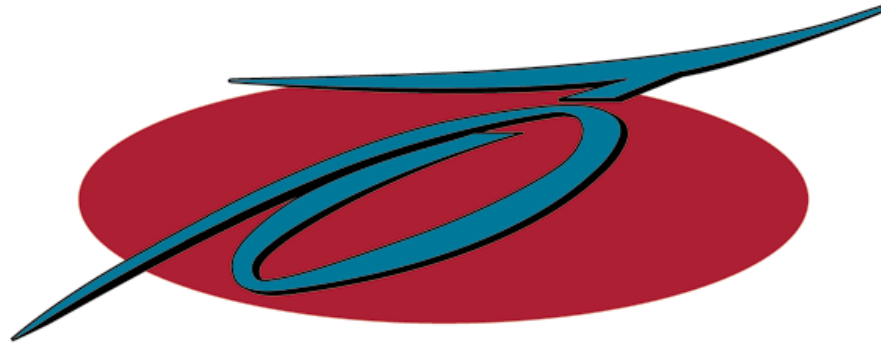


F u t u r E d

FuturEd Consulting Education Futurists Inc.

Corporate ePortfolio Summer 2004

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F u t u r E d
.....helping change learning systems for the future

FuturEd™ Consulting Education Futurists Inc. is a consulting firm based in Vancouver, Canada and founded by Dr. Kathryn Barker in 1995. A virtual organization with associates and strategic alliances across Canada and around the world, **FuturEd** provides a wide variety of products and services related to all aspects of education and training in the future and for the future.

FuturEd has process skills to provide...

- ◆ complete research management
- ◆ complete project management
- ◆ keynote addresses and conference workshops
- ◆ strategic planning and organizational development
- ◆ on-line and on-site consultation processes
- ◆ policy analysis and development
- ◆ standards development
- ◆ program evaluation and quality assurance

FuturEd has content expertise in...

- ◆ the future of learning systems and of work
- ◆ change processes and educational reform
- ◆ quality and uses of the Internet
- ◆ workplace training and basic skills education
- ◆ employability skills and work skills analysis
- ◆ labour force development policies and practices
- ◆ international education

Current and former **FuturEd clients** include:

- ◆ Adult Education Council of BC (*Educator's association in Vancouver*)
- ◆ BC Ministry of Human Resources
- ◆ BC Centre for International Education
- ◆ Cabot College (*Post-secondary institution in Newfoundland*)
- ◆ Canadian Bureau for International Education
- ◆ Canadian Labour Force Development Board (*National advisory board in Ottawa*)
- ◆ Canadian Tourism Human Resources Council
- ◆ Centre for Curriculum, Transfer and Technology (*Service to PSE in BC*)
- ◆ Forest Renewal BC
- ◆ Forestry Continuing Studies Network (*Industry-based agency in BC*)
- ◆ Human Resources Development Canada (*Government department in Ottawa*)
 - ◆ Office of Learning Technologies
 - ◆ Standards, Planning and Analysis Branch
 - ◆ International Affairs Branch
 - ◆ Sectoral Partnerships Delivery Division
 - ◆ National Literacy Secretariat
 - ◆ Learning and Literacy Directorate
- ◆ Industry Canada (*Government department in Ottawa*)
- ◆ National Seafood Sector Council
- ◆ North-South Institute (*an NGO in Ottawa*)
- ◆ Open Learning Agency (*Post-secondary institution in British Columbia*)
- ◆ SCT Corp (*Software development firm in Pennsylvania*)
- ◆ The Alliance of Sector Councils (*Ottawa*)

YOU ARE A DECISION-MAKER WITH AN EYE TO THE FUTURE. To participate in positive and proactive change in the education and training community, **YOU WILL NEED** comprehensive information about...

- education issues and trends on an international basis
- global trends that relate to educational change
- change initiatives and strategies at all levels
- perspectives of the labour market partners
- recommendations from futurists and policy-makers
- a systems-based model for educational change

INFORMATION CONTINUOUSLY GATHERED by **FuturEd** through...

- direct experience inside the education and training system
- involvement in national networks and projects
- a variety of associates and strategic alliances
- extensive literature reviews and on-line information searches
- innovative research and product development

You need **WHAT FuturEd CAN DO FOR YOU!**

- ☑ introduce you and your organization to the future
- ☑ connect you to Canada's education and training community
- ☑ develop a vision for the future and a competitive advantage
- ☑ link your organization to international change initiatives
- ☑ bring specialized skills you need on an "as needed" basis
- ☑ keep you informed of trends, problems and opportunities
- ☑ provide complete project management
- ☑ meet your research and development needs



Dr. Kathryn Barker, *President,*

101-1001 W. Broadway, pod 190

Vancouver, BC

CANADA

V6H 4E4

phone: 250-539-2139

fax: 250-539-2129

email: kbarker@futures.com

website: <http://www.futures.com/>

FuturEd **Services**

Complete Project Management

- ✓ conceptualizing and framing the issues and fields involved
- ✓ project planning and structuring (rationale, processes, deliverables, timeframes)
- ✓ personnel recruitment and management
- ✓ regular liaison with project sponsors (typically via telecommunications)
- ✓ management of an advisory committee (in person and/or on-line)
- ✓ financial accountability (i.e., budget, disbursements, financial reports)
- ✓ consultation and facilitated decision-making
- ✓ production of the finished document (i.e., formatting, graphics)
- ✓ communications and public relations follow-up
- ✓ on-time and on-budget deliverables

Complete Research Management

- ✓ planning for the research project (rationale, processes, deliverables, timeframes)
- ✓ an environmental scan (typically electronic) and literature review
- ✓ stakeholder identification and inclusion
- ✓ designing and producing data gathering processes and instruments
- ✓ synthesis and analysis of data
- ✓ observations and recommendations based on FuturEd expertise
- ✓ draft and final reports
- ✓ complete project management as required

FuturEd Content Expertise

- ✓ all aspects of learning systems: inputs, processes and outcomes
- ✓ innovations such as e-learning, Prior Learning Assessment, and Return on Investment in learning
- ✓ workforce training and adjustment policies and strategies
- ✓ quality assurance in education and training, e.g., accountability and quality audit
- ✓ futurist issues specific to learning systems, e.g., learning technologies
- ✓ change strategies, e.g., FuturEd Transformation Model and Transformation Tools
- ✓ human resources development and lifelong learning

FuturEd *Projects: Completed and In Process*

The following are projects completed or in process with FuturEd as either the sole consultant or lead consultant, from the present back to the founding of FuturEd in fall 1995.

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PROJECT	Literacy and eLearning: A Study of eLearning in the Context of Adult and Workplace Literacy
CLIENT DELIVERABLE	ABC Canada Research reports including: <ul style="list-style-type: none"> • Inventory of eLearning applications and service in Canada, with international examples • Quality Assessment tool and research • ROI analysis tool and research • Policy recommendations
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ Online environmental scan, continuous upgrading ▪ ROI analysis ▪ Quality audit against the Canadian Recommended eLearning Guidelines <ul style="list-style-type: none"> • Adult and workplace literacy • eLearning • quality assurance in learning systems • Return on Investment in learning • EPortfolio • Innovations in ICT • Individuals and networks in the literacy field
CONTENT EXPERTISE	
DATE	2003 – 2004 – two year project in process
CONTACT	Christine Featherstone Executive Director ABC Canada cfeatherstone@abc-canada.org

PROJECT	Evaluation of the National Literacy Secretariat
CLIENT DELIVERABLE	The Governance Network (Ottawa) <ul style="list-style-type: none"> • Global literature review of national literacy agencies • Literature review of similar national bodies for standards and logic models • Evaluation framework recommendations
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ Online searching ▪ Synthesis of complex data <ul style="list-style-type: none"> • Adult and workplace literacy in Canada and worldwide • Literacy agencies • National Literacy Secretariat goals and achievements • Public policy analysis • Evaluation processes and logic models
CONTENT EXPERTISE	
DATE	In process
Contact	Meredith Harrigan The Governance Network meredith@governancenet.com

PROJECT	Program Evaluation and Credential Review: Building Maintenance Worker Apprenticeship Program
CLIENT DELIVERABLE	Industry Training Authority (BC) with the Secwepemc Cultural Education Society Evaluation report including: <ul style="list-style-type: none"> • Program evaluation against training quality standards • Identification of relationship to industry • Assessment of appropriate credential to award
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ Program review with stakeholder input ▪ Survey of relevant and related industries <ul style="list-style-type: none"> • Apprenticeship in BC • First Nations apprenticeship and housing industry • Training quality
CONTENT EXPERTISE	
DATE	Completed July 2004
Contact	Geoff Stevens Vice President, ITA gstevens@itabc.ca

PROJECT	Bridging Programs for Skilled Immigrants: Benchmarks, Recommendations and Evaluation Framework
CLIENT DELIVERABLE	British Columbia Ministry of Community, Aboriginal, and Women's Services Written report containing: <ul style="list-style-type: none"> • Existing benchmarks for Bridging Programs • Standards of excellence for Bridging Programs • An evaluation framework for Bridging Programs • Recommendations for BC programs and services
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ Online search for Bridging Programs in Canada ▪ Assessment for commonalities, i.e., benchmarks ▪ Inventory of best practices in Bridging Programs ▪ Creation of enhanced benchmarks – standards of excellence ▪ Creation of a logic model and evaluation framework ▪ Forum consultation with skilled immigrants ▪ Comparison of current to preferred delivery <ul style="list-style-type: none"> • Issues associated with skilled immigrants, employment and training • Canada's training and accreditation systems • Immigrant serving agencies and services • Excellence in training • ePortfolio – all aspects of the digital learning record
CONTENT EXPERTISE	
DATE	Completed May 2004
Contact	Collin Mercer International Qualifications Branch BC Ministry of Community, Aboriginal and Women's Services Collin.Mercer@gems9.gov.bc.ca

