INTEGRATED LEARNING AND DEVELOPMENT PROGRAM

Prepared by Renée Gratton, CEO

STUDIO TVC22

DRAFT V9 for Review and Comments

February 05, 2025

Table of Content

INTRODUCTION

In community service-based industries, one of the fastest changing types is that of television broadcasting. Faster than anywhere else worldwide, North American organizations are struggling to hold on to their viewers, as younger audiences shift to other media. In Canada, the Convergence Research 'Couch Potato 2024 Report' says 42 per cent of Canadian households did not have a TV subscription with a traditional provider by the end of last year. And it forecasts that while the CRTC works at adapting regulations, half of all households won't be traditional TV watchers by the end of 2026. Across the country, conventional nonprofit community stations have either already closed, or are in danger of closing.

Ontario nonprofits and civic organizations have also been facing such important challenges as 20% services demand growth since 2020 with shrinking revenues, against rising costs of operations, including information and communication technologies, or ongoing learning and development. Direct and indirect impacts include employee and volunteer recruitment/retention, the growing risks of cyber attacks, and/or other political, economic, social, technological, legal, and environmental problems. Meanwhile, the Ontario Nonprofit Network 2023 Report predicts that by 2026, Ontario NFPs, closure will grow from 35% in 2023 to 63%; costs are expected to grow 131%, and only 17% expect to be viable beyond 12 months.

On the other hand, the opportunities to turn challenges into opportunities are extraordinary. In Ontario alone, nonprofits contribute $65 Billion to Ontario's economy. Each NFP $1 investment can generate up to $2.18 impact in GDP (Gross Domestic Product) and $1.76 impact in employment revenue. Which is comparable to many other industries. In 2021, the Ontario film, television and video production industry, generated nearly $4.2 billion in operating revenue, accounting for 36% of Canada's $11.3 billion, -the highest contribution of any province- The ARPU (Average Revenue Per User) in the 'OTT Video'[1] segment of the media market is expected to continuously increase by a total of over 19% between 2024 and 2029.

In education, the total revenue is expected to show a Compound Annual Growth Rate (CAGR 2022-2027) of 10.38%, resulting in a projected market volume of US$251.90m by 2027. (Statista) And, the cumulative revenue generation for ICT providers in Canada is estimated at US$ 867.70 billion for 2022-2027. (Global Data). Thus, leveraging these and other interlinked industries, rather than see them as challenges, has been a cornerstone of TVC22's Post-COVID regeneration plan and concrete actions. Which includes the conception, development and delivery of community information and communications technology (ICT) platform, anchored in two key elements for community use and innovation: 1) An integrated learning and development program *(the focus of this document)* accessible to all; and 2) A living lab approach, established by a public-private-people partnership. Together, these will generate numerous benefits for the greater good of our underserved rural and peri-urban communities.

This document proposes a new approach to learning and development, which it aims to partner with diverse organizations. At its highest level, it serves as a scoping report for the co-creation of an innovative program design, development, and delivery. It builds on successes and lessons learned from a wide range of educational and training programs, highlighting key insights and ways in which it can assist and influence its regional community outcomes. It also identifies assets, resources and options that could overcome integration challenges and lead to more regenerative thinking for improved community wealth building, information, communications, multimedia broadcasting, and educational programs or curriculums.

---

[1] OTT, also called streaming TV, represents any content that is delivered directly to viewers via a streaming video service over the internet, bypassing the traditional cable set box and typically viewed on a TV.

LEAN THINKING

''Lean is a way of thinking about creating needed value with fewer resources and less waste. And lean is a practice consisting of continuous experimentation to achieve perfect value with zero waste. Lean thinking and practice occur together.'' (Lean Enterprise Institute)

Defined as an adaptation of a business plan, the lean business model canvas deconstructs a traditional business plan into its most important assumptions and values to optimize and consolidate it, focusing on maximizing user value. The Lean Canvas takes a direct approach to diagram a business idea, resulting in a dynamic one-page business model, easy to read and easily adaptable by and for primary stakeholders.

Under the current ever-faster changing conditions of extreme uncertainty, the lean methodology, which drives the unique value of the lean canvas, and key lean guidelines: 1) Focus on value to the customer; 2) Eliminate things that don't directly provide value *(all waste types spelling 'downtime': defects, overproduction duplications, waiting, unused talent, transportation, inventory, motion, extra-processing);* and 3) Iterate with cyclical improvements. The Lean Canvas model below is a reflection of the Living Lab, which the Integrated Learning and Development Program will be a cornerstone of.

Livin Lab - Phase II

Oct 10, 2024

PROBLEM	SOLUTION	UNIQUE VALUE PROPOSITION	UNFAIR ADVANTAGE	CUSTOMER SEGMENTS
Old, siloed, inaccessible, hard to use &/or costly Information & Communication Technologies (ICT) & broadcasing	A modern regenerative ICT Living Lab (LL) for diverse, equitable, inclusive community use & innovations	FOR BENEFICIARIES: An integrated ICT/LD platform providing support services for diverse regional communities.	ESTABLISHED 1990 Existing Multimedia Platform Existing Diverse Clientel Subject Matter expertise	BENEFICIARIES: Citizens, Micro, Small-Medium-Enterprises or Subject Matter Experts (SMEs), Entrepreneurs, Civil Society Groups (Community-based & non-governmental organizations),
Untenable continued Learning & development (L&D) + decreasing performance.	An Integrated L&D Program in the LL, optimizing resources for positive production outcomes	FOR DONORS/CLIENTS: Facilitate information sharing, multimedia communications, sustainable L&D by sponsoring a key community living lab	Prof. & Partner Endorsements Public, Private, Civic Leads Fully Bilingual	DONORS/CLIENTS: Teaching/Learning Institutions Citizens, Businesses, Civil Society Groups, Public & Private Actors .
Low Innovation Ranking in creative outputs, infrastructure (ICT Access & Use), knowledge & technology outputs)	Leverage collective regional resources (ordinary or dynamic capabilities + physical or non-physical assets)	FOR ALL: The SMARTEST way to support communities.		

	KEY METRICS		CHANNELS	
	FOR BENEFICIARIES: Education Integration; Lifelong Learning; and Community Engagement Opportunities		MaTV/Videotron Network Social Media: YouTube, FB, IG Community Media Portal Supporting Org Channels	
EXISTING ALTERNATIVES European Network of Living Labs (ENoLL) Some Canadian University Living Labs Innovation or Corporate R&D Labs	DONORS/CLIENTS: Contributions & Innovation	**HIGH-LEVEL CONCEPT** FOR BENEFICIARIES: A community co-op platform FOR DONORS/CLIENTS: Community Sponsorship		**EARLY ADOPTERS** BENEFICIARIES : Fragile civic/community orgs; micro & SMEs; communicators DONORS/CLIENTS: Leaders & Innovators

COST STRUCTURE	REVENUE STREAMS
OPERATIONS : Administration Fundraising System Changes	BENEFICIARIES: Derivative Assets-Purchase, Exchange, Preference, Bonus, etc. DONORS: Individuals $20-100 & Others from $250 Annually CLIENTS : ARPU (Avg Rev./Unit) & Paid Services

Powered By LEANSTACK

Lean Canvas is adapted from Business Model Canvas and is licensed under the Creative Commons Attribution-Share Alike 3.0 Un-ported License.

LEAN CANVAS

DEFINITIONS

Community Based Training: Formed by a community research team of 4 plus a selected education mentor. After a request for proposal release, the team develops a pilot research proposal addressing a specific concern. After completion of the pilot research, the community researchers can elect to participate in dissemination efforts, including a manuscript reflecting on their research experience. Team successes, challenges, and recommendations for future training are to be discussed and shared.

Criterion Referenced Assessment: The process of evaluating (and grading) the learning of the person against a set of pre-specified qualities or criteria, without reference to the achievement of others (Brown, 1998; Harvey, 2004). CRAs can help reach strategic objectives; cut 40-50% required training time; increase retention outcomes; or exercise critical and creative thinking and problem-solving skills.

