



The Learning Centre  
LITERACY ASSOCIATION

# 2024 ANNUAL REPORT

**Transforming Lives – Connecting  
People & Learning for Change**



780-429-0675

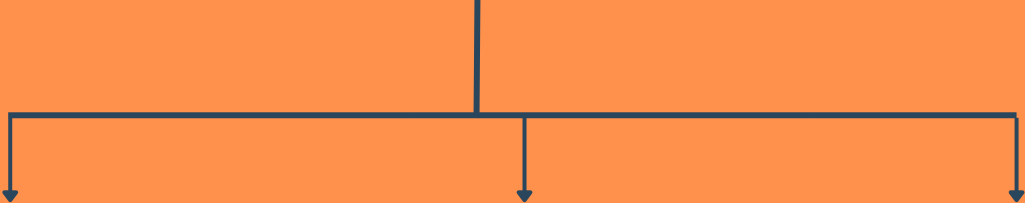


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# LAND ACKNOWLEDGMENT

We would like to acknowledge that The Learning Centre is located in Amisk-wacîwâskahikan (Edmonton), on Treaty 6 Territory and within the Métis homelands and Métis Nation of Alberta District 9, recognized as Fort Edmonton Métis District. Please join us in expressing gratitude as we acknowledge this land as the traditional territories of many First Nations such as the Nehiyaw (Cree), Denesuliné (Dene), Nakota Sioux (Stoney), Anishinaabe (Saulteaux) and Niitsitapi (Blackfoot). We recognize the many First Nations, Métis, and Inuit whose footsteps have trod these lands for generations.

Le Learning Centre reconnaît le territoire visé par le Traité no 6, qui est le territoire ancestral et traditionnel des Cris et des Dénés, ainsi que des Métis. Nous reconnaissons les nombreux membres des Premières Nations, les Métis et les Inuits dont les pas foulent ces terres depuis des générations.



# CHAIR ADDRESS



In 2024, the Learning Centre Literacy Association met its commitment to improving adult literacy by delivering an impressive array of diverse and inclusive community-based programs that activate our learners holistically and educationally.

I commend the efforts of the TLC-LA staff and instructors who consistently strive to foster a learning environment that is student-centred and culturally nuanced. Core programming commitments to literacy, numeracy, and writing skills fill-up fast and our Francophone programs offer the most robust suite of free French Language instruction in the province.

Our Indigenous programming designed by Indigenous peoples continues to tell stories, teach tolerance, and expand cultural fluency in creative ways. The strength of the Agency's Indigenous capacity was on full display at this winter's Round Dance which we hosted at the Boyle Street Plaza. Hundreds of guests came for a night of dancing, food, drink, and healing in the heart of downtown Edmonton.

Hosting a ceremony like Round Dance is a chance for the agency to not just demonstrate its commitment to supporting Indigenous community members, it is also a reflection of the health of the agency to convene all community members in the spirit of health and camaraderie.

After all, transformation is at the heart of every Indigenous story. So it makes sense, as the theme for 2024, that the TLC-LA has worked tirelessly to introduce learners to the thousand different ways learning can invite a transformation. It is through learning that we change, and it is in change that we learn the most about ourselves.

Alberta is transforming, too. It is growing faster than anyone anticipated, putting direct pressure on free adult learning centres to keep pace with an overwhelming demand for free learning services and credentialing. It is the TLC-LA's mission to plug the holes in the social safety net with grace and resilience. The reality is in a fiscal environment failing to keep pace with population and inflationary growth pressures, free adult education relies more and more on donors and granting agencies who understand the value of all citizens having access to the basic level of literacy and fluency to live and thrive in this country.

On behalf of the board at the Learning Centre Literacy Association, I would like to deeply thank all of our funders in 2024. We are grateful for your willingness to champion our mission and we look forward to continued collaboration in the years to come. Your contributions help to preserve quality adult literacy and education programs in the west end of Edmonton and across the city.

Trevor J. Phillips  
Board Chair

# EXECUTIVE DIRECTOR REPORT

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Dear Friends, Partners, and Supporters,

As we reflect on the past year at the Learning Centre, I am filled with both pride and gratitude for the journey we have undertaken together. Our theme for 2024, “Transforming Lives – Connecting People & Learning for Change,” embodies the very essence of our work: the profound impact that education has on individuals, families, and communities. It has been a year of progress, resilience, and transformation, and none of this would have been possible without the dedication of our staff, volunteers, funders, and the remarkable adult students who inspire us daily.

At the Learning Centre, we have always believed in the power of education to unlock everyone’s gifts and talents and create lasting change. Education is not just about acquiring knowledge; it is about acting on one’s agency. It is about breaking down barriers, expanding opportunities, and fostering a sense of belonging.

This year, we witnessed firsthand how the Association’s programs and services are doing just that – by connecting people, cultivating skills, and igniting a passion for lifelong learning.

## Transforming Lives through Learning

Every person who walks through our doors is seeking something: a new career, a second chance, a pathway out of uncertainty and, in many cases, poverty. For many of our students, education is not just a goal—it is a means of transformation. This year, we saw learners overcome challenges, push past limitations, and achieve remarkable milestones. From improving literacy and numeracy to acquiring new job skills or gaining confidence to further their education, the impact of their success is undeniable. Their stories of resilience and growth remind us of the true power of adult education and the importance of creating inclusive, supportive learning environments.

