Voluntary Sector Contributions to Public Education in Canada: A Discussion Paper

The Canadian Education Association – Founded in 1891, the Canadian Education Association is a bilingual, federally incorporated non-profit organization that serves as a dynamic voice, robust advocate and strategic catalyst for learning and educational excellence across Canada. In a vibrant and continuously changing context, CEA promotes informed dialogue and debate about issues, and provide sound research-based analysis and synthesis of complex and controversial subjects to clarify issues, create meaning, and facilitate shared understanding. As a meeting place for education leaders for over 100 years, CEA balances historical perspective and stability with innovation and optimism in future planning. Within CEA we model shared leadership, providing a forum for reflection and development, as well as inter-jurisdictional and interdisciplinary networking.

The J.W. McConnell Family Foundation – Established in 1937 by [John Wilson McConnell](#) (1877-1963), the J. W. McConnell Family Foundation grew out of Mr. McConnell's deep commitment to the public good and his life-long involvement with non-profit and charitable work in Canada. The purpose of The J.W. McConnell Family Foundation has not greatly changed since it was established by its founder some 70 years ago: now, as then, it seeks to improve quality of life by building communities that help people to develop their talents and contribute to the common good. Consistent with its [vision and mission](#), the Foundation's objective is to [encourage active citizenship](#) and to [create resilient communities](#). As a national funder it seeks initiatives, often [innovative](#) in nature, that have the potential for [country-wide impact](#).

Social Innovation Generation – In January 2007, The J.W. McConnell Family Foundation launched a new five-year initiative - Social Innovation Generation (SiG). Collaborating with a national network of partners, the initiative is linking the Foundation with the MaRS Discovery District, the University of Waterloo and the BC-based PLAN Institute for Caring Citizenship. SiG's aim is to facilitate broad social change in Canada. The partnership will deliberately engage all three sectors, and address cross-cutting themes such increasing the availability of funding for social innovation in Canada; exploring how innovative, community-based "open source" technology can enhance learning and strengthen social change networks; and developing the leadership capacity that will allow social innovators to work with a broad range of stakeholders across sectors to achieve lasting change.

About this Report

This report was written as a discussion paper for the forum *Re-Connecting Schools and Communities: Students as Citizens*, an event co-hosted by the J.W. McConnell Family Foundation's Social Innovation Generation initiative and the Canadian Education Association in June 2007.

The general goal of the report is to map out the landscape of voluntary sector contributions to the Canadian public education system. The outcome of this process is a clear picture of the incredible number of points where the education and voluntary sectors intersect in schools and school systems across Canada.

The map of education-voluntary sector intersections presented in the following pages is - like any map - a guide for embarking on a journey that allows travelers to explore both new and familiar landscapes in greater detail. In keeping with the visions of both the J.W. McConnell Family Foundation and the Canadian Education Association, this report is a starting point for a journey toward longer term dialogue about the potential of education-voluntary sector partnerships for fostering a culture of continuous innovation and strategic collaboration focused on inclusion, engagement and community resilience, and the creation of opportunities for learning in schools and communities to nurture the development of all young Canadians.

List of Figures

Section 1. Introduction

> Growing up in suburban Toronto during the 1970s I clearly remember sitting on a worn
> classroom carpet listening to a local police officer tell our grade two class about crosswalk
> safety with *Elmer the Safety Elephant*. Elmer's lessons may not have contributed to my
> overall success in school; but for a short time my small classroom and community worlds
> collided as the "words" of a green elephant stuck in my mind with a force that neither my
> parents nor teachers could reckon with.

Elmer's messages about safety are still reaching elementary students today through the Canada Safety
Council's school programs and if you ask anyone about their experiences in school, almost everyone has a
similar "Elmer" story. These stories stand as testament to the long, yet largely undocumented, history of
partnership between the education and voluntary sectors in Canada. Since their inception, schools have played
a role in the larger arena of "public education" on a wide variety of social and health topics relevant to
children and youth. In addition to providing a venue for the delivery of social messages and programs,
intersections between the two sectors have created new - and sometimes contested - spaces for educational
and social change.

Whether they represent a social delivery or innovation model, education and voluntary sector partnerships
have taken on new meaning in recent years as many public school systems grappled with new - and often
reduced – funding structures while the voluntary sector experienced significant growth in both its size and
funding.[1] Although both sectors struggle with issues of stable and adequate funding, the potential for
intersections between them has for many years now, been offered as a means of achieving common goals with
greater efficiency. These and other public or private partnerships are regularly promoted in the education
sector, but we know little about the scope or quality of partnerships and even less about factors that contribute
their success.

Education is also unique in its commitment to the principle of parent and community involvement popularized
through the *Effective Schools*[2] movement which began in the late 1960s. Some of the by-products of this
commitment *in principle* that are relevant to a discussion of the voluntary sector include the contributions of
organized parent and community groups as well as the largely unorganized, but substantial role of parent and
community volunteers in schools.

This report represents a starting point for mapping the voluntary education sector and exploring the wide
variety of points where it intersects with public education in Canada. In addition to this section, which provides
notes on methodology and key definitions, the report is organized into five sections:

> ˃ *Section 2* presents some general information on the Canadian public education system;
> ˃ *Section 3* provides some general information on the voluntary education sector;
> ˃ *Section 4* tentatively maps out the wide variety of intersections between the voluntary and education
>   sectors;
> ˃ *Section5* explores some of factors that support or challenge the development of opportunities for
>   intersections between the two sectors;
> ˃ *Section 6* presents a series of illustrative case studies on four innovative voluntary sector
>   organizations working to make a difference for children and youth in Canada; and

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[1] Statistics Canada (2005). *Cornerstones of Community: Highlights of the National Survey of Nonprofit and Voluntary Organizations.*
Ottawa: Catalogue No. 61-533-XIE.
[2] Edmonds, R. R. (1979). "Effective Schools for the Urban Poor." *Educational Leadership* (37/1), p. 15-24.

> *Section 7* offers a summary of lessons learning and recommendations for defining a way forward in mapping out this topic and furthering the potential social, educational and financial benefits of education-voluntary sector partnerships in Canada.

A Note on Methodology

With the exception of some excellent evaluations of specific education-voluntary sector partnerships[3], there is very little written about the Canadian voluntary sector's contribution to public education. In the absence of a documented history or research on education-voluntary sector partnerships, this report is largely exploratory and pieced together through an extensive online search that included: school boards, Ministries of Education and Education Councils (for federally funded school systems) across Canada; organizations such as Charity Village, the Canadian Policy Research Network, the Centre for Voluntary Sector Research and Development, Statistics Canada, the Canada Revenue Agency; and, numerous open ended searches of Canadian web content on partnerships, non-profit, voluntary and "third sector" involvement in education.

To bring the topic of this report to life, phone interviews were also conducted with staff from four voluntary organizations and four educators or school board representatives who have worked with their organizations in the past. Interview questions were sent to all participants ahead of time and where available, information from the organization's website was used to supplement information gathered through the interviews. Following each set of interviews, information and insights were drawn together into the four case studies that are profiled in Section 6 and incorporated into section 4 where questions about "sticking points" between the two sectors are explored.

A Note on Definitions

It is relatively easy to find publications on the voluntary sector *or* publications about partnerships in education, but few capture intersections between the two. In addition, both are somewhat limited in their application to this report because of a number of definitional challenges: research in the voluntary sector employs a very generous definition of voluntary *education* sector, and the general literature on education partnerships tends to lack clear definitions to help readers distinguish between partnerships with parents for the benefit of individual students and/or those with voluntary, public and/or private sector organizations. To assist in bringing some clarity around the meaning of key terms used in this report, the following definitions, while still quite generous, serve to mark the territory of voluntary sector contributions to public education:

1. *Public Education* includes teaching and learning in,

    > provincially and federally funded elementary and secondary school systems, and
    > local and online communities.

    It could be argued that this broad definition may inflate the actual scope and nature of voluntary sector involvement in public education. Schools and local or online communities represent very different spaces for children and youth. And yet, there is growing recognition that using community assets and advancements in technology as resources for learning can bring schools and communities closer together in their shared vision of changed outcomes for kids.

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[3] Hume, K. (2006). *Engaged in Learning: The ArtsSmarts Model*. Ottawa: ArtsSmarts; Huddart, S. (2006). *ArtsSmarts and Systems Change*. Montreal: J.W. McConnell Family Foundation; Collyer, C (2005) A report on a Green Street Capacity Building Grant - Exploring Strategies for Systemic Change Related to Evergreen's Programming in Schools. Montreal: J.W. McConnell Family Foundation.

2. The *Voluntary Sector* includes,

> volunteers, and
> organizations that have some degree of organizational permanence, are not part of or controlled by government or another external entity, devote any profits to their core mission, and demonstrate a meaningful degree of voluntary participation in public education, either in conducting the organization's activities or in directing its affairs.

3. *Partnership*

In the public, private and voluntary sectors the term "partnership" accounts for a range of very different interactions:

> "Today, 'partnership' is used to characterize a wide variety of arrangements between and amongst organizations. At one end of the spectrum are relationships which are based on narrowly defined, immediate interests of the parties involved. At the other, 'partnership' is used to describe arrangements where shared visions, objectives and budgets bring about outcomes that none of the parties could have achieved alone."[4]

As this report is focussed on creating a baseline for understanding voluntary sector contributions it adopts an inclusive definition of partnerships reflective of continuum described by Tuxworth and Sommer above. Where possible, however, an attempt is made to distinguish between partnerships that involve individuals (parent and community volunteers) and those involving organizations in the education and voluntary sectors.