Heuristic Approaches and Ethical Hackers: Involving or serving as an aid to learning, discovery, or problem-solving by experimental and especially trial-and-error methods (Merriam-Webster) Heuristic approaches can involve ethical hacking. Ethical Hackers use their knowledge to secure and improve technologies, providing an essential service to organizations by looking for vulnerabilities that can lead to a security breach and reporting those. These are increasingly important in growth areas.

Outcomes-Driven Business Models
- ''Regulative Business Model: This level serves as a baseline – all human services organizations start here and must meet this level in order to comply with program contractual requirements.
- Collaborative Business Model: As a human services organization progresses, the focus expands beyond program "silos" and categorical management to support individuals and families in receiving the best mix of services for which they are eligible and in helping them address immediate needs.
- Integrative Business Model: With an Integrative Business Model, the focus broadens to complete integration of multiple programs and services to improve customer service, increase participation, and support data-driven policy and decision making.
- Generative Business Models: At this level the focus of the human services organization expands to address multidimensional family problems, socio economic issues, and opportunities required to generate long-term individual and community success." (Leadership from a Networked World)

From DO LESS HARM to.... DO MORE GOOD
Source: Navi Radjou
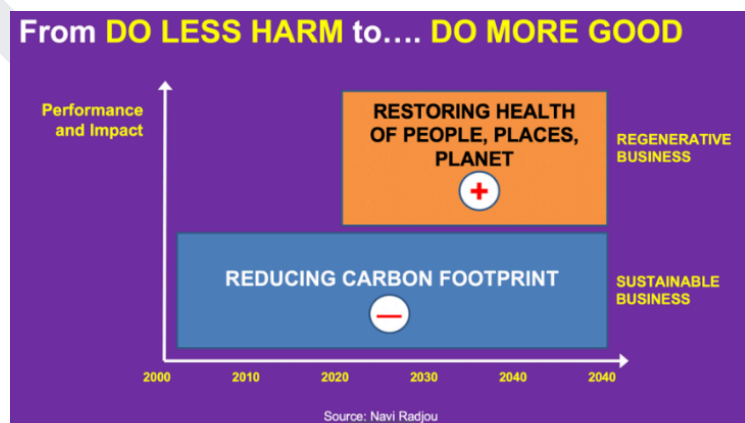
- **Regenerative Business Models:**
  As shown in the image above by Navi Radjou from 'Beyond Sustainability: The Regenerative Business', improve and create a greater ecosystem to operate in, and are high performers. Regenerative thinking, leaders and businesses inspire a shift in approaches to teaching, resulting in a growing number of regenerative learning models, and producing whole community wealth building.

INTEGRATIVE LEARNING
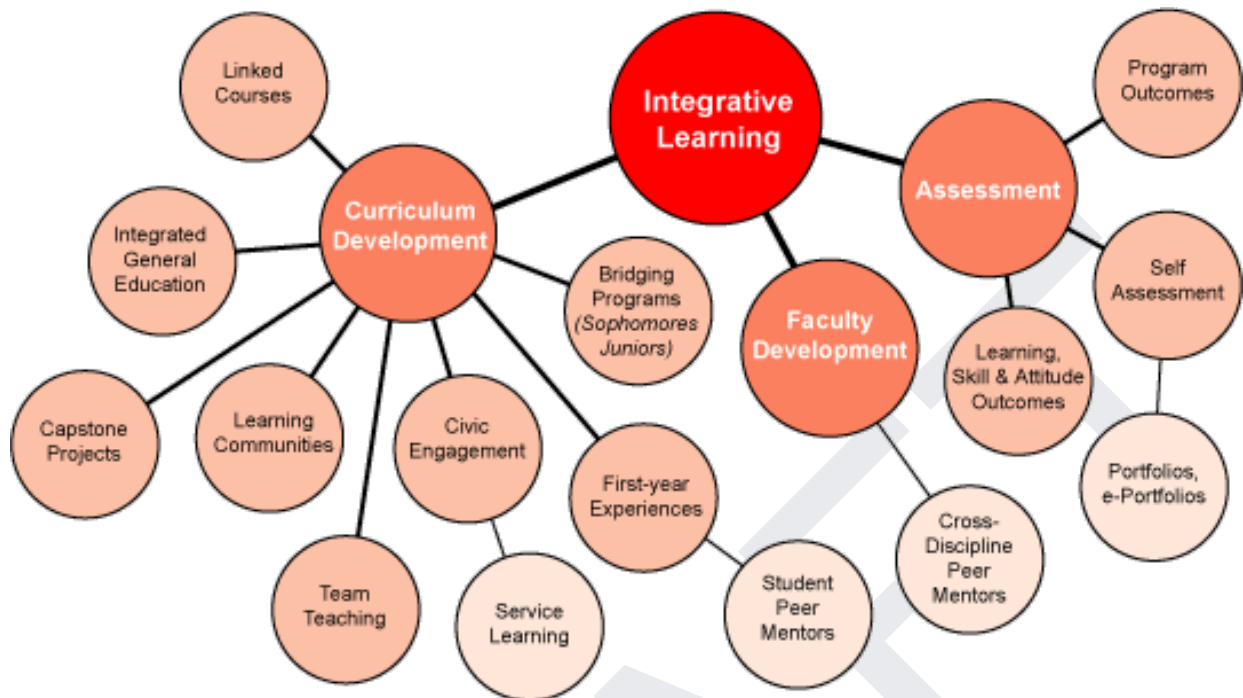
Integrative Learning engages students in rich learning experiences that help make connections across subjects and brings learning to life. It provides learners with opportunities to work towards meeting expectations from two or more subjects within a single unit, lesson, or activity. Which can solve problems of fragmented learning and isolated skill instruction, allowing people to learn and apply skills in meaningful contexts across subject boundaries. In such contexts, learners have opportunities to develop their critical thinking, reasoning, knowledge transference and skills from one subject area to another.

Through integration, teachers teach vital abilities that will subsequently convert into lifelong learning adventures by allowing the study of a wide range of topics that will encourage cognitive linkages between information and knowledge. This efficient methodology improves critical thinking skills by utilizing existing information to increase knowledge throughout the curriculum, for each subject taught, such as those approved in the latest Ontario Curriculum. Integration also serves as a foundation for learning since it includes a variety of topic ideas without explicitly teaching or separating parts of information. It is a primary method of teaching and learning to provide active learning or quality education for all.

Integrated education or learning components: Adult education and literacy activities; workforce preparation activities, with learners involved in preparing their training plan; and workforce training. Activities combine multiple disciplines into single lessons, to optimize learning by simultaneously obtaining information and abilities in various areas. As the possibilities for integrated lessons are limitless, any topic can be included. Collaborative/cooperative meetings for diverse stakeholders to incorporate new subjects and encourage others to do the same, resulting in complete grade units of study, flowing with one another.

Common types of integrated learning include:
- **Parallel curriculum integration.** Instructors from several topics collaborate on the same theme with diverse homework. This is allows for teachers/instructors to keep a high level of control over their daily lesson plans, but demands accurate coordination involves content scheduling.
- **Infusion curriculum integration.** Teachers/instructors incorporate additional subjects into regular classes, this is an example of integration to retain complete control over the information delivered.
- **Multidisciplinary curriculum integration.** Multidisciplinary curricular integration happens when two or more teachers/instructors from different subject areas agree to handle the same issue with a shared project. This form of integration necessitates a high level of teacher/instructor dedication and participation, which works effectively when learners are enthusiastic about the project.
- **Transdisciplinary curriculum integration** This form of integrated learning is the most integrated of all curricular integration types as it necessitates outstanding preparation and collaboration among instructors. In this scenario, instructors work together to offer a single subject to learners in an integrated manner. Leaders co-create standard lesson plans and team-teach/train, weaving topic areas together, which requires collaborative project or work dedication from all engaged.

