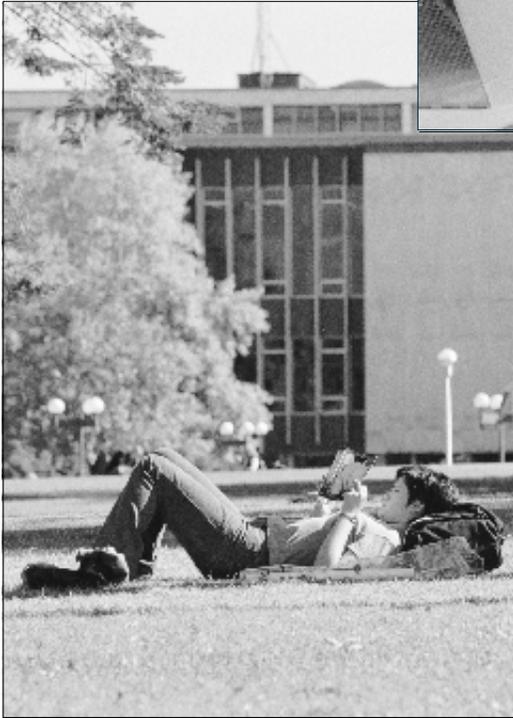


Ministry of Advanced Education,  
Training and Technology



Annual Report  
1998/99



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To The Honourable Garde Gardom  
Lieutenant Governor of the Province of British Columbia

May It Please Your Honour

I have the honour to present the Annual Report for the Ministry of Advanced Education, Training and Technology for the fiscal year ended March 31, 1999.



Graeme Bowbrick  
Minister of Advanced Education, Training and Technology

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To the Honourable Graeme Bowbrick  
Minister

I have the honour to present the Annual Report of the Ministry of Advanced Education, Training and Technology for the fiscal year beginning April 1, 1998 and ending March 31, 1999.



Gerry Armstrong  
Deputy Minister  
Ministry of Advanced Education, Training and Technology

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## **MINISTER'S MESSAGE**

I am pleased to present the 1998/99 Annual Report of the Ministry of Advanced Education, Training and Technology.

This annual report offers us a welcome opportunity to reflect on the positive outcomes of our first two years as a ministry. It also allows us to weigh our successes and challenges and, ultimately, to renew our commitment to education as we move into the knowledge-based economy of the 21<sup>st</sup> century.

Over the course of the last year, the ministry has continued to strive toward its goal of making post-secondary education and training affordable and accessible to all. Building on the successes posted in the 1997/98 fiscal year, we have reaffirmed education's position as a cornerstone of our government and our society.

Tuition fees were frozen at 1995/96 levels for the third year in a row.

Approximately 2,900 new student spaces at post-secondary education institutions were created this year. And, to keep pace with the increasing demand for highly skilled workers in B.C.'s growing high-tech sector, 500 of those new spaces have been specifically designated for high technology courses.

Between 1994/95 and 1998/99 full-time enrolments in colleges and institutions increased by 11.6 per cent, while part-time enrolment levels rose by 7.3 per cent. Those enrolment figures were echoed in the province's university system which saw a 13.5 per cent increase in full-time enrolments between 1994/95 and 1998/99, and a corresponding rise of 8.2 per cent in part-time enrolment figures. An expanded financial assistance plan helped students, particularly those with dependent children, take advantage of our province's quality education and training programs.

To keep pace with the changing face of B.C.'s economy, 16 new certificate and diploma programs were funded, with co-op programs continuing their success rate by posting a 29 per cent enrolment increase since 1995/96.

Recognizing that life-long learning is a cornerstone of a healthy society and a growing economy, the ministry eliminated tuition fees for Adult Basic Education programs at post-secondary institutions.

The ministry, building on the success of the Student Summer Works program – which filled more than 5,400 student positions this year – also expanded its programs for youth. Newly introduced initiatives included the Youth Community Action program, which helped more than 1,700 young people earn post-secondary tuition credits through volunteer work at non-profit agencies; and Job Start, an innovative program to obtain long-term employment for unemployed youth with limited work experience.

The ministry continued to play a key role in the success of BC Benefits – reducing the income assistance caseload and dependence on government assistance. We are helping increasing numbers of people get the training, employability and job search skills they need to succeed with the transition from welfare to work.

I'm proud of the work our ministry has done this past year and would like to thank our education, training and community partners for their vital role in making our education and training system strong, affordable and accessible to all. It's an exciting time for British Columbians – I'm looking forward to building on our successes.

Sincerely,

A handwritten signature in black ink that reads "Graeme Bowbrick". The signature is written in a cursive style with a large, stylized initial 'G'.