4. *"Sticking Points"*

The term "sticking points" – an idea adapted from Jehl, Blank and McCloud's work[5] – is used throughout this report as a marker for insights about what does and doesn't work when the voluntary and education sectors intersect. In its everyday use, "sticking points" stands as a metaphor for an impasse, but here – as in the real world of many education-voluntary sector partnerships – it is used to illustrate the tendency for challenges to become points of learning and real progress in efforts to extend the reach and impact of partnerships in school systems *and* communities.

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[4] Tuxworth, B. and Sommer, F. (2003). "Fair Exchange? Measuring the Impact of Not-for-Profit Partnerships", *Forum for the Future.*
[5] By Jehl, J., Blank, M. and McCloud, B (2001). Education and Community Building: Connecting Two Worlds. Washington: Institute of Educational Leadership. Accessed on May 4, 2007 at http://www.communityschools.org/combuild.pdf

Section 2. Public Education in Canada

The public education system in Canada consists of ten provincial and three territorial systems, including approximately 15,000 public French and English language schools administered by 375 school boards. It also includes 502 Inuit and First Nations schools administered by self governed school authorities and band councils.

Funding Public Education

All public education through secondary (or "high") school is publicly funded, including general and vocational colleges (CEGEPs, or *Collèges d'enseignement général et professionnel*) in the province of Quebec. Based on the most recent data available, expenditures by federal, provincial/territorial and local levels of government on the K-12 education sector in the 2000-01 school year were just under $38 billion.[6] In addition, public expenditures through the Department of Indian and Northern Affairs totalled $1.6 billion in the 2004-05 school year for Inuit and First Nations students attending federally and provincially funded schools.[7]

Enrolment in Public Elementary and Secondary Schools

More than 5 million school-aged Canadians (see Figure 1), including approximately 120,000 Inuit and First Nations children and youth, were enrolled in the public education system during the 2002-03 school year.

Figure 1 – Elementary and Secondary School Enrolment
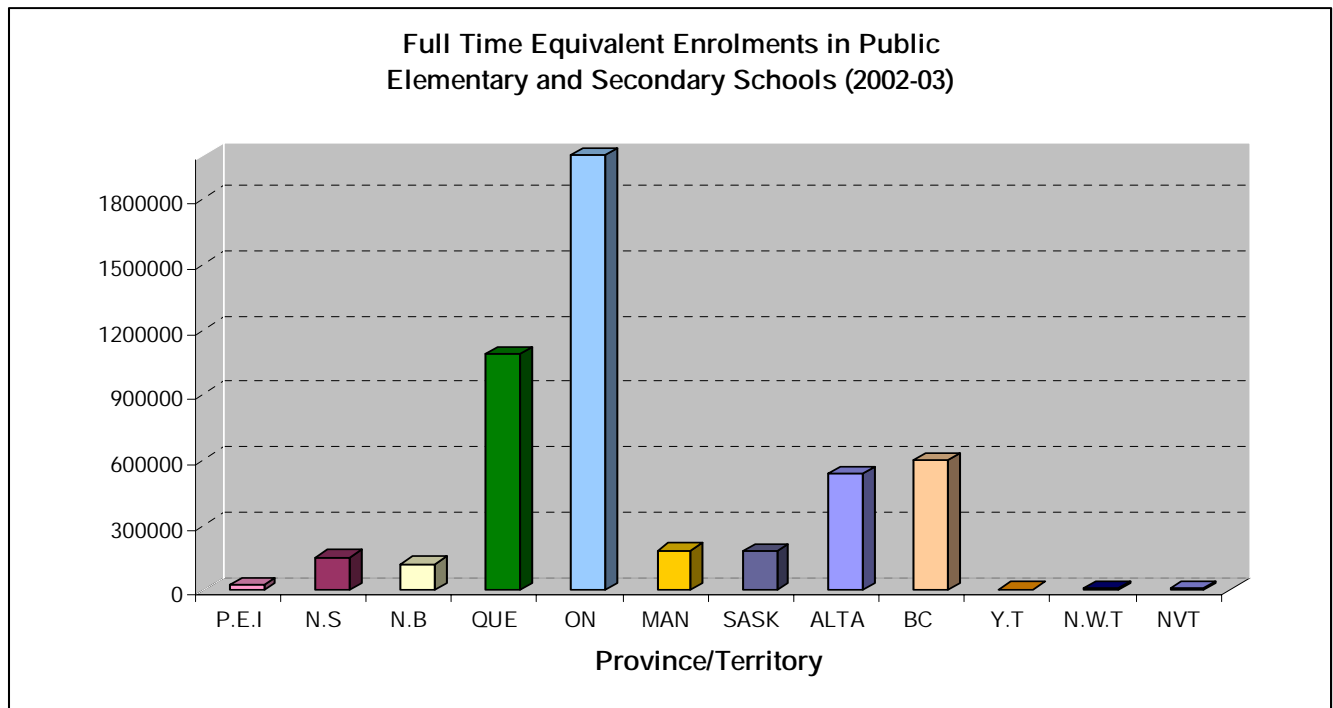
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[6] Statistics Canada and Council of Ministers of Education (2003). Report of the Pan-Canadian Education Indicators Program 2003. Toronto: Canadian Education Statistics Council. Accessed on May 31, 2007 at http://www.statcan.ca/english/freepub/81-582-XIE/2003001/pdf/81-582-XIE03001.pdf

[7] Society for the Advancement of Education (2005). Media Backgrounder: Moving Forward -*National Policy Roundtable: Aboriginal Education K-12.* Accessed on June 1, 2007 at http://www.saee.ca/movingforward/

The Public Education Workforce

Data on the full complement of staff (e.g. teachers, school administrators, teaching assistants, custodians, administrative assistants) working in elementary and secondary schools across Canada is unavailable; however, detailed information available through the Pan-Canadian Education Indicators Program (2003) indicates that the *educator* workforce, which includes school administrators in many provinces and territories, grew by 2.7 percent between 1997-98 to 2002-03 to 310,780.[8]

Partnerships in Public Education - The Policy Context

An informal search of large urban school boards across Canada revealed a high level of public support for the development of voluntary, public and private sector partnerships. For the most part, however, school boards' support for partnerships is highly principled but has not advanced to an operational level in terms of written partnership policies, guidelines and/or staff designated to promote or coordinate partnership activities.

Where formal school board policies do exist, they tend to follow one of three formats:

1. An expression of the elected board's commitment to partnerships in general with a strong emphasis on local communities and parents/guardians as important partners in children's education.
2. Regulatory policies that define the limits of partnerships, especially in relation to private sector partnerships and oversight of commercial interests in public schools.
3. Facilitative policies (see Figure 2) that provide a roadmap for schools and potential partners interested in creating effective partnerships that benefit students, schools and communities.[9]

In large urban school boards there is a growing number of designated community/partnership liaison staff employed to promote and support the development of effective partnerships, sponsorship activities, and school-community relations. To date, however, these designated positions are rare, especially in smaller urban and rural boards.

> Figure 2
> Peel District School Board
> Partnership Policy
>
> Partnerships are supported which:
>
> - enhance the quality and relevance of education for learners
> - mutually benefit all partners
> - treat fairly and equitably all those served by the partnership
> - provide opportunities for all partners to meet their shared social responsibilities toward education
> - acknowledge and celebrate each partner's contributions through appropriate forms of recognition
> - are consistent with the ethics and core values of all partners
> - are based on the clearly defined expectations of all partners
> - are based on shared or aligned objectives that support the goals of the partner organizations
> - allocate resources to complement and not replace public funding for education
> - measure and evaluate partnership performance to make informed decisions that ensure continuous improvement
> - are developed and structured in consultation with all partners
> - recognize and respect each partner's expertise
> - identify clearly defined roles and responsibilities for all partners
> - involve individual participants on a voluntary basis
>
> http://www.peel.edu.on.ca/partner/policy/policy.htm

There are some benefits associated with the absence of formal school board policy and organizational frameworks including local flexibility and the ability to move quickly from the planning to implementation or

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[8] Statistics Canada and Council of Ministers of Education (2003). Report of the Pan-Canadian Education Indicators Program 2003. Toronto: Canadian Education Statistics Council. Accessed on May 31, 2007 at http://www.statcan.ca/english/freepub/81-582-XIE/2003001/pdf/81-582-XIE03001.pdf

[9] Chignecto-Central Regional School Board *Partnership Workbook,* Toronto District School Board (1999) *Policy P.024 BUS: External Partnerships,* Calgary Board of Education (2003) *Administrative Regulation 1014 – School Participation in Programs: Outside Services,* New Brunswick Department of Education (2003) *Policy 315: School/Community Partnerships and Sponsorships*