Various types of integrative activities and tactics to make learners feel active include:
- **Content-based Instruction:** oriented towards learners' academic requirements and interests, bridging language and subject matter gaps; highlights real-life and real-world abilities relevance; provides learners opportunities to use topic knowledge and skills; leads to greater language and content material acquisition, a better understanding of real-life systems, and subject combination.
- **Gamification.** Playing engaging instructional games to keep learners focused and involved, as well as test their knowledge while allowing them to compete.
- **Inductive-deductive Instruction** entails educating learners on the most basic to the most complicated subject matter and allowing them to create specific knowledge of the issue.
- **Information and Communication Technologies (ICT).** Using such technologies as PowerPoint slideshows to communicate information instead of lecturing can also allow learners to engage in active learning, online research, produce Excel charts and graphs.
- **Micro Videos:** Lasting no more than one-minute, micro videos convey simple engaging messages, great for short attention span people who desire to quickly learn about a matter.
- **On the Job Learning:** A vital cost-effective organizational learning and development offers many benefits that can be leveraged to enhance performance, drive innovation, and long-term success.
- **On the Job Training:** While learning centers non-specific knowledge and skills acquisition, training is concerned with teaching and transferring specific skills into a particular work scenario.
- **Peer Teaching.** Learners often like cooperating with and learning from one another. Creating peer groups and provide an assignment to each group allows groups to present their work and solution to others, and time after each session for questions and answers.
- **Project Based Learning (PBL)** involves students designing, developing, and constructing hands-on solutions to a problem. The educational value of PBL is that it aims to build students' creative capacity to work through difficult or ill-structured problems, commonly in small teams.
- **Reality TV** helps compete for learners' attention and stimulate them to teach management theories and strategies, resulting in higher levels of learning according to Bloom's Revised Taxonomy. [2]

---

[2] Quain, B., Bokunewicz, J. F., Criscione-Naylor, N. M., & Cheng, M. (2018). *The Profit*: Using reality TV to teach management theories and strategies. *Cogent Education*, *5*(1). https://doi.org/10.1080/2331186X.2018.1444326

- **Reporting Discussion.** Active participation in debates of the various thoughts presented to peers, with instructor asking questions, or deepening it by adding pertinent and clarifying concepts.
- **Self-reflection and Self-evaluation** allow students to draw on experience to respond to new and demanding situations. It examines strengths and problems critically.
- **Teaching by Demonstration.** After delivering or presenting the subject matter to learners, instructors might move to lectures for a more in-depth grasp of the technique or process provided.
- **Teaching Skills Through Sports:** Sport is often celebrated as a platform through which anyone, learners, and leaders alike, can learn and develop foundational cognitive skills, core and higher order executive functions. Sports can help develop such invaluable skills as communication, teamwork, strategies, respect, leadership, confidence, resilience, discipline, ethics and more.
- **Thematic Instruction**. Linking concepts and procedures from other disciplines to establish coherence across activities. It entails deciding on a unit theme and allowing all group members to participate in the integration process. Several methods of evaluation to track progress exist.

PARTNERSHIPS AND LIVING LABS

For optimal outcomes, the Integrated Learning and Development Program will hinge heavily on establishing a **Public-Private-People-Partnership (4P).** Which values brings people into the partnership alongside public and private actors, ensuring efficient and open planning processes. The diagram below shows how a P4 varies from the conventional 3P project delivery approach, and how it focuses on community services, thereby ensuring learning and development program diversity, equity and inclusion.
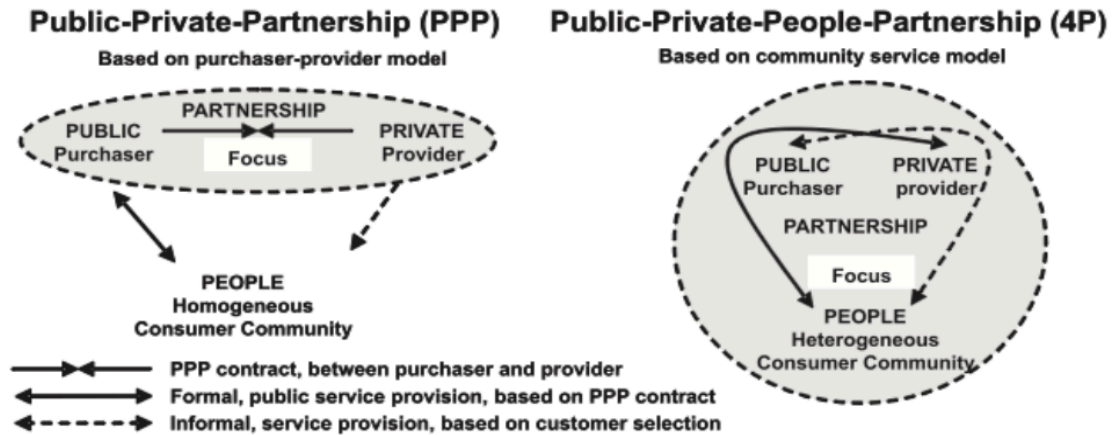

Image Source: PPP and 4P Models explained - Majamaa et al., 2008

Community design charrettes are intensive, hands-on workshops bringing people from different disciplines and backgrounds together with community members to address issues, impacts and possible design solutions to complex challenges. It fosters community/regenerative thinking for complex systems.

Regenerative Thinking recognises that complex problems look different from different perspectives and that a diversity of views are needed to address them. No one person can see the full picture and by missing certain perspectives we may end up addressing perceived rather than real challenges. (RSA)
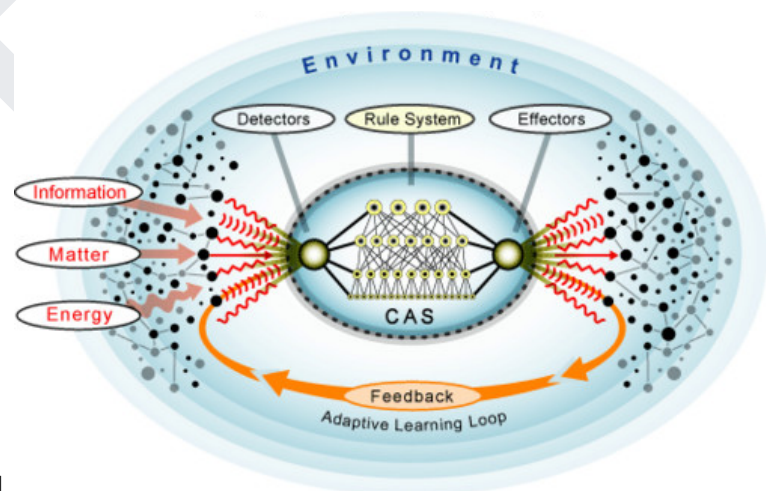

The Complex Adaptive System Model
Initially, the program, delivered through a 4P will focus on the increasingly complex information and communication technologies. *Reference: Post-COVID Competitiveness - Resilience and adaptive systems* to meet ever changing needs, regulations and standards, in ever shorter time scale.

Living Lab Framework

A "Living lab" public-private-people partnerships is a means by which stakeholders can co-create new products, services, businesses and technologies to help solve complex regional common problems such as infrastructure, the information, communication and education technologies.