Graeme Bowbrick  
Minister

## INTRODUCTION/OVERVIEW

The purpose of this annual report is to provide an accounting to the legislature and the people of British Columbia for the performance of publicly funded post-secondary and skills development systems in British Columbia. The report provides a description of post-secondary and skills development programs in the province, and an account of the activities and outcomes of students and clients in those programs. Where possible, reported outcomes are reviewed against the objectives, or intended results, of these programs.

### MINISTRY MISSION

The mission of the Ministry of Advanced Education, Training and Technology is to ensure that all British Columbians have opportunities to develop the skills and knowledge they need to live productive and fulfilling lives, by contributing to the economic, social and cultural life of the province.

The ministry seeks to fulfill its mission by: investing in our citizens, especially youth, to create and retain a well educated citizenry and a highly trained workforce; and supporting government priorities, ensuring accountability and working within the government's overall fiscal framework.

The ministry supports the Provincial Government's goal of "protecting education" at the post-secondary and adult education level. Ministry priorities in support of that goal include:

- ◆ ensuring equitable access to advanced education and training;
- ◆ enhancing relevance and quality of advanced education and training;
- ◆ increasing employment opportunities for British Columbians;
- ◆ encouraging flexibility within the system; and,
- ◆ continuing to govern the advanced education and training system in a responsible and responsive manner.

*"Our government has made improving access to post-secondary education a top priority because we see accessible, affordable post-secondary education as the key to not only a better job and better life for individuals, but also to a better, more prosperous society for all of us. This is key to government's three-year economic plan to ensure our place in an increasingly high-tech and knowledge-based economy."*

In general, higher levels of education and skill attainment result in increased independence, reduced reliance on income assistance, better job opportunities, and enhanced personal well-being. In turn they contribute to a more productive economy, and a richer, more desirable culture and society in which to live.

In today’s environment, effective human resources policy and program planning and decision making require that we monitor, understand and respond in a very focused manner to the rapid pace of social, economic and labour market change that we are experiencing in British Columbia. A brief review of some of the demands of the “new economy” follows.

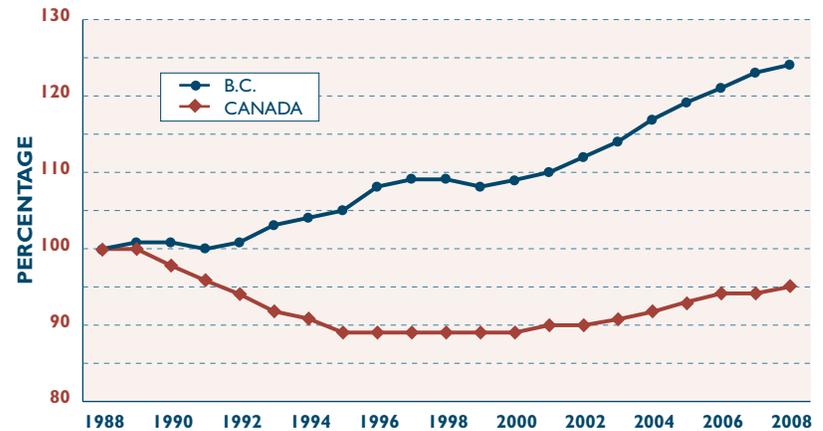
### THE POST-SECONDARY EDUCATION AND TRAINING ENVIRONMENT

Technology is the primary driver behind the quantum increase in communications, the movement of information and capital, and the globalization of production and markets. These developments, together with demographic and social changes, are impacting the structure of the British Columbia economy, the make-up of the labour force, and the need for new types and levels of workplace knowledge and skills.

#### Population

British Columbia’s population surpassed 4.0 million in 1998, and it has grown at twice the national rate (2.4 per cent versus 1.2 per cent) over the past ten years (1988-98). In addition, the 18-29 year-old age cohort is increasing faster than the Canadian

**Figure 1:  
Growth of Population Aged 18-29 in B.C. and Canada, 1988-2008**



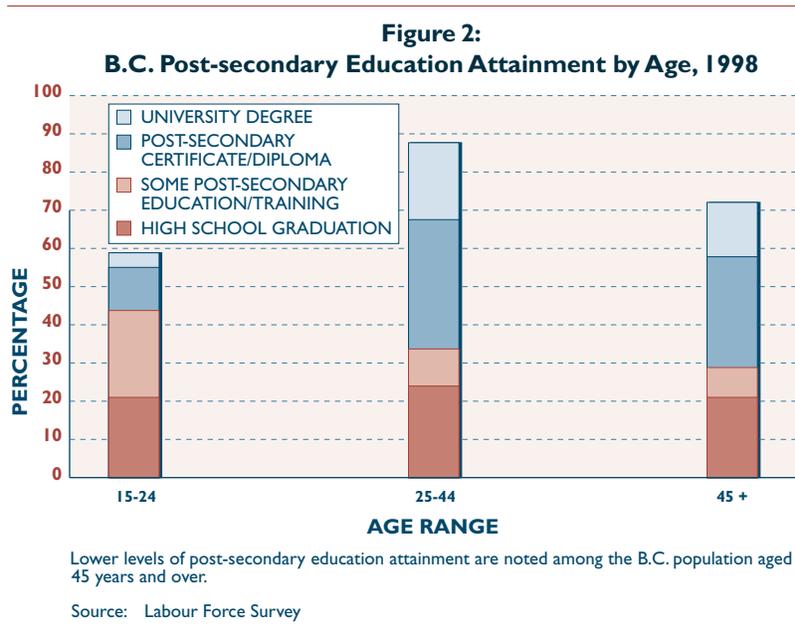
The B.C. population cohort aged 18 to 29 is growing much faster than the Canadian average for this age group.

