WALL

Papers

WALL Papers

Resources from the SSHRC Collaborative Research Initiative on the Changing Nature of Work and Lifelong Learning in the New Economy: National Survey and Case Study Perspectives

**Edited by
D.W. Livingstone & M. Raykov**

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About the Authors

D.W. Livingstone is Canada Research Chair in Lifelong Learning and Work at the University of Toronto, Head of the Centre for the Study of Education and Work and Professor in the Department of Sociology and Equity Studies in Education at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). He is Director of the Social Sciences and Humanities Research Council-funded research network on the Changing Nature of Work and Lifelong Learning (WALL). His books include: *Working and Learning in the Information Age: A Canadian Perspective* (Ottawa: CPRN, 2002); *The Education-Jobs Gap: Underemployment or Economic Democracy* (Garamond Press, 2004, 2nd edition); *Hidden Knowledge: Organized Labour in the Information Age* (Garamond Press and Rowman & Littlefield, 2004) (with Peter Sawchuk); *The Future of Lifelong Learning and Work: Critical Perspectives* (Sense Publishers, 2008) (with Peter Sawchuk and Kiran Mirchandani); *Education and Jobs: Exploring the Gaps* (University of Toronto Press, 2009); and *Lifelong Learning in Paid and Unpaid Work* (Routledge, 2010). Addresses: email: dwlivingstone[at]gmail[dot]com; Phone/fax: 905 271-2755; Mail: D.W. Livingstone, SESE, OISE/UT, 252, Bloor St. W., Toronto, Ont. M5S 1V6.

M. Raykov is the main research analyst for the New Approaches to Lifelong Learning (NALL), Education-Job Requirement Matching (EJRM) and the 2004 and the 2010 Changing Nature of Work and Lifelong Learning (WALL) Surveys. He holds a master's degree in the methodology of empirical socio-psychological research and a Ph.D. in sociology, obtained at the Ontario Institute for Studies in Education of the University of Toronto. He has contributed to several studies on the methodology of empirical research, studies on learning, work, labour organizations, and lifelong learning. Currently, his main research focus is on informal learning about workplace health and safety, and the impact of education-job match on workers' health-related quality of life. His e-mail address is milosh[dot]raykov[at]utoronto[dot]ca.

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Introduction

The purpose of the *Work and Lifelong Learning (WALL) Papers* is to provide an integrated list of resources produced by the members of the research network on "The Changing Nature of Work and Lifelong Learning in the New Economy: National Survey and Case Study Perspectives." The WALL Research Network was funded from 2003 to 2008 by the Social Sciences and Humanities Research of Canada (SSHRC) as part of its Collaborative Research Initiative on the New Economy. This listing includes all books, articles, audiovisual materials, technical reports, conference papers, working papers and theses completed to date by members of the research team.

The items in this list that have been published as books or articles may be found in various libraries or electronic journal sources. Most of the other papers may be found in easily accessible links to articles in PDF form on the WALL network website: www.wallnetwork.ca. These papers could be also found on University of Toronto T-Space: https://tspace.library. utoronto.ca/handle/1807/2390. Any other items can be requested from the specific senior authors (names and email addresses are at the end of this document).

The WALL network is distinctive in being the first integrated set of surveys and case studies to address both informal and formal learning in relation to both paid and unpaid labour. The initial conceptual framework, theoretical perspectives and research design are elaborated in the introductory papers and early publications. The most general overview of the results of WALL research is available in Livingstone, D.W. (Ed.). (2010). *Lifelong Learning in Paid and Unpaid Work: Survey and Case Study Findings*. London, UK: Routledge. The references listed in WALL Papers go into more detailed accounts for all of the survey and case study sub-projects.

The WALL network structure is summarized below, including specific groups, leaders, team members and descriptions of the survey and case study projects.

WALL Groups and Leaders

WALL LEADERS	
WALL Steering Committee D.W. Livingstone, Peter H. Sawchuk, Rosemary Clark, Larry Hubich	
WALL International Advisory Committee Elaine Bernard, Stephen Billet, Newton Duarte, Keith Forrester, Veronica McGivney, Bernd Overwien, Kjell Rubenson	
National Survey on Work and Lifelong Learning D.W. Livingstone, Pierre Doray, John Myles, Monica Collins, Larry Hubich	
CASE STUDIES	
Organizational Change and Worker Learning in Biotechnology and Pharmaceuticals	Paul Bélanger
Skill Acquisition and Labour Market Experience of At-Risk Workers in Steel, Light Manufacturing and Nursing Homes	Anil Verma Jorge Garcia-Orgales
Technological Change and Worker Learning in the Public Sector	Peter H. Sawchuk
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Doing Disability at the Bank: Discovering the Work and Informal Learning/Teaching Done by Disabled Bank Employees	Kathryn Church M. Panitch C. Frazee
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The School-to-Work Youth Transition Process	Alison Taylor, Janice Gairey D.W. Livingstone
Critical Transitions Between Work and Learning Projects throughout the Life Course	Pierre Doray Paul Bélanger
Labour Education: Action Research from an Equality Perspective	Nancy Jackson Winnie Ng

WALL Team Members

David Livingstone	Lucie Gagnon	Winnie Ng
John Myles	Jorge Garcia-Orgales	Bernd Overwien
Pierre Doray	Jawara Gairey	Melanie Panitch
Fab Antonelli	Janice Gairey	Katina Pollock
Paul Belanger	Doug Hart	Kjell Rubenson
Elaine Bernard	Trish Hennessy	Milosh Raykov
Stephen Billet	Larry Hubich	Peter Sawchuk
Elaine Biron	Nancy Jackson	Antonie Scholtz
Deborah Boutilier	Steve Jordan	Daniel Schugurensky
Susan Brigham	Kaela Jubas	Eric Shragge
Shauna Butterwick	Jen Liptrot	Bonnie Slade
Kathryn Church	Willa Liu	Jorge Sousa
Rosemary Clark	Tracey Luciani	Harry Smaller
Simon Cloutier	Sara Mann	Kathryn Spracklyn
Monica Collins	D'Arcy Martin	Susan Stowe
Newton Duarte	Ann Matthews	Paul Tarc
Fiona Duguid	Veronica McGivney	Alison Taylor
Margrit Eichler	Olivier Meyer	Tess Tesalona
Keith Forrester	Karsten Mundel	Anil Verma
Catherine Frazee	Karen Myers	Karima West

Descriptions of the WALL National Survey and Case Studies

National Survey

The WALL Survey was conducted in 2004 with a large representative national sample of the adult (18+) Canadian population (N=9,063). The survey was administered by the Institute for Social Research at York University. (A previous research network, New Approaches to Lifelong Learning (NALL), completed a smaller (N=1,562) related national survey in 1998 (see www.nall.ca). The principal investigators of the general national survey on learning and work were D. W. Livingstone, John Myles (University of Toronto), and Pierre Doray (University of Quebec at Montreal), in partnership with Larry Hubich (Saskatchewan Federation of Labour) and Monica Collins (Scotiabank). Copies of the survey questionnaire and codebook are available on the wallnetwork website.

Conducted in winter 2003-2004, the survey documents paid and unpaid work conditions over the past five years and represents the first representative empirical assessments of changing work conditions in

relation to the full array of adult learning practices, schooling, further education courses, informal training, non-taught informal learning. It also provides profiles of workers' perceptions of changes in key dimensions of paid and unpaid work. The WALL survey builds from the 1998 NALL survey and permits the first national trend inferences about changes in patterns of informal learning. These surveys supplement narrower conventional surveys of education and employment with much greater attention to informal learning and unpaid work.

Case Studies

The WALL network included 12 case studies. The case study groups examined learning and work relations in varying work contexts in greater depth, within the following work environments: biotechnology; steel/light manufacturing/ nursing homes; public sector work; the teaching profession; disabled bank workers; women information technology workers; immigrant workers; housework; volunteer community workers; school-work youth transition; critical transitions through the life course; and labour education programs. In many of the case studies, a linked survey provides comparative profiles to the national survey. All case studies included in-depth interviews, often supplemented by focus groups or other in-depth research methods. Some of these case studies build on the larger array of case studies completed by the NALL research network (see www.nall.ca). General summaries of each of the 12 WALL case studies follow.

1. Organizational Change and Worker Learning in Biotechnology and Pharmaceuticals

Paul Bélanger (Université de Québec à Montréal), with Pharmabio Developpement

Building on a current exploratory study of adult learning in firms in this new sector characterized by continual technological innovation, comparative case-studies is being conducted at two large biotech and pharmaceutical enterprises in Montreal area. This study is documenting the ways high tech employees produce, acquire, transfer and use new knowledge and skills. The changing organizational policies of these firms on lifelong learning are being studied (Doray, 1999; OECD 2000), as well as the micro-mediation processes taking place between external production related learning demand and the subjective learning experience and aspirations of employees (Bélanger, 2000; Chatigny 2001). The research design includes direct observation, semi-structured preliminary interviews (N=100), focus groups, and selected follow-up interviews. Special attention is being given to aging and immigrants workers, as well as to the participation of women.