With the growth in popularity in living labs across regions or industries that have accelerated their efforts for shifts from untenable to sustainable development, there are now various types and models to build on. TVC22's Integrated Learning and Development (IL&D)program will leverage collaboratively created tools such as the living lab framework shown below.
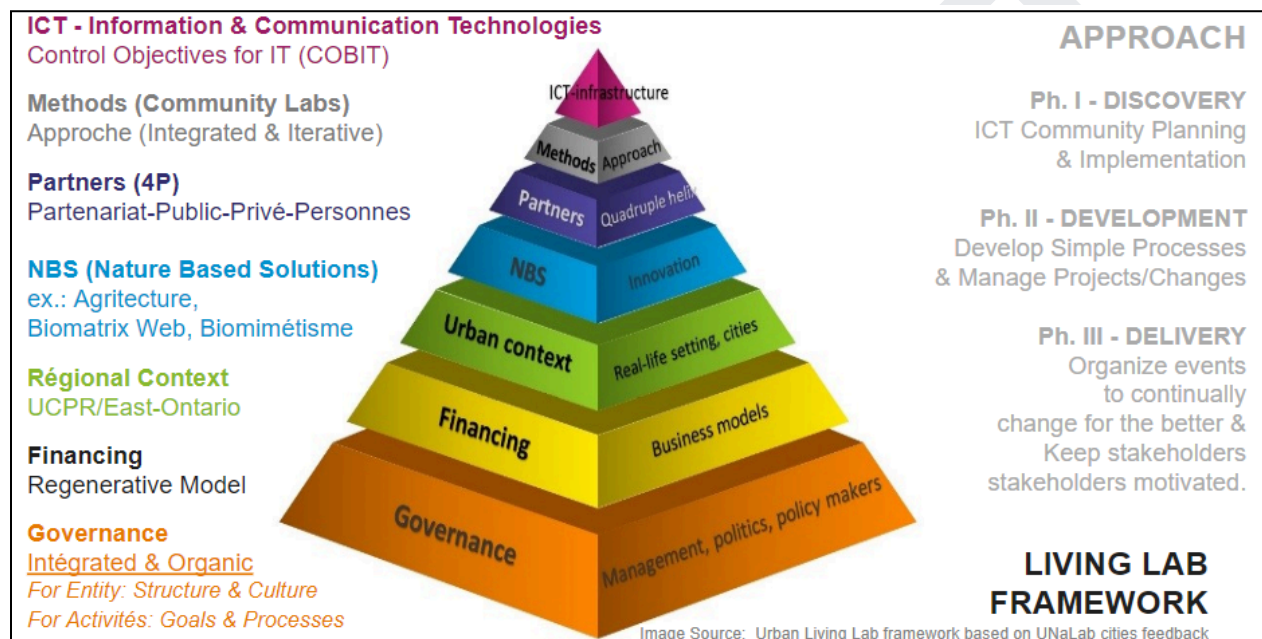
Key elements of the framework of the proposed living lab, to deliver the IL&D program include:
- **Orchestration** within the ecosystem to connect and partner up with relevant stakeholders.
- **Multi-stakeholder participation:** taking a holistic view on society through diverse stakeholders.
- **Active user involvement** in all relevant activities, capturing and considering their feedback.
- **Co-creation:** values bottom-up co-creation by and for all relevant stakeholders, for high adoption.
- **Multi method approach** for solutions meeting activity outcomes and stakeholder needs.

For more information on TVC22's Living Lab concept, see the information provided through the initial November 28, 2024 Workshop
- ''**TVC22 Living Lab for Community Use and Innovation** concept part 1, a workshop summary https://tvc22.ca/en/services-copy/
- The full workshop recording https://www.youtube.com/watch?v=7IVZu3TeqVw&t=739s

OECD 2030 LEARNING COMPASS FRAMEWORK

The OECD Learning Compass 2030 is an evolving learning framework that sets out an aspirational vision for the future of education. It provides points of orientation towards the future we want individual and collective well-being. The metaphor of a learning compass was adopted to emphasize the need for students to learn to navigate by themselves through unfamiliar contexts.

- **Student agency** is rooted in the belief that students have the ability and the will to positively influence their own lives and the world around them. Student agency is defined as the capacity to set a goal, reflect and act responsibly to effect change. The core foundations described further provide the basis for developing student agency and transformative competencies:
  - o **cognitive foundations**: literacy and numeracy, for digital and literacy
  - o **health foundations**: physical and mental health, and well-being
  - o **social and emotional foundations**: moral and ethics

- **Core foundations** which are fundamental prerequisites for further learning.
  - o **Knowledge** includes theoretical concepts and ideas in addition to practical understanding based on the experience of having performed certain tasks. The OECD Learning Compass 2030 recognizes four types of knowledge: disciplinary, interdisciplinary, epistemic & procedural.
    - ▪ **Disciplinary knowledge** includes subject-specific concepts and detailed content, such as that learned in the study of mathematics and language, for example.
    - ▪ **Interdisciplinary knowledg**e involves relating the concepts and content of one discipline/subject to the concepts and content of other disciplines/subjects.
    - ▪ **Epistemic knowledge** is the understanding of how expert practitioners of disciplines work and think. This knowledge helps students find the purpose of learning, understand the application of learning, and extend their disciplinary knowledge.
    - ▪ **Procedural knowledge** is the understanding of how something is done, the series of steps or actions taken to accomplish a goal. Some procedural knowledge is domain-specific, some is transferable across domains. The OECD Learning Compass 2030 highlights transferable procedural knowledge, which is knowledge that students can use across different contexts and situations to identify solutions to problems.
  - o **Skills** are the ability and capacity to carry out processes and be able to use one's knowledge in a responsible way to achieve a goal. They involve mobilizing knowledge, skills, attitudes and values to meet complex demands. The OECD Learning Compass 2030 distinguishes between three types of skills: cognitive and metacognitive skills; social and emotional skills; and practical and physical skills.
    - ▪ **Cognitive Skills Cognitive Skills:** the basic mental techniques used to think, study, and learn. Or, the mental processes our brains use to take in, understand, organize, store, retrieve and use information. Which is the foundation of learning and accounts for 50% of the variance in academic performance. They include a variety of attention skills, visual and auditory processes, sensory integration, memory executive functions and reasoning. i.e.: creative thinking, self-regulation, and social skills.

- **Metacognitive Skills**: Takes the cognitive skills to the next level and where real learning occurs as it is essence 'thinking about thinking'. It is where learners become aware of how they learn and can regulate and monitor their own learning process. Teaching, training, or mentoring at this level motivates lifelong learning, as well as increases self-confidence as in addition to improving continued learning abilities, it improves planning, mental scripting, positive self-talk, self-questioning, self-monitoring and other learning and study strategies.
- **Social/Emotional Skills**: Self-awareness; self-management; social awareness; relationship skills; responsible decision-making;
- **Practical/Physical Skills**: for holistic technologies, in which a user or practitioner has control over an entire process, and frequently employs several skills along the way. Prescriptive technologies. By contrast, prescriptive technology breaks a process down into steps, each of which can be undertaken by a different person, often with different expertise. The classic prescriptive technology is the factory model, that benefits from lean and critical thinking skills.
- **Learning Skills**: The Ontario Curriculum Policy Documents all describe learning skills: Responsibility, Independent Work, Collaboration (Teamwork), Organization, Initiative, and Self-Regulation (Work Habits)

o **Attitudes and values**, a key component of the OECD Learning Compass 2030, refer to the principles and beliefs that influence one's choices, judgements, behaviors and actions on the path towards individual, societal and environmental well-being.

To meet the challenges of the 21st century, people need to feel that they can help shape a world where well-being and sustainability – for themselves, for others, and for the planet – is achievable.
The OECD Learning Compass 2030 identifies three "transformative competencies" that students need to contribute to our world and shape a better future:
1. Creating new values,
2. Reconciling tensions and dilemmas, and
3. Taking responsibility.

For more information, see the OECD 2030 Learning Compass.

TVC22 LEARNING AND DEVELOPMENT CURRICULUM.

Learning and development Objectives:
1. Model and test the 4P and living lab to integrate quality education in TVC22's platform.
2. Co-create an adaptable learning and development model for the widest possible range of users: employees/peers, volunteers, directors, students, migrants, organizations, entrepreneurs, micro, small and medium enterprises , as well as teachers, coaches, mentors
3. Introduce users to interdisciplinary skills required for community wealth building.
4. Collect data and study community outcomes from the 4P and living lab.
5. Introduce users to forward thinking concepts, development and delivery tools and techniques.