PROJECT	ePortfolio Service for Open School BC: Feasibility Report
CLIENT DELIVERABLE PRODUCTION PROCESSES CONTENT EXPERTISE DATE Contact	Open School BC Report including: <ul style="list-style-type: none"> • Service concept(s) • Environmental scan of ePortfolio in BC, Canada and beyond • Recommended services by/from Open School • Feasibility assessment <ul style="list-style-type: none"> ▪ EPortfolio environmental scan ▪ Conceptualization of ePortfolio services and stakeholder roles ▪ Focus group and interview research ▪ Business plan – risk assessment and viability <ul style="list-style-type: none"> • EPortfolio systems and developments worldwide • EPortfolio in BC's K-12 system • BC's education system • Business planning • Politics of K-12 education system Completed May 2004 Tim Winklemans Open School BC Tim.Winklemans@gems6.gov.bc.ca

PROJECT	eLearning Evaluation and Quality Assessment: The Language Learning Environment and Resource Network (LLEARN)
CLIENT DELIVERABLE PRODUCTION PROCESSES CONTENT EXPERTISE DATE Contact	ETraffic Solutions (external evaluation of a CANARIE-funded project) with Alberta Distance Learning Centre, BC South Island Distance Education School, and Labrador Avalon East School District Research report including: <ul style="list-style-type: none"> • Quality assessment of the LLEARN courseware / LMS against the Canadian Recommended eLearning Guidelines • Quality assessment of LLEARN vis-à-vis second language instruction <ul style="list-style-type: none"> ▪ CanREG Quality audit ▪ Audit against Standards for Foreign Language Instruction ▪ Report preparation to CANARIE standards <ul style="list-style-type: none"> • All elements of the eLearning system – inputs, processes and outcomes • eLearning industry and CANARIE protocols Completed December 2003 Robin Poncia eTraffic Solutions robin@etrafficsolutions.com

PROJECT	Evaluation Framework for Youth Tourism Training and Employment Programs: Canadian Tourism Human Resources Council
CLIENT	Canadian Tourism Human Resources Council
DELIVERABLE	Review of the evaluation framework for tourism-related youth programs, with advice for future evaluation and ROI analysis
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ Advice regarding evaluation design and innovations ▪ Overview of relevant evaluation processes ▪ Assistance with creation of program logic models ▪ Quality and evaluation criteria for all elements of the programs: outcomes (immediate, intermediate and long-term), activities and outputs, and inputs / resources
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ Program evaluation models ▪ Professional research processes ▪ Client and contractor issues ▪ Ministry mandate and priorities
DATE	Completed summer 2002
CONTACT	Rheal Bilodeau Youth Programs Director Canadian Tourism Human Resources Council Ottawa, ON rbilodeau@cthrc.ca

PROJECT	Employment Strategy for Persons with Disabilities: Policy and Program Design
CLIENT	BC Ministry of Human Resources
DELIVERABLES	Policy and program design for MHR clients with disabilities, including consultation and RFP processes
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ Advice regarding program design and innovations ▪ Strategic planning sessions ▪ Assistance with creation of program logic models ▪ Assistance with consultation
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ Program design frameworks and requirements ▪ RFP framework and requirements ▪ Client and contractor issues ▪ Ministry mandate and priorities ▪ Programs for persons with disabilities
PARTNER	Mr. Kerry Jothen, Human Capital Strategies
DATE	Completed October 2002
CONTACT	<p>Heather Dickson Assistant Deputy Minister BC Ministry of Human Resources</p> <p>David Mitchell Labour Market Development Agreement Branch Ministry of Human Resources</p> <p>David.Mitchell@gems2.gov.bc.ca</p>

PROJECT	Evaluation Framework for MHR Client Programs
CLIENT	BC Ministry of Human Resources
DELIVERABLE	Framework for the evaluation of a suite of programs for Ministry clients
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ Advice regarding program design and innovations ▪ Overview of relevant evaluation processes ▪ Assistance with creation of program logic models ▪ Quality and evaluation criteria for all elements of the programs: outcomes (immediate, intermediate and long-term), activities and outputs, and inputs / resources
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ Program evaluation models ▪ Professional research processes ▪ Client and contractor issues ▪ Ministry mandate and priorities
DATE	Completed Oct. 1, 2002
CONTACT	<p>Heather Dickson Assistant Deputy Minister BC Ministry of Human Resources</p> <p>Deborah Ainsworth Director, Labour Market Development Agreement Branch Ministry of Human Resources</p> <p>250-387-1452 and/or Deborah.Ainsworth@gems3.gov.bc.ca</p>

PROJECT	Evaluation of OSCAR - Open School Curriculum and Resources For On-line and On-site Delivery
CLIENT	Open School (Victoria, BC), division of Open Learning Agency (Vancouver, Canada)
DELIVERABLE	A evaluation report of the quality of OSCAR programs delivered largely through Distance Education schools in BC to high school students.
PRODUCTION PROCESSES	<ul style="list-style-type: none"> • review of quality indicators for virtual schools / distributed learning • research design and protocols • data gathering and synthesis (stakeholder surveys and focus group interviews) • preparation of interim and final reports
CONTENT EXPERTISE	<ul style="list-style-type: none"> • quality standards for learning technologies and distance education • all aspects of program design and delivery • learning technologies and ICTs • stakeholder issues and priorities regarding distance education and e-learning • provincial education policies
DATE	Fall 2001 – Spring 2002
CONTACT	<p>Ms. Cathy Van Soest Open Learning Agency Vancouver, Canada</p> <p>604-431-3081 and/or cvansoes@openschool.bc.ca</p>

PROJECT	Evaluation of On-line Program Developed for Legal Interpreters
CLIENTS	<ul style="list-style-type: none"> ❖ Open Learning Agency (Vancouver, Canada) ❖ Vancouver Community College ❖ Office of Learning Technology, HRDC (Ottawa, Canada)
DELIVERABLE	A evaluation report of the application of learning technologies to expand an existing program -- the Court Interpreter Program of Vancouver Community College – into a distance delivery program for Legal Interpreters through the Open Learning Agency
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ complete research management ◆ impact evaluation of project outcomes ◆ quality assessment of the program via distance delivery
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ applications of learning technologies ◆ quality standards for learning technologies and distance education ◆ all aspects of program design and delivery
PARTNERS	<p>Advisory committee with representatives from:</p> <ul style="list-style-type: none"> ◆ Open Learning Agency ◆ Vancouver Community College ◆ BC Ministry of the Attorney General ◆ Society of Translators and Interpreters of BC ◆ Canadian Translators and Interpreters Council ◆ Law Society of BC ◆ various immigrant-serving societies
DATE	In process: Summer 2002 to Spring 2003
CONTACT	<p>Ms. Dini Steyn, Open Learning Agency Vancouver, Canada</p> <p style="text-align: center;">604-527-5863 and/or dinis@ola.bc.ca</p>

PROJECT	Evaluation of Reusable Learning Objects Intended for Workforce Education
CLIENTS	<ul style="list-style-type: none"> ❖ Open Learning Agency (Vancouver, Canada) ❖ UFCW (BC local) ❖ Office of Learning Technology, HRDC (Ottawa, Canada)
DELIVERABLE	A evaluation report of a project to research and establish new methods for migrating learning materials using structured information approaches into a distance delivery program through the Open Learning Agency.
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ complete research management ◆ impact evaluation of project outcomes ◆ quality assessment of the program via distance delivery ◆ lesson learned in partnerships between education and labour union
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ applications of learning technologies ◆ Reusable Learning Objects and Repositories ◆ workforce training issues ◆ quality standards for learning technologies and distance education ◆ all aspects of program design and delivery
DATE	Spring 2002
CONTACT	<p>Mr. Bruce Thompson Open Learning Agency Vancouver, Canada</p> <p style="text-align: center;">604-527-5863 and/or bthompson@ola.bc.ca</p>

PROJECT	Consumer-based Quality Guidelines for Learning Technologies and Distance Learning (e-learning) in Canada
CLIENTS	Canadian Association for Community Education Office of Learning Technology, HRDC
DELIVERABLES	<ul style="list-style-type: none"> ▪ Background paper on quality indicators in distance education and uses of learning technologies ▪ Quality standards for e-learning products and services ▪ Consumers guide to e-learning
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ literature review of quality indicators for distance education, available at http://www.futured.com/ ▪ consultation with relevant stakeholders in both languages, on-site and on-line (consultation document on FuturEd website) ▪ preparation of background paper and reports ▪ drafting of comprehensive quality criteria incorporating the consumer's point of view ▪ creation of questions consumers should ask to make informed choices
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ issues and developments in e-learning products and services ▪ quality assurance in education and training ▪ distance education and learning ▪ evaluation in education and distance education ▪ learning technologies and ICTs ▪ stakeholder views of distributed learning
PARTNERS	<p>Advisory committee with representatives from:</p> <ul style="list-style-type: none"> ▪ Commonwealth of Learning ▪ Canadian Association for Distance Education ▪ Association of Media and Technology in Education ▪ Licef- Teleuniversite (University of Montreal) ▪ Telelearning Research Network
DATE	In process – to be completed December 2001
CONTACT	<p>Ms. Barbara Case, President Canadian Association for Community Education bcase@hre.gov.nf.ca</p> <p>Ms. Murielle Gagnon Office of Learning Technology, HRDC, Ottawa murielle.gagnon@hrdc-drhc.gc.ca</p>