## Connecting People, Fostering Community

The connections we foster in our programs go beyond just the exchange of knowledge; they form the foundation of a supportive, interconnected community. We have seen students connect with others who share similar experiences, and in doing so, create a sense of belonging and solidarity. Our skilled dedicated staff, instructors and volunteers have worked tirelessly to cultivate these relationships, ensuring that every individual feels valued, seen, and supported.

## Learning for Change: Building a Brighter Future

The theme of “Learning for Change” is a call to action. It is a reminder that education is a catalyst for creating a better, more equitable future. Our programs have been designed not only to respond to the immediate needs of our students but also to provide them with the tools they need to navigate a rapidly changing world.

This year, we adapted some of our programming and resources to reflect the evolving demands of the workplace, while also addressing the social and emotional aspects of learning. We also consciously strove to provide different learning experiences in the community to help our newly arrived Albertans feel more comfortable in their new communities to help them better contribute to the betterment of our society.

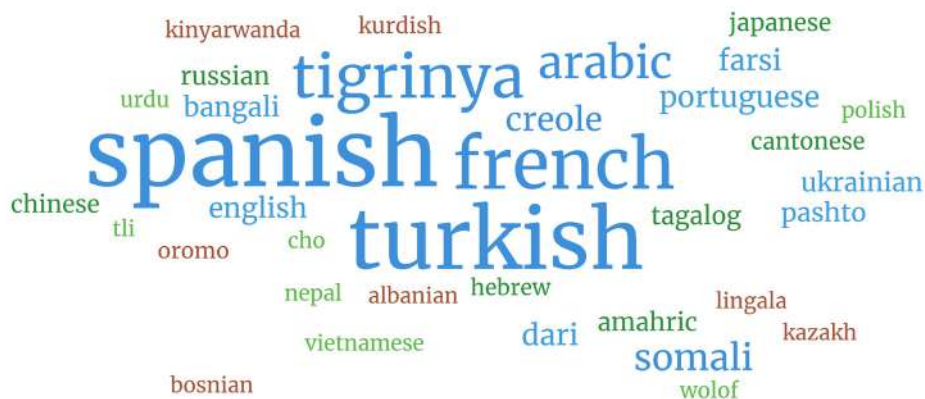
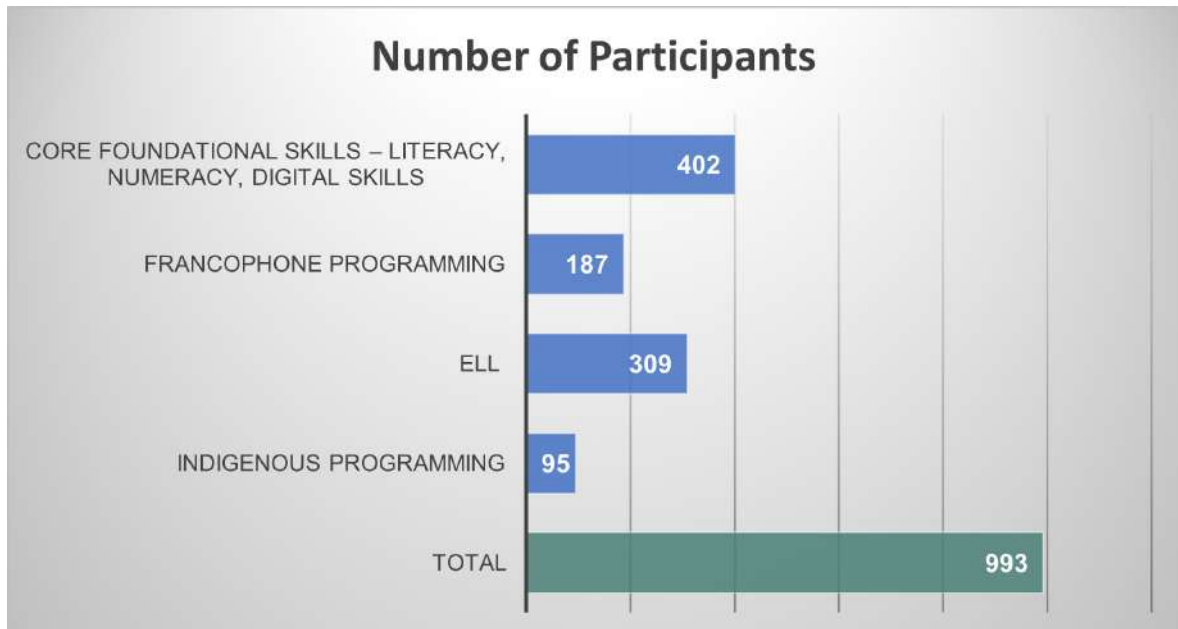
As we look ahead to 2025, we remain focused on our mission to provide free, accessible and high-quality adult education to help adults make positive changes in their lives and in their communities. And we will continue to innovate, adapt, and evolve, always keeping the needs of our adult students at the forefront of everything we do.