Source: B.C. Stats

average, suggesting a growing demand for post-secondary facilities, courses and training.

Three quarters of B.C.'s population growth comes from immigrants and in-migrants from other parts of Canada. While new arrivals tend to be younger, with higher skills levels and educational attainment, some may face language or culture barriers, or challenges of credential recognition.

The median age of the population in 1998 was 36.4, compared to 33.6 in 1988. In 1988, 12.7 per cent of the population was over age 64, a share that will increase to almost 20 per cent by the year 2021. The aging population may create skill gaps as older workers retire and the relative share of the working age population declines.



The educational attainment of British Columbians is rising, but its uneven distribution amongst age groups suggests challenges for those age groups with lower educational attainment. 1998 Labour Force Survey data indicates that educational attainment falls off significantly for older workers aged 45 years and over. Understandably, it is also low for the younger 15-24 age group, many of whom are still in the process of acquiring their education credentials.

## Economy

Service sector employment continued to grow as a share of total employment. In 1998, service sector employment stood at 78.3 per cent of the British Columbia workforce, compared to 74.9 per cent in 1988.

**Figure 3:  
Employment Changes for Selected B.C. Industries, 1988-1998**

SELECTED SUBSECTOR	EMPLOYMENT LEVEL	% CHANGE 1988-1998	NET CHANGE 1988-1998
Computer and Electronic Product Manufacturing	8,000	170.3	5,000
Computer System Design Services	19,600	164.3	12,200
Travelling Services	9,500	164.2	5,900
Business Support Services	6,600	150.6	4,000
Management, Scientific and Technical Services	20,500	150.4	12,300
Other Schools and Educational Support	14,900	144.9	8,800
Motion Picture and Sound Recording Industries	6,000	110.9	3,200
Performing Arts, Spectator Sports and Related	19,500	108.3	10,100
Building Services	33,000	104.4	16,900
Architectural, Engineering and Design Services	35,900	63.7	14,000
Broadcasting and Telecommunications	28,000	41.6	8,200

Source: REAB and BC Stats

Figure 3 provides a view of selected sub-sectors which saw some of the fastest employment growth over the last ten years. These sub-sectors reflect some key economic and societal trends seen in the last decade – growth in knowledge-based services, expansion of business service concerns catering to larger enterprises or directly to consumers, large increases in the North American entertainment and leisure markets, and the ongoing expansion in commercial training institutions and professional development services.

## Labour Force

In 1998, male participation in the labour force stood at 81 per cent. Meanwhile the labour force participation rate for women has risen to 75 per cent, and the unemployment rate for women remained below that of men – 7.9 per cent versus 8.9 per cent for men in 1998. Notwithstanding, in 1998 women's median income was \$17,300, compared to men's median income of \$28,000.

The labour market performance of youth continues to be a cause for concern. The unemployment rate in 1998 for persons aged 16-24 stood at 17.3 per cent – more than twice as high as the unemployment rate for 25-44 year-olds. There is a growing wage gap between young adults and the middle aged in British Columbia. Whereas in 1985, earnings of 18-34 year-olds were 82 per cent of earnings of 45-54 year-olds, by 1995 these had fallen to 75 per cent.