PROJECT	Impact Analysis / Evaluation Model for Projects Funded by the National Literacy Secretariat of HRDC
CLIENT	National Literacy Secretariat, Human Resources Development Canada, Ottawa
DELIVERABLE	Evaluation model / tool for all projects funded by the National Literacy Secretariat, with an aim to improving accountability for policies and practices, and to the systematic gathering of outcomes information
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ development of innovative evaluation design and tool ▪ piloting of the tool with 5 adult literacy projects ▪ refinement and production of tool
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ adult literacy programs and practices in Canada ▪ National Literacy Secretariat priorities and requirements ▪ literacy policy analysis and program evaluation ▪ education accountability
DATE	In process: December 2000 – November 2002
CONTACT	<p>Brigid Hayes, National Literacy Secretariat, HRDC Ottawa Canada</p> <p style="text-align: right;">819-953-5568 and or brigid.hayes@hrdc-drhc.gc.ca</p>

PROJECT	<p align="center">Researching the Use of Information and Communications Technologies (ICT) in International Education (IE) at Canada's Public Post-secondary Education (PSE) Institutions</p>
CLIENT	<p>Canadian Bureau for International Education Office of Learning Technologies</p>
DELIVERABLE	<p>Four background papers:</p> <ul style="list-style-type: none"> ▪ the current status of e-learning and ICT use in IE in Canada's PSE system ▪ International competencies acquired via both on-site and on-line learning ▪ best practices in the use of e-learning in international education ▪ policy options for on-site and on-line IE in the future <p>Participation in all project management and research</p>
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ Internet and conventional literature searches ▪ analysis and recommendations ▪ synthesis and writing for publication
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ e-learning and virtual education ▪ international education ▪ international competencies for the Knowledge Economy ▪ distance education ▪ quality assurance ▪ Canada's education system, particularly PSE
PARTNERS	<p>University of British Columbia</p>
DATE	<p>In process: April 2001 – March 2003</p>
CONTACT	<p>Dr. David Thornton, Executive Director, Canadian Bureau for International Education Ottawa, Canada</p> <p align="center">613-237-4820 and DThornton@cbie.ca</p>

PROJECT	Evaluation of Agriculture Training and Public Awareness Projects in BC
CLIENTS	<ul style="list-style-type: none"> ▪ Open Learning Agency (Vancouver, Canada) ▪ Open School (Victoria)
DELIVERABLE	<p>Evaluation reports for three projects funded by BC Agriculture and undertaken by the Open Learning Agency:</p> <ul style="list-style-type: none"> ▪ Integrated Weed Management ▪ Agriculture School Kits ▪ Small Scale Food Processing
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ complete research management ▪ pre- and post-project surveys, focus groups, polling as required ▪ quality assessment of the projects ▪ written research report
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ learning and change outcomes ▪ learning and work for the future ▪ agriculture and small business issues in BC
DATE	In process: September 2001 – June 2001
CONTACTS	<p>Ms. Dini Steyn, Open Learning Agency, Workplace Training Systems Vancouver, Canada</p> <p style="text-align: center;">604-527-5863 and/or dinis@ola.bc.ca</p> <p>Ms. Michelle Nicolson, Open School</p> <p style="text-align: center;">250-953-7408 and/or mnichols@openschool.bc.ca</p>

PROJECT	Return on Investment in Training: Three Industry Case Studies and Development of a Workbook
CLIENTS	<p>Hosted by the Open Learning Agency and funded by</p> <ul style="list-style-type: none"> ▪ the National Literacy Secretariat of Human Resources Development Canada ▪ Industry Training and Apprenticeship Commission (ITAC in BC) ▪ Canadian Tourism Human Resources Council (CTHRC in Ottawa) ▪ to be announced
DELIVERABLES	<ul style="list-style-type: none"> ▪ an innovative ROTI model that combines quantitative and qualitative measures to demonstrate accountability in training expenditures ▪ three in-depth case studies with complete reports and synthesized reports ▪ creation of a ROTI workbook using the refined model and the three case studies for illustration
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ creation of a unique ROTI model building existing ROI practices ▪ case study research to examine the tangible and intangible costs and benefits of training in three different settings/industries ▪ synthesis of the case studies ▪ creation of content for a workbook that can be used to study ROTI
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ making “the business case” for training ▪ tangible and intangible costs and benefits of training ▪ comparison of training types, e.g., on-site and on-line ▪ private sector training
PARTNERS	<p>Advisory committee with representatives from:</p> <ul style="list-style-type: none"> ▪ Centre for Curriculum, Transfer and Technology ▪ Forest Renewal B.C. ▪ BC Regional Office, Human Resources Development Canada ▪ Literacy BC ▪ Industry Canada
DATE	September 2001 – September 2002
CONTACTS	<p>Kerry Jothen, Executive Director, ITAC</p> <p style="text-align: center;">604-660-3603 and/or Kerry.Jothen@gems1.gov.bc.ca</p> <p>Workbook available at http://www.futured.com/</p>

PROJECT	<p align="center">Return on Training Investment: Making the Business Case for Training</p>
CLIENTS	The Alliance of Sector Councils (Ottawa) with a membership representing all 26 national industry-based human resources sector councils
DELIVERABLES	workshop, information and policy advice regarding Return on Investment in Training (ROTI) for various types of industry
PRODUCTION PROCESSES	<ul style="list-style-type: none"> • updating of Background Paper on Return on Investment in Training • one-day introductory and strategic planning workshop • advice and direction for “next steps”
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ making “the business case” for training ▪ national labour force development strategies and priorities ▪ industry types, e.g., labour-intensive and knowledge-intensive ▪ the future of training and of work
PARTNERS	<p>Advisory Committee with representatives from:</p> <ul style="list-style-type: none"> ▪ Aboriginal Human Resources Development Council of Canada ▪ Canadian Council for Human Resources in the Environmental Industry ▪ Canadian Tourism Human Resources Sector Council ▪ Canadian Trucking Human Resources Council ▪ Cultural Human Resources Council ▪ Human Resources Development Canada ▪ Industry Canada
DATE	April 2001 – August 2001
CONTACTS	<p>Mr. Gary Greenman, Executive Director The Alliance of Sector Councils</p> <p align="center">613-565-3637 and ggreenman@councils.org</p> <p>Ms. Johanna Oehling, Executive Director National Seafood Sector Council</p> <p align="center">613-782-2391 and joehling@nssc.ca</p>

PROJECT	Labour Force Development Rationale and Strategy for the Forest Sector in BC
CLIENT	Forest Renewal BC
DELIVERABLE	<ul style="list-style-type: none"> ▪ Background paper setting out a comprehensive rationale for the development of a labour force development strategy for the forestry industry in BC to deal with training and adjustment needs in the present and future ▪ Tools to facilitate LFS development, e.g., logic model and process tool
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ research and environmental scan into forestry sector employment and future needs ▪ synthesis to create useful, user-friendly tools
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ situational analysis and strategic planning ▪ stakeholder sensitivities and priorities ▪ human resources management and development ▪ various labour force development strategies, policies and practices ▪ training needs assessment ▪ employability and work skills analysis tools ▪ the future of work and the future of learning
DATE	
CONTACT	

PROJECT	Strategy to Develop Programs for Early Childhood Development and Special Needs Education in Qatar
CLIENT	Canadian Bureau for International Education
DELIVERABLE	Two strategy papers outlining the rationale and innovative processes for the systematic development of both Early Childhood Education and Special Needs Education in the Sheikdom of Qatar, with policy implications and alternative delivery mechanism
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ Internet and conventional literature searches ▪ analysis and recommendations ▪ synthesis and writing for publication
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ e-learning and virtual education ▪ early childhood education ▪ teacher training ▪ excellence in Canada's PSE institutions ▪ innovations in learning ▪ cultural issues in education and training
DATE	July 2001
CONTACT	<p>Dr. David Thornton, Executive Director, Canadian Bureau for International Education Ottawa, Canada</p> <p>613-237-4820 and DThornton@cbie.ca</p>