delivery stages. At the same time, this absence can make it difficult for voluntary sector organizations to navigate through unwritten channels of school or school board approvals, can lead to a lot of inefficiencies as each new partnership "reinvents the wheel", and contribute to time invested in partnerships that may not result in a strong match between the parties involved.
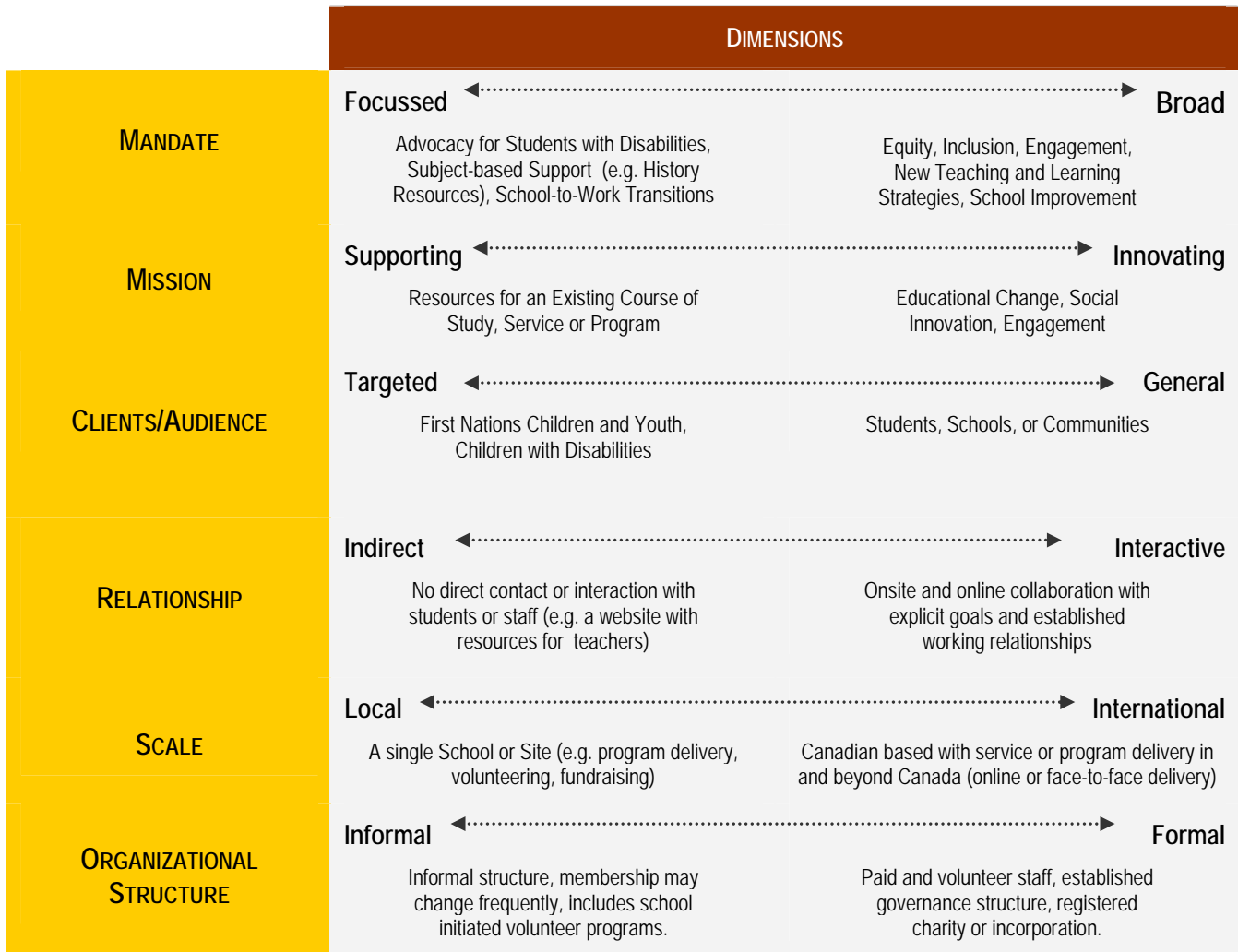
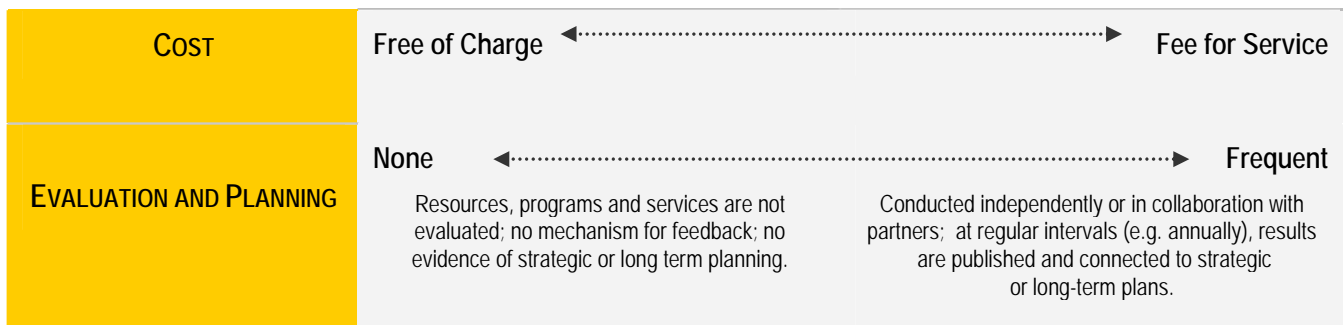## Section 3. The Voluntary Education Sector

General Characteristics

The improved quality of learning for children and youth and/or professional development for teachers is a common element within the mandate of almost all of the organizations reviewed for this report. It is important to note, however, that improvement, does not always equate with innovation. In fact, organizations that tend to "disrupt the social order" − as Sharon Friesen of the Galileo Educational Network calls them − are quite rare: some organizations are explicit in their commitment to conserving traditional approaches to education while the majority identify their key role as supporting students and schools within existing structures and approaches to education.

Beyond their common interest in "improved" education, there is very little that is fixed about voluntary sector organizations that have education as their primary form of activity. The general characteristics of the large range of voluntary organization are best described through a set of dimensions (see Figure 3) which function in all possible combinations and are sometimes quite malleable depending on the evolution of the organization and its contributions to the education sector over time.

Figure 3 − General Characteristics of Voluntary Sector Organizations

	DIMENSIONS	
MANDATE	Focussed ← · · · · · · · → Broad	
	Advocacy for Students with Disabilities, Subject-based Support (e.g. History Resources), School-to-Work Transitions	Equity, Inclusion, Engagement, New Teaching and Learning Strategies, School Improvement
MISSION	Supporting ← · · · · · · · → Innovating	
	Resources for an Existing Course of Study, Service or Program	Educational Change, Social Innovation, Engagement
CLIENTS/AUDIENCE	Targeted ← · · · · · · · → General	
	First Nations Children and Youth, Children with Disabilities	Students, Schools, or Communities
RELATIONSHIP	Indirect ← · · · · · · · → Interactive	
	No direct contact or interaction with students or staff (e.g. a website with resources for teachers)	Onsite and online collaboration with explicit goals and established working relationships
SCALE	Local ← · · · · · · · → International	
	A single School or Site (e.g. program delivery, volunteering, fundraising)	Canadian based with service or program delivery in and beyond Canada (online or face-to-face delivery)
ORGANIZATIONAL STRUCTURE	Informal ← · · · · · · · → Formal	
	Informal structure, membership may change frequently, includes school initiated volunteer programs.	Paid and volunteer staff, established governance structure, registered charity or incorporation.

COST	Free of Charge ◄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄► Fee for Service
EVALUATION AND PLANNING	**None** ◄┄┄┄┄┄┄┄┄┄┄┄┄┄┄► **Frequent** Resources, programs and services are not evaluated; no mechanism for feedback; no evidence of strategic or long term planning. / Conducted independently or in collaboration with partners; at regular intervals (e.g. annually), results are published and connected to strategic or long-term plans.

National Data

Canada Revenue Agency – Registered Charities Listings

The Canada Revenue Agency's (CRA) *Charities Listings* - a searchable database of all registered Canadian Charities - is one of the few sources of information on voluntary sector involvement in Canadian education.

The *Listings* serve as a public accounting record of registered charities and while registered charities are required to identify their core activity, information in the database is organized according to self report data within a set of overlapping categories. As a result, distinctions among different education sectors (e.g., public and private or early childhood, elementary and secondary, and post-secondary) are difficult to make. As well, many organizations do not identify as providing support to schools (see categories 20, 21 and 29 in Figure 4), even though they have public education as a primary element of their mandate and pursue this through delivery of programs and resources in schools.

As illustrated in Figure 4, six of the CRA's forty-nine classifications include more than 13,000 registered Canadian charities that *directly* support education through programs and services to students in school, community or online (virtual) settings, while an additional five classifications capture charities whose relationships with the education sector are indirect, but nevertheless significant in terms of mapping the landscape of schools as places for the delivery of broader public education programs.

Figure 4 – Education Registered Charities[10]

	CRA Category and (Total) Registered Charities	Examples
Direct		
20	Teaching Institutions or Institutions of Learning (3062)	Roots of Empathy, Head Start, Active Healthy Kids Canada, Canadian Parents for French. (Also includes private schools, day care centres, universities and community colleges)
21	Support of Schools and Education (3946)	Media Awareness Network, Parent Advisory Councils, Home-School Associations, Science and History Fairs, Foundations and Scholarships, Teachers Organizations (e.g. Teachers of Music), Canadian Education Association
22	Cultural Activities and Promotion of the Arts (4017)	Music Associations, School Band Associations, School and Community Drama Associations, Student Film Festivals, Canadian Society for Education through Art.

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[10] Canada Revenue Agency. *Charities Listing*. Accessed on May 8 at http://www.cra-arc.gc.ca/tax/charities/menu-e.html

23	(Education) Charitable Corporations (1054)	Galileo Educational Network, Art Galleries and Museums, School Foundations, Cops For Kids Foundation, Northern Nishnawbe Education Council.
25	(Education) Charitable Trusts (381)	Business and Education Partnerships, Scholarship Trusts/Funds
29	Education Organizations, not elsewhere classified. (974)	TakingITGlobal (TIG), Coalition for Music Education, Community Museum Associations, Mathematics Foundation of Canada, 411 Initiative for Change.
Indirect		
09	Welfare Organizations, not elsewhere classified. (9420)	Best Buddies, Boys and Girls Clubs, Community Action for Children, Alternatives to Violence.
13	(Health) Charitable Corporations (n/a)	Canadian Hearing Society
15	(Health) Charitable Trusts (n/a)	Terry Fox Foundation
19	Health Organizations, not elsewhere classified.	Citizens for a Safe Learning Environment, Canadian Cancer Society.
53	(Community) Charitable Corporations (580)	Canadian Special Olympics, Clean Air Partnership, Children's Museums.

