de construction identitaire représente un phénomène des plus complexes et

que les parcours identitaires, de même que les représentations que s'en font les jeunes sont dans un état de perpétuelle mouvance (From introduction).

KEY WORDS: Power Relations; Social Inequality; Work; Learning; Work and Learning Relationships.

- 63. Truex, D. (2001). ERP system as facilitating And confounding factors in corporate mergers: The case of two Canadian telecommunications companies. NALL Working Paper No. 63. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

This paper describes an ongoing action research project initiated to assess the impact of the introduction of an enterprise resource planning system (SAP R3) in a single Canadian telecommunications company, BCTel (British Columbia Telephone Company). In the midst of the research program it was announced BCTel would merge with another Canadian telecommunications company, TELUS, of Alberta. This development was specifically noted \ given that both companies had each recently adopted SAP R3 using similar reference models and system components, albeit ones implemented quite differently at each company. The merger was seen to give further credence to the prediction that the use of common reference models and ERP systems would remove significant barriers to organizational integration and spawn industry consolidation.

KEY WORDS: Organizational integration; Action research; Resource planning.

- 64. Mitchell, L., & Livingstone, D. W. (2002). All on your own time: Informal learning practices of bank branch workers. NALL Working Paper No. 64. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

The informal learning practices of bank branch workers were examined in a study of a major Canadian bank. The study included ethnographic fieldwork and secondary analysis of a national survey of branch workers' learning practices during the introduction of a new financial services software system. Activity theory was used to examine workers' informal learning practices as situated and to trace the shift learning at the bank branch during the 1990s from a process based on a largely informal training approach to an increasingly formalized self-study approach. The study established that the bank branch workers continued to rely heavily on collective and individual informal learning practices to perform their day-to-day work, adjust to the introduction of new processes and technologies, and cope with stress even though the restructuring of work processes and learning that had occurred within the bank left the workers with diminishing time for study and learning. The study resulted in nine recommendations, including the following: (1) allocate at least 1 hour of on-the-job time per week for collective and individual learning; (2) create a learning environment within the bank's branches; (3) recognize, build on, and provide compensation for workers' informal learning activities; and (4) consult regularly and systematically with branch staff to identify learning and support needs. (Contains 46 references.) (MN)

KEY WORDS: Adjustment (to Environment); Adult Education; Banking; Data Analysis; Education Work Relationship; Educational Environment; Employment Practices; Field Studies; Foreign Countries; Independent Study; Informal Education; Labor Force Development; Learning Processes; National Surveys; Office Automation; Organizational Change; Organizational Culture; Organizational Development; Technological Advancement; Work Environment; Bank Tellers; Canada; Learning Organizations.

- 65. Davies, S. (2002). School choice by default? Understanding the growing demand for private tutoring in Canada. NALL Working Paper No. 65. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

This paper examines the demand for tutoring within a context of heightened credential competition, and a growing private education sector, consisting of private schools, charter schools, home schoolers, and a burgeoning entrepreneurial "education industry." The number of private tutoring businesses is rapidly growing in Canada, even though the Canadian educational system lacks the characteristics that normally fuel the demand for such businesses. Which kinds of parents hire and desire private tutors, and how is this demand linked to other educational preferences? Using data from a national survey, I find that parents who hire or desire affordable tutoring do not differ greatly from other parents in their demographics or political ideology. However, tutoring parents are less satisfied with public education, are more involved in their children's schooling, and greatly more desiring of private schooling and other educational alternatives. I conclude that for many parents, private tutoring represents a "school choice" by default, an affordable educational option in lieu of the ability to pay for private schools (Author's abstract).

KEY WORDS: Access to Education; Business; Educational Demand; Educational Opportunities; Educational Supply; Elementary Education; Secondary Education; Family School Relationship; Nontraditional Education; Private Education; Private Sector; School Choice; Tutoring.