Assumptions
1. The latest Ontario Ministry of Education curriculum mandatory technology credit revision will make this program of high interest to schools and school boards, especially those in rural regions.
2. Lessons learned from initiator-driven learning and innovation labs, focused on problem and idea definition, ideation, quick and easy/dirty experimentation, will serve the initial executor-driven living labs that focus more on solutions for innovation methodology and knowledge generation, as well as development and real-life experimentation.
3. An enabler-driven type of living lab type is ideal in view of the following characteristics:
   a. Strategy development through collaborative, integrative and/or (re)generative action
   b. Formal multi-stakeholder network forming around a region or a funded project.
   c. Information is collected and used together for network knowledge creation.
   d. Guided strategy changed into a preferred direction (regeneration).
   e. Can have a short to long life.

Constraints:
1. Integration challenges *-scope recognition; expanding frontline analytical capabilities; modeling and testing*- remain a common constraint for public, private and civic organizations or actors alike.
2. Educating decision makers and funders in risk adverse fields, to support the learning and development program herein, in whole or in part, will require time and constrained resources.
3. While the living lab approach has been proven to strengthen public systems, mostly outside of Canada, interconnected challenges present constraints: 1) the funding to build the appropriate digital solutions to address local public challenges; and 2) in right scaling, modeling and testing.

Key Performance Indicators (KPIs)
The TVC22 Learning and Development program's KPIs are to be collectively set from and for a digital-age leadership[3], rather than from old precepts or concepts; transcending SMART goals or actions :
- **S**pecific
- **M**easurable
- **A**ttainable
- **R**elevant
- **T**imely or time-bound
- **E**co-system Inspired or Educational
- **S**ervice-driven and Sustainable
- **Technologically** Supported

---

[3] The primary goal of digital-age leadership is delivering value to customers; where the structure of work is truly designed to unleash the talents of all the workers, with small teams working short cycles focused on customers; and the firm dynamic is a horizontal hierarchy of competence, where information flows in all directions and new ideas can come from anywhere.

SUSTAINABLE DEVELOPMENT GOALS

'Culture: At the heart of the sustainable development goals (SDGs): Within the framework of the SDGs adopted in September 2015 by the United Nations, the international development agenda refers to culture for the first time. This has been lauded by UNESCO as "an unparalleled recognition". The safeguarding and promotion of culture is an end in itself, and at the same time it contributes directly to many of the SDGs – safe and sustainable cities, decent work and economic growth, reduced inequalities, the environment, promoting gender equality and peaceful and inclusive societies. The indirect benefits of culture are accrued through the culturally informed and effective implementations of the development goals.

The SDGs enshrine a conceptual shift in thinking about development beyond economic growth – envisioning a desirable future that is equitable, inclusive, peaceful, and environmentally sustainable. This bold vision demands creative approaches, beyond the typical linear and sectoral ones that most countries have been used to in recent decades.

If the SDGs are grouped around the economic, social, and environmental objectives as the three pillars of sustainable development, then culture and creativity contribute to each of these pillars transversally. The economic, social, and environmental dimensions of sustainable development, in turn, contribute to the safeguarding of cultural heritage and nurturing creativity. Cultural heritage – both tangible and intangible – and creativity are resources that need to be protected and carefully managed. They can serve both as drivers for achieving the SDGs as well as enablers, when culture-forward solutions can ensure the success of interventions to achieve the SDGs.' (Jyoti Hosagrahar, UNESCO)

In the TVC22 regeneration strategy, culture is, and will remain an important element of the Learning and Development Program' sustainable development goals and targets. In all cases, the targets and SMARTEST key performance indicators (KPIs) will be determined by the partnership through a community design charette, or other inclusive iterative approaches that foster a change in methodology from regulative and collaborative, to more integrative and (re)generative approaches to program development. But as a starting point for the 2025-2028 strategy, the **priorities** that have been identified for TVC22's ECORESPONSIBLE™ Certification are the following:

- Cross Axis :
    - Organizational Strategy
    - Responsible Products and Services
- Economic
    - Sustainability and Accountability
    - Community Development
- Environmental
    - Digital Pollution Reduction
    - Inputs and Outputs Reduction (Consumption and Production)
- Social
    - Culture
    - Work Conditions

The specific targets[4] The Integrated Learning and Development Program (ILDP) will be further defined in the first quarter of 2025, with many emerging from the Global 2030 Agenda for the 17 Sustainable Development Goals (17 SDGs). Which are highlighted herein.

(Note: We recognize that while learning about and developing skills to address every SDGs is important, TVC22's ILDP is currently focused on those in black, as they align with the certification identified priorities and that the organization can contribute to. While of interest, others in gray might be impacted indirectly from the set priorities, or from the work of program partners who chose to work with TVC22 to increase their own respective program.

1) **NO POVERTY:** End poverty in all its form everywhere

2) **ZERO HUNGER:** End hunger, achieve food security and improved nutrition, as well as promote sustainable agriculture.

3) **GOOD HEALTH AND WELL-BEING:** Ensure healthy lives and promote well-being for all at all ages. *(TVC22 intends to continue to foster learning on this and inter-related SDG through its documentary series of L'approche gagnante, currently only available in French.)*

4) <u>**QUALITY EDUCATION**</u>   Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**.**
   Education is a primary driver of progress across any sustainable development goal and in the creation of TVC22 Integrated Learning and Development Program. As such, and as the organization receives funding from various federal funding sources the sustainable development goal #4 - Quality Education and the priority targets identified in the Federal Sustainable Development Strategy are the principal objectives of the program.

   > a) By 2030, substantially increase the number of **youth and adults who have relevant skills**, including technical and vocational skills, for employment, decent jobs, and entrepreneurship. (4.4)
   > b) By 2030, ensure that all learners **acquire the knowledge and skills needed to promote sustainable development**, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development. (4.7)

5) **GENDER EQUALITY:** Achieve gender quality and empower all women and girls.
   a) Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women (5.b)

6) **CLEAN WATER AND SANITATION:** Ensure availability and sustainable management of water and sanitation for all.
   a) Support and strengthen the participation of local communities in improving water and sanitation management (6.b)

7) **AFFORDABLE AND CLEAN ENERGY:** Ensure access to affordable, reliable, sustainable and modern energy for all.

---

[4] Targets are the quantifiable benchmarks you want to reach to meet your goals (i.e.: Improving education) Using the "improving education" goal, we can build a simple target of "establishing closing 10 deals per week." Whereas KPIs are measurable values used to track progress towards a goal.

8) **DECENT WORK AND ECONOMIC GROWTH:** Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all.
   a) Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high value added and labor-intensive sectors (8.2)
   b) Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services (8.3)
   c) By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value (8.5)
   d) Protect labor rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment. (8.8)
   e) By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products. (8.9)

9) **INDUSTRY INNOVATION AND INFRASTRUCTURE:** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
   a) Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020.

10) **REDUCED INEQUALITIES:** Reduce inequalities within and among countries.

11) **SUSTAINABLE CITIES AND COMMUNITIES:** Make cities and human settlements inclusive, safe, resilient and sustainable.
    a) Strengthen efforts to protect and safeguard the world's cultural and natural heritage (11.4)

12) **RESPONSIBLE CONSUMPTION AND PRODUCTION:** Ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
    a) By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature. (12.8)

13) **CLIMATE ACTION:** Take urgent action to combat climate change and its impacts.
    a) **Improve education, awareness-raising and human and institutional capacity** on climate change mitigation, adaptation, impact reduction and early warning. (13.3)

14) **LIFE BELOW WATER:** Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.

15) **LIFE ON LAND:** Protect, restore and promote sustainable use of ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation, and halt biodiversity loss.

16) **PEACE, JUSTICE, AND STRONG INSTITUTIONS:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

17) PARTNERSHIPS FOR THE GOALS: Strengthen the means of implementation and revitalize the Global partnership for Sustainable Development.

    a) Enhance North-South, South-South and triangular **regional** and international **cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms**, including through improved coordination among existing mechanisms, at the United Nations level, and through a global technology facilitation mechanism. (17.6)

LEARNING AND DEVELOPMENT TOPICS SAMPLING

TVC22 Learning and Development Program courses to be offered stem from an endless possibility of topics that can significantly initiate or advance the learning and development for a wide range of individuals and organizations. As such, the topics and course priorities, as well as curriculum are to be co-developed and/or co-delivered in partnership with other civic organizations, public and private actors, as well as diverse subject matter experts. The following is a sampling of topics and course concepts that can contribute to all 2030 sustainable development goals (SDGs) in the regional contexts.