PROJECT	Sustainability and Efficiency of Prior Learning Assessment (PLA) in British Columbia
CLIENT	Centre for Curriculum, Transfer and Technology (BC, Canada)
DELIVERABLES	<p>Background paper focused on:</p> <ul style="list-style-type: none"> ▪ the issues of sustainability and efficiency in PLA – importance in general, and status in Post-Secondary Education (PSE) in BC; ▪ barriers to sustainability and efficiency in PLA from both the literature and the field; ▪ methods of addressing the barriers from the literature and the field; ▪ existing PLA and flexible assessment practices in BC that impact on sustainability and efficiency of PLA services; and ▪ potential practices to improve sustainability and efficiency of PLA services within PSE in BC with pros and cons. <p>Strategy paper, <i>Sustaining PLA in BC</i> (available from C2T2), which sets out an introduction to PLA, an overview of achievements to date, challenges that need to be addressed, and recommended actions. The purpose is to provide a rationale for the recommended actions, stimulate those actions, and ultimately nurture the development of PLA in BC's institutes of adult and higher education.</p>
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ environmental scan ▪ consultation with stakeholders ▪ focus group research and on-line survey
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ Prior Learning Assessment and Recognition (PLA/PLAR) ▪ quality assurance in PLA/PLAR ▪ national PLA/PLAR quality standards and policy goals ▪ BC provincial education reform goals and processes ▪ issues and challenges in education innovations
PARTNERS	<p>Advisory committee with representatives from:</p> <ul style="list-style-type: none"> ▪ Centre for Curriculum, Transfer and Technology ▪ Ministry of Advanced Education, Training and Technology ▪ Provincial PLA Steering Committee ▪ Institutional PLA Coordinators' Working Group
DATE	February 2001 – July 2001
CONTACT	<p>Mr. Devron Gaber, Executive Director Centre for Curriculum, Transfer and Technology Victoria, BC, Canada</p> <p style="text-align: center;">250-413-4474 and/or dgaber@ctt.bc.ca</p>

PROJECT	Evaluation of Project to Develop a Web Portal for White Spot Restaurants
CLIENTS	<ul style="list-style-type: none"> ▪ Open Learning Agency (Vancouver, Canada) ▪ Office of Learning Technology, HRDC (Ottawa, Canada)
DELIVERABLE	A evaluation report of the application of learning technologies to create a web portal strictly for use by White Spot staff and managers to access training and information while living/working in dispersed locations
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ complete research management ▪ pre- and post-project surveys, focus groups ▪ impact evaluation of project outcomes ▪ quality assessment of the project and written research report
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ applications of learning technologies ▪ innovations in uses of the Internet ▪ learning outcomes
DATE	In process: February 2000 to December 2001
CONTACT	<p>Ms. Dini Steyn, Open Learning Agency, Workplace Training Systems Vancouver, Canada</p> <p style="text-align: center;">604-527-5863 and/or dinis@ola.bc.ca</p>

PROJECT	Evaluation of “Walk-a-Mile” Public Awareness Program
CLIENTS	<ul style="list-style-type: none"> ▪ Open Learning Agency (Vancouver, Canada) ▪ Office of Learning Technology, HRDC (Ottawa, Canada)
DELIVERABLE	A evaluation report of the application of learning technologies to create a public awareness program concerning racism and discrimination in Canada, and the immigrant experience
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ complete research management ▪ pre- and post-project surveys, focus groups ▪ impact evaluation of project outcomes ▪ quality assessment of the project and written research report
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ applications of learning technologies ▪ the “immigrant experience” in Canada, e.g., assessment of foreign credentials
PARTNER	<p>Advisory committee with representatives from:</p> <ul style="list-style-type: none"> ▪ Open Learning Agency ▪ BC Ministry of the Attorney General ▪ various immigrant-serving societies
DATE	July 1999 – March 2001
CONTACT	<p>Ms. Dini Steyn, Open Learning Agency, Workplace Training Systems Vancouver, Canada</p> <p style="text-align: center;">604-527-5863 and/or dinis@ola.bc.ca</p>

PROJECT	Literacy and the Digital Divide: Options for Action in Canada
CLIENT	Lenore Burton, Associate Director General, Human Resources Development Canada, Learning Strategies and Support Division, Learning and Literacy Directorate (Ottawa)
DELIVERABLE	Paper outlining various policies and strategies to reduce the “digital divide” for Canadians of all ages, available from FuturEd
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ policy and option analysis ▪ recommended policies and processes ▪ detailed plans and “next steps”
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ e-learning: advantages, issues, options ▪ “digital divide” and other social issues, e.g., adult literacy that exacerbate the problem ▪ government priorities and supporting policy goals
DATE	August 2000
CONTACT	<p>Lenore Burton, Associate Director General Learning Strategies and Support Division Human Resources Development Canada</p> <p style="text-align: center;">819-997-7296 and lenore.burton@hrdc-drhc.gc.ca</p>

PROJECT	Return on Investment in Training: Environmental Scan and Consumers Guide to ROTI
CLIENTS	<ul style="list-style-type: none"> • Co-hosted by the Forestry Continuing Studies Network (FCSN) and the University College of the Cariboo (UCC), Kamloops, BC • Funded by the National Literacy Secretariat of Human Resources Development Canada and the Ministry of Advanced Education, Training and Technology (MAETT) of the Province of BC
DELIVERABLES	<ul style="list-style-type: none"> • <i>Return on Training Investment (ROTI) Environmental Scan, Spring 2001</i> available at http://www.futured.com/ , a comprehensive background paper setting out the current status of Return on Investment in various training environments, including e-learning • <i>A Consumer's Guide to ROTI</i> is available at http://www.futured.com/ , an introduction to the concepts and applications of Return on Investment in learning/training, with sample worksheet
PRODUCTION PROCESSES	<ul style="list-style-type: none"> • production of a research report to show the extent of current knowledge and research in the field of ROI in training and learning, • synthesis of background information to produce content for a non-technical, user-friendly guide to the application of ROI principles and models to training plan development
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ making “the business case” for training ▪ tangible and intangible costs and benefits of training ▪ comparison of training types, e.g., on-site and on-line
PARTNERS	<p>Advisory committee with representatives from:</p> <ul style="list-style-type: none"> ▪ Centre for Curriculum, Transfer and Technology ▪ Pacific Rim Institute of Tourism ▪ BC Construction Industry Skills Improvement Council – SKILLPLAN ▪ BC Wood Specialties Group ▪ Forest Renewal B.C. ▪ West Coast Energy ▪ Canadian Council for Human Resources in the Environment Industry ▪ BC Regional Office, Human Resources Development Canada ▪ UFCW, Local 2000
DATE	April 1999 – June 2000
CONTACTS	<p>Mr. Tom Rankin, Program Manager Forestry Continuing Studies Network Kamloops, BC</p> <p style="text-align: center;">250-371-5773 and/or trankin@telus.net, Canada</p>

PROJECT	<p align="center">Canada as a Society of Lifelong Learners by 2011: Y3L (Year of Lifelong Learning) and D3L (Decade of Lifelong Learning) as a Strategy for Achieving Change</p>
CLIENT	<p>Learning Strategies and Support Division, Learning and Literacy Directorate, Human Resources Development Canada (Ottawa)</p>
DELIVERABLE	<p>Policy strategy, with plans, for a Year and Decade of Lifelong Learning as a means of focusing on learning for the Knowledge-based Economy; paper available from FuturEd</p>
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ literature review of lifelong learning policies and strategies outside Canada ▪ recommended policies and processes ▪ detailed plans and steps for launch Year and Decade for lifelong learning
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ lifelong learning and education policy in Canada ▪ government priorities and supporting policy goals ▪ strategic planning and broad consultation processes
DATE	<p>April 2000</p>
CONTACT	<p>Michelle Bonin-Stewart, Senior Policy Analyst Human Resources Development Canada</p> <p align="center">613-994-5019 and mailto:michelle.bstewart@hrdc-drhc.gc.ca</p>

PROJECT	Electronic Learning Record and Human Capital Management Research Project
CLIENT	Literacy BC and the National Literacy Secretariat of HRDC
DELIVERABLE	<ul style="list-style-type: none"> ▪ Background paper setting out what is known about electronic learning records (ELR) in the context of Prior Learning Assessment and Human Capital Management available at http://www.futured.com/ ▪ Research paper setting out findings of an study of how individuals can use the ELR available at http://www.futured.com/
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ Internet and conventional literature search ▪ research with individuals to utilize a prototype ELR ▪ analysis and recommendations
CONTENT EXPERTISE	<p>For business in general and small business in particular</p> <ul style="list-style-type: none"> ♦ situational analysis and strategic planning ♦ organizational or operational analysis ♦ human resources management and development ♦ training needs assessment ♦ employability and work skills analysis tools <p>Interactive tools for decision-making on the Internet</p>
DATE	May - September 1999
CONTACT	<p>Brigid Hayes, National Literacy Secretariat, HRDC Ottawa Canada</p> <p style="text-align: center;">819-9-953-5568 and or brigid.hayes@hrdc-drhc.gc.ca</p> <p>Stacey Huget Literacy BC, Vancouver</p> <p style="text-align: center;">604-684-0624 and mailto:shuget@netcom.ca</p>

PROJECT	Comparison of Virtual and Traditional Secondary Schools in Canada
CLIENT	Society for the Advancement of Excellence in Education http://www.saeec.ca/ , with funding from the Max Bell Foundation
DELIVERABLE	<p>Research study comparing virtual schools and traditional secondary schools</p> <ul style="list-style-type: none"> ▪ in three Canadian provinces ▪ over 2 years ▪ using a number of criteria <p>Final report and three research reports available from FuturEd.</p>
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ▪ literature review of quality indicators for distance education / virtual schools / distributed learning ▪ research design and protocols ▪ data gathering and synthesis ▪ preparation of interim and final reports
CONTENT EXPERTISE	<ul style="list-style-type: none"> ▪ quality assurance in education and training ▪ distance education and learning ▪ learning technologies and ICTs ▪ provincial education policies ▪ stakeholder views of distributed learning
RESEARCH PARTNERS	Dr. Terry Wendel, Edmonton Mr. Murray Richmond, Toronto
DATE	January 1999 – February 2000
CONTACT	<p>Ms. Helen Raham, Executive Director Society for the Advancement of Excellence in Education Canada</p> <p style="text-align: center;">250-717-1163 and/or hraham@saeec.ca</p>