National Survey of Nonprofit and Voluntary Organizations (2003)

A second source of information on the Canadian voluntary sector is located in findings from the 2003 National Survey of Non-profit and Voluntary Organizations (NSNVO). Highlights of the data, gathered from 13,000 incorporated non-profit organizations, and subsequent releases about specific sectors such as *Education and Research*, represent a first in Canada's ability to map its voluntary sector.

NSNVO data is invaluable for documenting the extensive public and economic benefits of the voluntary sector in Canada. Like data from the Canada Revenue Agency, however, the information is very difficult to mine for specific information on voluntary sector involvement in education at the school and/or community level because the definition of the Education and Research sector within the NSNVO includes,

> - elementary, secondary, and post-secondary education,
> - vocational and technical schools,
> - continuing education programs; and
> - research in the natural, physical, and social sciences and medical research.

Based on this definition we know that 5.1% or 8,284 of all non-profit and voluntary organizations (excluding school boards and universities) had education and research as their primary form of activity (i.e., they primarily administer, provide, promote, conduct, support, or service education and research) in 2003.

Further, of the 73% or 9,490 of the 13,000 organizations captured through the survey that provide services or products directly to the public, 23% or 2,183 serve children or young people and only 1% or 95 serve students or schools.[11]

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[11] Statistics Canada (2005). *Cornerstones of Community: Highlights of the National Survey of Nonprofit and Voluntary Organizations.* Ottawa: Catalogue No. 61-533-XIE.

School Volunteers

Volunteers in Schools

In a recent review of its *Volunteers in Education (*VIE*)* program, the Ottawa Carleton Centre for Research and Innovation (OCRI) and the Centre for Voluntary Research and Development provide a framework for the growing importance of volunteers in education,

> Canadian public schools are increasingly challenged in the delivery of high quality education to students. The number of new Canadians, economically disadvantaged children, and students with special needs is steadily increasing … New initiatives mandated by provincial ministries of education (such as the Early Literacy Programs that require one-on-one support for students) are stretching already scarce resources. Shrinking numbers of parent volunteers have exacerbated the resource shortfall.[12]

Before the VIE program was developed as a centralized approach to engaging community members, schools in the Ottawa-Carleton District School Board relied on informal approaches for "recruiting" parent and community volunteers. "Shrinking numbers of parent volunteers" demonstrated that this approach was not working well and since 1994 VIE's work has increased community volunteering in Ottawa schools from 70 community volunteers who contributed 9 000 work hours in 31 schools to 1 386 community volunteers who contributed 107 000 work hours in 260 schools during the 2005-06 school year.[13] OCRI estimates that over $1 500 000 in volunteer time was contributed to schools through VIE in 2002.[14]

The majority of schools – with exception of those in the Ottawa area - continue to rely on informal approaches to engaging volunteers and depend on parent volunteers for a wide range of support for activities such as safe arrival programs, fundraising, library work, tutoring or reading with students, art workshops, and even the design and maintenance of school websites. Volunteers contribute a great deal to education, but the scope and value of parent and community volunteering goes largely undocumented beyond the local school level.

National Data

One of the few recent sources of information on volunteering in education is the *2004 Canada Survey of Giving, Volunteering and Participating*. Results from the survey must be read with some caution because it makes use of the broad definition of education used by the *National Survey of Nonprofit and Voluntary Organizations* (see pages 4 and 5). Keeping in mind the challenges posed by the use of this definition, data from the 2004 survey indicate that:

> - more than one in ten (11%) Canadians volunteer their time to sports and recreation, social services, and education and research organizations; and
> - about one-fifth of all volunteer hours were contributed to sports and recreation (18%) and to social services organizations (17%); 16% to religious organizations and 11% to education and research organizations.[15]

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[12] OCRI and Centre for Voluntary Research and Development (2003). *Measuring the Impact of OCRI's Volunteers in Education Program in Ottawa.* Ottawa: Ottawa Centre for Research and Innovation, p. 1.

[13] OCRI Volunteers in Education Program. *Program Statistics.* Accessed on May 14, 2007 at http://www.ocri.ca/education/vie_impact.asp

[14] OCRI and Centre for Voluntary Research and Development (2003). *Measuring the Impact of OCRI's Volunteers in Education Program in Ottawa.* Ottawa: Ottawa Centre for Research and Innovation, p. 6

[15] Statistics Canada (2006). Caring Canadians, Involved Canadians: Highlights from the 2004 Canada Survey of Giving, Volunteering and Participating. Ottawa: Statistics Canada Catalogue No. 71-542-XPE, p. 33

Education and research ranks 4th of 11 sectors that benefit from volunteering, both in terms of the number of volunteers and hours contributed. It is also interesting to note that data in the survey reveal how the education sector contributes to the public and voluntary sectors through community service programs: 69% of 15 to 19 year old volunteers who indicated that they were *required* to volunteer said they were mandated to do so by their school.[16]

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[16] Ibid, p. 42

Section 4. Voluntary and Education Sector Intersections

The education and voluntary sectors intersect at an incredible number of points that reflect the breadth of mandates that guide both sectors. All of the organizations reviewed in preparing this report are striving for improved outcomes for children and youth, but they work towards this goal through a wide variety of core activities and by engaging different audiences in the education sector. Figure 3 is a first step toward establishing a typology of voluntary sector contributions to public education in Canada through an expanded view of two dimensions represented in Figure 3 (see page 9): primary audience and core activities.

Figure 5 – A Typology of Voluntary Sector Contributions to Public Education

Students

Focus	Core Activities	Examples
Changing School Culture	> Conflict Resolution > Equity and Social Inclusion > Peaceful Schools > Peer Mediation > School and Community Violence Prevention	Canadian Race Relations Foundation; kids.now; Leave Out Violence (LOVE); Peaceful Schools International; Rock Solid; Roots of Empathy; The Hope Foundation of Alberta; You Can
Citizenship and Culture	> Arts Education > Children's Museums > Cultural and Heritage Programs > Citizenship Education > Community Service Learning > Global Education > Media Literacy > Social Justice and Inclusion	411 Initiative for Change; Arts in the Hood (Toronto); ArtsSmarts; Forces Avenir; Historica.ca; Inner City Angels (Toronto); Journalists for Human Rights; Lesbian, Gay and Bisexual Youth Project; Manitoba Children's Museum; Media Awareness Network; Project Respect; Seventh Generation; Stage Kids TakingITGlobal; Virtual Museum Canada; Volunteer Now
Education for Sustainability	> Environmental Education > Environmental Advocacy and Action > Healthy Transportation	Active and Safe Routes to School; Earth Challenge Foundation; Evergreen; Green Learning; Project Wild; The Otesha Project
Health and Safety	> Health Promotion > Injury Prevention > Environmental Health > Nutrition > Mental Health > Addiction > Healthy Sexuality > Sport and Inclusion	Active Healthy Kids Canada; Brain Injury Association of Canada; Breakfast for Learning; Canadian Cancer Society; Canadian Hearing Society; Canadian Safety Council; Childhood Obesity Foundation; Citizens for a Safe Learning Environment; Mind Your Mind; Mothers Against Drunk Driving; Planned Parenthood; Terry Fox Foundation; Toronto Foundation for Student Success
Pathways to Success	> Leadership > Apprenticeship and Employment > Entrepreneurship > School Completion > Tutoring and Mentorship	Beat the Street; Best Buddies; Frontier College; Inner City Youth Development Association (Edmonton); J.U.M.P; Junior Achievement; Licensed to Learn Tutor Certification Program; Urban Native Youth Association (Vancouver); YukonInnovation.ca

Educators

Focus	Core Activities	Examples
Curriculum	> Subject-based Resources and Activities > ICT in Education > Media Literacy	Canadian Environmental Education Curriculum Assessment Program; Coalition for Music Education; Curriculum Services Canada; Deep River Science Academy; Green Street; Mathematics Foundation of Canada; Media Awareness Network; The Association for Media Literacy; The Education Network of Ontario; The Literacy Community – Flat Stanley Project
Pedagogy	> Pedagogical Change > Curriculum Innovation > Educational Change	ArtsSmarts; Galileo Educational Network; TakingITGlobal; Manitoba School Improvement Program

Family and Community

Focus	Core Activities	Examples
Parent and Community Volunteers	> Home and School and Parent-Teacher Associations > Parent/School Advisory Councils > School and Classroom Volunteers	Volunteers in Education Program (Ottawa); Canadian Federation of Home and School Associations
School-Community Connections	> Family Literacy > School Readiness	ABC Canada; Ottawa Centre for Research and Innovation; Community Action for Children; Columbia Basin Alliance for Literacy; Success by Six

School Systems and Policy Makers

Focus	Core Activities	Examples
Awareness and Advocacy	> Education Funding > Parent and Community Engagement > Social and Educational Equity > Special Education	People for Education (Ontario); Canadian Parents for French; Learning Disabilities Association of Canada; Canadian Race Relations Foundation; Canadian Association for Bright Children; Arctic Children and Youth Foundation
Educational Change	> Research > Dialogue > Communication > Resources	Canadian Education Association; The Learning Partnership; Society for the Advancement of Education; Education Foundation of Ottawa; McCreary Youth Foundation; United Way (e.g. Youth Action Grants); J.W. McConnell Family Foundation; Laidlaw Foundation

The general characteristics of voluntary sector organizations, and the continua of different dimensions as described in Figure 3 (see page 9), apply to all of the intersections listed above. A third, and final classification system (Figure 6) completes this complex picture by illustrating the different delivery modes that voluntary organizations use to reach their target audiences and carry out their core activities.