Denis Lapierre

Executive Director/Directeur General

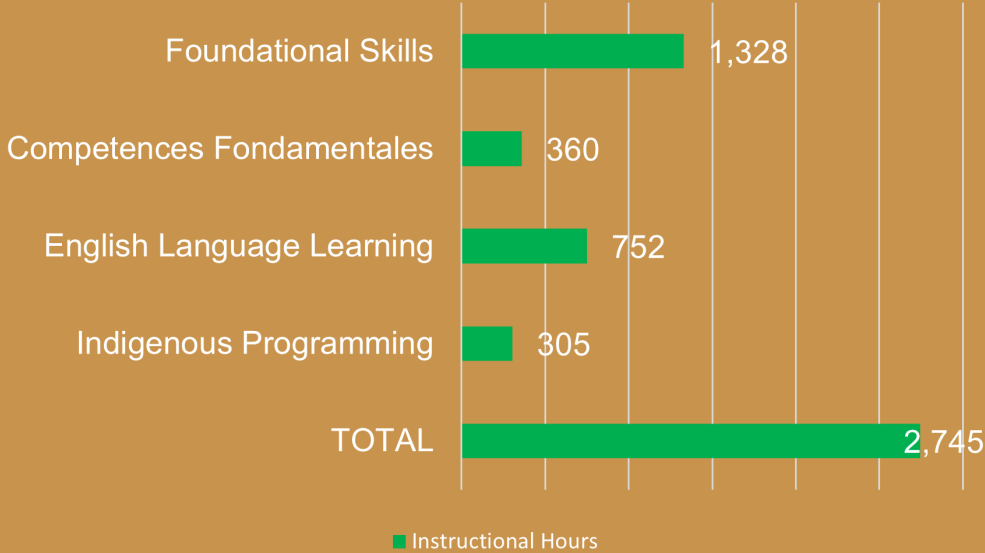
## Learner Demographics

In the past year, our center welcomed students from diverse backgrounds who collectively speak over 35 different languages.





# Instructional Hours and Demographics



## Unique Learners



# Programming Initiatives

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2024 was a season of **Learning for Change** for the Association and saw the complete reimagining of TLCLA's adult learning opportunities. With an increase of more than 250 new students, the Centre diligently worked with our community to enhance both the quality and quantity of learning opportunities.

With our mission **to engage people in community-based learning and literacy development** top of mind, we expanded program offerings to include two levels of ELL, with fully qualified instructors. Our core courses then provided a transition for more advanced English learners to engage with their literacy, numeracy, and digital skills learning – in the pursuit of their life, work, and/or academic goals. An evening class was also added to accommodate the expanding number of learners. 2024 marked the first time in the Association's history that a waitlist became necessary.

With an increased awareness of the effects of the growing digital divide, the Centre revamped its **Digital Skills offerings** by combining digital learning, literacy, and English language education. Lessons were designed to be mobile phone-friendly ensuring that learners could participate regardless of their access to traditional computers. The integration of foundational skills has become more relevant and interesting, increasing enrollment and student retention,

while also emphasizing the importance of digital skills in reading and writing classes. A wide range of skills —from basic computer use to more advanced tasks like creating online accounts, using Google Workspace, managing personal information, email writing, resume creation, and presentation skills were offered to support learners in job-seeking and everyday communication.

***Learners also received foundational education in staying safe online and protecting personal information.***

## **Collective Digital Skills Success Story:**

Learners developed confidence and independence, actively using digital tools, helping each other, and exploring the digital world with curiosity. The progress of all learners collectively represented the program's success, demonstrating the power of accessible, supportive digital education.

By the September of 2024, this renewed focus on strengthening essential skill development with high relevance and high interest content was expanded in refining our **Numeracy Programs**. Acknowledging that for many adult learners, working with numbers is intimidating—but when taught in a clear, supportive way, numeracy becomes a practical and empowering skill for everyday life, work place readiness, and academic success.

## Programming Initiatives

The intentional integration of language and math with an emphasis on real-life applications such as listening and writing down spoken numbers, times, and addresses to improve attention, accuracy, and language skills. An exploration using the theme of home renovations—sparked a lot of conversation and curiosity. Students learned vocabulary such as deck, hallway, carpet, and tile, and then applied numeracy skills to calculate area and estimate renovation costs. These lessons combined practical math with meaningful language learning, showing how numbers and words work together in everyday situations.

What stood out most was the transformation in learner confidence. Many who once hesitated to engage with numbers were now asking thoughtful questions, collaborating with peers, and tackling problems with determination.

***These programs are not just building skills—they are opening doors- transforming lives.***

**Literacy classes** were also evaluated and revised to enhance areas such as phonemic awareness, grammar, civics, and conversation circles. These changes were implemented to enhance learner engagement while providing targeted support for English language learners to strengthen their language skills and build confidence in both written and spoken communication.