1. **Knowledge - Interdisciplinary**

   1.1. **Applied Local Civic Journalism**: Initiate learners to create informative school or community content in diverse formats. Learners will investigate sources of information and compare differing perspectives on key issues, developing both a sense of news and news judgment. They will also learn editorial conventions and practices, principles of media design and management skills, as well as explore legal and ethical uses of information that is made public, and various journalism career options.

   1.2. **Biomimicry** offers an empathetic, interconnected understanding of how life works and ultimately where we fit in. It is a practice that learns from and mimics the strategies used by species alive today. After billions of years of research and development, failures are fossils, and what remains holds the secret to our survival. The goal is to create products, processes, and systems—new ways of living—that solve our greatest design challenges sustainably and in solidarity with all life on earth. We can use biomimicry to not only learn from nature's wisdom, but also heal ourselves—and this planet—in the process. Biomimicry provides blueprints that can be adapted across context, industries, and be scalable to address the needs.

   1.3. Biomatrix Web Concepts is a change management approach that focuses on system redesign, different from traditional change management model, derived from a complete and coherent systemic framework, addressing 7 system forces and an ideal future.

   1.4. **Communications** integrating Toastmasters Interpersonal Communication Program.

   1.5. **Change Management** is an enabling framework for managing the people side of change that when aligned with the technical side of portfolio, program or project management significantly increases positive results. This is a discipline that has evolved and matured over the past quarter of a century and is increasingly in demand in view of increasingly complex and critical organizational or technical system changes.

   1.6. Broadcasting news writing, television production, reporting and communication theory, among other topics. In these courses, learners will gain presentation skills, learn how to use equipment and apply writing techniques, and edit recordings.

   1.7. **Information Management**: An emerging field concerned with the infrastructure used to collect, manage, preserve, store and deliver information; the access to information as an asset and principles; the organizational and development information contexts.

1.8. Intelligent Technologies

1.8.1. 3D-4D Printing in Arts and Media

1.8.2. Audiovisual

1.8.3. Artificial Intelligence

1.8.4. Geosystems: Geo-Information Systems and Geo-positioning Systems

1.8.5. **Information Management Technologies:** processes, systems, hardware, and software essential to conduct day to day operations for virtually every business process.

1.8.6. Management, Modeling and Testing

1.8.7. Podcasting

1.8.8. Radio Frequency Identification (RFID)

1.8.9. Remote Sensing (RS)

- 1.8.9.1. Satellite Imagery: Observing imagery to monitor damage/functionality of services.
- 1.8.9.2. Social Listening: Helps understand the voices of the citizens on the ground.
- 1.8.9.3. Drone Technology: Aerially assess damage, transport supplies, connect mobiles.
- 1.8.9.4. Social Crowdsourcing and Media: Helps person to person (P2P) contact and community engagement, fundraising and other purpose
- 1.8.9.5. Internet of Things (IoT) and the Industrial Internet of Things (IIoT) is the collection of sensors, instruments and autonomous devices connected through the internet to industrial applications (IIoT): Both of which have interconnected devices showing infrastructure working in real time.

1.9. Project Management

2. Skills

2.1. **Cognitive Skills:** As cognitive learning focuses on the interaction of learners with information/experience, the TVC22 L&D program can help connect neural networks in strong and durable ways, building meaning with elaboration activities, rather than memorization. i.e.:

1. Metaphors, analogies, mnemonics, rhymes, rhythms, raps
2. Project-based learning (or solution-based learning)
3. Reciprocal / Peer teaching, coaching or mentoring
4. Reflecting and writing (journaling)
5. Storytelling, role playing, reflecting discussions

Cognitive learning activities will vary widely, based on needs.

2.2. **Metacognitive Skills:** In practical terms, once learners have strong cognitive skills, know how they learn best, and are able to adjust their methods or environment needed, TVC22 L&D program can support learners ability to identifying one's own learning styles -visual, auditory, kinesthetic- and needs; plan how to approach a learning or other task and awareness of distracting stimuli; arrange and organize a study or work group space, schedule and gathering materials; monitor one's own comprehension of material, self-assessing and self-correcting; and evaluate the progress and successes of strategies, tasks, adjustments. Through a wide-range of projects on the sustainable development goals, TVC22's program can support teachers, trainers and coaches to teach metacognitive strategies:

2.2.1. Learning style assessments.

2.2.2. Modeling with think-aloud (using script sections, pausing now and again to reveal thoughts and actions to understand what is being read.)

2.2.3. Meta discussions; and

2.2.4. Guidance in self-questioning

2.3. Social/Emotional Skills: Social and emotional learning (SEL) is an integral part of education and human development. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower anyone to co-create thriving places, contributing to safe, healthy, and just communities. This is especially important in an ever-faster changing world with migration growth.

2.3.1. Create opportunities for partner and group work: Giving learners the opportunity to flex SEL muscles; helping leaders figure out partner pairings or solving complex problems. Integrated community design charrettes for producing videos, creating learning and development, or information communication and broadcasting platforms present excellent opportunities to that effect.

2.3.2.Nurture a culture of kindness. In cyber environments 'with likes and shares', or competitive environments with rankings, the TVC22 L&D program encourages learners to produce short videos, graphics or other means to acknowledge every learner's efforts

2.3.3.Include reflective writing and mind mapping: As some find verbal communication difficult, reflective or script writing can help them to express themselves in different ways, while mind mapping can help connect ideas.

2.3.4. Allow time for talking: When checking in with learners, we give them space to let them tell us how they feel in their own words or do brainstorming. model, and test innovative, cooperative and (re)generative concepts.

2.3.5.Encourage expression through art: As with writing and talking, some are better at communicating through different forms of art and integrating art in STEM fields building "STEAM" and more solutions-based approaches. TVC22 has invaluable relationships with diverse art driven organizations to co-create workshops and courses.

2.4. Practical Technology and Skills

2.4.1.**Communications – Level 1 – Technology and Skill Trades:** Introduces learners to concepts and skills in communications technology (television and video production and interactive media). Learners will develop an awareness of related social, economic, and environmental development issues and begin to explore pathways leading to needs and careers in the field.

2.4.2.**Communications – Level 2 – Technology and Skill Trades:** Introduces learners to communications technology from a media perspective. Learners will work in the areas of TV and video production and interactive. Learner projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations and designing web pages. Learners will also develop an awareness of social, economic and environmental development issues related to information and communication technologies. Those interested will be able to explore continued education or training pathways, needs and career opportunities in various fields.

2.4.3.**Communications – Level 3 – Broadcast and Print Production:** Enables learners to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production and broadcast journalism. Learners will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Learners will also develop an awareness of related social, economic, and environmental development issues. Those interested will be able to explore continued education or training pathways, needs and career opportunities in various fields.

2.4.4.**Communications – Level 4- Media:** Examines communications technology from a media perspective. Learners will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video and interactive or other media. Learners will also develop an awareness of related social, economic, and environmental development, as well as civic issues. Those interested will be able to explore continued education or training pathways, needs and career opportunities in various fields.

3. **Competencies:** As TVC22 continues to increase its engagement for partnerships with schools, colleges, universities and other learning and development institutions, it continuously seeks funding from, and support or align with various support programs such as, although not limited to:

   3.1. **Heritage Canada – Local Journalism Initiative,** which supports the creation of original civic journalism that covers the diverse needs of underserved communities across Canada.