2. Skill Acquisition and Labour Market Experience of At-Risk Workers in Steel, Light Manufacturing and Nursing Homes

Anil Verma (University of Toronto), with Jorge Garcia-Orgales (United Steel Workers of America Canada)

Building on Verma's (1992; 1998) extensive case study and survey research in both the steel industry and comparative sectoral terms, this study is focusing on little-studied workers with limited formal education in manual and low-skill occupations who are most vulnerable in terms of wages and employment. Primary interest is in their skill upgrading experiences and consequent labour market outcomes. There are three target groups: steelworkers from the USWA Local 1005 in Hamilton; workers from mid-size light manufacturing plants in the Toronto; and Nursing Home/Retirement Home workers. Research methods include interviews with employers and union leaders to obtain basic organizational information on the changing nature of work, technology and markets in their industries, focus groups with workers, and a large-scale survey (N=2000) administered in each of these sites. Special attention is being paid to women, recent immigrants, ethnic minorities, first nation peoples, and disabled people.

3. Technological Change and Worker Learning in the Public Sector

Peter H. Sawchuk (OISE/UT), with the Canadian Union of Public Employees

The study addresses the lack of careful attention to everyday communication and interaction within work/learning/information technology design processes, particularly in public sector organizations. Building on prior broader studies of workplace learning (Sawchuk, 2003; Livingstone and Sawchuk, 2000, 2003). The main focus here is on a massive current technological change - the introduction of Service Delivery Model Technology (SDMT), a web-based management/delivery software system for social assistance (i.e. welfare). The study explores activities at three inter-related organizational levels of the design and implementation process: 1) three front-line service delivery sites); 2) one technical and training support services site); 3) one IT design activity site). Semi-structured interviews (N=75) and direct observation of key organizational activities in each research site are being conducted. A survey of a representative sample of Ontario front-line service delivery workers will be administered (N=500). Special attention is being given to organizational size, urban-rural region, gender, educational level, union activism and disability.

4. The Effects of Changing Working Conditions and Government Policy on Canadian Teachers' Formal and Informal Learning Practices

Harry Smaller (York University),
Rosemary Clark (Ontario Secondary School Teachers Federation), and
D.W. Livingstone (OISE/UT), with
the Nova Scotia Teachers Union,
the Alberta Teachers Association, and
the Canadian Teachers Federation

This project builds on the first national study of the formal and informal learning activities of Canadian school teachers undertaken by NALL in 1999 (Smaller et al. 2000). It is providing further and more in-depth documentation of the ways teachers engage in their own informal and formal learning, and the ways in which recent government policies and changes in working conditions have influenced these learning patterns and their views of professional knowledge. The first stage will again involve a national survey (N=2000) of randomly sampled teachers drawn from the lists of the Canadian Teachers' Federation, in the spring of 2004. The second, case study part of this study will involve semi-structured interviews and focus groups with teachers from three provinces in which governments have mandated distinctly contrasting professional learning regimes for publicly employed teachers since 1999. Ontario's government-imposed mandatory recertification regime; Alberta's employer-managed annual professional growth plans, and Nova Scotia's teacher union-administered model with a minimum criterion of formal and informal learning time. Special attention is being devoted to gender, age, race, ethnicity, family status, dis/ability, and region.

5. Doing Disability at the Bank: Discovering the Work and Informal Learning/Teaching Done by Disabled Bank Employees

Kathryn Church, (Ryerson University)
Melanie Panitch, (Ryerson University)and
Catherine Frazee (Ryerson University), with
the Royal Bank of Canada

The study is exploring the work-learning relations that shape and are shaped by "disabled" employees within a major Canadian bank, one of the most rapidly changing organizational and training environments (Livingstone and Mitchell, 1999). We know virtually nothing about work-learning relations as lived out by

disabled people in the unmediated world of regular jobs, and particularly within a bank. There may be particular challenges for disabled employees to become competent in this sector in terms of informal acculturation into social networks (Church, 2001; Church et al, forthcoming). On the bases of feminist standpoint theory (Smith, 1987) and a social model of disability (Barnes et al, 1999), this project will investigate the work of informal learning that people with disabilities do in order to get and keep a job. We are making use of individual semi-structured interviews (N=100), focus groups and participant observation in the context of bank environments in three regions, speaking to both disabled and non-disabled employees. In addition, we are drawing on the general analysis of self-reported disabled workers in the general national survey (N=about 1000) to compare the learning and work relations of disabled bank employees.

6. Women's Alternative and Informal Learning Pathways to Jobs in Information Technology

Shauna Butterwick (University of British Columbia) Jen Liptrot (Advocates for Community-Based Training and Education for Women, or ACTEW), and

We know that women are relatively absent in the information technology (IT) sector, in distinct minorities in formal educational access routes (engineering, mathematics and computer sciences, and that many women have misconceptions regarding the industry (AAUW 2000; Moran, 2002).We have little understanding of how women in the IT sector learn skills and knowledge about and subsequently access careers through alternative educational pathways and informal or nonformal learning, including on-the-job learning, self-directed learning, and formal education in other fields such as graphic arts. This study is conducting a critical analysis of key state IT policy documents, secondary analyses of Statistics Canada data bases, semi-structured interviews in B.C. and Ontario with key informants in the IT sector and informal IT networks, focus groups in both provinces, and an online survey (N=200), as well as online discussion groups. Our participatory action research approach is grounded in attention to the operation of gender, race, class and "disability" differences within learning and work regimes.

7. Immigrant Workers Learning to Labour in Canada: Rights and Organizing Strategies

Eric Shragge (Concordia University), with the Immigrant Workers Centre (Montreal)

This project is examining the work and learning experience of recent immigrants to Canada. Four representative groups will be examined: a textile factory with workers from many different countries; a support group of women laid-off from a factory; live-in care givers; and highly accredited, underemployed Fillipino

nurses. The approach used, growing out of a similar NALL project (Church, Shragge and Bascia, forthcoming), understands learning as growing out of the very specific social experiences of immigrant workers. Special attention is given to exploring how immigrant workers learn to organize themselves and respond to the pressures of the economy to negotiate means of self-protection in the current economy. Research methods include in-depth interviews with key informants and those active in each specific sector (N=30 in each of the 4 groups). A team of community researchers and activists will be formed through the Immigrant Workers' Centre to assist in conducting the interviews, analyzing the results and comparing the situations of different immigrant workers. Since these groups include a very high proportion of women workers, the study will especially focus on questions of gender in relation to immigrants' work-related learning processes.

8. Housework and Care Work: Sites for Lifelong Learning

Margrit Eichler (OISE/UT), with
Mothers Are Women (MAW)

There are no well-grounded prior studies of the relations between housework and learning. This study is focusing on household work and the learning that occurs through performing it. We are exploring what counts as work and why (Esterik 2002; Knaak 2002), and how the nature of paid and unpaid household work and the learning associated with each shifts over time. Informed by Eichler's (1997) prior policy research, a new, expanded definition of household work is being developed by a grounded empirical analysis with members of different organizations concerned with household work. The major objective is to examine the learning associated with the performance of household work by women, men and teenaged children in different circumstances. We are exploring how household work has changed (a) over the past five years, and (b) over the life course of individuals, and how these changes have affected learning practices. We are examining the household work and the learning attached to it of several vulnerable groups, including single mothers and recently separated people. We are using focus groups to develop the expanded definition of housework. We are analyzing the data from the national survey on learning in relation to types of households and incidence of housework. A sub-sample of people (N=100) in different types of households will be drawn from the Toronto respondents to the national survey and an additional semi-structured interview will be administered. Further focus groups and analysis of related discussion on the MAW website may also be used.

9. The Informal Learning of Volunteer Workers

Daniel Schugurensky (OISE/UT), with
Advocates for Community-Based Training and Education for Women (ACTEW), the Ontario Healthy Communities Coalition (OHCC), and the Ontario Region of the Cooperative Housing Federation of Canada (OCHFC)

This study is looking at the connections between informal learning and volunteer work among those who volunteer to improve access to the labour market, and

those who volunteer for other reasons, with a focus on immigrants and women. We are exploring in more depth the original general finding in the 1998 NALL survey of a much stronger association between informal learning and community volunteer work time than between informal learning and paid employment time (Livingstone 1999). Although there are many studies on voluntary work in Canada (e.g. Hall, McKeown and Roberts 2001), little is known yet about the extent, modes and effectiveness of volunteers' acquisition of new skills, knowledge, attitudes and values, and the relationship between formal, nonformal and informal learning in this process. The case of recent immigrants is particularly relevant for this study, given analyses suggesting that lack of recognition of their credentials and prior learning now costs Canadian society about $15 billion annually (Reitz 2001). This study is suggesting policies and programs to improve the connection between volunteering and relevant job acquisition. The methodology includes a survey questionnaire similar to the national survey (N=200), semi-structured interviews with 30 volunteers in each of the three organizations, and six focus groups (6-8 participants per group).

10. The School-to-Work Youth Transition Process

Alison Taylor (University of Alberta),
Sandra Clifford (Ontario Federation of Labour), and
David Livingstone (OISE/UT), with the
Ontario Secondary School Teachers Federation, the Alberta
Teachers Association, and the Alberta Federation of Labour

Our objective is to learn more about how school-work transition (SWT) programs work through comparative examination of relevant policies and practices within the K-12 education systems in Ontario and Alberta. Using our expanded conception of work and learning should deepen debate in this area. For example, a focus on work experience courses should raise questions about the extent to which schools and employers recognize and value informal learning and unpaid work experience. Similarly, more attention should be paid to the actual learning processes in work experience to help students relate formal and informal learning, promote the valuing of such knowledge, and promote the radical educative possibilities of work experience (Guile and Griffiths, 2001; Kincheloe, 1999). We specifically address the lack of information in research literature about the transition experiences of historically disadvantaged students (cf. Levin, 1999) and the perspectives of organized labour and community groups (Taylor, 2002). We first examine why and how SWT policies developed, how they are conceptualized, and how they are evaluated through an analysis of policy documents and interviews with government representatives. Then we will explore different interpretations of labour market "realities" through focus groups with representatives from employer organizations, organized labour, and business-education foundations. The most intensive part of the research involves an in-depth analysis of work experience programs (cooperative education, work study, apprenticeship) through observations, and interviews (N=80) with students, parents, educators, employers, labour representatives, and other relevant participants within 4 different communities.