- 66. Ng, R. (2002). Training for whom? For what? Reflection on the lack of training opportunities for immigrant garment workers. NALL Working Paper No. 66. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

Unlike many recent immigrants who entered Canada as highly trained professionals in their countries of origin, most of Canada's immigrant garment workers are working-class women with little education. The Apparel Textile Action Committee (ATAC) and Homeworker's Association (HWA) are among the bodies that were established to assist immigrant garment workers in Canada who lost their jobs to industrial restructuring and became home workers. The experiences of both bodies has made it clear that the training available to these women does not meet their needs as immigrants with a limited command of English. A study of the informal learning outcomes of HWA's members yielded the following findings: (1) most immigrant garment workers have little expectation that taking classes will lead to better jobs and higher pay; (2) although most immigrant garment workers do not expect that English-as-a-second language (ESL) classes will make them fluent in English, their ESL classes serve important social and educational purposes by giving participants a place to develop a sense of sociability with other workers and learn strategies for negotiating their lives as non-English speaking immigrants and their rights as workers; and (3) although classes are obvious places to look for informal learning, the HWA's executive meetings provide environments for explicit "political learning."

KEY WORDS: Dislocated Workers; Education Work Relationship; Educational Attitudes; Educational Needs; English (Second Language); Foreign Countries; Immigrants; Industrial Training; Informal Education; Labor Education; Labor Market; Needle Trades; Needs Assessment; Non English Speaking; Outcomes of Education; Political Socialization; Semiskilled Occupations; Student Attitudes; Teleworking; Womens Education.

- 67. Billett, S., Barker, M., & Herson-Tinning, B. (2002). Co-participatory practices at work. NALL Working Paper No. 67. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

The reciprocal process of engaging in and learning through work was examined. Reciprocity between how workplaces invite individuals to participate in and learn through work (its invitational qualities) and individuals' engagement in the workplace was proposed as a means of understanding how learning through work proceeds. Workplaces' invitational qualities were shown to be shaped by workplace norms and practice and by affiliations (for example, cliques, associations, occupational groupings, and employment status) and to be frequently characterized by inequitable distribution. The distribution of and access to opportunities for practice were shown to be directed toward sustaining the work practice and/or the interests of particular individuals and groups who participate in it. These reciprocal processes of participation in workplace were illustrated through an analysis of the participatory practices of three workers--a union worker, a grief counselor, and a school-based information technology consultant--over a 6-month period. The work of all three individuals was examined through the lens of an analytical framework comprising categories of activities and interdependencies. In all three cases, there was evidence of exercise of individuals' agency in shaping the organization of their work and evidence of new learning opportunities arising from events that were structured by workplace practices and leading to significant new learning. (Contains 34 references.) (MN).

KEY WORDS: Access to Education; Adult Education; Adult Learning; Education Work Relationship; Educational Environment; Educational Opportunities; Employment Practices; Foreign Countries; Learning Processes; Learning Theories; Lifelong Learning; Literature Reviews; Organizational Culture; Participation; Vocational Adjustment; Work Environment; Learning Organizations; Work Based Learning.

- 68. Aurini, J. (2003). Market professionals in the private tutoring industry: Balancing profitability with the humanistic face of schooling. NALL Working Paper No. 68. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

Based on interviews with private tutoring business entrepreneurs, this paper provides a qualitative analysis of some organizational and ideological transformations in the teacher profession with the advent of market professionals within the private education sector. No longer simply a means to generate additional income, the private tutoring industry today promises full-time business opportunities and careers for well-educated investors from a variety of educational and occupational backgrounds. Initial research suggests that the enormous popularity of these businesses rests on the organizational and environmental 'fit' between their services and increased consumer demands for individualized education (Author's abstract).

KEY WORDS: Private schools; Private education; Private tutoring; Corporate training; Home schooling; Individualized education; Personal networks.

- 69. Aurini, J., & Davies, S. (2003). The transformation of private tutoring: Education in a franchise form. NALL Working Paper No. 69. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.**

This paper looks at the rising percentage of Canadian students enrolled in private schools. Private education is shown to be rising among both older and younger

students. As well, such growth is demonstrated not to be limited to traditional school forms, as other forms of private education in North America are growing immensely, ranging from corporate training to home schooling. This paper focuses on another form of private education, one that has received very little attention from sociologists: tutoring businesses. Tutoring has long been a cottage industry organized in personal networks among individual tutors and students, with the exception of "test prep" companies such as Kaplan and Princeton Review that offer coaching for standardized entrance exams. However, this paper illustrates that over the past decade the tutoring industry has undergone a staggering transformation. The number of formal businesses that offer fuller tutoring services has grown between 200%-500% in major Canadian cities over the past 30 years, a growth that is independent of public school enrolments or economic trends.