Further supporting the academic goals of our learners, learning opportunities were provided

to help adult learners become familiar with the new Canadian Adult Education Credential (CAEC), which was implemented in May. As well, the Centre concluded negotiations with Alberta Education to be an official testing site for the new CAEC program in addition to continuing to be a Pearson Vue testing site. Given the phenomenal growth in adult learner numbers, the Learning Centre staff remained deeply committed to creating a welcoming and safe environment—one where learners can begin to feel, and truly believe, that they belong in a classroom, that they are capable of learning, and that they are worthy of it.

It didn't matter how old you were, what your citizenship status was, or how much schooling you had completed, the Learning Centre staff and volunteers ensured that the message learners received remained the same and that was that "Learning is for everyone!"

To further support learner participation in the community and community building, activities and events were organized to provide enrichment and further engagement opportunities for our learners. These events encouraged students to use their skills in the world outside of the classroom and underscored the idea that they belong in all these spaces. Examples of these activities included visits to: the Art Gallery of Alberta, Jasper Place & Stanley Milner EPL, Royal Alberta Museum Family Day 2024, and a guided tour of the Alberta Legislature.





Spring Market: student organized with 18+ vendors  
in attendance.

Winter market: student organized, with over 20  
vendors, most of them students.

This second market in the fall was also very well attended by the public  
and offered students the opportunity to share their skills, talents, knowl-  
edge and culture.



The successes of the previous year inspired planning for ongoing opportunities for community outreach and in-house events - meeting the need and igniting the desire to organize, lead, and participate. After planning, promoting, and producing a highly successful 'Spring Market' at the Orange Hub, the group determined that there was a need for a more organized structure to be developed to be more welcoming and engaging for all who desired to participate.

The intention to organize was announced at the TLC-LA AGM in June 2024 and a community conversation was held, engaging over 50 learners who provided their input and guidance for future direction and next steps for the planning group.

Through the summer, the group further developed the purpose and reasons for continued organizing.

## Student Voice

The "student union" will serve as a platform for students to express their opinions, concerns, and suggestions. It will provide a democratic forum where students can participate in the decision-making processes that affect their academic and social lives. By giving students a voice, the union will help Learning Centre staff to promote a more inclusive and responsive educational environment.

## Explore Passions/Interests - Extra Curricular Learning

The student union will organize a variety of extra-curricular activities that complement the formal curriculum. These activities will provide students with opportunities to explore their passions and interests outside of the classroom. Whether through clubs, workshops, or special events, students can engage in hands-on learning experiences that enhance their personal and professional development.

Extra-curricular learning will also help students develop critical skills such as leadership, teamwork, and time management, which are essential for their future careers.

## Build Connection

By organizing social events, cultural activities, and networking opportunities, the union will help students build meaningful connections with each other and staff of the learning center.

These connections will not only enhance the overall student experience but also create a supportive network that students can rely on throughout their academic journey and beyond. Building connections within the student community promotes a collaborative spirit and a strong sense of Belonging.

They have an exciting list of identified projects of interest:

Student Orientation Handbook - Welcoming Walls Project - Maker space/ Repair Café - Student Governance Structure - Online Page on Website - Student Publication - Promotion and Communication Skills and Strategies - Spring and Winter Markets - Conversations and Celebrations





# Programmes Francophones

En 2024, nous avons consolidé nos programmes existants et lancé de nouveaux projets pour soutenir les francophones en région minoritaire en Alberta. Ces initiatives ont été possibles grâce à des partenariats solides avec des organismes francophones locaux et nationaux. Nos activités ont favorisé l'autonomie et le bien-être des francophones, en particulier des nouveaux arrivants racisés, dont 187 ont bénéficié de nos services.

## Objectifs principaux des programmes

- **Soutenir l'employabilité:** Formation théorique et pratique avec Futureworx, incluant des certificats professionnels.
- **Améliorer les compétences linguistiques et numériques:** Cours de français et technologies adaptés aux besoins des apprenants.
- **Développement personnel:** Aide à définir des objectifs de vie.
- **Renforcer l'alphabétisation familiale:** Favoriser les liens familiaux et communautaires.

## Résultats obtenus

- Plus de 60 % des participants ont trouvé un emploi, et 20 % sont retournés aux études.
- Les programmes ont permis une meilleure intégration en Alberta grâce au développement de compétences, à une connaissance accrue des ressources disponibles et à une orientation claire pour l'avenir.

## Moments marquants

Certains participants ont assisté au sommet national d'apprentissage pour la francophonie canadienne à Ottawa, partageant leurs expériences et contribuant à l'amélioration des programmes.