11. Critical Transitions Between Work and Learning Projects throughout the Life Course

Pierre Doray and (Université de Québec à Montréal)
Paul Bélanger (Université de Québec à Montréal)

This biographical study examines how the relation between perceptions of working situations and learning practices changes throughout the occupational life course of employees. Changes in economic structures and techniques of production, linked to the new economy, are posited to generate critical transition points in both the occupational life-course and in the learning biography of individuals. These transition moments are heuristic periods (Alheit, 1994) to grasp meanings that people give to different learning practices, and to understand how people, according to their cultural backgrounds and conditions of living tend to resort to learning in order to cope with these changes. The central issue is to see how individuals in different social conditions and in a segmented labour market, cope with the "incertitude" (Beck and al., 1994) of these transition periods and what meanings (Street, 1995) they give to these learning experiences in their life projects. To document relationships between changing work conditions and learning activities (formal and informal) in life course perspective, we will select 96 male and female respondents from the general survey according to the following criteria: reported significant transition in the last five years of their working life and residence in two areas, Greater Toronto and Greater Montreal. General learning and work profiles will be generated from the national survey data followed by more detailed biographical analysis (Lahire, 2002). A short event-centred questionnaire will be used to establish a biographical sequence of work and learning practices and events. Semi-structured interviews then will be used to probe the meanings given by the subject to the way s/he has coped with the last transition in relation to his or her work and learning history, previous critical transitions and general accessibility to learning resources.

12. Labour Education: Action Research from an Equality Perspective

Nancy Jackson (OISE/UT), and
Winnie Ng (Canadian Labour Congress)

Changing employment conditions and growing social diversity of the labour force are having a profound impact on unions, with vast implications for both formal and informal elements of union-based education. This case study explores how diversity and equality issues are being addressed by labour education in the Canadian Labour Congress, the national labour body with the leading role for labour education across English Canada. While equality goals have had a growing place in CLC labour education policy and practice (CLC 2002), major gaps remain in overcoming the marginalisation of many groups on the basis of colour, ethnicity, language, region of origin, sexual orientation, ability issues, age, etc. (see Ng, 2002; Martin, 1995; Briskin and McDermott, 1993). This program-oriented project is drawing on data from the national survey and other case studies

to identify current best practices to address equality issues in Ontario and nationally, explore their adaptation for wider use, and develop labour education for equality and inclusiveness more fully. This study uses a participatory action research methodology. Methods of data collection include direct observation, key informant interviews, focus groups, and administration of portions of the national survey instrument (N=200). Five key groups will be central to this process: union leadership, labour educators, members of equality-seeking groups, adult education researchers specialized in labour education and participants in CLC courses generally. Year 1 will focus on gathering and evaluating data on current practices relating to equality in both formal and informal aspects of CLC labour education. Year 2 will focus on development, administration and evaluation of two pilot initiatives in the Ontario Region. Year 3 will focus on a second round of pilots (implementation and evaluation) in another region of Canada. Year 4 will focus on hosting a seminar to present outcomes of this research as well as producing written products for dissemination in labour and academic publications and for use in ongoing labour education.

The WALL Papers can be used in conjunction with the WALL Resource Base (Livingstone et al., 2008, *Work and Lifelong Learning Resource Base (WALLRB): Materials for Teaching, Research and Policymaking.* Toronto, ON: Centre for the Study of Education and Work, OISE/UT. Electronic form available at www.oise.utoronto.ca/research/wall/resources/WALLRB.htm The WALL Resource Base is a very extensive annotated reference list and data base on work and learning studies that has been produced under the sponsorship of the Canadian Foundation for Innovation (CFI) fund award associated with my Canada Research Chair in Lifelong Learning and Work.

Both the WALL Research Network and the WALL Resource Base have completed their activities under the auspices of the Centre for the Study of Education and Work (CSEW), which is co-sponsored by the Department of Sociology and Equity Studies and the Department of Adult Education and Counselling Psychology, located at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT).

All of these materials are intended to become as widely available as possible to assist further studies in the field of work and learning. Please feel free to use these resources, including the WALL research instruments, for any relevant research.

D.W. Livingstone   April 19, 2010
Director, WALL Research Network

1) General Resources, Video and Data Sources

A) General Introductory Papers

Livingstone, D.W. (2002). The Changing Nature of Work and Lifelong Learning in the New Economy: National and Case Study Perspectives. *WALL Paper No. 1* **[PDF]**

Livingstone, D. W., Stowe, S., & Raykov, M. (2003). Annotated Bibliography on the Changing Nature of Work and Lifelong Learning. *WALL Paper No. 2* **[PDF]**

Livingstone, D.W. (2003). Hidden Dimensions of Work and Learning: The Significance of Unpaid Work and Informal Learning in Global Capitalism. *WALL Paper No. 3* **[PDF]**

Livingstone, D.W. (2004). The Learning Society: Past, Present and Future Views (2004 R.W.B. Jackson Lecture) **[PDF]**

Livingstone, D.W. (2005). Expanding Conception of Work and Learning: Recent Research and Policy Implications, In Bascia, N., Cumming, A., Datnow, A., Leithwood, K., &Livingstone, D. (Eds.). *International Handbook of Educational Policy: Springer International Handbooks of Education*, Vol. 13. (pp. 977-995). Dordrecht: Springer. **[PDF]**

Livingstone, D.W. & Eichler, M. (2005). Mapping The Field of Lifelong (Formal and Informal) Learning and (Paid and Unpaid) Work. Joint keynote address to the "Future of Lifelong Learning and Work" Conference, Toronto, June. **[PDF]**

B) WALL Resource Base

Livingstone, D.W., Raykov, M., Pollock, K., Antonelli, F., Scholtz, A. & Bird, A. (2008). *Work and Lifelong Learning Resource Base (WALLRB): Materials for Teaching, Research and Policymaking.* (2nd ed.). Toronto, ON: Centre for the Study of Education and Work, OISE/UT. **ISBN** 978-0-7727-2628-5. **[PDF]**

Livingstone, D. & Raykov, M., Pollock, K., Antonelli, F. Scholtz, A. & Bird, A. (2008). Bibliography on Work and Lifelong Learning: WALLRB Short Form. Toronto: Centre for the Study of Education and Work, Ontario Institute for Studies in Education of the University of Toronto. **ISBN** 978-0-7727-2629-2. **[PDF]**.

C) Videos

Eichler, M., Sky, L. (2007). *Household Work: More Than it Seems.* (DVD). Sky Works Charitable Foundation in association with Elan Productions Ltd.

Clark, R., Antonelli, F., Lacavera, D., Livingstone, D.W., Pollock, K., Smaller, H., Strachan, J., Tarc, P. (2007). *No Two Alike.* (DVD). Toronto: Ontario Teachers' Federation & The Work and Lifelong Research Network.

D) WALL Survey Codebooks, Questionnaires and Data Sets

Web sites

Research Network in Work and Lifelong Learning (WALL). **[HTML]**

WALL Papers and WALL Principal Investigators, Research Teams and Community Partners. **[HTML]**

WALL Codebook and Questionnaires

Livingstone, D.W. (2007). National survey of work and lifelong learning (WALL). **Codebook.** Work and Lifelong Learning (WALL) Research Network, CSEW, OISE/UT. **[PDF]**

Livingstone, D.W. (2007). National survey of work and lifelong learning (WALL). **Questionnaire.** Work and Lifelong Learning (WALL) Research Network, CSEW, OISE/UT. **[PDF]**

Livingstone, D.W. & Stowe, S. (2007). CODEBOOK: 1998 and 2004 Surveys of Learning and Work. Work and Lifelong Learning (WALL) Research Network, CSEW, OISE/UT. **[PDF]**

Smaller, H. et al. (2004). The Canadian Teachers' Learning Survey. **Questionnaire.** Work and Lifelong Learning (WALL) Research Network, CSEW, OISE/UT. **[PDF]**

Survey Data

Livingstone, D.W. (2007). National Survey of Work and Lifelong Learning (WALL). **Dataset.** Work and Lifelong Learning (WALL) Research Network, CSEW, OISE/UT.

Smaller, H. et al. (2004). The Canadian Teachers' Learning Survey. **Dataset**. Work and Lifelong Learning (WALL) Research Network, CSEW, OISE/UT.

E) Technical Reports

Livingstone, D.W., Scholtz, A. (2007). Work and Lifelong Learning in Canada: Summary Report of the 2004 WALL Survey**. [PDF]**

Myles, J. & Myers, K. (2005). Self-assessed Returns to Adult Education: Life-long Learning and the Educationally Disadvantaged. CPRN Research Report W|35, Ottawa: CPRN. **[PDF]**

Bélanger, P., Doray, P., Labonté, A. et Levesque, M. (2005) La Spécificité de la Formation des Adultes au Québec : Note Synthèse, Note de Recherche CIRST-CIRDEP-MESSF, Montréal et Québec.

Bélanger, P., Doray, P., Labonté, A. et Levesque, M. (2005). Les Participations Atypiques : Des Exceptions qui Indiquent de Nouvelles Voies, Note de Recherche CIRST-CIRDEP-MESSF, Montréal et Québec.