Figure 6 – Delivery Models

Resources	Services	Programs

> Print Materials
> Audio-visual
> Web based – text, video, audio, interactive websites
> Technology, including adaptive technology
> Funding
> Facilities (e.g. school use of community centres)
	> Services to Students in schools and/or communities
	> Consulting – School Boards and Schools
	> Professional Development including Conferences, Forums, and Workshops.
		> Subject-based activities or study units
		> Experiential Education in schools and/or communities. For example,
		  • Art Programs (drama, film, print and online alternative media)
		  • Mathematics, Science and Technology Enrichment
		> Mentoring and Tutoring
		> Online Learning
		> Presentations, Workshops, Performances for Students
		> Professional Development, including onsite and online mentoring

Measuring Voluntary Sector Contributions to Education

In the early stages of mapping out intersections between the voluntary and education sectors, it is important to keep the complexity of these two systems in focus. The full range of intersections may be difficult to represent in a single image, but each of the models illustrated in Figures 3, 5 and 6 serves to remind us that this topic is best conceptualized through a multidimensional framework:

> "Selecting the organizing dimensions, and thereby identifying which characteristics are significant for separating units into different groups, is a matter of judgement and is guided by the purposes of the classification. Most, if not all, voluntary/nonprofit sector classifications are designed for specific purposes, and these purposes ultimately influence the form and structure chosen by the designer of a classification system."[17]

If the purpose of future work in this area is to document the economic contributions of the voluntary sector to education an economic classification system built around major activities of the sector would be useful. As Febbraro, Hall and Parmegiani point out, however, the same system would be limiting if the purpose was to "classify organizations for other purposes" (e.g., the broader social or education-related contributions of the voluntary sector to education, the defining characteristics of innovative partnerships, or an expanded view of the voluntary sector's role in supporting learning in schools and in community).[18]

The current state of data on voluntary sector contributions to public education is insufficient for creating accurate estimates of the "sector's" economic or broader social and educational value. As illustrated in the examples below, the economic contributions of the voluntary sector to education are relatively easy to measure if we focus exclusively on financial inputs:

First Nations Schools Association

The *First Nations Schools Association* is an independent society in British Columbia that serves over 130 member First Nations schools. In the 2005-06 school year the Association administered over $8 million in federal funding and provincial/federal grants and operated on its own budget of $150,000 to provide a range programs and services that schools governed by local band councils could not provide independently within their own budgets. The Association's activities include: a

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[17] Febbraro, Hall and Parmegiani (1999) *Developing a Typology Of the Voluntary Health Sector in Canada: Definition and Classification Issues.* Ottawa: Health Canada, Voluntary Health Sector Project, p. 19. Accessed on May 14, 2007 at http://www.phac-aspc.gc.ca/vs-sb/pdf/typology_full_e.pdf
[18] Ibid, p. 22.

First Nations' School and Student Assessment program focussed on data-driven decision-making and school improvement; a New Paths for Education Parent and Community Engagement Strategy; a coordinated Special Education services model; and a Youth Employment Strategy to support youth in school as well as early school leavers.[19]

Établissements Verts Brundtland

Établissements Verts Brundtland,(EVB) initiated by the Centrale des syndicats du Québec (CSQ) in the early 1990s, brings together more than 1,000 institutions in its "Education for a Sustainable Future" program and "Brundtland Green Establishments" network. Through EVB schools across Quebec have access to a wide range of projects designed to engage and mobilize youth in issues related to global development and sustainability through the principles of cooperation, fairness, solidarity, respect, peace and human rights. The CSQ supports its education programs through an innovative program that engages retired teachers as volunteer substitute teachers to provide release time for classroom teachers to pursue professional development and planning time for implementation of EVB programs in schools. The strength of this initiative lies in providing classroom teachers with the valuable resource of time without impacting schools' budgets for professional development and in turn, enhancing the reach and impact of the Brundtland Green Schools Network and its larger mission of "Education for a Sustainable Future".[20]

Historica Foundation of Canada

In 2005, the Historica Foundation of Canada contributed over $5 million to educational initiatives and programs related to its mission of "inspiring Canadians to explore their history." The Foundation reaches schools each year through its flagship programs that include *Historica Fairs, Encounters with Canada, The Canadian Encyclopaedia, Youth Links*, and a variety of online resources for teachers. In addition to its scale, the Foundation provides an example of the power of private and corporate donors who contributed over $3.5 million in 2005 and the significant potential of federal funding for education initiatives such as Historica's *Year of the Veteran* activities which received over $2 million of in 2005. [21]

Although focussed on economic contributions, these examples, as well as those illustrated through four case studies in Section 6, provide glimpses into the broader impact of the sector on key outcomes such as,

> learning (e.g. improved student engagement, resilience, achievement, and school completion rates)
> teaching (e.g. innovative professional development models, new pedagogical approaches, and knowledge building),
> school improvement (e.g. enhanced programs and services, improved school culture, stronger school-community connections).

Thanks to the efforts of a small, but growing number of education-voluntary sector partnerships that have published evaluations of their work together, our knowledge of the broader impact of the sector is emerging[22]. And, as definitions of the intersections between the sectors evolve, the job of further developing quantitative and qualitative measures of voluntary sector contributions to education – and strategies to extend the reach and impact of these contributions – will also take shape.

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[19] Based on information collected from the First Nations School Association website on June 4, 2007 (http://www.fnsa.ca/)
[20] Based on information collected from the Établissements Verts Brundtland website on June 4, 2007 (http://www.evb.csq.qc.net/index.cfm/2,0,1666,9457,0,0,html)
[21] The Historica Foundation of Canada (2005). *2005 Annual Report*. Accessed on June 4, 2007 at www.histori.ca
[22] Some examples include, Roots of Empathy's "Reach and Effectiveness" webpage at http://www.rootsofempathy.org/Research.html; ArtsSmarts' *Engaged in Learning: The ArtsSmarts Model* at http://www.artssmarts.ca/media/en/EngagedInLearningWEB.pdf; and Frontier College's "Celebrate Our Success" webpage at http://www.frontiercollege.ca/english/success/index.html.

Section 5. Sticking Points

Whether voluntary and education sector partnerships stick or stall over time depends on many factors. One might assume, for instance, that the quality and relevance of a service or program would be *the* major factors. But, stories from the education and voluntary sectors tell a somewhat more complicated story. Even high quality programs and services face a number of challenges in their efforts to establish sustainable partnerships with schools and school systems and often, the more innovative an initiative is, the more adept its partners must become at noticing and overcoming challenges.

The points where the education and voluntary sectors meet are mediated by a complex set of dynamics that involve both individual and organizational factors. Neither sector is a fixed entity and there is as much variability within the sectors as between them, so it stands to reason that there is no formula for bringing the two together. To the credit of both education and/or voluntary sector organizations that have approached their work as an on-going opportunity for learning, however, it is possible to describe some sticking points that represent recurring challenges *and* some important lessons learned about to how to work within and around them to extend the reach and impact of programs and services designed to achieve improved outcomes for children and youth in Canada.

Challenges

1. Structural Factors

Financial Resources

> Partnerships have the potential for financial, social and educational benefits, but reduced funding and increases to targeted funding though provincial and federal education budgets can also create barriers for school systems.

> Challenges of adequate and stable funding within the voluntary sector can make it difficult for organizations to build their own capacity to sustain partnerships while also working to develop new ones.

Time

> Both sectors struggle with time related issues independently and in the points where they intersect. The complexity of educators' work, for example, leaves most feeling that they never have enough time to achieve what they need to during the school day. If new resources, programs and services offered by the voluntary sector are not directly linked to the mandated curriculum and/or teaching practice the time it takes to adopt and integrate something new can be viewed as a burden instead of an opportunity.

> Some voluntary sector organizations - especially innovating organizations - struggle to find the time they need to maintain collaborative and supportive relationships with their partners.

Complexity

> School boards are large bureaucratic organizations and voluntary sector partners are often faced with navigating complex funding, policy and decision-making frameworks at the school and district levels. To extend their reach and impact, voluntary organizations must also learn to represent group interests at different levels of scale (e.g., classroom teachers, school administrators, district administrators).[23]

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[23]J.W. McConnell Family Foundation. Learning in Community: Case #1 – The Challenge of Changing Society through the School System: Learning from Green Street. Accessed on May 15, 2007 at http://www.mcconnellfoundation.ca/default.aspx?page=134&lang=en-us

> Where partnerships are initiated by educators or school systems they can encounter challenges in the size, fragmentation and competition among voluntary organizations with similar programs and services.

2. Quality and Relevance

> Curriculum Relevance – when working directly with schools and school systems, voluntary sector organizations need to navigate provincial curricula to ensure that resources and programs demonstrate explicit links to the prescribed curriculum.[24]

> Program Quality – accountability frameworks hold schools and school systems accountable for measurable improvements in student achievement; in this climate voluntary sector initiatives must be able to demonstrate a connection to improvement, often within a narrowed vision of teaching and learning.

3. Organizational Cultures

> Diversity - The incredible diversity in the organizational cultures of school boards, schools, and classrooms across Canada means that there is no roadmap or formula for building school board partnerships. Voluntary organizations must address the challenge (and opportunity) of developing highly flexible approaches to achieving their mandates through individual and systems level partnerships.

> Innovation and Change - The enduring organizational cultures of most school systems often leave innovators in voluntary and education partnerships feeling as if they are bending the rules. In this context, extending the reach and impact of change can meet with the self correcting feature of school systems that tend to return to traditional ways of doing things when change begins to challenge familiar notions of teaching and learning.