PROJECT	Tools and Processes: Situational, Operational and Human Resources Analysis for SMEs in the Tourism Industry
CLIENT	Tourism Standards Council (Canada)
DELIVERABLE	Research paper with tools for potential use by small business tourism operators in planning for human resources development and training, hyper-linked to relevant Internet tools
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ Internet and conventional literature search ◆ conceptual framing of types of tools and selection criteria ◆ analysis of tools and short-listing ◆ recommendations
CONTENT EXPERTISE	<ul style="list-style-type: none"> ❖ For business in general and small business in particular <ul style="list-style-type: none"> ◆ situational analysis and strategic planning ◆ organizational or operational analysis ◆ human resources management and development ◆ training needs assessment ◆ employability and work skills analysis tools ❖ Interactive tools for decision-making on the Internet ❖ Sources of tools and processes for SMEs
DATE	January 1999
CONTACT	Ms. Carol Lumb, Director Saskatchewan Tourism Education Council carol.lumb@sasktourism.com

PROJECT	Policy Diagnostic for CanLearn Interactive
CLIENT	Youth, Learning and Literacy Directorate, Human Resources Development Canada
DELIVERABLE	Paper with diagnostic of the public policy problems that set the stage for development of CanLearn Interactive – an omnibus web site with information and interactive decision-making tools for adults – Canadian and international – seeking to make informed decisions about post-secondary education and training in Canada
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ literature search and analysis of HRDC documents ◆ analysis and synthesis of relevant statistics ◆ diagnostic design and development ◆ preparation of diagnostic paper
CONTENT EXPERTISE	<ul style="list-style-type: none"> ❖ all elements of post-secondary education and training in Canada ❖ consumer rights and responsibilities regarding PSE ❖ education information and tools on the Internet ❖ human resources development and lifelong learning in Canada ❖ learning for the Knowledge-based Economy (KBE)
DATE	January-February 1999
CONTACT	<p>Mr. Stephen Walker Youth, Learning and Literacy, HRDC Ottawa, Canada</p> <p style="text-align: right;">819-994-2284 and/or swalker@canlearn.ca</p>

PROJECT	Consumer's Guides for Higher Education and Career Training for CanLearn Interactive
CLIENT	Youth, Learning and Literacy Directorate, Human Resources Development Canada
DELIVERABLES	<ul style="list-style-type: none"> ❖ Interactive tools to help adults make informed choices about post-secondary education and training ❖ Policies to govern development of the tools ❖ Paper with environmental scan and synthesis of existing tools
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ concept development and design ◆ complete project management ◆ Internet search focusing consumer rights and decision-making tools ◆ literature search focusing on quality elements and key decision points in post-secondary education and training ◆ testing and production of prototypes ◆ focus group testing and beta testing ◆ consultation with stakeholders
CONTENT EXPERTISE	<ul style="list-style-type: none"> ❖ all elements of post-secondary education and training ❖ quality assurance and standards in education and training ❖ interactive tools on the Internet
DATE	Fall 1998 to Spring 1999
CONTACT	<p>Mr. Stephen Walker Youth, Learning and Literacy, HRDC Ottawa, Canada</p> <p style="text-align: center;">819-994-2284 and/or swalker@indie.ca</p>

PROJECT	Lifelong Learning Policy Framework for HRDC
CLIENT	Youth, Learning and Literacy Directorate, Human Resources Development Canada
DELIVERABLE	A policy framework – policy problem and policy recommendations – for lifelong learning in Canada based on HRDC mission and mandate
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ literature search focusing on lifelong learning and the knowledge-based economy/society ◆ analysis of the policy problem relative to lifelong learning and human resources development on a national basis ◆ analysis of all relevant HRDC documents ◆ policy formulation and defense ◆ preparation of framework document
CONTENT EXPERTISE	<ul style="list-style-type: none"> ❖ Lifelong learning in the knowledge-based society <ul style="list-style-type: none"> ◆ a snapshot of lifelong learning in Canada in fall 1998, with visions for a preferred future ◆ a full policy problem diagnostic including conflicting conceptualizations and increasing knowledge demands ◆ the public policy problem from an HRD perspective ◆ lifelong learning policy options and underlying assumptions ◆ lifelong learning policy goals and objectives ◆ progress towards policy in HRDC ◆ recommendations for next steps ❖ Human Resources Development Canada – policies, programs and priorities
DATE	November 1998
CONTACT	<p>Dr. David Thornton, Director Youth, Learning and Literacy, HRDC Ottawa, Canada</p> <p style="text-align: center;">819-953-5283</p>

PROJECT	Adult Literacy Programs, Policies and Practices: Lessons Learned
CLIENT	Evaluation Services, Evaluation and Data Development, Human Resources Development Canada
DELIVERABLES	<ul style="list-style-type: none"> ❖ <i>Adult Literacy Lessons Learned Technical Report</i> – an extensive literature review of adult literacy studies and reports from Canada and other industrialized countries. ❖ <i>Adult Literacy Programs, Policies And Practices: Lessons Learned</i> – a report of the implications of interventions directed at adult literacy ❖ <i>Lessons for Adult Literacy</i> -- an brochure setting out what has been learned about policies, programs and practices in adult literacy
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ complete project management ◆ extensive literature review in English and French ◆ synthesis and analysis of documents from all over the world ◆ writing of three reports: a technical research report, a synthesized analysis with recommendations, and a plain language brochure
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ adult literacy interventions – past and present ◆ issues associated with adult literacy and basic education ◆ education and training in Canada ◆ policy analysis and program evaluation ◆ research processes
PARTNERS	<p>Consultative group of experts from:</p> <ul style="list-style-type: none"> ◆ adult literacy students – MCL Learners Network ◆ providers of literacy programs -- Frontier College ◆ resource centres -- Centre for Literacy in Quebec ◆ information providers – National Adult Literacy Database ◆ provincial adult education ministries ◆ advocacy groups – Ontario Literacy Coalition ◆ the media, workplace educators, researchers and policy makers
DATE	Fall 1998 to Spring 1999
CONTACT	<p>Tom Brecher, Evaluation and Data Development, HRDC Ottawa, Canada</p> <p style="text-align: center;">613-957-4974 and/or Tom.Brecher@spg.org</p>

PROJECT	Human Resources Development (HRD) For Entrepreneurs In Small- And Medium-Size Enterprise (SME) And For The Promotion Of Regional Industry In Canada
CLIENT	Institute of Developing Economies, JETRO (Tokyo, Japan)
DELIVERABLE	A paper prepared and presented, as the Canadian representative, at an APEC – HRD – NEDM conference in <i>Human Resources Development for Promotion of Regional Industry</i> (Okinawa, Japan; December, 1998)

PROJECT	Lifelong Learning in Canada: Visions for the Future
CLIENTS	<ul style="list-style-type: none"> ❖ Institute of Developing Economies, JETRO (Tokyo, Japan) ❖ Learning and Literacy, HRDC (Ottawa, Canada)
DELIVERABLES	A paper prepared and presented, as the Canadian representative, at the Tokyo Conference on Lifelong Learning -- <i>APEC-HRD-NEDM-IDE Seventh International Seminar: Social Development and Human Resources Development in the APEC Member Economies</i> (December 1998)
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ literature search focusing on lifelong learning ◆ synthesis of literature and framing of findings ◆ presentation of alternative visions for a preferred future ◆ verbal and visual presentation in an international setting
CONTENT EXPERTISE	<p>Lifelong learning: theory and practice</p> <ul style="list-style-type: none"> ◆ common and competing definitions of lifelong learning ◆ the societal context and the need for lifelong learning in Canada ◆ a snapshot of learning opportunities and participation rates ◆ the challenges to change and barriers to lifelong learning ◆ key federal and provincial government policies and strategies ◆ key conceptual initiatives in support of lifelong learning ◆ organizations that promote lifelong learning and information sources ◆ various visions for lifelong learning in Canada ◆ the FuturEd vision for a preferred future for lifelong learning
DATE	Fall 1998
CONTACT	<p>Ms. Yasuko Hayase Senior Research Fellow Training Affairs Department, IDE/JETRO</p> <p>e-mail: y.hayase@ide-jetro.org</p>

PROJECT	Development of the PLAR Quality Audit Tool
CLIENT	Canadian Labour Force Development Board (Ottawa, Canada)
DELIVERABLES	<ul style="list-style-type: none"> ❖ A quality audit tool to assess PLA/PLAR services against recommended national PLA/PLAR standards (Phase 1) at http://www.plar.com/ ❖ Published articles regarding the CLFDB and the PLAR Quality Audit (Phase 2) ❖ A consumer's guide to PLAR to familiarize potential users (Phase 3) ❖ Research on the application of the Quality Audit (Phase 4), specifically at Simon Fraser University (BC), the Halifax PLA Centre (NS), and the Forum for International Trades Training (Ottawa)
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ conceptualization of the quality audit process ◆ development of quality indicators for PLA/PLAR ◆ design and production of an electronic quality audit tool ◆ research to apply and improve quality audit tool
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ quality assurance in PLA/PLAR and in education/training ◆ workforce training and employment issues ◆ electronic and Internet applications ◆ consumer's perspective of PLA/PLAR ◆ pan-Canadian networks and PLA/PLAR providers
PARTNER	PLAR Steering Committee (CLFDB) with representation from all labour market partners: business, labour, education, designated equity groups, federal and provincial governments, industry sector councils
DATE	<ul style="list-style-type: none"> ◆ Fall 1997 (Phase 1) ◆ Winter 1998 (Phase 2) ◆ Spring 1998 (Phase 3) ◆ Summer 1998 (Phase 4)
CONTACT	<p>Ms. Ursule Critoph, Senior Associate Canadian Labour Force Development Board Ottawa, Canada</p> <p style="text-align: center;">613-230-6264 and/or ucritoph@clfdb.ca</p>