Bélanger, P., Doray, P., Labonté, A. et Motte A. (2005). La Participation à la Formation des Adultes : Contextes Québécois et International, Note de Recherche CIRST-CIRDEP-MESSF, Montréal et Québec.

Bélanger, P., Motte, A., Doray, P., Labonté, A. et Levesque, M. (2005). Le Portrait des Activités de Formation des Adultes au Québec et au Canada, Note de Recherche CIRST-CIRDEP-MESSF, Montréal et Québec.

Doray P., Ménard L., Adouane A. (2007). Implementing the School-to-Work Transition in Québec, Ottawa, Canadian Policy Research Networks.

Bélanger P., Doray P. et Levesque M. (2008). De la Pyramide à l'Iceberg : Les Réalités de la Formation des Adultes en 2002. Un regard croisé Canada-Québec, note de recherche publiée par le CIRST, le CIRDEP et le MESS, Montréal et Québec.

Bélanger P., Doray P. et Levesque M. (2008). De la Pyramide à l'Iceberg : Les Réalités de la Formation des Adultes en 2002. Un regard croisé Canada-Québec, note de recherche publiée par le CIRST, le CIRDEP et le MESS, Montréal et Québec.

Doray, P., Bélanger, P. et Labonté, A. (2005). Les Contours de la Demande Insatisfaite de Formation, Note de Recherche CIRST-CIRDEP-MESSF, Montréal et Québec.

Doray, P., Bélanger, P. et Levesque, M. (2005). La Participation des Femmes à la Formation des Adultes: Une Situation en Changement?, Note de Recherche CIRST-CIRDEP-MESSF, Montréal et Québec.

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5) Wall Working Papers

A) Survey Project Working Papers

B) WALL Case Studies Projects' Working Papers

C) Other WALL-Related Papers

A) Survey Project Papers

Principal Investigator:
D.W Livingstone (OISE/UT)
P. Doray (Université du Québec à Montréal)
J. Myles (University of Toronto)
Work and Lifelong Learning (WALL) Survey Team

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B) WALL Case Studies Projects'

Women's Alternative and Informal Learning Pathways to Jobs in Information Technology

Investigators:
Shauna Butterwick (UBC)
Jen Liptrot (Advocates for Community-Based Training and Education for Women-ACTEW)

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Doing Disability at the Bank: Discovering the Work and Informal Learning/Teaching Done by Disabled Bank Employees

Investigators:
Kathryn Church, (Ryerson University)
Melanie Panitch (Ryerson University)
Catherine Frazee (Ryerson University)
RBC Financial

Bowman, V. (2006). Disability–Work–Learning Annotated Bibliography. Research team: Kathryn Church, Melanie Panitch, Catherine Frazee, Tracy Luciani. **[PDF].**

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Labour Education: Action Research from an Equality Perspective

Investigators:
Nancy Jackson (OISE/UT)
Winnie Ng (Canadian Labour Congress)

Gairey, J., Ng, W., Martin, D., & Jackson, N. (2006). The Challenges of Educating for Equality in Unions. Final text of WALL case study. **[PDF].**

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Immigrant Workers Learning to Labour in Canada: Rights and Organizing Strategies

Investigators:
Eric Shragge (Concordia University)
The Immigrant Workers Centre (Montreal)

Shragge, E.; Jordan, S., Hanley, J., Posner, L., Luciano, M., & Baltodano, C. (2004). Learning to Resist-Immigrant Workers' Experiences. Preliminary project report. **[PDF].**

Hanley, J. & Shragge, E. (2005). Economic Security for Women with Precarious Immigration Status: Ensuring Labour Rights for All. Presentation to conference, Imagining Public Policy to Meet Women's Economic Security Needs, October 13-15. **[PDF].**

Hanley, J. & Shragge, E. (2006). Justice for Immigrant Workers! Canadian Dimension, May-June. **[PDF].**

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Organizational Change and Worker Learning in Biotechnology and Pharmaceuticals

Investigators:
Paul Bélanger (Université de Québec à Montréal)
Pharmabio Developpement

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Technological Change and Worker Learning

Investigators:
Peter H. Sawchuk (OISE/UT),
The Canadian Union of Public Employees

Bratton, J., Helms-Mills, J., Pyrch, T., and Sawchuk, P. (2003). Unions and Workplace Learning, from Workplace Learning: A Critical Introduction, Toronto: Garamond Press. **[PDF].**

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Hennessy, T & Sawchuk, P.H. (2003) Worker Responses to Technological Change in the Canadian Public Sector: Issues of Learning and Labour Process. Journal of Workplace Learning 15(7/8): 19-25. **[PDF].**

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The Effects of Changing Working Conditions and Government Policy on Canadian Teachers Formal and Informal Learning Practices

Investigators:
Harry Smaller (York University),
Rosemary Clark (OSSTF),
D.W. Livingstone (OISE/UT),
The Nova Scotia Teachers Union,
The Alberta Teachers Association,
The Canadian Teachers Federation

Smaller, H. (2005). Teacher Informal Learning and Teacher Knowledge: Theory, Practice and Policy, in International Handbook of Educational Policy Series: Springer International Handbooks of Education, Vol. 13. Bascia, N., Cumming, A., Datnow, A., Leithwood, K., and Livingstone, D. (Eds.) **[PDF].**

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Skill Acquisition and Labour Market Experience of At Risk Workers in Steel, Light Manufacturing and Nursing Homes

Investigators:
Anil Verma (University of Toronto)
Jorge Garcia-Orgales (USWA Canada)

Mann, S. & Verma, A. (2006). Do High-Performance Work Practices Predict Training Culture? Presentation to Joseph L. Rotman School of Management, University of Toronto. **[PDF].**

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Critical Transitions Between Work and Learning Projects throughout the Life Course

Investigators:
Pierre Doray (Université du Québec à Montréal)
Paul Bélanger (Université du Québec à Montréal)

Bélanger, P., Doray, P., Levesque, M., Labonté, A. (2004). Les adultes en formation : les logiques de participation. Technical Report . **[HTML]**

Bélanger, P., Biron, É., Cloutier, S., Doray, P., & West, K. (2005). Biographical Transitions and Lifelong Learning: Preliminary Findings. Presented at the "Future of Lifelong Learning and Work" Conference, Toronto, June. **[PDF].**

Bélanger, P., Biron, É., Doray, P., Cloutier, S., & Meyer, O. (2006). The Socially Structured Possibility to Pilot One's Transition. Paper presented at the annual conference of the Research Network on Work and Lifelong Learning (WALL), June. **[PDF]**

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Bélanger, P., Doray, P.; Biron, É.; Cloutier, S., & Meyer, O. (2006). Correcting Inequality in Adult Education Participation. Paper presented at the annual conference of the Research Network on Work and Lifelong Learning (WALL), June. **[PDF]**

Biron, É., Doray, P., Bélanger, P., Cloutier, S., & Meyer, O. (2006). L'éducation des adultes et les travailleurs âgés face à la retraite (Adult Learning for Older and Retired Workers). Paper presented at the annual conference of the Research Network on Work and Lifelong Learning (WALL), June. **[PDF]**

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Gagnon, L. & Doray, P. (2005). Corporate Training and the Knowledge Society: A Re-examination of Factors Influencing Participation.

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Housework and Care Work: Sites for Lifelong Learning

Investigators:
Margrit Eichler (OISE/UT),
Mothers Are Women (MAW)

Eichler, M. (2005). The other half (or more) of the story: Unpaid Household and Care Work and Lifelong Learning. In Bascia, N., Cumming, A., Datnow, A., Leithwood, K., &Livingstone, D. (Eds.). *International Handbook of Educational Policy: Springer International Handbooks of Education*, Vol. 13. (pp. 1023-1042). Dordrecht: Springer.

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Liu, L. W. (2005). New Home, New Learning: Chinese Immigrants, Unpaid Housework, and Care Work. Presented at the "Future of Lifelong Learning and Work" Conference, Toronto, June. **[PDF]**

Liu, L. W. (2007). Unveiling the Invisible Learning from Unpaid Household Work: Survey on Work and Lifelong Learning. Presented at Learning In Community: Joint International Conference of the Adult Education Research Conference (AERC) and the Canadian Association for the Study of Adult Education (CASAE)/ l'Association Canadienne pour l'Étude de l'Éducation des Adultes (ACÉÉA), June. **[PDF].**

Liu, L. W. (2006). Exploring the Emotional Dimensions of Household Work: Chinese Immigrants' Perspective. Paper presented at the annual conference of the Research Network on Work and Lifelong Learning (WALL), June. **[PDF].**

The Informal Learning of Volunteer Workers

*Investigators: Daniel Schugurensky (OISE/UT),
Advocates for Community-Based Training and Education for
Women (ACTEW), The Ontario Healthy Communities
Coalition (OHCC), The Ontario Region of the Cooperative
Housing Federation of Canada (OCHFC)*

Duguid, F.; Slade, B., & Schugurensky, D. (2006). Significant yet Unrecognized: The Informal Learning of Volunteers in Two Settings. Presentation to the Canadian Association for the Study of Adult Education (CASAE) National Conference, May. **[PDF].**

Duguid, F.; Slade, B., & Schugurensky, D. (2006). Unpaid Work, Informal Learning and Volunteer Cultures. Presented at the 36th Annual SCUTREA (Standing Council on University Teaching and Research in the Education of Adults) Conference, July. **[PDF].**

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The School-to-Work Youth Transition Process

Investigators:
Alison Taylor (University of Alberta)
Educational Policy Studies, University of Alberta

Heinz, W.R. & Taylor, A. (2005). A Learning and Work Transition Policies in a Comparative Perspective: Canada and Germany. In Bascia, N., Cumming, A., Datnow, A., Leithwood, K., &Livingstone, D. (Eds.). *International Handbook of Educational Policy: Springer International Handbooks of Education*, Vol. 13. (pp. 847-864). Dordrecht: Springer.

