

# New edition of *Integrating Equity* report



The Labour Education Centre is pleased to announce the publication of the **updated and expanded new edition** of the report:

## ***Integrating Equity, Addressing Barriers: Innovative Learning Practices by Unions***

### **46 short “sketches” of worker education programs from across Canada**

The sketches describe programs from local, provincial and national unions, from central labour bodies at the labour council, regional building trades council, provincial and territorial federation and level of the Canadian Labour Congress. Some are joint union-management initiatives; some are community-sponsored.

The sketches are grouped by type of program:

- literacy, high school
- workplace programs
- apprenticeship, pre-apprenticeship, work skills training
- labour education
- integrated initiatives, that link two or more of these program areas
- cultural organizations

**Available from LEC’s website: [laboureducation.org](http://laboureducation.org)**

**Printed copies available from the Labour Education Centre (\$10).**



## **Integrating Equity, Addressing Barriers: Innovative Learning Practices by Unions**

***Second Edition: Updated and Expanded!***

Who faces barriers – in the workplace, in the union, in education and training? What can the union do differently once aware of these barriers? What results are achieved? Is there a broader impact within the union?

These are some of the questions answered in the report first published in 2007 by the Labour Education Centre and Centre for the Study of Education and Work (OISE/UT).

In seeking innovative learning practices, the report focuses on union and community-sponsored education programs that address systemic barriers related to class, age, gender, sexual orientation, race and cultural background, disability, literacy, language, lack of formal education as well as barriers faced by workers in small or remote areas, by part-time workers, by shift workers.

The report provides examples of the barriers identified and addressed, barriers which may exist in any and every aspect of education programs:

- *How* learning takes place: the approach to learning, the methodology
- *What* is the subject of learning: the content, the curriculum
- *Who* is and is not participating: the diversity of workers, reflected in recruitment and facilitation
- *Where* the programs are conducted: at the workplace, the union hall, the community, in workers' homes
- *When* programs are scheduled: on work time, on workers' own time while juggling shifts, more than one job, personal responsibilities
- *Why* unions initiate programs: the purpose, how unions shape and define their programs, program planning and design

The approach to learning, and the barriers of time and cost emerge as frequent themes.

***“Integrating Equity, Addressing Barriers provides an insight into some of the exciting education happening in Canada’s labour movement.”***

***From the Preface by Barbara Byers,  
Executive Vice-President, Canadian Labour Congress***