   3.2. **Employment Services and Development Canada**

       3.2.1. **Canada's Summer Job Program**. The program's 2024 priorities for this program are:

           3.2.2. Youth Competencies

               3.2.2.1. Adaptability

               3.2.2.2. Collaboration

               3.2.2.3. Communication

               3.2.2.4. Creativity and Innovation

               3.2.2.5. Digital Skills

               3.2.2.6. Numeracy

               3.2.2.7. Problem Solving

               3.2.2.8. Technical Skills

               3.2.2.9. Others

           3.2.3. **National Priorities**

               3.2.3.1. Youth with disabilities

               3.2.3.2. Youth in rural areas or remote communities

               3.2.3.3. Youth in official language minority community (i.e. Franco Ontario)

               3.2.3.4. Underrepresented youth in labor market such as visible minority, indigenous, or 2SLGBTQI

           3.2.4. **Sustainable Development Projects**

           3.2.5. **Projects supporting regional priorities.**

               3.2.5.1. local and regional tourism development

               3.2.5.2. not for profit organizations

               3.2.5.3. small businesses

               3.2.5.4. in agricultural, forestry, fishing and hunting sectors

               3.2.5.5. specific target groups such as Ontario French-speaking community

   3.3. **Canada Student Work Placement Program** which gives post-secondary students across Canada paid work experience related to their field of study through activities including, mentorship, co-op placements, practicums, and internship.

MOST OPEN

LEAST OPEN
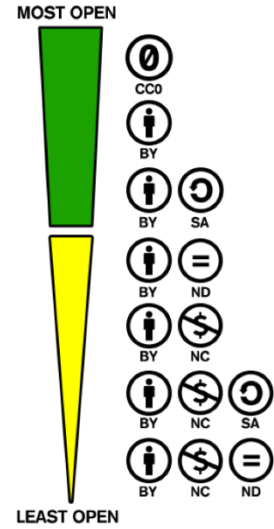
4. **Creative Commons**

TVC22 is a community service-based organization. As such, we foster access to information for all, knowledge and communications sharing through creative non-commercial common licenses, based on various factors. A Creative Common license, which is different than a Public Domain, is possible to give everyone from individual creators to large institutions a standardized way to grant the public permission to use its creative work under copyright law.[5]

---

[5] NOTE: Public Domain means the copyright has expired and free to use. Whereas Creative Commons is a type of license made available by an artist/author for use of their work.
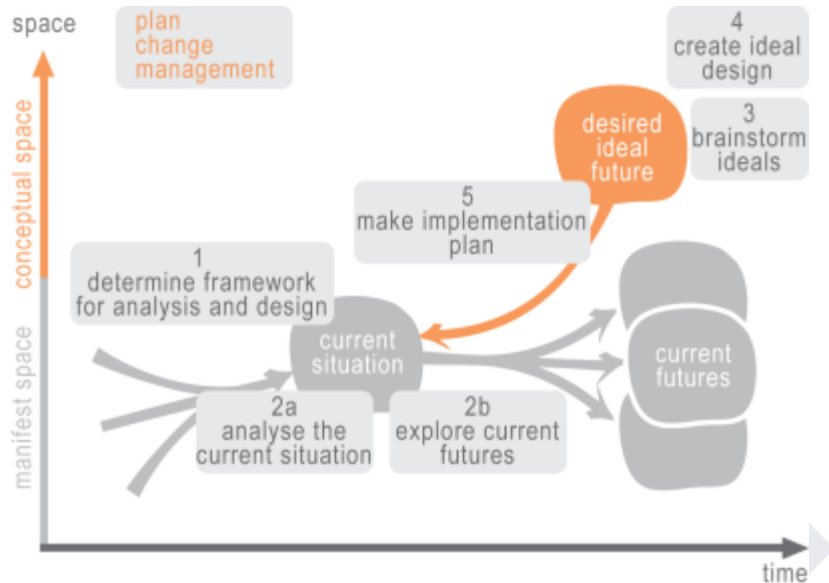
© BiomatrixWeb

MANAGEMENT

System Change Management

At the best of times, system change management is no easy endeavor. In partnership across industries, to co-create a safe modern integrated education program in an existing multi-media broadcasting platform, that is accessible to all, and aligned with the common community values, while meeting ever-changing information and communication technologies (ICT) needs is even more complex.

Step 1 as shown in the BiomatrixWeb image above, is in essence TVC22's initiative as the purpose of this living document and scoping report. The following steps, also to be led by TVC22, will result in the first formal Public-Private-People Partnership (4P) for an integrated learning and development program to be modeled and tested in an enabler-driven living lab (LL) to cooperatively work towards the desired ideal future. The timeline will hinge heavily on the number of partners and financial support, which will determine the resources -both financial and in-kind- that will determine the scope requirements and priorities.

Amidst the LL, stemming from a community charrette, partners will cooperate for system change management to enable people side of changes, in alignment with the technical side of project management. Together, they will ensure a visionary management plan that reflects the regional needs and meets or exceeds the ISO best project management practices though the following:
1. Methodology: Regenerative
2. Project Life Cycle, including the discovery, development, and delivery phases.
3. Stage and Process Gates
4. Tailoring
5. Core Functions: Scope, Cost, Schedule, and Risk Management
6. Compliance Functions: Quality, Health and Safety Environment Management
7. People Aspect Functions: Team, Stakeholder and Communication Management.
8. General Functions: Resources, Procurement, Integration and Performance Management.

L&D PROGRAM PLANNING PHASES

The ambitious TVC22 'Regeneration' Strategic Plan and the L&D program to be integrated into the platform will be done in phases, building on lessons learned from various education and training plans.

Phase 1: General Education Needs Information for Assessment

Name	Learning and Development Needs	Specific skills/knowledge to be developed.	Current job performance *(low, average high)*	Areas to improve

Phase 2: Learning and Development Program Design

Name	Training Methods	Materials/Resources	Training Schedule

- Training Methods: i.e.: Instructor-led; Online Criterion-based; Automated Learning; MOOC (Massive Open Online Courses); Blended learning; On the job training; Classroom/Studio Training; Coaching/Role Playing; Case Study; Biomimicry & Simulation; Job Rotation; Video/Program/Project Lead; Other
- Materials Resources: i.e.: Presentations; Handouts; Exercises; Case Studies

Phase 3: Implementation Tracking

Name	Training delivered	Monitored Progress	Feedback provided	Adjustments

- Monitored Progress - Skills Assessment for Ontario Curriculum: responsibility, independent work, organization, initiative, self-regulation (work habits) collaboration (teamwork).

Phase 4: Post Evaluation

Name	Program Effectiveness *for the learner i.e. Poor to Excellent*	Observed Performance improvements *i.e.: …% increase in…*	Employee feedback on the training program	Areas for program improvement

Phase 5: Follow-up

Name	Ongoing support and resources *i.e.: Customer service handbook, e-mail support*	Follow-up training duration/schedule	Additional support for skill and knowledge development *i.e.: Regular check-ins and coaching*

APPENDIX A - RESOURCES

In addition to the various readily available assets and resources, such as recording space and equipment, human resources, some funding, or other available through TVC22 and its existing partners, TVC22 aims to co-create with its partners, other invaluable resource materials and tools, such as:

Run and manage the program more effectively.
- Survey to Analyze learning and development effectiveness
- Employee L&D Checklist
- L&D Matrix Template to plan company-wide initiatives
- Employee L&D Plan Template
- Leadership L&D Plan Template

Create role clarity with Career Frameworks and Competencies
- 12+ real-live career frameworks from small and big companies like Buzzfeed, Sourcegraph, Dropbox, and more
- 23 Leadership competencies incl. levels, metrics, and development methods
- 36 General Competencies incl. levels, metrics, and development methods

Analyze skills and opportunities with actual data:
- Skills Matrix Templates (Basic + Advanced)
- Ultimate 360 Feedback Toolkit
- 360 Feedback Survey Template

Support everyone's individual development:
- General Employee Learning and Development Plan Template
- 70:20:10 Learning and Development Plan Template to increase effectiveness
- Succession Plan Template
- Leadership Development Plan Template

Social and emotional learning tools access such as
- CASEL
- Mental Health America

Sustainable Development Goals resource access from such organizations as
- United Nations Department of Global Communications (DGC) - previously named the United Nations Department of Public Information (DPI) – the communication and public relations division on the United Nations.
- Creative Community Outreach Initiative (CCOI)

Others to follow

APPENDIX B – LEARNING AND DEVELOPMENT VIDEOS

'A one minute of video equals approximately 1.8 million written words' [6] (James McQuivey), impacting:

1. **Engagement:** Increased motivation and deeper learning
2. **Effectiveness:** Active learning and discussions
3. **Authenticity:** build and foster authentic relationships between stakeholders.
4. **Inspired Thinking:** Increased comprehension or retention of new material and critical thinking.
5. **Inclusivity:** Address training gaps, facilitating quality education for all.