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Taylor, A. & Watt-Malcolm, B. (2005). Building a Future for High School Students in the Trades. Presented at the "Future of Lifelong Learning and Work" Conference, Toronto, June. **[PDF].**

Taylor, A. (2006). The Challenges of Partnership in School-to-Work Transition. Final version in press, Journal of Vocational Education and Training. (WALL). **[PDF].**

Taylor, A. & Steinhauer, E. (2006). Evolving Constraints and Personal "Choices": Understanding the Pathways of Students in First Nations Communities. Paper presented at the annual conference of the Research Network on Work and Lifelong Learning (WALL), June. **[PDF].**

Taylor, A. (2007). Pathways for Youth to the Labour Market: An Overview of High School Initiatives. Pathways to the Labour Market Series – No|3. Canadian Policy Research Networks. **[PDF].**

Taylor, A., McGray, R. & Watt-Malcolm, B. (2007). Struggles over Labour Power: The Case of Fort McMurray. *Journal of Education and Work*, 20(5): 379-396.

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C) Other WALL- Related Papers

Belanger, P. (2005). The Changing Nature of Employment and Adult Learning Policies: Unlocking Creative Forces. In Bascia, N., Cumming, A., Datnow, A., Leithwood, K., &Livingstone, D. (Eds.). *International Handbook of Educational Policy: Springer International Handbooks of Education*, Vol. 13. (pp. 815-828.). Dordrecht: Springer.

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Dehnbostel, P., Molzberger, G. & Overwien, B. (2005). New Forms of Learning and Work Organization in the IT Industry: A German Perspective on Informal Learning. In Bascia, N., Cumming, A., Datnow, A., Leithwood, K., &Livingstone, D. (Eds.). *International Handbook of Educational Policy: Springer International Handbooks of Education*, Vol. 13. (pp. 1043-1064). Dordrecht: Springer. **[PDF].**

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Livingstone, D.W. & Raykov, M. (2005). Informal and Formal Learning about Workplace Health and Safety: A Canadian Profile. The Second ICOH International Conference on Psychosocial Factors at Work, August 23-26, 2005. Okayama, Proceedings, p 111.

Livingstone, D.W. & Raykov, M. (2006). Worksite Health Education and Health Promotion Practices: Canadian and Ontario Profiles. Presentation at the 9th International Congress of Behavioral Medicine, Thailand. December, 2006.

Liu, L. W. (2005) "New Home, New Learning: Chinese Immigrant Women and Mothering", paper presented at the Conference on Mothering, Race, Ethnicity, Culture and Class, York University, Toronto, Oct. 20-23.

Liu, L. W. (2005) "Chinese Immigrants and Lifelong Learning through Unpaid Housework and Care Work", presented at the l8th CESA biennial conference "Toward Social Justice: Illusions, Realities, Possibilities," Ottawa, October 13-16.

Liu, L. W. (2006) "Emotional Dimension of Learning in the Homeplace: Chinese Immigrants' Perspective." Paper presented at the CSAA Conference, Congress of the Humanities and Social Sciences, York University, Toronto, Canada, May 30-June 2.

Liu, L. W. (2006) "How Unpaid Household Work Affects Their Family Life and Paid Employment: Chinese Professional Immigrant Women's Perspective." Paper presented at the CASAE Roundtable, Congress of the Humanities and Social Sciences, York University, Toronto, Canada, May 28-30.

Liu, L. W. (2006) "Lifelong Learning through Unpaid Household Work: Chinese Immigrants' Perspective." Proceedings of the International Conference Women's Global Connection, San Antonio, USA, May 18-20.

Liu, L. W. (2006) "Transnational Emotional Care among Chinese Immigrant families." Paper presented at the Association of Research on Mothering (ARM) Conference on the Carework and Caregiving: Theory and Practice, York University, Toronto, Canada, May 5 – 7.

Liu, L. W. (2006) "Different Dimension of Lifelong Learning through Unpaid Household Work: Chinese Immigrants' Perspective." Paper presented at the 6th annual Dean's Graduate Student Research Conference, Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada, March 24-25.

Liu, L. W. (2006) "Cultural Dimensions of Lifelong Learning Through Unpaid Household Work: Chinese Immigrants' Perspective," Paper presented at the Eight Annual SESE Graduate Student Research Conference on Making Culture Messy: Problematizing Culture and Cultural Discourses in the New Imperialism, Ontario Institute for Studies in Education, University of Toronto, Toronto, March 4.

Liu, L. W. (2007). "Unveiling the Invisible Learning from Unpaid Household Work: Survey on Work and Lifelong Learning." Proceedings of the joint conference of the 48th (US) Adult Education Research Conference (AERC) and the 26thCanadian Association for the Study of Adult Education (CASAE), University of Mount Saint Vincent University, Halifax, Canada, June 6-9.

Liu, L. W. (2007). "Invisible work, Invisible Learning: Chinese Immigrant Women, Housework and Lifelong Learning." Paper presented at the 42nd conference of Canadian Sociology and Anthropology Association (CSAA), Congress of the Humanities and Social

Sciences, University of Saskatchewan, Saskatoon, Canada, May 29-June 1.

Liu, L. W. (2007)."Women's Work and Women's Learning: A Gendered Analysis of Lifelong Learning through Unpaid Household Work" Proceedings of the International Conference on The times they are a-changin': researching transitions in lifelong learning, University of Stirling, Scotland, June 22-24.

Liu, L. W. (2008). Learning to Be a Good Parent: Childrearing in Recent Chinese Immigrant Families in Canada. Proceedings of the International Conference on Contemporary Families in Chinese Society in Transition (pp.204-218), Beijing, China, December 10-11.

Liu, L. W. (2008). "Food Work, Acculturation and Health: Chinese Immigrants' Perspective." Paper presented at the 3rd Conference of the Canadian Association for Food Studies (CAFS), University of British Columbia, Vancouver, Canada. May 30-June 1.

Liu, L. W. (2008). Informal Learning through Food-Related Activities among the Chinese Immigrants in Canada. Proceedings of the 27th national conference of the Canadian Association for the Study of Adult Education (CASAE), University of British Columbia, Vancouver, Canada. May 31-June 3.

Liu, L. W. (2008). Carework in a Transnational Context among New Chinese Immigrants in Canada." Paper presented at the 43rd Conference of the Canadian Sociological Association (CSA), Congress of the Humanities and Social Sciences, University of British Columbia, Vancouver, Canada. June 3-6.

Liu, L. W. (2008). "Beyond the Stove, Beyond the Drudgery: Food-Related Housework and Learning among New Chinese Immigrants in Canada." Paper presented at the 43rd Conference of the Canadian Sociological Association (CSA), University of British Columbia, Vancouver, Canada. June 3-6.

Liu, L. W. (2009). Transnational Elder Care and Kin Maintenance: Chinese Immigrants and Informal Learning on Emotion Work. Paper presented at the World Congress of Anthropological and Ethnological Sciences (IUAES). July 27-31, Kunming, China

Liu, L. W. (2009). Double Transitions, Double Learning: Chinese Immigrants and Childrearing. Proceedings of the 28th annual conference of the Canadian Association for the Study of Adult Education (CASAE), Carlton University, Ottawa, Canada. May 26.

Liu, L. W. (2009). Learning to Age, and Learning to Provide Eldercare: Informal learning among Recent Chinese immigrants in Canada.

Proceedings of the 44th Annual Meeting of the Canadian Sociological Association (CSA), Carlton University, Ottawa, Canada. May 28.

McNair, S. (2006). Extending Working Life: Understanding the Ageing Workforce - A UK View. Director, Centre for Research into the Older Workforce (CROW), University of Surrey/NIACE. **[PDF]**

Raykov, M. (2005). Changing Working and Living Conditions and Health-Related Quality of Life. The Second ICOH International Conference on Psychosocial Factors at Work, August 23-26, 2005. Okayama, *Proceedings*, p. 137 (with M. Petrovic, S. Djukic-Dejanovic, V. Janic, A. Mosurovic).

Raykov, M. & Livingstone, D.W. (2006). Ways of Learning about Workplace Health and Safety. Poster presentation at the IAPA Conference on Workplace Safety, Metro Toronto Convenience Center, May 1-3, 2006, Toronto.

Raykov, M. & Livingstone, D.W. (2007) Incidence and patterns of participation in informal learning about work-related health and safety in Ontario. Presentation at the 19th IUHPE World Conference on Health Promotion and Health Education. Vancouver, BC, June 10-15, 2007.

Raykov, M. & Livingstone, D.W. (2007). Determinants of participation in informal learning about occupational health, safety and general interests related health and well being. Presented at IAPA Conference on Workplace Safety, Metro Toronto Convenience Center, 2007, Toronto.

Raykov, M. & Livingstone, D.W. (2008). Work Environment and its Effect on Worker Self-Perceived Health, Disability, and Activity Limitations. Poster presentation at the conference Health & Safety Canada 2008, Toronto, April 21-23, 2008.

Raykov, M. (2010). Work Environment and its Effect on Workers Health and Participation in Informal Learning. Accepted Oral Presentation at the 5th International Conference Workingonsafety.net. Røros, Norway. September, 7-10, 2010.