PROJECT	Evaluation of Learning Technologies and Workforce Education
CLIENTS	<ul style="list-style-type: none"> ❖ Open Learning Agency (Vancouver, Canada) ❖ UFCW (BC local) ❖ Office of Learning Technology, HRDC (Ottawa, Canada)
DELIVERABLE	A evaluation report of the application of learning technologies to transform an existing program -- into a distance delivery program through the Open Learning Agency
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ complete research management ◆ impact evaluation of project outcomes ◆ quality assessment of the program via distance delivery
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ applications of learning technologies ◆ quality standards for learning technologies and distance education ◆ all aspects of program design and delivery
PARTNER	<p>Advisory committee with representatives from:</p> <ul style="list-style-type: none"> ◆ Open Learning Agency ◆ Vancouver Community College ◆ BC Ministry of the Attorney General ◆ Society of Translators and Interpreters of BC ◆ Canadian Translators and Interpreters Council ◆ Law Society of BC ◆ various immigrant-serving societies
DATE	In process: Spring 1997 to Winter 1998
CONTACT	<p>Ms. Dini Steyn, Open Learning Agency, Workplace Training Systems Vancouver, Canada</p> <p style="text-align: center;">604-527-5863 and/or dinis@ola.bc.ca</p>

PROJECT	Research to Assess the Status of PLA/PLAR in Ontario Universities
CLIENTS	<ul style="list-style-type: none"> ❖ Council of Ontario Universities (Toronto, Canada) ❖ Ontario Ministry of Citizenship, Culture and Recreation
DELIVERABLE	<p><i>Determining the Status of PLA/PLAR in Professional Programs in Ontario Universities: Spring 1998</i>, a published research report which includes:</p> <ul style="list-style-type: none"> ❖ a status report of the implementation of PLA/PLAR in the 100 professional programs in Ontario universities ❖ a status report of the application of PLA/PLAR specifically for foreign-trained professionals as applicants for those programs ❖ a brief literature review and environmental scan ❖ recommendations for next steps
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ complete project management ◆ complete research management ◆ survey questionnaire design and electronic data gathering
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ Prior Learning Assessment and Recognition (PLA/PLAR) ◆ education / employment issues for immigrants and visible minorities ◆ post-secondary education in Canada ◆ governance issues in Ontario universities
PARTNERS	<ul style="list-style-type: none"> ❖ Vista Grande International (Ottawa, Canada) ❖ Advisory committee with representatives from: <ul style="list-style-type: none"> ◆ Council of Ontario Universities, and individual faculties ◆ Ontario Ministry of Citizenship, Culture and Recreation ◆ Ontario Prior Learning Assessment Network ◆ Standard, Planning and Analysis Branch of HRDC ◆ Ontario College of Pharmacists and other regulatory bodies ◆ Canadian Association for Prior Learning Assessment ◆ COSTI
DATE	Spring - Summer 1998
CONTACTS	<p>Ms. Michelle Goldberg Ontario Ministry of Citizenship, Culture and Recreation Access to Professions and Trades Unit Toronto, Canada</p> <p style="text-align: center;">415-325-6260 and/or GoldbeM@mczcr.gov.on.ca</p> <p>Dr. Norm Shulman Council of Ontario Universities Toronto, Canada</p> <p style="text-align: center;">416-979-2155 and/or nshulman@coupo.cou.on.ca</p>

PROJECT	<p align="center">Women's Human Resources Development Needs in the Context of Small- and Medium-size Enterprise in Canada in 1998</p>
CLIENTS	<ul style="list-style-type: none"> ❖ North-South Institute ❖ APEC HRD NEDM Project
DELIVERABLE	<p><i>Gender and Lifelong Learning: Enhancing the Contributions of Women to Small- and Medium-sized Enterprises in Canada for the 21st Century</i> (North-South Institute, 1997), an extensive research paper prepared as the Canadian case study for an APEC HRD project: Gender and Lifelong Learning. The project culminated in a conference in Taipei (June 1998) from which recommendations went forward to the APEC HRD committee regarding training and business supports for women. Specific areas of concern are access to non-traditional professions (science, trades and technology), access to business supports (childcare, technology, and credit), and access to advancement (removing barriers and changing attitudes).</p>
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ complete research management ◆ extensive literature review and on-line search ◆ demographic and statistical analysis ◆ framing of very broad concepts ◆ report writing and production
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ barriers to training and advancement for women in Canada ◆ small- and medium-sized enterprises and business development ◆ women's organizations and resources in Canada ◆ workforce demographics and issues ◆ future directions for economic development for women ◆ lifelong learning issues and opportunities ◆ assessment and recognition of prior learning
PARTNER	<p>Advisory committee with representatives from:</p> <ul style="list-style-type: none"> ◆ North-South Institute ◆ Status of Women, Canada ◆ Women's Bureau, HRDC ◆ Industry Canada ◆ women entrepreneurs themselves
DATE	Fall 1997 – Spring 1998
CONTACT	<p>Heather Gibb, Senior Researcher North-South Institute Ottawa, Canada</p> <p align="center">613-241-3535 and/or hgibb@nsi-ins.ca</p>

PROJECT	Quality Audit of Provincial PLA/PLAR Policy in British Columbia
CLIENT	Centre for Curriculum, Transfer and Technology (BC, Canada)
DELIVERABLE	<p><i>Doing the Right Things Right: A 1998 Quality Audit of PLA/PLAR Implementation in British Columbia</i>, a published document which includes:</p> <ul style="list-style-type: none"> ❖ a quality audit of provincial PLA/PLAR implementation in the public post-secondary education sector against recommended national PLAR standards (CLFDB, 1996) ❖ an analysis of the provincial policy against national public policy goals and provincial education reform goal
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ complete project management ◆ research method: document analysis ◆ data analysis: public policy analysis ◆ quality evaluation: PLAR Quality Audit (CLFDB, 1997) ◆ report writing and production within a very short timeframe
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ Prior Learning Assessment and Recognition (PLA/PLAR) ◆ quality assurance in PLA/PLAR ◆ national PLA/PLAR quality standards and policy goals ◆ BC provincial education reform goals and processes
PARTNERS	<p>Advisory committee with representatives from:</p> <ul style="list-style-type: none"> ◆ Centre for Curriculum, Transfer and Technology ◆ Ministry of Advanced Education, Training and Technology ◆ Provincial PLA Steering Committee ◆ Institutional PLA Coordinators' Working Group ◆ Canadian Federation of Students ◆ Senior Instructional Officers Committee
DATE	Spring, 1998
CONTACT	<p>Mr. Devron Gaber, Executive Director Centre for Curriculum, Transfer and Technology Victoria, BC, Canada</p> <p style="text-align: center;">250-413-4474 and/or dgaber@ctt.bc.ca</p>

PROJECT	On-line Skills Self-Assessment Tools for Canada's Education Website
CLIENT	Human Resources Development Canada (Ottawa, Canada) Learning and Literacy Directorate
DELIVERABLE	<i>On-line Skills Self-assessment Tool for CanLearn: Design Considerations and Development Plan</i> (FuturEd, 1998), an extensive paper including such user, format, content, and utility considerations; the criteria for selecting a tool for the CanLearn omnibus website under development by HRDC; recommendations for the appropriate choice; and hyperlinks to numerous existing tools.
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ extensive on-line search for self-assessment tools and interactive skills assessment tools ◆ development of criteria for selecting the appropriate tools ◆ writing and production of report ◆ consultation with HRDC working group and with labour organizations
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ self-assessment processes and limitations ◆ interactive self-assessment tools ◆ on-line resources ◆ Canada's education and training system
DATE	Spring 1998
CONTACT	<p>Stephen Walker, Senior Analyst Learning and Literacy Directorate, HRDC Ottawa, Canada</p> <p style="text-align: right;">819-994-2284 and/or swalker@indie.ca</p>