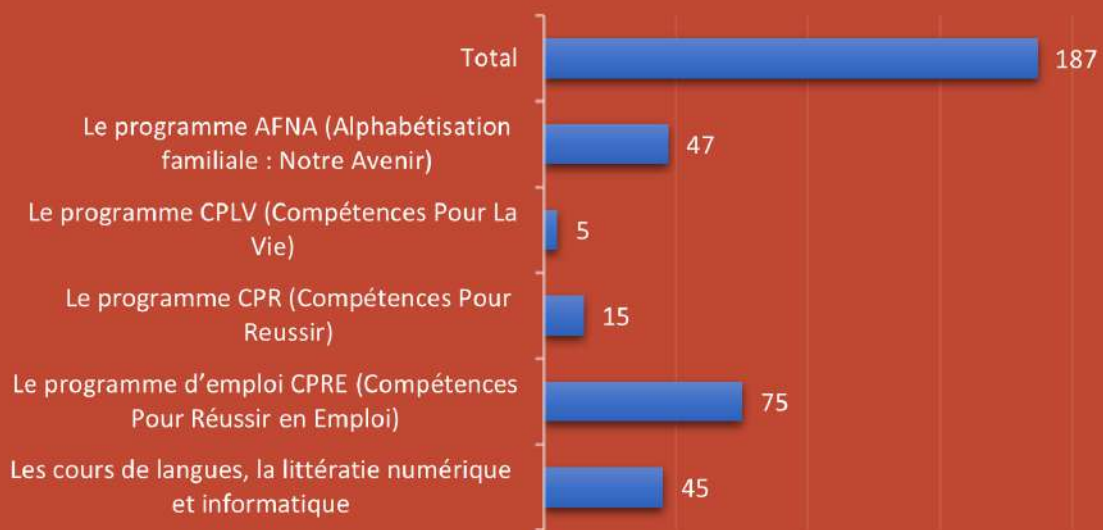
## Remerciements

Nous remercions nos partenaires (COFA, ECALA, RESDAC, PIA, Pluri-elles, Collège Éducentre, Collège Mathieu, KAYANOU, AJFAS, ACANEA) ainsi que nos bénévoles (étudiants et membres de la communauté) pour leur engagement. Ces collaborations renforcent notre mission de soutenir les francophones dans un environnement minoritaire.

Le Learning Centre reste déterminé à poursuivre son travail pour répondre aux besoins croissants de la communauté.

# Statistiques et Impact: 187 participants francophones se sont inscrits recevant un total de 1467 heures de formation

## Projets soutenus en 2024:



# Indigenous Programming

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This past year saw the growth of Indigenous led programming to include the Cultural Connect learning opportunities. This initiative included one-time workshops, which allowed learners to engage deeply with traditional crafts, such as ribbon skirt making, traditional beading, moccasin making, and rattle making. This practical approach not only taught valuable skills but also connected learners to the cultural significance behind these crafts.

Conversations led by Adrian Lachance were created to invite newcomers to Canada to learn about and appreciate Indigenous ways of knowing in addition to those elements of Indigenous culture and ways of seeing the world that are inclusive of spirit, ancestral memory, the natural world, respect, interconnectedness, storytelling, feelings, experiences and guidance.

A spring gathering was held for the opportunity to experience and participate in ceremony with a traditional Pipe Ceremony and Feast and mini Round Dance hosted in partnership with Red Road Healing Society. The event was the first of its kind at the City of Edmonton Orange Hub. A community Healing & Remembrance Round Dance, held at Boyle Street Plaza was a highlight of our year of deepening engagement. These beyond-the-classroom experiences offered profound insight into the living traditions of Indigenous peoples. Learners were able to witness firsthand that Indigenous culture is vibrant and thriving in the present, countering any misconceptions of it being a relic of the past.

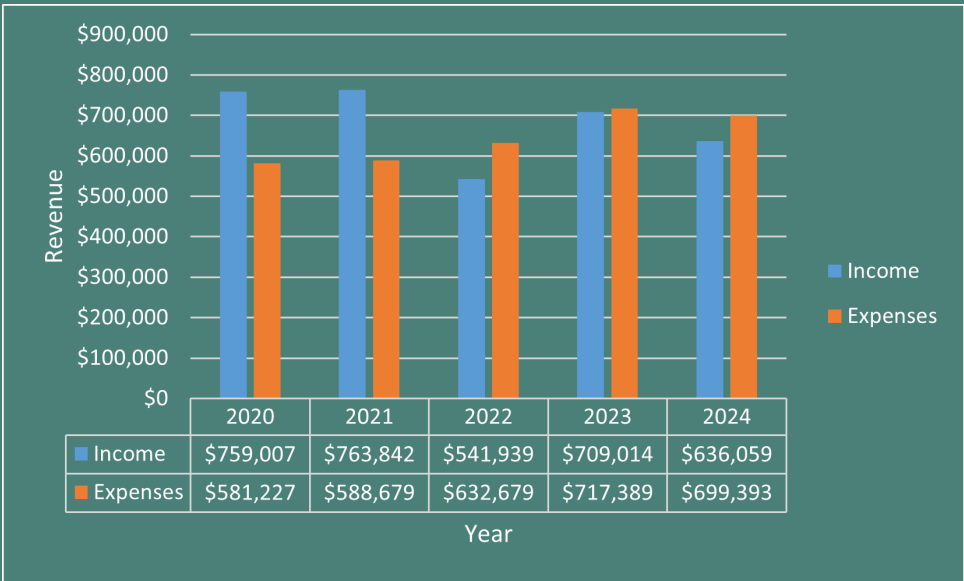
Furthering our commitment to Truth and Reconciliation the Learning Centre celebrated National Indigenous Day as a learning community. Moreover, throughout the month of September, class curricula were developed to provide context and historical truth for the Centre to hold a ceremony on the National Day for Truth and Reconciliation.