Raykov, M. (2010). Underqualification and Health-Related Quality of Life: Summary of Findings from the Survey and Case Studies on Work and Lifelong Learning. Accepted Oral Presentation at the 24th European Health Psychology Society Annual Conference, Cluj-Napoca, Romania, 1st - 4th September, 2010.

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Rubenson, K. (2005). In Search of the Nordic Model of Adult Learning. Paper Presented at The International WALL Conference "The Future of Lifelong Learning and Work. Toronto, June 20-22, 2005. (WALL Advisory Committee). **[PDF]**.

Rubenson, K. (2007). Adult Learning in Canada in an International Perspective. (WALL Advisory Committee). **[PDF]**.

Shields, J., Rahi, K. & Scholtz, A. (2006). *Voices from the Margins: Visible-Minority Immigrant and Refugee Youth Experiences with Employment Exclusion in Toronto*: Joint Centre of Excellence for Research on Immigration and Settlement (CERIS). **[PDF]**.

6) Selected WALL Conferences Papers

A) The First WALL Network Members' Conference. OISE/UT, Toronto, June 17-19, 2004.

B) The Second Annual WALL Network Members' Conference "Discovering the Terrain of Learning and Work: Preliminary Analysis". Toronto, June 19-20, 2005.

C) International Conference The Future of Lifelong Learning and Work, Toronto, June 20-22, 2005

D) Rethinking Work and Learning: Research Findings and Policy Challenges, Toronto, June 4-5, 2006

Selected List of Preliminary Papers Presented at the

First Annual WALL Network Members' Conference
OISE/UT, CSEW, Toronto, June 17-19, 2004.

Belanger, P. (2004). Pharmaceutical and Biotechnological Industry Case Studies. **[PDF].**

Butterwick, S.; Jubas, K. & Liptrot, J. (2004). A Study of Women's Informal and Alternative Learning Pathways to IT Jobs. **[PDF].**

Church, K., **Frazee, C. Luciani, T. & Panitch, M.** (2004). Dancing Lessons: A Choreography of Disability in Corporate Culture. **[PDF].**

Doray, P., Mason, L., Bélanger, P., Nepal, N., Biron, É. (2004). Biographical Transitions and Adult Learning: Some Theoretical Perspectives. **[PDF].**

Eichler, M. **& Albanese, P.** (2004). What is Housework? **[PDF].**

Eichler, M. & Matthews, A. (2004). What is Work? Looking at all work through the lens of unpaid housework. **[PDF].**

Jackson, N. Ng, W. (2004). Labour Education: Action Research from an Equality Perspective. **[PDF].**

Livingstone, D.W., **Doray, P., Hart, D. Hubich, L., Myers, K., Myles, J., Raykov, M. & Stowe, S.** (2004). Exploring the Changing Nature of Work and lifelong Learning: Preliminary Findings of a Canadian National Survey. **[PDF]**. *& the PowerPoint Presentation* [**PDF**].

Mündel, K. & Schugurensky, D. (2004). Volunteers' Informal Learning in Community-Based Organizations: On individual Experience and Collective Reflection. **[PDF].**

Raykov, M. **& S. Stowe.** (2004). Prototype for an Annotated Bibliography on Learning and Work.

Sawchuk, P. & Hennessy, T. (2004). Worker Responses to Technological Change in the Canadian Public Sector: Issues of Learning and Labour Process. **[PDF].**

Schugurensky, D., **Mündel, K. & Duguid, K.** (2004). Learning from Each Other: Housing co-op Members' Acquisition of Skills, Knowledge, Attitudes and Values. **[PDF].**

Shragge, E., Jordan, S., Hanley, J., Posner, L., Luciano, M. & Baltodano, C. (2004). Learning to Resist – Immigrant Workers' Experiences. **[PDF].**

Slade, B., Luo, Y. & Schugurensky, D. (2004). Seeking 'Canadian Experience': The Informal Learning of New Immigrants as Volunteer Workers. **[PDF].**

Smaller, H., Clark, R., Hart, D., Livingstone, D.W. & Tarc, P. (2004). Canadian Teachers' Formal and Informal Learning Practices: A Preliminary Examination of Data from a National Teacher Survey. **[PDF].**

Taylor, A. & Brigham, S. (2004). Growing health(y) workers. **[PDF].**

Verma, A. & Mann, S. (2004). Learning Among Lower Wage and At-Risk Workers: The Roles of Personal, Organizational and Social Resources. **[PDF].**

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Second Annual WALL Network Members' Conference "Discovering the Terrain of Learning and Work: Preliminary Analysis"

OISE/UT, CSEW, Toronto, June 19-20, 2005.

Albanese, P. (2005). Housework and Lifelong Learning. **[PDF].**

Butterwick, S.; Jubas, K. with Zhu, H. & Liptrot, J. (2005). Exploring Women's Alternative and Informal Learning Pathways to Jobs in the IT Field. **[PDF].**

Bélanger, P. & Larivière, M. (2005). The Dynamics of Workplace Learning in the Knowledge Economy: Organizational Change, Knowledge Transfer and Learning in the Pharmaceutical and Biotechnology Industry. **[PDF].**

Church, K. & Luciani, T. (2005). 'Stepping to the Rhythm of Circumstance': A Choreography of Corporate Disability: Reprise. **[PDF].**

Doray, P., Mason, L. & Bélanger, P. (2005). L'art de vaincre l'adversité : le retour aux études des adultes dans l'enseignement technique [Beating the Odds: Adults Returning to College]. **[PDF].**

Jackson, N. (2005). What Counts as Learning? A Case Study Perspective. **[PDF].**

Livingstone, D.W. (2005). Profiles of Adult Work and Learning: Canada 1998-2004. **[PDF].**

Livingstone, D.W. & Stowe, S. (2005). A Longitudinal Analysis of Formal and Informal Learning Activities of the Continuously Employed Labour Force: Canada 1998-2004. **[PDF].**

Mündel, K. & Schugurensky, D. (2005). Informal Learning and Volunteer Work: Insights from Three Case Studies. **[PDF].**

Myers, K., & Myles, J. (2005). Self-Assessed Returns to Adult Education: Life-long Learning and the Educationally Disadvantaged. **[PDF].**

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Scholtz, A. & Livingstone, D.W. (2005). Knowledge Workers and the 'New Economy' in Canada: 1983-2004. **[PDF].**

Shragge, E., Baltodano, C., Hanley, J., Steve J., Luciano, M., & Stiegman, M. (2005). Constructing Immigrant Workers. **[PDF].**

Smaller, H., Tarc, P., Antonelli, F., Clark, r., Hart, d., & Livingstone, D.W. (2005). Canadian Teachers' Learning Practices and Workload Issues: Results from a National Teacher Survey and Follow-Up Focus Groups. **[PDF].**

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OISE/UT, CSEW, Toronto, June 20-22, 2005.

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Aronowitz, **S.** (2005). Social justice in lifelong Learning and Work. **[PDF].**

Courchene, **T.** (2005). Human Capital as a Mind of State and Canada as a State of Minds. **[PDF].**

Eichler, **M.** (2005). Unpaid Housework and Lifelong Learning. **[PDF].**

Forrester, K. (2005). Working Life Learning, Young People and Competitive Advantage: Notes from a European Perspective. **[PDF].**

Livingstone, D.W. & Eichler, M. (2005).Ontario Institute for Studies in Education of the University of Toronto: Mapping the field of lifelong (formal and informal) learning and (paid and unpaid) work. **[PDF].**

Aggarwal, P. (2005). Precarious Employment. **[PDF].**

Bloom, **M.** (2005). Issues in Education and Lifelong Learning: Spending, Learning Recognition, Immigrants and Visible Minorities. **[PDF].**

Falconer, **G.** (2005). Post-secondary Education Review and Apprenticeship. **[PDF].**

Owen, **T.** (2005). The Labour Market Experience of Immigrants. **[PDF].**

Rubenson, **K.** (2005). In Search of the Nordic Model of Adult Learning. **[PDF].**

Bélanger, **P.,** Biron, É., Cloutier, S., Doray, P. & West, K. (2005). Biographical Transitions and Lifelong Learning: Preliminary Findings. **[PDF].**

Bérubé, **M.** (2005). The Quebec Act Fostering the Development of Manpower Training: Mapping the Situation after Ten Years of Experimentation. **[PDF].**

Boutilier, D. (2005). Recognizing Learning in all it's Forms at Work: The Struggle of Welfare Workers from a Symbolic Interactionist Perspective. **[PDF].**

Bratton, J.A. & Garrett-Petts, W.F. (2005). Art in the Workplace: Innovation and Culture-Based Economic Development in Canadian Small Cities. **[PDF].**

Cruikshank, **J.** (2005). Lifelong Learning and the New Economy: Sorting through the Rhetoric. **[PDF].**

Early, **M.** (2005). From Literacy to Multiliteracies: Implications for Lifelong Learning and Work. **[PDF].**

Fennessy, B. (2005). Community, Work and Learning: Constitutive Elements of the Economic Transformation in Three Steel Towns. **[PDF].**

Fenwick, **T.** (2005). Tidying the Territory: Clarifying our Terms and Purposes in Integrating Learning and Work. **[PDF].**

Gagnon, L. & Doray, P. (2005). Corporate Training and the Knowledge Society: A Re-Examination of Factors Influencing Participation. **[PDF].**

Grace, **A.G.** (2005). Learning for Life and Work in an Era of Cyclical Lifelong Learning for Control: The Case of Young Adults in Canada. **[PDF].**