PROJECT	Researching a Consumer's View of Work Skills Analysis Tools
CLIENTS	<ul style="list-style-type: none"> ❖ BC Forestry Continuing Studies Network (Kamloops, BC) ❖ National Literacy Secretariat, HRDC (Ottawa, Canada)
DELIVERABLES	<ul style="list-style-type: none"> ❖ <i>Questions to Ask When Choosing Work Skills Analysis Tools</i>, a published consumer's guide to selecting tools that determine required work skills for jobs, assess individual's acquired skills, and provide for a skills gap analysis that can be used to target training and recruitment (available at http://www.cariboo.bc.ca/schs/bcfcsn) ❖ <i>Comparing Work Skills Analysis Tools Project Report</i> (BCFCSN, 1998), a published research study of the issues surrounding and application of a prototype consumer's guide to work skills analysis tools (also available at http://www.cariboo.bc.ca/schs/bcfcsn)
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ development of a prototype consumer's guide, i.e., the questions that consumers want to ask when choosing between products and services that help them target training for individuals and/or recruit employees ◆ complete research management to apply and modify the tool
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ work skills analysis tools, e.g., Work Keys, HRDC Essential Skills ◆ consumer orientation to education and training products and services ◆ basic skills training and workplace education
PARTNERS	<ul style="list-style-type: none"> ❖ Advisory committee with representatives from: <ul style="list-style-type: none"> ◆ Forestry Continuing Studies Network ◆ Forest Renewal BC ◆ BC Ministry of Education, Skills and Training ◆ BC Construction Industry Skills Improvement Council ◆ Pacific Rim Institute of Tourism ◆ Labour Market And Career Information Association ◆ the business and education community ❖ Research assistance by Kim Cholette Enterprises
DATE	Fall 1997 - Winter 1998
CONTACTS	<p>Mr. Tom Rankin, Program Manager Forestry Continuing Studies Network Kamloops, BC</p> <p style="text-align: center;">250-371-5773 and/or trankin@cariboo.bc.ca</p> <p>Ms. Brigid Hayes, Program Consultant National Literacy Secretariat, HRDC Ottawa, Canada</p> <p style="text-align: center;">819-953-5568 and/or hayesb@fox.nstn.ca</p>

PROJECT	A Survey of Quality Standards for Educational Software
CLIENT(S)	<ul style="list-style-type: none"> ❖ Education and Training Provider Network (Ottawa, Canada) ❖ Human Resources Development Canada, (Ottawa) Sectoral Partnerships Delivery Division
DELIVERABLE(S)	<p><i>Learnware Quality Background Paper</i> (FuturEd, 1997), an extensive literature review of the current status of quality standards for educational software or “learnware” (at http://www.yorku.ca/research/dkproj/etpnet).</p> <p>Quality assurance for learnware is related to the fields of educational accountability, software design elements, technology-based learned, and electronic information dissemination. In addition to current information about quality and educational software, the report provides resources related to technical quality of software, Internet standards, evaluation criteria for Internet information, standards for Information Technology policies and practices, specific applications of software, and quality assurance in distance delivery of education and training, education and training standards, quality issues in the use of learning technologies, and technical aspects of learnware.</p>
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ extensive on-line literature review ◆ extensive hyperlinking to existing information
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ educational software – applications and design issues ◆ distance education and open learning ◆ Internet quality standards
DATE	Fall, 1997
CONTACT	<p>Ms. Marie Smith Sectoral Partnerships Delivery Division, HRDC Ottawa, Canada</p> <p style="text-align: center;">819-994-6393 and/or cmarie.smith@hrdc-drhc.gc.ca</p> <p>Dr. James Rossiter, President Knowledge Connection Corporation Toronto, Canada</p> <p style="text-align: center;">416-979-2930 ext. 21 and/or jrossiter@kcc.ca</p>

PROJECT	Operational Review of a Community College Campus
CLIENT(S)	Douglas College (New Westminister, BC, Canada)
DELIVERABLE	<i>Operational Review of Thomas Haney Centre, Douglas College, a research report that includes an environmental and operational analysis, and recommendations for strategic activities and future development of the satellite campus</i>
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ complete research management ◆ environmental analysis through focus group research ◆ operational analysis through document analysis and interviews ◆ development of action plan through consensus with stakeholders ◆ conceptualization of a community learning centre model
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ quality assurance in education/training ◆ issues related to preferred futures in education/training ◆ post-secondary education in BC ◆ community dynamics in small centres and campuses ◆ adult education and distance education
DATE	Fall 1997
CONTACT	<p>Ms. Mia Gordon, Vice President Douglas College New Westminister, BC</p> <p style="text-align: right;">604-527-5246 and/or Mia_Gordon@Douglas.BC.CA</p>

PROJECT	Using Work Skills Analysis Tools to Target Training: Piloting the Work Keys System
CLIENTS	<ul style="list-style-type: none"> ❖ Forestry Continuing Studies Network (Kamloops, BC, Canada) ❖ Riverside Forest Products (Lumby, BC, Canada)
DELIVERABLE	<ul style="list-style-type: none"> ❖ <i>Gathering Information to Plan for FRBC-funded Training</i> (FuturEd, 1997), a research paper that includes an analysis of the pilot use of Work Keys to help identify required work skills, assess individual's acquired skills, and provide a gap analysis. ❖ <i>Personal Skills and Experience Inventory for Work in the Forestry Industry</i> (FuturEd, 1997), a questionnaire to be used as an industry-specific, entry-level data gathering device for individuals and for employers.
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ research plans and management ◆ pilot use of Work Keys in one forestry firm ◆ development of the PSEIWFI questionnaire as a necessary supplement ◆ writing and production of report and recommendations
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ work skills assessment tools ◆ workplace education and training ◆ workforce development and industrial adjustment
PARTNER(S)	<ul style="list-style-type: none"> ❖ Advisory committee with representatives from: <ul style="list-style-type: none"> ◆ Forestry Continuing Studies Network ◆ Riverside Forest Products ◆ Lumby Community Association ❖ Work Keys administered by Open Learning Agency (Vancouver)
DATE	Spring 1997
CONTACT	<p>Tom Rankin, Program Manager Forestry Continuing Studies Network, Kamloops, BC</p> <p style="text-align: center;">250-371-5773 and/or trankin@cariboo.bc.ca</p>

PROJECT	Creation of a Consumer's Guide to Career Training and Professional Education
CLIENT(S)	Human Resources Development Canada, Learning and Literacy Directorate (Ottawa, Canada)
DELIVERABLE(S)	<i>Choosing the Training You Need</i> (FuturEd, 1997), a pamphlet that provides the questions students should ask as they choose between providers of training, e.g., colleges and training institutes. The questions are based on the recommended national training standards (CLFDB, 1995). The guide is currently being distributed by the New Brunswick education and training ministry; and other provinces are considering doing so. Questions about producing the guide can be directed to FuturEd. An electronic version is available at http://www.futured.com/
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ complete project management ◆ conceptualization of the consumer's guide and quality audit as tools to provide quality assurance and transform learning systems ◆ reframing of CLFDB Training Standards into questions for students ◆ focus group research to refine the guide ◆ production in hard copy and on-line, both in English and French
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ Training Standards (CLFDB, 1995) ◆ consumer's orientation to education and training ◆ all elements of learning systems – inputs, processes, outcomes
PARTNER(S)	<ul style="list-style-type: none"> ❖ Cooperation from the Canadian Labour Force Development Board (Ottawa) ❖ Design and production by Herrera Berman Communications (Ottawa)
DATE	Spring 1996 – Spring 1997
CONTACT	<p>Dr. David Thornton, Director Learning and Literacy Directorate, HRDC Ottawa, Canada</p> <p style="text-align: center;">819-953-5283</p>

PROJECT	Conceptualizing the Skills of Knowledge Workers: Higher Order Employability Skills
CLIENT	Human Resources Development Canada (Ottawa, Canada) Standards, Planning and Analysis Branch
DELIVERABLE	<p><i>Skill Profiles for Higher Skill Level Occupations: A Background Paper</i> (FuturEd, 1997), an environmental scan and literature review regarding the nature of skills inherent in occupations for which post-secondary education is a requirement, but for which there is no specific training program. In addition to a theoretical analysis, the report includes existing skill lists for:</p> <ul style="list-style-type: none"> ◆ higher order employability skills from the perspective of employers, educators, accrediting bodies and futurists; and ◆ knowledge work at the entry, survival, and thriving level ◆ graduates from post-secondary education
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ conceptualizing the nature of the occupations as “knowledge workers,” “educated generalists,” and/or “higher order employability skills” ◆ extensive literature review and contact with experts ◆ writing and production of report
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ employability skills at various levels ◆ post-secondary education ◆ futurist issues in education and employment
DATE	Spring 1997
CONTACT	<p>Dr. Debra Mair, Director Standards, Planning and Analysis Branch (HRDC) Ottawa, Canada</p> <p style="text-align: center;">819-953-7480</p>

PROJECT	Development of a Skills and Knowledge Profile: The Learning Record
CLIENT	Canadian Labour Force Development Board (Ottawa, Canada)
DELIVERABLES	<ul style="list-style-type: none"> ❖ <i>The CLFDB Learning Record Project Background Paper</i> (CLFDB, 1996), an extensive background paper on the concept of a learning passport or skills portfolio as the logical outcome of the PLA/PLAR process ❖ <i>Issues and Implications of a Skills and Knowledge Profile</i> (CLFDB, 1996), a policy document with prototype SKP ❖ <i>The Skills and Knowledge Profile Research Project: A Consultation Workplan</i> with steps to develop and research the impact of an SKP on increased effectiveness, efficiency and equity of labour force development systems
PRODUCTION PROCESSES	<ul style="list-style-type: none"> ◆ extensive literature review and report preparation ◆ conceptualization of an electronic learning record ◆ policy development and research planning ◆ working with multi-stakeholder advisory committee
CONTENT EXPERTISE	<ul style="list-style-type: none"> ◆ assessment and recording of student learning ◆ employment counseling and career planning processes ◆ electronic labour market information systems ◆ workforce development
PARTNER	<p>PLA Steering Committee (CLFDB) with representatives from:</p> <ul style="list-style-type: none"> ◆ organized labour (CEP/CFL) ◆ business (GM Canada) ◆ education (National Education Organizations Committee) ◆ equity seeking groups (Visible Minority Committee) ◆ provincial education ministries (New Brunswick) ◆ Human Resources Development Canada ◆ Council of Ministers of Education, Canada
DATE	Fall 1996 - Winter 1997
CONTACT	<p>Ms. Lenore Burton, Executive Director Canadian Labour Force Development Board Ottawa, Canada</p> <p style="text-align: center;">613-230-6457 and/or lburton@clfdb.ca</p>