Post-pandemic funding for Learning Centre adult literacy programs has declined even as the Association serves a growing number of marginalized adult learners in Edmonton through its language programs and services. Fortunately, the Board’s past prudent actions to create a stabilization fund is helping to allow the Association to continue delivering quality literacy programs and services.

TLCLA FINANCES 2020-2024



## Learner Stories

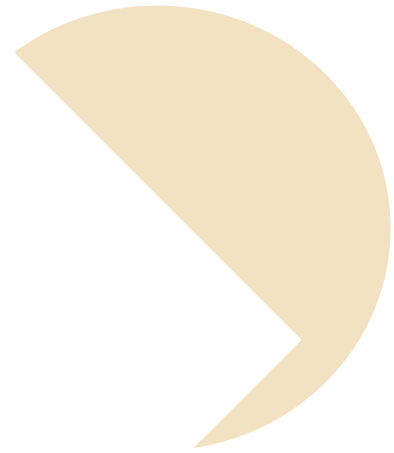
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My name is Elena. I came to Canada from Ukraine.

As an immigrant, I can say with confidence that life away from home is very difficult! In addition, without a sufficient level of knowledge of English.

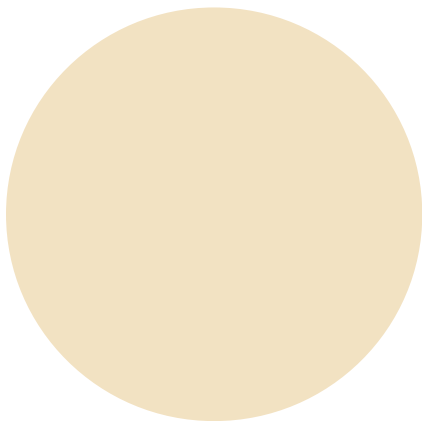
However, thanks to the Orange Hub Learning Centre, I improved my listening, speaking and reading skills, which helped me find a job in my field and now I work as a pharmacist assistant.

But most important, I met wonderful, kind people who became my friends! Being in classes gives motivation, confidence, helps to integrate. I am very grateful for this opportunity. I would really like to have more classes in the evening, because of work I can no longer participate in the daytime.



**Elena Bazvesilna**

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Eden, a newcomer from Eritrea, is an inspiring example of success. After joining the ELL program, she significantly improved her English skills and earned a volunteer position at a local community center, demonstrating the power of language learning in boosting confidence and creating new opportunities. have more classes in the evening, because of work I can no longer participate in the daytime.

**Eden**

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"I moved to Canada from Japan and started learning English at The Learning Center. At first, I struggled with pronunciation and listening. However, thanks to my teachers and classmates, I have improved a lot. Now, I feel more confident speaking English in daily life. My goal is to continue learning and use English to help others in the future." Etsuko Ogawa



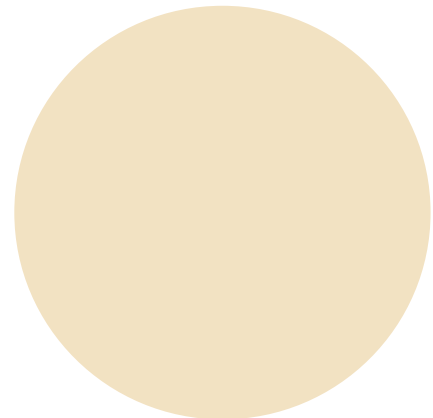
**Etsuko Ogawa**

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The classes I took at The Learning Centre, including the English language courses, have had a profound impact on both my personal and academic life. I'm thrilled to have earned my GED and significantly improve my English skills, all at no cost. The teachers are knowledgeable, supportive, and created a comfortable learning environment where students feel encouraged to ask questions. Without this school, I would have struggled to self-study in English (which was a challenge for me itself), but thanks to the classes and amazing teachers, my progress has been remarkable. I've gained invaluable knowledge, confidence, and language skills that have opened up new opportunities for me. I'm sure anyone who attends this centre will experience a positive transformation in their life." This was followed in October by the following news: "I have been enrolled in college here [Seattle], and am studying [for an] Associate of Science. It's transferable to university after two years, non-resident students can't go to University directly. I am over the moon that finally could achieve my dreams, I'm just at the beginning though."

### **Sara Afghani-Iranian refugee**

My name is Pam Huynh I am studying English and basic computer skills at The Learning Centre Literacy association. When I first started, I didn't even know how to type or to hold a computer mouse properly. As days passed by, now I know how to respond and send an adequate email to friends or associations which I usually shy away from or even feel uncomfortable doing. Last year, when I came back from an overseas trip, I was able to answer questions from the Canadian Custom check in, it makes me feel so happy and independent. This may be nothing or too normal to others but it is very important to me. It makes me feel I am a literate and up to date person or can be called an independent person! I know there are still a lot of things to learn. The road of knowledge is so broad and deep, but I always look forward to each day. Here I would like to show my gratitude to all my teachers and staff at The Learning Centre Literacy Association. I hope the program can go on and is always there for newcomers. Thank You!!"