KEY WORDS: Private schools; Private education; Corporate training; Home schooling; Personal networks.

70. Fisher, M. (2003). Informal learning of seniors in Canadian society. NALL Working Paper No.70. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

Informal learning by Canadian seniors was examined through semi-structured interviews with a purposefully selected group of 51 older Canadians (28 women and 23) who ranged in age from 58 to 95 years (average age, 73.7). All were retired or semi-retired, and all had engaged in several learning projects over the previous year in topics such as the following: self-knowledge, health, relationships, current affairs, social justice, history, spirituality, the arts, philosophy, computers, homemaking, and genealogy. Equal numbers of interviewees preferred learning alone and learning in groups. A few preferred one-on-one coaching or dialogue. When asked about their methods of learning, the interviewees mentioned learning by doing (32 times), by reading (33 times), through discussion (35 times), by watching (26 times), and by listening (27 times). The resources they used depended on topic and circumstances, with print media, people, and computers being mentioned by 44, 32, and 14 interviewees, respectively. Thirty-five adults stated that learning had always been important to them. Most participants were enthusiastic about the contributions that learning made to their lives, with 20 describing it as vital to their survival. Thirty-one interviewees stated that they spent more time on learning now than in their younger years, and 11 said they spent less time learning now than previously.

KEY WORDS: Access to Education; Adult Education; Adult Learning; Education Work Relationship; Educational Attitudes; Educational Benefits; Educational Opportunities; Educational Trends; Independent Study; Informal Education; Interviews; Learning Motivation; Learning Processes; Lifelong Learning; National Surveys; Older Adults; Outcomes of Education; Participation; Trend Analysis; Canada; Learning Patterns.

71. Smith, D. E., & Dobson, S. (2003). Storing and transmitting skills: The expropriation of working class control. NALL Working Paper No. 71. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This monograph comes out of a study that proposed to explore the relationships between the great working-class communities and the industries they both sustained and were sustained by in terms of the production, storage and transmission of skills. Among men so-called "manual skills" were learned in part experientially, on-the-job, but they were also learned intergenerationally, both in the community and in the workplace. The last twenty or thirty years of economic reorganization is shown to have

radically undermined the engine of skills storage and transmission vested in a social organization among working class men intersecting workplace and community. This paper is based in part on the ethnographic literature on industrial workplaces and the working class communities associated with them and in part on interviews with eight steelworkers employed at Stelco in Hamilton, Ontario. All but two of these started work at Stelco in the 1970s (the exceptions started in the late 1960s); all are still employed at the plant though three are also on the staff of Local 1005 of the United Steelworkers. (From Introduction).

KEY WORDS: Adult Learning; Case Studies; Employer Employee Relationship; Employment Practices; Ethnography; Experiential Learning; Industrial Training; Job Skills; Labor Force Development; Labor Relations; Nonformal Education; Organizational Change; Sex Role; Trade and Industrial Education; Training; Vocational Adjustment; Work Environment; Working Class.

72. Sousa, J., & Quarter, J. (2003). Informal and non-formal learning in non-profit organizations. NALL Working Paper No. 72. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

This paper demonstrates how non-profit organizations have increasingly taken on a more active role in providing a variety of services to either the general public or to a membership. In general, the operations of these organizations are shown to be maintained by a combination of employees and volunteers. Although those employees and volunteers may possess valuable experience, they often take advantage of resources provided within the organization in a less formal way than that found in an education facility. These resources can enable them to maintain their skill set or to upgrade other skills. The issues the paper explores are the predominant types of learning occurring within a non-profit organization and the available resources associated with the organization that promotes the predominant type of learning process.

KEY WORDS: Informal Education; Workplace Training; Non-formal learning; Non-profit Organizations.

73. Charumbira, R. (2003). "I am definitely not leaving without a degree": A view from the crossroads of informal and formal learning — The transitional year program at the university of Toronto. NALL Working Paper No. 73. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: www.nall.ca.

Through a blending of statistics, reflections and narratives this report examines the vitality of informal learning and formal learning when these two consciously and simultaneously occur.

KEY WORDS: Informal Learning; Formal Education, Schooling.



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