The following is a non-exhaustive list of informative/educational videos, most of which have been produced by high-school and post-secondary students, or by young workers learning on the job.

	Videos posted (or to be posted) https://www.youtube.com/@StudioTVC22/videos
2	Cuisinette en appart - Ep 1 - L'Allemagne dans son assiette
3	**L'approche Gagnante – Série 1** Ep1-Bienfaits de l'activité physique; -Ép2-Entrainement de la maison; Ep3-La spécialisation dans le sport; Ép4-Perte de Poids; Ép5-Alimentation Sportive, Ép6-Psychologie Sportive
	L'approche Gagnante – Série 2 : Ép1-Maladies non-transmissibles; Ép2-La Prévention et Traitements à l'Addiction; Ép3-Sécurité et Accidents Routières; Ép4-Environnements Sains et Néfastes; Ép5-Villes et Communauté Durables; Ép6-Traitements Alternatifs
3	Gratuitude-Les Bains de Forêts; Ép2-Fermentation; Ép3-Activité Physique au Carrefour Jeunesse
	MADD : Unis Contre la Conduite sous Influence; Unite Against Impaired Driving
	Localement Votre : Une Clinique Mobile de Counseling Sans Rendez-vous à Prescott-Russell
	Locally Yours : Successful Rural Mobile Counseling Clinic: A Conversation with Geneviève Arthuri
4	Conférence de Presse-Classe Vivante
	TVC22 Summer Students Expériences / Expérience d'été étudiante
5	La Condition Féminine et l'Égalité des Genres
7	Powering the Future: A Documentary Exploration of the Clean Energy Revolution
	L'Expo Hawkesbury : un carrefour communautaire et éducatif	2023
11	Histoire du Drapeau Canadien and History of The Canadian Flag
	Préserver l'Histoire : La Prison de L'Orignal, Témoin du Passé de Prescott-Russell
12	Recyclage Électronique a/Conseiller Trevor Stewart; and E-waste Recycling w/Trevor Stewart
15	La Beauté Rurale Ep. 1 and La Beauté Rurale Ep 2
	Locally Yours	Holocaust Museum
	16ème édition de la marche pour les femmes - Clarence-Rockland
	Nos Vétérans se souviennent
	Réparation de Manette Xbox avec Alec Pronovost
	Histoire de la Télévision Canadienne FR; and History of Canadian TV
	Sur une meilleure voie: Vie Terrestre; Mesures contre les changements climatiques; Villes et communautés durables

---

[6] (Giving Compass).

APPENDIX C – COMMUNITY PLATFORM

Developing a Community Memory Platform as a Regeneration Advantage

In technologically intensive fields, where there are increasingly large gains from innovation and steep losses from obsolescence, changes and competition are best regarded as a learning race. Learning new technologies, integrating and implementing them into a community and/or business context underlay the importance of information management, communications, broadcasting and other technologies. Regenerative, integrated knowledge management platforms assist in coordinating and transferring knowledge, information, experiences and capabilities within organizations. (Edited from Powell 1998, 228)

This has long been proven to be true with Building Information Modeling (BIM) platforms where the most productive organizations use as it is in essence an ICT. And that same thinking could/should also be applied to any system to help communities become more effective, efficient, productive and resilient to meet the changes of the time.

Right side facilitates lifelong learning, discovery, research and development, critical to planning and doing that are imperative to sustainable development.
Left side facilitates cross-governance and financing essential in checking and acting productively

Both sides foster
- more effective, efficient and productive use of assets and resources
- lifecycle creative, lean, agile and regenerative thinking
- multi-generational engagement
- inter-community collaboration
- inter-sectoral integration
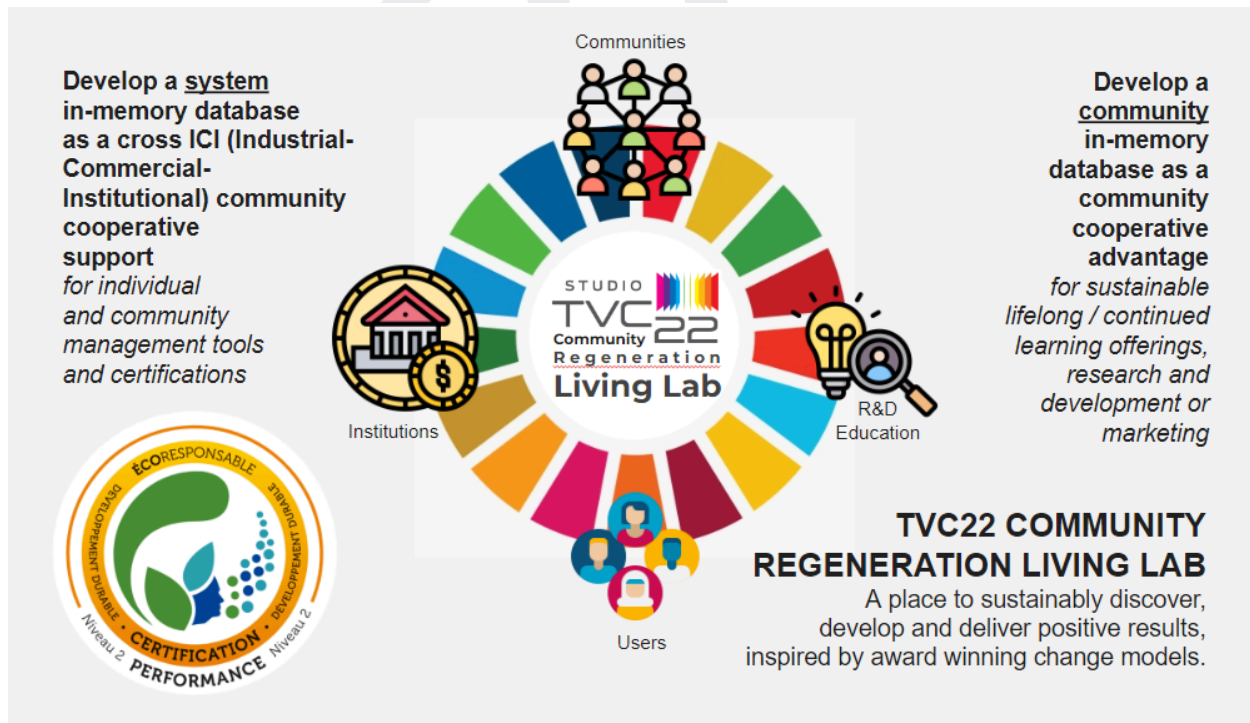
Adapted from [Developing a Corporate Memory as a Competitive Advantage in the ICT-Sector](#)

HOW CAN YOU HELP?

Become a Member, and/or Project Sponsor https://tvc22.ca/en/supporters/

- Individual support starts as low as $25 annually

- Organizational support starts as low as $250 annually

Become a Volunteer https://tvc22.ca/en/become-a-volunteer/

Submit an Informational or Education Project https://tvc22.ca/en/become-a-volunteer/you-have-a-project/ or an expression of interest, or a proposal to become an education partner

Contact us to provide in kind services.

Subscribe to, and continuously share our social media postings and videos to help TVC22 grow its subscribers and membership amongst diverse communities of place, interests and professions.

ADDITIONAL INFORMATION

Renée Gratton, PMP, CMP, LEED AP
Présidente Directrice Générale / Director General
1500-B Avenue du Parc / du Parc Avenue
Rockland, Ontario   K4K 1C3
C.: 613-223-8355 / T.: 613-446-6037
dg@tvc22.ca
http://tvc22.ca