Kainer, **J.** (2005). Advocating Social Justice? Assessing the Benefits of Work Study Placements at Non-Profit Organizations for Marginalised Students in Post-Secondary Education. **[PDF].**

Lancastle, **K.** (2005). Promoting Apprenticeship—Responding to the Challenges. **[PDF].**

Liu, L. (2005). New home, New Learning: Chinese Immigrants and Unpaid Housework and Care Work. **[PDF].**

Mac Dougall, C. (2005). Leadership at a Crossroads…! **[PDF].**

Maitra, S. & Shan, S. (2005). Learning Experiences of Immigrant Women Workers. **[PDF].**

Maitra, S. & Siddiqui, K. (2005). Learning Strategies of Resistance: Immigrant Women in Contingent Work in Toronto. **[PDF].**

Millar, **R.** (2005). How do Workers Really Learn? Informal and Secretive Learning in the workplace. **[PDF].**

Ng, R. & O'Connell, A. (2005). Changing Work, Changing Lives: Mapping the Canadian Garment Industry. **[PDF].**

Pankhurst, K. & Livingstone, D.W. (2005). The Labour Process: Learning, Work and Productivity. **[PDF].**

Rawlings, **T.** (2005). Post-Fordist Workplace Model as a Learning Environment for Vulnerable Workers. **[PDF].**

Raykov, M. & Livingstone, D.W. (2005). Canadian Apprenticeship and Effect of Union Membership Status: Trend Analysis 1991 - 2002. **[PDF].**

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Schugurensky, **D.**, **Slade, B. & Luo, Y.** (2005). Can Volunteer Work Help me Get a Job in my Field?: On learning, Immigration and Labour Markets. **[PDF].**

Tambureno, A. (2005). Different but Equal? Post-Secondary Streaming in Ontario: A Comparison of the Labour Market Outcomes of College and University Students. **[PDF].**

Taylor, A. & Watt-Malcolm, B. (2005). Building a Future for High School Students in the Trades. **[PDF].**

Unluhisarcikli, **O.** (2005). Vocational Training Through the Apprenticeship System in Turkey. **[PDF].**

Wells, **K**. (2005). Resist-stance Work and Critical Social Learning: Queer Young Adults as Activist Educators for Social Justice. **[PDF].**

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The Fourth Work and Lifelong Learning (WALL) Conference "Rethinking Work and Learning: Research Findings and Policy Challenges"

OISE/UT, CSEW, Toronto, June 4-5, 2006.

RETHINKING PAID AND UNPAID WORK

Liu, L.W. (2006). Exploring the Emotional Dimensions of Household Work: Chinese Immigrants' Perspective. **[PDF].**

Shragge, E., Hanley, J. Jordan, S., Baltodano, C., Singh, J. Stiegman, M. & Choudry, A. (2006). Community University Research Partnerships - A Critical Reflection and an Alternative Experience. **[PDF].**

Verma, A. & Mann, S. (2006). Learning Among Lower Wage and At-Risk Workers:The Roles of Personal, Organizational and Social Resources. **[PDF].**

Ahmadi-Bidheni, E. (2006). Current Employment Conditions and Learning Practices of Canadian Immigrant Workers: An Analysis of the WALL 2004 National Survey. **[PDF].**

A) JOB REQUIREMENTS AND WORKERS' LEARNING PRACTICES: SURVEY AND FIVE CASE STUDIES

Livingstone, D.W., Raykov, M., Weststar, J., Lordan, M., Radsma, M., Wilson, O., Officer, S., & Pankhurst, K. (2006). Job Requirements and Workers' Learning Practices: Survey and Five Case Studies Profiles of the Ontario Labour Force. **[PDF].**

Livingstone, D.W. **& Raykov, M.** (2006). Basic Profile of Education-Job Requirement Matching: Ontario Wage and Salaried Employees, 2004. **[PDF].**

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Radsma, M. (2006). Office Workers: Their Role and Learning in a Fragmenting Work Environment. **[PDF].**

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Wilson, O. (2006). Autoworkers and the Role of Formal and Informal Learning in Times of Lean Production. **[PDF].**

B) TECHNOLOGICAL CHANGE AND WORK (PANEL PRESENTATION)

Fennessy, B. **& Smith, W.** (2006). The Human Factor in Technological Change at Stelco: A Union Leader's Perspective. **[PDF].**

C) THE POLITICS OF RECOGNITION (PANEL PRESENTATION)

Butterwick, S., Jubas, K., Zhu, H., & Liptrot, J. (2006). L/Earning a Living: Practices and Recognition of Women's On-the-Job Learning in the Information Technology Field. **[PDF].**

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A) STRATEGIES TO ELICIT TACIT LEARNING

Matthews, A. (2006). "I just Learned it": Methodological Issues in Eliciting Tacit Learning.

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B) PRIOR LEARNING ASSESSMENT AND RECOGNITION

Livingstone, D.W. & Myers, D. (2006). Interest in Prior Learning Assessment and Recognition in Canada: National Survey and Personal Views. **[PDF].**

Kennedy, B. & Hall, G. (2006). CAPLA, RFL, Adult Learning, Prior Learning and Assessment and Recognition. **[PDF] [PDF].**

Raykov, M. (2006). Subjective Underemployment and Health-Related Quality of Life.

C) CONTINUITY, CHANGE AND CONFLICT: THE ROLE OF LEARNING IN DIFFERENT PRODUCTIVE SYSTEMS

Fuller, A. Unwin, L., Bishop, D., Felstead, A., Jewson, N., & Lee, T. (2006). Continuity, Change and Conflict: The Role of Learning and Knowing in Different Productive Systems. **[PDF].**

D) TEACHERS' INFORMAL AND FORMAL LEARNING

Tarc, P., Smaller, H., & Antonelli, F. (2006). Illuminating Teachers' Informal Learning: Shaping Professional Development and Schooling Reform. **[PDF].**

COMMUNITY AND UNION-LED WORKSHOPS: RETHINKING RESEARCH FOR POLICY CHANGE
B) THE IMPACT OF UNIVERSITY-BASED RESEARCH ON THE LIVES OF TEACHERS AND OTHER WORKERS

Clark, R. (2006). Impact of Research on Education Policy and Teachers' Lives in Canada. **[PDF].**

C) LEARNING FOR SOLIDARITY AND UNION RENEWAL

Gairey, J., Ng, W., Martin, D., & Jackson, N. (2006). The Challenges of Educating for Equality in Unions. Final text of WALL case study. **[PDF].**

C) PARTICIPATORY RESEARCH WITH LOCAL TRADE UNIONISTS IN THE UK

Forrester, K. (2005). Working Life Learning, Young People and Competitive Advantage: Notes from a European Perspective. **[PDF].**

PLENARY 4 CHALLENGES FOR WORKPLACE TRANSITIONS

> **Bélanger, P.**, **Biron, É., Doray, P., Cloutier, S., & Meyer, O.** (2006). The Socially Structured Possibility to Pilot One's Transition. **[PDF].**

> **Pollock, K.** (2006). Access to the Teaching Profession: Internationally Educated Teachers (IETs) Experiences. **[PDF].**

> **McNair, S.** (2006). *Extending Working Life: Understanding the Ageing Workforce - A UK View*. **[PDF].**

> **Hyslop-Margison, E.J.** (2006). Democratic Learning in Career Education.

A) POLICY, PROGRAMS, AND EQUALITY SEEKING GROUPS

> **Taylor, A. & Steinhauer, E.** (2006). Evolving Constraints and Personal "Choices": Understanding the Pathways of Students in First Nations Communities. **[PDF].**

B) CORRECTING INEQUALITY IN ADULT EDUCATION PARTICIPATION

> **Bélanger, P.**, **Doray, P., Biron, É., Cloutier, S., & Meyer, O.** (2006). Correcting Inequality in Adult Education Participation. **[PDF].**

D) FORMS OF TRANSITION AND LEARNING (PANEL PRESENTATION)

> **Cloutier, S., Doray, P., Bélanger, P., Biron, É. & Meyer, O.** (2006). Transitions professionnelles et éducation des adultes (includes English abstract: Professional Transitions and Formal/Informal Adult Learning). **[PDF].**

> **Meyer, O.**, **Biron, É., Doray, P., Bélanger, P., & Cloutier, S.** (2006). Immigration, apprentissage et intégration sociale (Learning, Immigration and Social Integration). **[PDF].**

> **Biron, É.**, **Doray, P., Bélanger, P., Cloutier, S., & Meyer, O.** (2006). L'éducation des adultes et les travailleurs âgés face à la retraite (Adult Learning for Older and Retired Workers). **[PDF].**

> **Ute, K.** (2006). Discourses on Aging and Age: Creating Entrepreneurial Selves? **[PDF]**

WALL Research Network. (2006). WALL Manifesto to Change the World! "Respect what working people know!" Toronto: OISE/UT, CSEW. **[PDF].**

7) WALL Student Theses

Antonelli, F.   (Ph.D. thesis, in progress). *Workplace Learning in Secondary Schools: An Examination of Ontario's Venture into Formal Career Education.* OISE/University of Toronto.

Antonelli, F.   (M.A. 2003). *Critical Analysis of Careers and Civics Curriculum in Ontario Schools.* OISE/University of Toronto.

Araya, D.   (M.A. 2006). *The University in a Global Age.* OISE/University of Toronto.

Bird, A.   (PhD., Currently completing). *The Peculiar Family Business of Family Child Care: Policy and Regulation Affecting Emotional Labour in Caregiving.* OISE/University of Toronto.