**Pam Huynh**

## Témoignages d'apprenant.e.s

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Je me suis inscrite au programme sans être convaincue des résultats. Je suis une immigrante venant d'Haïti. Je dois avouer que j'étais un peu perdue dans ce nouveau pays et je ne savais pas si j'avais des capacités intéressantes pour pouvoir m'épanouir au Canada. Grâce à CPLV, j'ai trouvé l'espoir. Je me reconnais des compétences que je ne soupçonnais pas. Je vois l'avenir avec plus de lumière, j'ai plus confiance en moi et j'ai le courage de mes opinions et de mes choix.



**Guirlene Nerestant**

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**Dorcas Kabemba**

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Je remercie le Learning Center de m'avoir donné l'opportunité de participer au programme d'emploi. À travers ce programme, j'ai appris énormément sur la culture du travail Canadien et j'ai eu l'opportunité d'avoir des certificats nécessaires dans la recherche du travail. De plus, j'ai pu rencontrer des personnes formidables qui font partie maintenant de ma famille au Canada.

Mon nom est Robert Mbuyi. Je viens du Congo Brazzaville et je vis dans une maison de retraite. Je remercie le Learning Center de m'avoir accepté sans restriction. J'ai beaucoup appris des divers programmes proposés. J'ai amélioré mes compétences en informatique et mes connaissances sur le milieu de travail Canadien se sont améliorées aussi. J'ai aussi beaucoup aimé le programme compétences pour la vie. Je remercie toute la famille du Learning Center et particulièrement Christiane qui m'a soutenu après le décès de ma femme.



**Robert Mbuyi**

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**Rachel Barthelemy**

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Le programme CPLV: Compétence pour la vie a été au début pour moi une sorte d'exploration quand Christiane me l'a présentée... A travers ce programme, dans les différentes présentations, j'ai pu confirmer ce que je savais, que nous avons tous certaines compétences cachées qui nous sont inconnues du fait qu'on ne porte pas attention ou qu'on ne les valorise pas, ou même ne les utilisent pas.

## Volunteer Stories

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As we reflect on 2024, the Association is grateful for the unwavering support of our volunteers, whose service contributes to the success of many different areas of TLCLA programs and operations. Their dedication has been critical in connecting people and promoting adult learning. Adult students especially, benefitted from the volunteers' involvement, through individualized assistance in supporting learners to better meet their personal learning goals. TLCLA looks forward to continuing our work together to further our mission; helping adult students to make positive changes in both their lives and their communities.

203 unique  
volunteers -  
4144 hours  
served

"As a first-year medical student, I was fortunate to have the opportunity to volunteer as a tutor with The Learning Center Literacy Association. During my time there, I helped three women improve their English.

The employees carefully paired tutors with students to ensure a beneficial experience for both parties. Since I speak some Spanish, two of the women I tutored were from Colombia, which made us more comfortable speaking our second languages. Each student had unique skills, barriers, and goals. For example, one woman spoke English well but struggled with reading and writing, while another could read proficiently but had difficulty understanding and speaking English. I tailored my tutoring to their strengths and encouraged them to share their strengths with each other. It was gratifying to witness their progress toward their respective goals.

What stood out most were the social struggles these women facing and how these factors influenced their motivation to learn English. Through the sharing of their personal stories, it's clear that The Learning Center is more than a tutoring association; it's a community where individuals from diverse backgrounds come together to learn, grow, and support each other."

***Nik Josafatow's time at TLCLA was part of the long time partnership with the University of Alberta Medical Faculty and the Students In Service (SIS) component of their first year as a medical student.***



**Nik Josafatow**

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## Volunteer Stories

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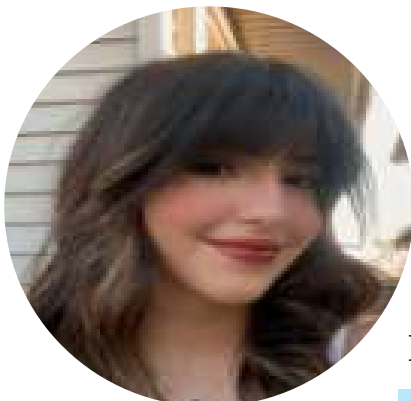
Volunteering at the Learning Centre Literacy Association was nothing short of life changing.

From the moment I stepped into the Centre, I was captivated by its refreshing perspective on education! The exceptional work of staff like Ali, Denis, and Maryam was inspirational to say the least. Their compassion and love for the students was evident in everything they did, leaving me with a renewed and positive outlook on what holistic education can be.

At the Centre learning is far from passive. Instead, students engage with one another, improving their English language skills through meaningful conversations alongside structured lessons. The students themselves were one of the most rewarding aspects of my time here. I was continually humbled by their intelligence, kindness, and perseverance as they worked to better their language skills.

Overall, the Learning Centre Literacy Association is one of the healthiest and most uplifting spaces I have ever had the privilege of being a part of. I am deeply grateful for the lessons I learned here."