> Partnerships – Like partnerships in any sector, intersections between the education and voluntary sectors must overcome barriers to relationship building that arise from a lack of knowledge, information and understanding about each other[25]

Lessons Learned

1. Structural Factors

> Find your champions.
> Be flexible.
> Be visible.
> Frame your strengths and messages in terms that speak to teachers, principals, school board administrators, and other policy makers: endorsement from school and school board administrators is essential, especially when change is involved.
> Don't sell a solution: articulate how your goals complement those of the school or school system you are working with, and demonstrate your commitment to collaboration.
> Build strong internal and external networks: find allies that share your vision in a variety of sectors.

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[24] J.W. McConnell Family Foundation. Learning in Community: Case #1 – The Challenge of Changing Society through the School System: Learning from Green Street. Accessed on May 15, 2007 at http://www.mcconnellfoundation.ca/default.aspx?page=134&lang=en-us
[25] First Nations Child and Family Caring Society of Canada (no date). *Caring Across the Boundaries: Information Sheet.* Accessed on May 10, 2007 at http://www.fncfcs.com/projects/docs/CABInfoSheet.pdf

- > Be prepared: know as much as you can about the local, regional and provincial context before you begin building relationships.
- > Recognize that cost is a two sided coin: fees associated with resources, programs or services can be a deterrent to reaching new partners, but they can also contribute to sustainability because partners are making a financial commitment.
- > Foster value added partnerships: be a partner that enables schools and schools systems to be able to achieve more than they could if they developed a resource or implemented a program or service on their own.

2. *Quality and Relevance*

- > Reach the teaching audience: make explicit links to local curricula and prioritize access to high quality bilingual Canadian content.
- > Build a strong research base for your work: develop credibility by drawing on and contributing to research that supports the quality and relevance of your core activities.
- > Evaluate and celebrate your success: credibility is also built on evidence of success that speaks to your own and the education system's commitment to improved outcomes for children and youth.
- > Engage teachers as leaders: endorsement from all levels of the education system is important, but ineffective if you don't also inspire the interest and passion of teachers.
- > Make effective professional development a priority: provide educators with the knowledge and tools they need to translate new ideas and practices into their day-to-day work in school systems.
- > Stay current: keep pace with educational research, policy and practice as well as content and experiences relevant to the lives of children and youth.

3. *Organizational Cultures*

- > Become an expert at spotting barriers to change: when you know what the barriers are you can become skilled at working within and around them.
- > Be mindful of educators' workloads and schedules, as well as the rhythms of the school year.
- > Be the catalyst for building coalitions of partners: extending the reach and impact of change requires new infrastructures to bring an increasing number of partners together within or among school systems.
- > Be impartial: leave your own agenda at the door and be there to help partners create the networks they need to build something new together.
- > Be curious: see each partnership as a new learning experience and always remember to begin from where educators are at.
- > You are never a hero in your own town: sometimes it takes an external champion to build momentum for change in schools and school systems.
- > Align your work with educational research and policy.
- > Don't get stuck in talking about change: show educators what the change looks like, and what it feels like to live the change.
- > Persevere: when change and innovation are involved you need to be patient and willing to commit a lot of time and resources without expectations for immediate change.
- > Be patient: change takes time.
- > Pilot new programs: involve school systems at the developmental stages and provide effective evaluation tools to connect with educators' practice.

Section 6. Case Studies

TakingITGlobal

Inspire • Inform • Involve

TIG in the Classroom

TIGed is a new set of teacher and student tools to support the integration of TakingITGlobal.com into classrooms around the world.

Using TIGed, teachers and students can draw on the content and network of youth in a secure member only site, classrooms from around the world can collaborate on projects that fit into local curriculum, and teachers can draw inspiration for activities and support each other in teacher discussion groups.

Adapted from www.takingitglobal.org/tiged/

TakingITGlobal (TIG), and its flagship website www.TakingITGlobal.org, are rooted in a powerful vision for global change and deep student engagement through learning in online communities. At TIG, technology isn't just a teaching tool or a subject; it is a gateway to dynamic environments and tools for learning that "bridge the gap between how students live and how students learn."[1]

Created in 1999, TIG evolved from a local online informal learning community to a vibrant multilingual global online network with more than 150 000 members who engage in local and global issues through content created for and by youth around the world. As described by Michael Furdyk - a co-founder of TIG - "our mark of innovation was bringing high quality content, written by and for youth, alive through the technologies that youth live in."

TakingITGlobal.org was originally designed as a space exclusively for youth, but TIG's co-founders quickly realized that teachers were really excited about the TIG approach because of its incredible potential for engaging students in classroom settings. In response to teachers' enthusiasm, TIG developed – and is constantly improving and expanding - several education programs focussed on classroom-based global learning through a high quality, interactive and secure online community called TIGed (see "TIG in the Classroom).

To support the use and impact of TIGed in the classroom, TIG has reached over 100 000 teachers through presentations and professional development workshops. TIG's approach to professional development has advanced to emphasize experiential teacher learning with a focus on helping teachers develop new comfort levels and excitement for the potential of technology. Whether they are connecting with teachers at a workshop or reaching them through the internet, TIG remains committed to its vision: "deep student engagement is the outcome, teacher engagement is the approach."

Sticking Points

> Inspire – Inform – Involve: you can inspire teachers by talking about the potential of technology for learning, but talk alone won't change practice. Educators need opportunities to experience technology in action in an environment where questions are welcomed and concerns are addressed - "Once teachers have the time to practice using new tools through technology, it clicks in a way that is irreversible."

> Change takes time: always start from where educators are at and establish structures to support them without expecting their practice to transform immediately.

> Be flexible: what works for one teacher, might not work for another.

> Always be open and responsive to feedback from educators: any barriers to implementation need to be "fixed" quickly

so that teachers can continue to innovate with confidence.

> Take a holistic approach to working with schools: reach beyond educators who already believe in the potential of technology for learning; recognize that teachers may be reluctant or discouraged from implementing innovative practice if school administrators and school boards do not understand and/or support the change.

> Demonstrate that you are partnership oriented: approach schools or schools boards to engage in dialogue about change, not to push an agenda or sell a solution.

> Foster champions in schools and school boards and understand that innovative educators sometimes need an external hero to help them scale up change from a classroom or school.

> Ongoing sustainability depends on securing a small revenue level to cover core operating costs: it is necessary to balance the reality that a small fee can be a barrier to replicating innovation within and across school systems, but it can also support the change process because an individual or organization has "invested" in it.

> Build a large ecosystem of mutually beneficial partnerships with organizations who share a common vision for change.

> School systems are complex and few have formal partnership liaisons. To move beyond relying on local champions and extend the scale of innovation, learn to work proactively with school boards.

> Innovation may take root in a school, but will often move very slowly at the school board level - "The challenge is to understand how to replicate innovation across a school system."

> Establish an evidence based approach to growth: create coalitions of partnerships with schools who are interested in being engaged, will make a commitment to a set of principles for implementation, and are willing to assess their progress as well as that of the partnership over time.

A View from the Field

Sue first heard about TIG at a conference on ICT in education. As an IT leader in a large urban K-8 school she was excited by TIG's vision of reaching in and beyond the classroom through TakingITGlobal.org. At first, privacy and security issues related to the use of a public website presented a challenge in relation to her board's *Acceptable Use* policy, but TIG responded quickly to her concerns and their focus quickly shifted to exploring connections between TIG content and the local curriculum that Sue was using.

In describing a number of global education projects that also integrated language arts, visual arts, and video and digital photography Sue says, "It was a lot of work at first, but it really enriched students' lives: they gained a lot of confidence and a deeper understanding of the issues they studied."

Sue connected with TIG at its very early stages of development and she is quick to point out that some of the initial challenges she experienced, such as the amount of work involved, have been addressed by TIG over the years, especially through resources for teachers on TIGed. She describes the staff at TIG as a "very committed group of young people who really care about what they are doing" and has nothing but praise for their supportive approach; but she is also quick to note that she was able to address many of the challenges she encountered working closely with a supportive colleague who, like her, was a "seasoned teacher and able to just go ahead with it."

The most important advice Sue has to offer to voluntary organizations working to bring innovation to classrooms is, "reach the teaching audience". By this she means reaching teachers to build enthusiasm, but also providing clear links to what they are doing in classrooms everyday. Curriculum in an outcome based environment is very structured, but Sue believes voluntary organizations can "help teachers find the points of flexibility – or 'give' – in the curriculum" and in doing so, can overcome a major stumbling block to innovation – time. To reach the teacher audience within and among schools, Sue also provides this piece of advice: "You need the support of the school principal: if they don't become part of it teachers probably won't either".

The Galileo Educational Network

Inspiring Hearts and Minds

From their days of team teaching together in Calgary schools, to their joint venture in creating the Galileo Educational Network Association (GENA), Pat Clifford and Sharon Friesen have been driven by a firm commitment to equity and dedication to shaking up a social order that continues to believe that only some students can achieve. Through their work together this dynamic team, along with Brenda Gladstone (GENA's Chief Operating Officer), have proven that the traditional boundaries of teaching and learning are often the only thing holding students back from reaching their full potential as learners and deeply connected citizens in the world.

Friesen offers a compelling analogy to illustrate the vision that GENA brings to their work with schools: "too often we invite kids to the buffet table and then we tell them what to eat. We need to move away from telling students what to learn and instead, give them something that is worth their time by turning the curriculum into something magical."

Classrooms touched by GENA's vision for change become knowledge-building environments where technology is infused in learning, students have a wide variety of options for demonstrating their learning, and students have opportunities to become, "inventors of their own theories, critics of other people's ideas, analyzers of evidence, and makers of their own personal marks on this most complex world".