Bird, A.   (M.A. 2007). *Informal Learning and Quality Child Care Practices Among Regulated Home Child Care Providers.* OISE/University of Toronto.

Biron, É.   (Ph.D. thesis, 2006). *Transitions Biographiques et Éducation des Adultes.* UQAM.

Bowman, V.   (M.Ed. thesis, 2006). *Is Home Care in Crisis? A Reader's Theatre About Issues in Home Care.* OISE, University of Toronto.

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Duguid, F.,   (Ph.D. thesis, 2007). *"Part of the Solution": Developing Sustainable Energy through Cooperatives and Learning.*

Fennessy, B.   (Ph.D., 2009). *Communities and Leaders at Work in the New Economy.* OISE/University of Toronto.

Francis, K.   (Ph.D. 2005). *Problems and Prospects in Vocational Counselling.* OISE/University of Toronto.

Gariba, S.   (Ph.D. thesis, 2008). *Visible minority youth and school to work transitions.* OISE/University of Toronto.

Jubas, K.   (M.Ed. graduating paper, 2004). *Dyeing the Pink Collar Mauve: Understanding Technical Communication as a Gendered Solution to Learning,*

	Career and Information Technology Demands. University of British Columbia.
Laine, M.	(Ed.D. thesis, 2006). *Professional Managers' Informal and Formal Learning.* OISE/ University of Toronto.
Liu, L.W.	(Ph.D., Currently completing). *New Home, New Learning: Chinese Immigrants, Unpaid Household work and Lifelong Learning.* OISE/University of Toronto.
Luciani, T.	(M.Ed. thesis, 2006). *On Women's Domestic Work and Knowledge: Growing Up in an Italian Kitchen.* OISE/University of Toronto.
Mann, S.	(Ph.D. thesis, 2006). *Values as Predictors of Organizational Citizenship Behaviour in the Context of Learning: A Study of Low Wage Workers.* University of Toronto.
Mason, L.	(M.A. thesis, 2007). *Racing with Their Legs Tied.* UQAM.
Matthews, A.	(Ph.D., Currently completing). *Unpaid Household Work: A Site of Learning for Women with Disabilities.* OISE/University of Toronto.
Mesbur, L.	(M.A. thesis, 2006). *Adolescent Girls and Informal Music Learning.* OISE/ University of Toronto.
Mitchell, L.	(M.A., Currently completing) *Workplace Learning of Retail Branch Workers in Conditions of Organizational Restructuring.* OISE/ University of Toronto.
Mundel, K.	(Ph.D. thesis, 2006). *"Walking Through Your old Way of Thinking": The Learning Dimension of Farmers' Transitions to Sustainable Agriculture.* OISE/University of Toronto.
Myers, Karen	(Ph.D. thesis, 2008). *Adult Education and its Potential to Improve the Labor Market Prospects of Low-Wage Workers.* University of Toronto
Nugent, J.	(Ed.D. 2008). *Barriers to Completion of Community College Programs.* OISE/University of Toronto.
Officer, S.	(Ph.D 2009). *Workplace Autonomy of Ontario Teachers with Disabilities.* OISE/University of Toronto.

Pollock, K.	(Ph.D. thesis, 2009). *Daily Occasional Teachers' Engagement in the Teacher Workforce.* OISE/University of Toronto.
Radsma, M.	(Ph.D. thesis, 2009). *Clerical Workers: Acquiring the Skills to Meet Tacit Process.* OISE/University of Toronto.
Raykov, M.	(Ph.D. thesis, 2009). *Underemployment and Health-Related Quality of Life.* OISE/University of Toronto.
Roth, R.	(Ph.D. thesis, 2005). *The Changing Class Consciousness of Canadian Autoworkers.* OISE/University of Toronto.
Scholtz, A.	(Ph.D., Currently completing). *Knowledge, Power and Class: Exploring the Labour Processes of Professional and Semi-professional Employees in Canada.* OISE/University of Toronto.
Stowe, S.	(M.A. thesis, 2003). *Social Factors Related to University Access.* OISE/University of Toronto.
Stowe, S.	(Ph.D., Currently completing). *Accessibility to Learning for the Workplace.* OISE/University of Toronto.
Tarc, P.	(Ph.D. thesis, 2008). *What is the "International" of the International Baccalaureate? The shifting tensions of "international understanding" in a globalizing world.* York University.
Verral, T.	(M.A. thesis, 2009). *The Long and Winding Road: Informal Self-Directed Learning for Women in Information Technology Project Management Jobs.* University of British Columbia.
Weststar, J.	(Ph.D. 2007). *Studies of Learning and Work: Job Control Participation in Learning and Underemployment.* University of Toronto.
Wren, J.	(Ph.D. thesis, 2008). *The Future of Apprenticeship: A Comparative Analysis.* OISE, University of Toronto.

8) List of WALL Members and E-mail Addresses

First Name	Last Name	E-mail Address
David	Livingstone	dwlivingstone[at]gmail[dot]com
John	Myles	john[dot]myles[at]utoronto[dot]ca
Pierre	Doray	doray[dot]pierre[at]uqam[dot]ca
Fab	Antonelli	fab[dot]antonelli[at]utoronto[dot]ca
Paul	Belanger	belanger[dot]paul[at]uqam[dot]ca
Elaine	Bernard	elaine_bernard[at]harvard[dot]edu
Stephen	Billet	s[dot]billett[at]griffith[dot]edu[dot]au
Elaine	Biron	elainetopcanon[at]hotmail[dot]com
Deborah	Boutilier	dboutilier[at]oise[dot]utoronto[dot]ca
Susan	Brigham	Susan[dot]Brigham[at]msvu[dot]ca
Shauna	Butterwick	shauna[dot]butterwick[at]ubc[dot]ca
Kathryn	Church	k3church[at]ryerson[dot]ca
Rosemary	Clark	r[dot]clark[at]rogers[dot]com
Simon	Cloutier	simon[dot]cloutier[at]videotron[dot]ca
Monica	Collins	monica[dot]collins[at]scotiabank[.]com
Newton	Duarte	newton[dot]duarte[at]uol[dot]com[.]br
Fiona	Duguid	fduguid[at]gmail[dot]com
Margrit	Eichler	meichler[at]oise[dot]utoronto[dot]ca
Keith	Forrester	forresterkeith[at]googlemail[dot]com
Catherine	Frazee	cfrazee[at]ryerson[dot]ca
Lucie	Gagnon	gagnon[.]lucie[at]courrier[dot]uqam[.]ca
Jorge	Garcia-Orgales	jorge[at]uswa[dot]ca
Jawara	Gairey	jawbug[at]rogers[dot]com
Janice	Gairey	jgairey[at]ofl-fto[dot]on[dot]ca
Doug	Hart	dhart[at]oise[dot]utoronto[dot]ca
Trish	Hennessy	trish[at]policyalternatives[dot]ca
Larry	Hubich	sfl[dot]hubich[at]sasktel[dot]net
Nancy	Jackson	njackson[at]oise[dot]utoronto[dot]ca
Steve	Jordan	steven[dot]jordan[at]mcgill[dot]ca
Kaela	Jubas	kjubas[at]ucalgary[dot]ca
Jen	Liptrot	Jen[at]actew[dot]org
Willa	Liu	wliu[at]oise[dot]utoronto[dot]ca
Tracey	Luciani	tluciani[at]oise[dot]utoronto[dot]ca
Sara	Mann	sara[.]mann02[at]rotman[.]utoronto[.]ca
D'Arcy	Martin	darcymartin[at]sympatico[dot]ca
Ann	Matthews	annmat[at]rogers[dot]com

List of WALL Members and E-mail Addresses (continued)

Veronica	McGivney	veronica[.]mcgivney[at]niace[.]org[.]uk
Olivier	Meyer	omeyer[at]sympatico[dot]ca
Karsten	Mundel	kmundel[at]ualberta[dot]ca
Karen	Myers	karen[dot]myers[at]utoronto[dot]ca
Winnie	Ng	wng[at]clc-ctc[dot]ca
Bernd	Overwien	overwien[at]uni-kassel[dot]de
Melanie	Panitch	mpanitch[at]ryerson[dot]ca
Katina	Pollock	kpolloc7[at]uwo[dot]ca
Kjell	Rubenson	kjell[dot]rubenson[at]ubc[dot]ca
Milosh	Raykov	milosh[dot]raykov[at]utoronto[dot]ca
Peter	Sawchuk	psawchuk[at]utoronto[dot]ca
Antonie	Scholtz	aescholtz[at]gmail[dot]com
Daniel	Schugurensky	dschugurensky[at]oise[dot]utoronto[.]ca
Eric	Shragge	ericsh[at]alcor[dot]concordia[dot]ca
Bonnie	Slade	bslade[at]oise[dot]utoronto[dot]ca
Jorge	Sousa	jsousa[at]oise[dot]utoronto[dot]ca
Harry	Smaller	hsmaller[at]edu[dot]yorku[dot]ca
Kathryn	Spracklyn	kaspracklin[at]shaw[dot]ca
Susan	Stowe	sstowe[at]oise[dot]utoronto[dot]ca
Paul	Tarc	ptarc2[at]uwo[dot]ca
Alison	Taylor	alison[dot]taylor[at]ualberta[dot]ca
Tess	Tesalona	tess_iwc[at]yahoo[dot]ca
Anil	Verma	verma[at] mgmt[dot]utoronto[dot]ca
Karima	West	kwest[at]oise[dot]utoronto[dot]ca