***As a psychology student at the University of Alberta, Hana was introduced to TLCLA through the CSL (Community Service Learning) component of one of her University of Alberta classes.***



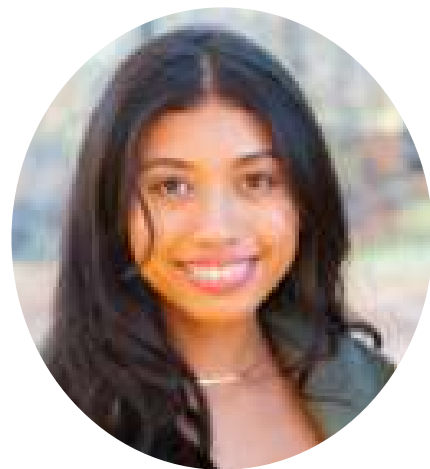
**Hana Moosavi**

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"I began volunteering with TLCLA through a school placement. The first time I stepped into the classroom I thought my role was to teach. As time passed, I realized I was learning just as much, if not more, from my students. I have had the pleasure of working with two wonderful learners from Mexico. They always arrive eager to learn, ready with questions, and bright smiles. They have shared stories about their culture, their journey to Canada, and the resilience it takes to build a life in a new country.

Having recently moved to Edmonton, this experience has helped me find a sense of community in a way I never expected. TLCLA has given me a space where I feel true connection—to the learners, to the other volunteers, and to the city itself. My sessions are about more than just literacy; they are about community – the people you meet, the stories you share, and the small ways we all help each other grow. What started as a simple commitment quickly became the highlight of my week, and I knew I had to continue after my placement ended."

***Rebecca Preyra was a first year medical at the University of Alberta in 2024 and has continued to be involved with TLCLA.***



**Rebecca Preyra**

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## TLCLA Program Funders / Bailleurs de fonds



## TLCLA Program Partners/partenaires de programme





## TLCLA Friends in Solidarity

Being an ally means being willing to act with and for others in pursuit of ending oppression and creating equality. Tenzin Gyatso, the fourteenth Dalai Lama, said, "It is not enough to be compassionate. You must act."



Canadian Academic Athletic Development Academy Foundation (CAADAF) meets weekly at the Learning Centre to provide young disadvantaged student athletes with academic support.



Community Volunteer Income Tax Program (CVITP). This volunteer group provides free CRA approved income tax filing services on Saturdays in the months of March and April



Filipino Women's Association of Alberta (FWAA) meets weekly at the Learning Centre for dance lessons, teaching & meetings.



Philippine Students Alumni Association (PSAA) meets weekly at the Learning Centre to provide support services for post-secondary Filipino students in the Edmonton area.



Royal Stuart Foundation meets weekly at the Learning Centre to provide free Gaelic classes to interested Edmonton citizens.



Red Road Healing Society and the Learning Centre work together for transformative reconciliation through shared events, space and learning opportunities.



Migrante Alberta gathers weekly at the Centre to deliver the CELPIP preparation classes.



Yoruba Cultural Association of Edmonton promotes Yoruba culture and language in the Greater Edmonton Area and Canada.



Ancient Norse Healing Foundation offers seminars on ancient Norse traditions/history as well as workshops for body, mind and soul in Norse tradition.



Dakota House Foundation offers a men's group held at Rm 295, Orange Hub imbedding the 7 Grandfather Teachings through all of their programming

# ABOUT US

As a membership-driven organization with learners and volunteers constituting its voting members, it has always strived to ensure that staff and leadership respected the reality of its diverse membership.

- **The Association's membership, of learners and volunteers, seeks to provide diverse co-learning environments where each participants' unique life experiences and knowledge are shared and celebrated.**

## Mission

The Learning Centre Literacy Association's (TLCLA) mission is to engage people in community-based learning and literacy development that further enables them to make positive changes for themselves and their communities.

## Core Mandate

- The core mandate of TLCLA is the delivery of high relevance and interest educational opportunities for marginalized adults in the Edmonton community to pursue their right to life-long education.
- The Association offers free adult learning opportunities in both English, French, and Cree. Primary programming includes adult literacy, numeracy, digital skills classes, and one-on-one tutoring.
- All programming is learner-centered, with differentiated foci for developing skills for employment, academic or life goals.

**The foundational ethos of the Learning Centre is that education is a human right and is indispensable for the exercise of other human rights.**

TLCLA serves a broad population, many of whom face intersectional racialized, economic, ability, and gender diversity barriers when accessing basic needs and educational opportunities.

The communities we serve are marginalized citizens that have faced systemic barriers to education - people of color, newcomers to Canada, non-English speaking citizens.

Citizens facing poverty and housing and food insecurity, joblessness, systemic barriers to long term and meaningful employment.

Citizens who have been pushed out and who slipped through the cracks of mainstream education institutions, and those who have experienced previous education trauma or did not have access to complete high school.

**“A word after a word after a word is power.”**

Margaret Atwood

**“In these times ..... literacy and ongoing education for adults is an urgent necessity that has everything to do with the future that we will collectively make happen. We have no other choice but to keep on learning to save this planet from destruction.”**

Rinaldo Walcott 2019



# Gallery

## Indigenous Programming



## Library Tours



## Potlucks





## Tour at the Legislature



## Art Gallery



## Spring Market