CURRICULUM VITAE

Dr. Kathryn Chang Barker

Kathryn Chang Barker, PhD
101 – 1001 West Broadway, pod 190
Vancouver, BC V6H 4E4

phone: +1.250.539.2139
fax: +1.250.539.2129
cell: +1.604.323.4992

President and Chief Researcher, **FuturEd Consulting Education Futurists Inc.**

e-mail: kbarker@FuturEd.com website: www.FuturEd.com

President and Chief Quality Assessor, **QualitE-Learning Assurance Inc.**

e-mail: kbarker@eQcheck.com website: www.eQcheck.com

Chair and CEO, **Learning Innovations Forum** d'Innovation d'Apprentissage

e-mail: kbarker@lifia.ca website: www.lif-fia.org

EDUCATION

Doctor of Philosophy: University of Alberta, 1994

Major: Educational Administration and Policy

Dissertation: A Forecast of Change in Canada's Education System

Master of Arts: University of Calgary, 1983

Major: Curriculum and Instruction

Areas of emphasis: Adult education and workplace literacy

Bachelor of Education: University of Calgary, 1975

Major: Secondary English

Bachelor of Arts: University of Calgary, 1972

Major: English Minor: Sociology

WORK HISTORY

April 2004 – present	Learning Innovations Forum , Canada and the Americas Founding Chair
Aug. 2002 – present	QualitE-Learning Assurance Inc. , Canada and Europe President and eLearning quality expert
Sept. 1995 -- present	FuturEd Inc , Vancouver President and chief consultant
Sept. 1993 – Sept. 1995	Canadian Labour Force Development Board , Ottawa Education and Training Liaison, and Senior Associate
Sept 1989 – Aug. 1993	University of Alberta , Edmonton Full-time graduate student (Kathryn Chang Barker)
1987 – 1993	Kathryn Chang Consulting , Alberta Part-time independent consultant
1983 – 1989	Medicine Hat College , Medicine Hat, Alberta Administrator: Community education
1973 – 1983	School districts in Alberta and British Columbia Full-time/part-time teacher: English and Social Studies

PROFESSIONAL EXPERIENCE

Consulting Education Futurist, Researcher and Project Manager

- Founding President and Chief Researcher, **FuturEd Consulting Education Futurists, Inc.**; operating across Canada and internationally since 1995; (see www.FuturEd.com)
- Working experience in all levels of education and training, and in all parts of Canada
- Established leadership and expertise in innovations such as online learning (policy and quality assurance), learning systems for the future, human capital management, workforce development strategies, lifelong learning for the knowledge economy
- Specializing in research, evaluation and policy development
- Skilled at written and verbal communications, project management, strategic planning, consumer-based decision-making tools
- Many published articles on education, training and the future of work; conference presentations around the world

e-Commerce Business Owner and Entrepreneur

- Founding President of **QualitE-Learning Assurance Inc.**, online enterprise with a global focus, launched 2002 (please see www.eQcheck.com)
- Specializing in the application of consumer-oriented quality standards for e-learning products and services and licensing of certification mark - **the eQcheck**
- Experience in the development of online tools and business web applications
- Expanding business with franchises in the European Union

CURRENT APPOINTMENTS

- Founding Chair and CEO, *Learning Innovations Forum d'Innovation d'Apprentissage*
 - Formally affiliated with the European Institute for e-Learning (EIfEL)
 - Non-profit corporation sponsoring working forums to implement innovations
- Chair, *Joint LifIA – EIfEL eQuality Committee* (management and global implementation of the Open eQuality Learning Standards)
- Editorial Board member, *Innovate* (online periodical focusing on learning innovations)
- Board member, *Canadian Education Association*

CURRENT PROJECTS AND RESEARCH PRIORITIES

(FuturEd Inc.; references provided upon request)

- eLearning quality and applications in the context of adult and workplace literacy
- Return on Investment (ROI) in eLearning and other learning systems
- ePortfolio implementation strategy for an eLearning institution
- systematic ePortfolio implementation in Canada
- ePortfolio for Human Capital Assets Management for employers
- Quality benchmarks for programs serving skilled immigrants
- Quality assessment of an apprenticeship program and credential

PUBLICATIONS

- Barker, K. (April 2004) *Open eQuality Learning Standards*. Vancouver: Learning Innovations Forum. www.lifia.ca
- (April 2004). *Consumer's Guide to ePortfolio*. Vancouver: FuturEd. www.futured.com
 - (April 2004). *ePortfolio Quality Standards*. Vancouver: FuturEd. www.futured.com
 - (January 2002). *Canadian Recommended E-learning Guidelines*. Vancouver: FuturEd for Canadian Association for Community Education and Office of Learning Technologies, HRDC. At www.futured.com
 - (February 2002). *Consumer's Guide to E-learning*. Vancouver: FuturEd for the Canadian Association for Community Education and Office of Learning Technologies, HRDC.
 - (February, 2002). E-Learning in Three Easy Steps. *School Business Affairs*. Vol. 68, No. 2, pp. 4-8.
 - (2001) *Sustainability and Efficiency of Prior Learning Assessment in British Columbia's Public Post-Secondary Education System*. Victoria: BC Centre for Curriculum, Transfer and Technology.
 - (Spring, 2001). Learning Systems in the Future for the Future. *Education Canada*. Vol. 41, No. 1, pp. 16-19.
 - (Spring, 2001). *A Consumers Guide to Return on Training Investment*. Vancouver: FuturEd for BC Centre for Curriculum, Technology and Transfer. At www.futured.com
 - (August, 1999). *The Electronic Learning Record: Assessment and Management of Skills and Knowledge*. Vancouver: FuturEd (for the National Literacy Secretariat, HRDC).
 - (Spring, 1999). Serving the Learning Needs of Education Consumers. *Education Canada*. Vol. 38, No. 4, pp. 25-27.
 - (Spring, 1999). Adult Literacy "Lessons Learned Project" Technical Paper. Ottawa: Evaluation Services Branch, HRDC. (at <http://www.hrdc-drhc.gc.ca/edd/>)
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 - (1998). *Lifelong Learning in Canada: Visions for the Future*. Tokyo: Institute of Developing Economies.
 - (1998). *Lifelong Learning Policy Framework for HRDC*. Vancouver: FuturEd for HRDC.
 - (1998). *Gender and Lifelong Learning: Enhancing the Contributions of Women to Small- and Medium-sized Enterprises in Canada for the 21st Century*. Ottawa: North-South Institute. (at <http://www.futured.com/>)
 - *Human Resources Development (HRD) For Entrepreneurs In Small- And Medium-Size Enterprise (SME) And For The Promotion Of Regional Industry In Canada*. Tokyo: Institute of Developing Economies.
 - (1998). *Questions to Ask When Choosing Work Skills Analysis Tools*. Kamloops: Forestry Continuing Studies Network. (at <http://www.cariboo.bc.ca/schs/bcfcsn>)

- (1998) *Comparing Work Skills Analysis Tools*. Kamloops: Forestry Continuing Studies Network. (at <http://www.cariboo.bc.ca/schs/bcfcsn>)
- (Spring 1998). The PLA Paradox. *CAEL Forum*, vol. 21, no. 3, pp. 7-8, 37.
- (1998). *On-line Skills Self-Assessment Tools for CanLearn: Design Considerations and Development Plan*. Vancouver: FuturEd for HRDC.
- (1998). *Doing the Right Things Right: A 1998 Quality Audit of PLA/PLAR Implementation in British Columbia*. Victoria: Centre for Curriculum, Transfer and Technology.
- (1997). *FuturEd's Training Quality Audit*. Vancouver: FuturEd.
- (1997). *Consumer's Guide to Training*. Vancouver: FuturEd. (at <http://www.futured.com/>)
- (1997). *Learnware Quality Background Paper*. Vancouver: FuturEd for HRDC.
- (at <http://www.yorku.ca/research/dkproj/etpnet>).
- (1996). *Skill Profiles for Higher Skill Level Occupations: Higher Order Employability Skills and the Employability Skills of Knowledge Workers*. Vancouver: FuturEd for HRDC.
- (1996). *The Learning Record: Issues And Implications Of A Skills And Knowledge Profile*. Ottawa: CLFDB. (<http://www.plar.com/>)
- (1996). *Learning Systems in the Future for the Future*. Vancouver: FuturEd.
- (1995). *Background Paper: CLFDB Training Standards Project*. Ottawa: CLFDB
- Chang Barker, K. (1994). *A Forecast of Change in Canada's Education System*. Unpublished doctoral dissertation, University of Alberta.
- Chang Barker, K. & Andrews, M. (1994). *International Education and Post-Secondary Education: A Framework for Analysis*. The Canadian Administrator. Edmonton: University of Alberta.
- Chang Barker, K. (1992). *Adult Literacy in Canada in 1992: Initiatives, Issues and Imperatives*. Ottawa: Steering Group for Prosperity.
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- (1991). *An Impact Analysis of AVC Edmonton's 1990 Job Effectiveness Training Program at Stelco Steel*. Edmonton: Alberta Vocational College.