To bring their vision to life GENA has focused on sculpting a new place for professional development (PD) in schools because they have always believed that pedagogy is the most important point of change. As Friesen describes it, "teachers inspire kids and they are the ones who hold educational change in their hands."

GENA's approach to PD is about opening up the possibilities of pedagogical practice through job embedded onsite and online mentoring (see GENA in the Classroom). In partnerships with schools and teachers across North America, GENA helps "teachers understand how the new digital technologies are changing what we can, and should, be doing in schools" and cultivates a scholarship for teaching that empowers teachers to find themselves in their work and in the process of changing their practice. GENA is about improving student performance by helping teachers discover and bring to life everything that is worthwhile, inspiring, intriguing, compelling or just plain weird and interesting about the curriculum they teach. In short, it is about inspiring the hearts and minds of teachers and students.

Sticking Points

> Schools are living places that can't be changed through a mechanical or formulaic process.
> Understand educational change from the inside and learn to recognize the strategies that people use to let change in or to keep it out.

> Capture all possible places for change – teachers, principals, school district leaders, provincial Departments and Ministries of Education.
> Establish strong working relationships by becoming an expert listener.
> Don't get stuck in talking about change: the focus must be on showing educators what the change looks like, and what it feels like to live the change.
> Understand what it means to live with change as it is happening: change involves being able to live with disruption – especially when a school stops looking like other schools because of the change Be there to support this element of the change process.
> Become an expert at moving in and around resistance to change.
> Always start from where the teachers and principals are at.
> Understand and implement strategies that support sustainable change:
  - champion research and evidence based practice,
  - invite and respond to feedback,
  - always keep the end in mind,
  - see change as a living process and keep all of the pieces in focus,
  - inspire partners for who they are as human beings -capture their curiosity, imagination, roots, and generosity of spirit.
> never forget that change is an ecological process that involves building knowledge and networks at the local, regional, provincial and international levels.
> Ongoing sustainability and the ability to extend the scope and reach of our work have been difficult in the absence of secure and longer-term funding. In addition to sustaining our work with teachers, we are always working to connect with allies in the public and private sector and continuing our efforts to profile the positive impact of our work for student engagement and achievement.

A View from the Field

Pedagogical change and student engagement in learning have been a driving force in Susan's career as an elementary school teacher, vice-principal and principal. For the past eight years, GENA has been at the centre of her efforts to bring innovation to life in a small vibrant downtown Calgary school.

Susan's belief in the potential of GENA's model for technology infused inquiry based teaching and learning and her own capacity to work through the challenges of change have served her well: "when we began implementation of the GENA model here I was skeptical. We started out with only 3 computers, but in the end this worked to our advantage because it gave us the time to learn about innovative pedagogies before we even had the technology to fully put them into practice."

The school eventually received the technology it needed and Susan notes that it "has been a huge dividend and enabled what we've been able to do with kids." All along, however, "we've had to bend the rules sometimes to get what we needed" but now, "other schools look to us as a model for moving beyond the traditional computer lab to bringing the technology to learning and teaching in the classroom."

As much as technologies allowed the school to bring the curriculum to life, pedagogy and job embedded professional development have been the focus of the school's change strategy for the past seven years. As Susan notes, "we are always working against the tendency to return to traditional approaches and change does take time, but GENA has provided powerful support: because they are outside of the politics and day-to-day grind they can do what I can't as an administrator; they were teachers themselves and they bring a great deal of expertise to our work; they are advocates for change; and, they always work from where teachers are at, whether they are thriving or struggling."

Talking to Susan, you realize that she sees change as a journey and not, a destination. There have been many challenges along the way such as time and resources, but the biggest challenge according to Susan has been bringing the change to life with integrity – "it always has to be about students, parents, and teachers working together from a common understanding of what students of the 21st century need to learn."

GENA has been an integral part of the school's journey because they "are willing to listen to where we are at as a team and enter into the work with us as learners." When Susan can find the resources to provide staff with "the gift of time", GENA is there "working shoulder-to-shoulder with teachers in the classroom" or providing online support and access to new knowledge through their innovative *Intelligence Online* site.

To see the incredible impact of GENA on learning one only needs to visit the school's website where classroom inquiry projects are explained and celebrated. The website and other communications about teaching and learning at the school are a final layer of advice that Susan has to share about her experience with innovation: capture evidence of your success and bring the learning to life by being very public about your work.

The Media Awareness Network

Helping Young People Think Critically About the Media

The Media Awareness Network (MNet) in the Classroom

Through three core programs offered on its bilingual website, MNet equips adults with information and tools to help young people think critically about the media:

1. Media education - MNet's foundation program - examines a wide range of media and provides teaching units designed to Canadian provincial media education curriculum outcomes for grades K-12 on media-related topics such as stereotyping, violence, privacy, marketing to children, the portrayal of diversity in the media, and online hate.
2. Web Awareness Canada's primary goal is to help teachers and librarians understand issues emerging as young people go online through licensed workshop tools that can be purchased for professional development. The workshop topics include online safety, protecting personal privacy, authenticating information, and marketing to young people. Web Awareness Canada is now expanding to include Internet literacy resources designed for use by young people.
3. Young Canadians in a Wired World (YCWW) research is designed to build an extensive database about the role of the Internet in young people's lives.

Adapted from http://www.media-awareness.ca/english/corporate/about_us/index.cfm

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The Media Awareness Network (MNet) thrives on the enthusiasm and energy that young people bring to living in a wired and media rich world. MNet's goal is to maximize the positive aspects of all media for the benefit of young people by infusing media education with an important twist: life-long critical thinking skills.

MNet's award winning education programs bring media literacy into action in Canadian classrooms by providing educators with resources designed to engage students in exploring the everyday impact of media in their lives through their signature media and internet education programs (see "MNet in the Classroom"). In addition to helping youth think critically about the media, MNet also has a long standing commitment to providing youth with the tools they need to have a voice in the media. As Catherine Peirce, MNet's Project Manager notes, "The *Media Toolkit for Youth* was designed to help youth counter the skewed representation of youth in the media by reaching the media themselves with stories about the great things they are doing."

From its early beginnings in 1998, MNet has focussed on the development of high quality professional development and resources for educators that are research based, cost effective, flexible, accessible, relevant and most importantly, clearly linked to the curriculum outcomes of each province or territory. Through MNet's website, teachers across Canada can access bilingual resources through a searchable database of teaching resources organized by subject, grade, topic and province or territory. They can also access MNet's daily features page which was developed in recognition of the fact that, "the landscape of media changes daily, but we can be responsive through our website and use current examples of content that students are encountering in the media as teachable moments for critical thinking."

Sticking Points

> Be mindful of educators' workloads and schedules.

> Teachers are inundated with resources, focus on the creation of high quality resources that are rich in Canadian content and based in sound research.

> Place a high priority on relevance and ensure that resources are:
  - Current
  - Connected to students and educators experiences

- Bilingual
- Explicitly linked to the curriculum teachers are working with *and* responsive to changes in curriculum policies.

> Be respectful of the amount of funding that schools have: work to develop networks in and outside of schools to find opportunities for cost and resource sharing.

> Know your "market" and audience: what do educators need, what is the best way to get resources to them, how can we become a new network of support for the work they are doing in the classroom?

> Build awareness: media literacy is a relatively new addition to the core curriculum so we are constantly working to build awareness of MNet as a flexible and accessible source of relevant information and resources about media and internet education.

> Build partnerships: engage key partners who are keen to pilot and evaluate new resources. These are often the same people who become MNet's spokespeople in the education community.

> Build relationships: involve education, voluntary, public and industry sector partners in planning and decision-making.

A View from the Field

As an Information and Communication Technology (ICT) consultant in a large urban board, Micheline knows that the education market is teeming with information and resources on ICT in the classroom. She is quick to point out, however, that MNet really stands out in the sea of resources and potential partnerships in this area because MNet's work is relevant to students, teachers, parents *and* school board staff and most importantly, they are able to reach these audiences with wide ranging innovative programs and resources that "fit perfectly" with what is happening in today's classrooms, schools, boards, and school communities.

In Micheline's own sphere of work, MNet's *Young Canadians in a Wired World* research program is an incredible asset because it provides school boards with valuable data for decision-making that they could never replicate in-house. MNet's role as a centre of expertise also extends to the classroom, "their website is phenomenal and teachers use their online resources all the time because they fit" with the new provincial curriculum on media literacy and allow teachers to access high quality resources – such as MNet's award winning online anti-racism resources – that would take a lot of time and research for teachers to create on their own.

MNet's strong commitment to research allows schools and school boards to really trust their "product" whether it is statistics on the role of the internet in the lives of children and youth, parent workshops on internet safety, or resources that bring awareness and critical thinking about the media to classrooms. As Micheline speaks about her relationship with MNet over the past four years, however, you realize that MNet's credibility and ability to "stay ahead of change" is built on research, but accomplished in their ability to bring well researched information to life for teaching, learning and decision-making in settings that parallel the incredible reach of the media in young peoples' lives.

ArtsSmarts

Investing in a Creative Canada

The ArtsSmarts program brings schools and communities together to enhance arts-related activities that are linked to educational outcomes. As stated in ArtsSmarts mission, "the desire is to encourage students to develop their intellectual skills through active participation in the arts. In this context, the goal of the program is to engage Canadians, particularly young people, in artistic activity with a view to developing supporters and practitioners of the arts and nurturing creative thinkers."

ArtsSmarts does not provide direct programs or services to school systems and yet, it has had a significant impact on arts-based pedagogy and school-community partnerships in provincially and federally funded schools across Canada. The mark of ArtsSmarts innovation is its model for providing seed monies, capacity building tools, and ongoing support for the creation of long-term, self-directed and self-sufficient local and regional partnerships that connect students, teachers, artists, arts organizations, school systems, and members of the broader community.

Although ArtsSmarts' reach is wide, it maintains a strong focus on pedagogy and learning in all of its work which Annalee Adair, ArtsSmarts' Executive Director, describes as "building bridges" of understanding between teachers and artists and among the partners that make their work in schools possible as well as "building capacity" for local and regional partners to take the lead in creating change strategies that support the development of public, private, and voluntary sector alliances for learning.

Building bridges of understanding and capacity building are also themes that apply to ArtsSmarts' commitment to the role of research and evaluation in supporting the sustainability of inovation. Each ArtsSmarts program is designed by educators and artists who submit a joint funding application, work as a team to implement the program and then to evaluate its success. It is clear that Adair also takes this model to heart in her own approach to leading ArtsSmarts at the national level: "if you want to make a change study what you are doing, understand why its working and cultivate knowledge to build capacity at every level."

Sticking Points
> Create a model that is highly flexible and able bridge the different needs, policies, and programs of diverse partners.

- > Teacher leadership is essential – pedagogy and engage teachers in high quality professional development, developing, implementing and evaluating programs
- > Don't arrive with an agenda – innovation is not what an external partner brings to the table, it's the model they provide for partners to be able to build something new together.
- > Partnerships and consortia among diverse groups take time to develop.
- > Context is Everything:
  - - Never loose sight of the fact that the classroom is the context – if the focus is not on the classroom, partnerships will fail to influence pedagogy and policy.
  - - Be aware of how activities at one level influence what happens at another.
  - - Partners really have to get to know each other and discover ways to effectively bridge different points of view, mandates, policy frameworks.
  - - Create a model that is very adaptable to local contexts and able to fit with larger education policy and program goals.
- > If change is what you're working toward, make sure you have strategies in place to evaluate its impact.
- > Learn from emergent and unexpected outcomes.
- > Work independently, but also collectively to build a stronger voice for initiatives - before you begin working with a community find out what is already in place; investigate how your organization can support their work and how their work can contribute to your growth.
- > Build awareness and credibility by fostering strong relationships with partners at all levels: as new partners are engaged at the local, regional and national levels you create networks that capture the incredible potential of everyday conversations.
- > Balancing your ability to build a foundation of sustainability at the local level with your own organizational capacity. It is a bit of a balancing act: you need to secure new funding to support growth and in turn, you need to grow to enhance your funding sources.
- > Creating the framework and infrastructure to support a "network of networks" which involves movement from local to regional networks and consortia and eventually a national network of regional networks.
- > Be an organization that acts as a catalyst for change and helps partners evolve from funding or program recipients to leaders in program development.
- > Develop new research models (see "A View from the Field" below) to cultivate inquiry, new knowledge, and insights about learning, innovation, partnerships, capacity building and program sustainability.

A View from the Field

Barbara first learned about ArtsSmarts when a Parent Arts Council she was working with set out to secure external funding to enhance the arts program at a local high school. Through her position as the school board's partnership coordinator, Barbara was drawn to the ArtsSmarts model and engaged key people in the board to extend its reach from a local to district wide initiative. This ArtsSmarts story, like many others, is one of innovative approaches to partnering, funding, planning and evaluation, teaching and learning: "from the beginning, we created a strong fit – ArtsSmarts fits with board objectives, it is helping teachers do their jobs in a more innovative and creative way, *and* it is helping us meet the needs of our students."

In her three years of using the ArtsSmarts model to bring arts infused learning to at-risk students in the board, Barbara and her colleagues in the board's curriculum and research departments have learned a few lessons about supporting innovation:

- > "Teachers are often up to their eyeballs in managing mandated programs" so if you are introducing an external program, make sure it fits with what's happening in schools and helps teachers do their jobs.
- > Engage teachers and principals in leadership roles in implementation and evaluation of the program.

> Take the time to evaluate and communicate the program's connection to the curriculum, teacher's practice, and student achievement.
> Provide time in the school day for planning and professional development to support implementation – "it is expensive, but we have to find ways to make it part of the workday."
> When you are introducing a new program, find ways to "market it" internally through champions in the board and high quality research that shows how it can make a difference.

Next year the board will be integrating an action research component to its evaluation of the ArtsSmarts program in schools. Barbara recognizes that teachers will need a lot of support to this, but she also knows that this new model of inquiry based research, "will ground the work in teachers own practice and capture teachers' curiosities about the impact of arts infused projects on teaching and learning."

Section 7. Conclusion

Although incomplete in terms of a classification system, this report paints a clear picture of a dynamic set of intersections between the education and voluntary sectors. It also reveals the incredible complexity of both sectors and their partnerships. In spite of – and possibly because of – this complexity, education and voluntary sector partners have learned some valuable lessons about the "sticking points" of working together to create new opportunities for children and youth and new spaces for social and educational change. A summary of these lessons, which provide a lens into the possibilities of sustainable partnerships *and* sustainable change, are presented below as a point of closure for this report as well as a point of moving forward to extend the reach and impact of education-voluntary sector collaboration.

Lessons Learned

1 – Appreciate the Importance of Context

Annalee Adair's observation that "context is everything" when the voluntary and education sectors meet (see the ArtsSmarts case study on page 24) is an insight that all voluntary sector organizations that work with school systems. Schools and school systems across Canada are incredibly different, but they share many similarities in the context of their work. To foster effective partnerships, it is important for voluntary sector organizations to consider the following,

> Be mindful of educators' workloads and schedules, as well as the rhythms of the school year.

> Make explicit links to local curricula.

> Prioritize access to high quality bilingual Canadian content.

> Provide educators with the knowledge and tools they need to translate new ideas and practices into their day-to-day work in classrooms.

> Honour schools and school systems as living places that require flexible an innovative approaches to achieving their goals.

> Be impartial: leave your own agenda at the door and be there to help partners create the networks they need to build something new together.

2 – Capture the Levers of Change

A central theme in stories about intersections between the education and voluntary sectors is the challenge of extending the reach and impact of successful partnerships within or among school systems. Not surprisingly, some of the most important lessons learned – especially by innovating voluntary sector organizations – have centred on understanding the education sector as a complex *system* with multiple and interrelated levers (e.g. curriculum and operating policies, strategic directions, decision-making channels) for change. Understanding education as a system is critical to relationship and partnership building and therefore, it is essential that voluntary sector organizations,

> establish explicit agendas for learning;

> clearly articulate how their agendas intersect with the objectives of partners at all levels of the school system (i.e., teachers, principals, school board administrators, unions and professional associations, provincial, territorial and school authority officials, and other policy makers);

> engage educators as leaders: endorsement from all levels of the education system is important, but ineffective if you don't also inspire the interest and passion of teachers and school administrators;

> build a strong research base for their work: develop credibility by drawing on and contributing to research that supports the quality and relevance of your core activities;

> study everything they do, understand why it is working and cultivate knowledge to build capacity for future work;

> know as much as they can about the local, regional and provincial/territorial context before beginning to build relationships;

> endeavour to be the catalyst for building coalitions of partners: extending the reach and impact of change requires new infrastructures to bring an increasing number of partners together within or among school systems; and

3 – Create Road Maps for Collaboration

Educators often note that partnerships with external organizations are valued, but are difficult to sustain because of challenges such as a lack of time, resources, and "fit" between the goals of a school or school system and those of other public or voluntary organizations. Many of these challenges can be moderated by providing voluntary sector organizations with information about the context and principles of developing partnerships with schools or school boards.

As discussed in Section 2, very few Canadian school boards or councils have developed "facilitative" policy frameworks for the development of partnerships. These policy frameworks, and the potential for other guidelines or tools to be developed as a by product of policy, provide an important road map for both sectors in building relationships for learning and therefore, it is important for school boards to consider,

> Developing policy frameworks and guidelines to promote partnerships with organizations who share a common vision for learning and student achievement.

> Developing guidelines to help teachers and administrators invite and evaluate partnerships in schools.

> Creating mechanisms for information sharing on successful partnerships with voluntary sector partners.

> Creating and publicizing a road map to help voluntary sector partners reach staff who can work as liaisons in exploring the potential of district or school level partnerships.

> Acting as catalysts for building innovative partnerships that draw together the assets of the school system and voluntary sector organizations.

Defining a Way Forward

Unlike the health and social service sectors, education does not have a defined voluntary sector. This report is a first step in mapping out what we might eventually call the "voluntary education sector". To achieve further definition, a more empirical approach to developing a classification system (e.g., common labels and definitions) would be required, especially if our ultimate goal is to draw attention to the economic and broader social and educational benefits of the "sector".

It is also important to create the conditions for dialogue about intersections between the education and voluntary sectors that go beyond what a classification system can offer. A classification system can name, count, and provide insights into the scope of the voluntary education sector, but its use as a learning and decision-making tool is limited until we broaden its purpose by asking new questions. Throughout this report, for example, there are frequent references to understanding how to extend the impact and reach of voluntary sector partnerships. In the absence of a framework that helps us to define the elements of high quality, relevant

and effective partnerships that are built around a strong agenda for learning and educational change, however, it is difficult to determine what partnerships are "worthy" of the time, effort and resources required to extend their scale.

The effectiveness of this report will be measured by the contribution it makes to new knowledge about education-voluntary sector partnerships, as well as, the number of questions it inspires for future research and dialogue on topics such as intersections between the two sectors, partnerships and collaboration, policy and systems change, social and educational innovation and most importantly, the quality of learning in schools and communities across Canada. To work toward this next iteration of research informed knowledge, it is recommended that a working group of representatives from the voluntary and education sectors be convened to identify priorities for further research on enhancing voluntary sector contributions to public education in Canada.