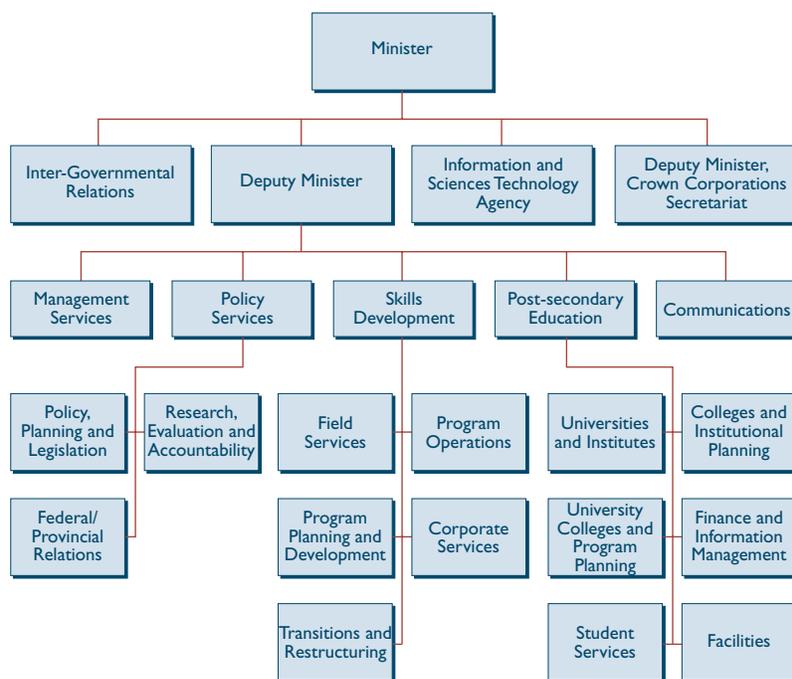
*"B.C. must continue to invest in the education of young people if the province is to keep up with a changing market place and a global economy that is increasingly reliant on highly trained workers."*

There are also unique challenges to effective labour market integration for special groups such as immigrants, aboriginal persons, the disabled and older, displaced workers .

### ROLE OF THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY

The development of a well-educated citizenry and a highly trained workforce is essential to success in the new, global information economy, and the Ministry of Advanced Education, Training and Technology is directly involved in helping British Columbians to acquire the skills and knowledge they need to succeed in a world of rapid change.

**Figure 4:  
Ministry Organization as at January 1999**



The ministry provides overall funding and program co-ordination for British Columbia’s four traditional and two specialized universities, five university colleges, eleven colleges, three provincial institutes, two aboriginal institutes and the Open Learning Agency. In addition, the ministry has responsibility for student financial assistance, a range of youth initiatives, labour market information and labour market development.

The Office for Disability Issues, with a cross-ministry mandate, reports within the ministry. A variety of boards and commissions are also attached to the ministry, including the Industry Training and Apprenticeship Commission and the Private Post-Secondary Education Commission. As well, the British Columbia Information, Science and Technology Agency reports directly to the Minister of Advanced Education, Training and Technology.

## ACCOUNTABILITY

### Meeting Accountability Requirements of Government

Since 1995, the Auditor General and provincial Deputy Ministers have worked to build a more comprehensive performance management and accountability regime across government through the "Accountability for Performance" initiative. This initiative has required government ministries to focus to a greater degree on the results and impacts of programs, rather than accounting only for resources expended or compliance with enabling legislation.

**Figure 5:**  
**Dimensions of Program Accountability**  
Structure of organization/program activity..



...accountability questions to be answered.

MAETT is a strong proponent of financial and operational accountability within the post-secondary education and training system. At the same time, building a comprehensive accountability framework for the ministry remains a complex task, given the many different accountability relationships that exist at present within the system.

## Accountability Initiatives

In 1996, *Charting a New Course*, a strategic plan developed with the B.C. colleges and institutes sector, was released. *Charting a New Course* identifies a number of strategic goals and objectives, focusing on *access, relevance and quality, affordability, and accountability*. Implementation of the plan, which proposes co-ordinated, system wide approaches to complement the strengths and diversity of the individual institutions and to promote high quality outcome-based program delivery, is well under way.

Results of the *BC Student Outcomes* annual surveys have been published since 1988. These surveys provide information on the labour market and related outcomes of recent college and institute graduates, as well as the students' perceptions of their post-secondary education experience. Reports of survey results for aboriginal students and students with disabilities are also available.

MAETT also supports and is assisting with implementation of a series of two and five year outcomes surveys for university graduates, as well as an outcomes survey for selected programs delivered by private post-secondary education and training agencies in British Columbia.

Together with the colleges and institutes, the ministry has developed a set of *Key Performance Indicators*, designed to measure the performance of the system against specified goals and objectives. It includes twenty-six measures that address the three main goals of *relevance and quality, access and affordability* highlighted in *Charting a New Course*.

The Skills Development Division (SDD) of the ministry has been developing a framework which will contribute to enhanced management and accountability for SDD programs and services. The process has been an inclusive one, involving all stakeholders in the development of performance objectives and targets. In undertaking this work, SDD has developed performance objectives for the areas of *outcomes, service quality, processes and inputs*.

*“Accountability is the obligation to account for responsibilities conferred. In the public sector, this means that each manager...is accountable to a superior for managing the responsibilities and resources provided. At its highest level, it means that government is similarly accountable to the Legislative Assembly for its performance in managing the responsibilities and resources entrusted to it.”*

In order to support an enhanced strategic management capacity within the ministry, the Research, Evaluation and Accountability Branch was formed in October 1998. In addition to its research and evaluation responsibilities, the Branch is tasked with supporting the development of a ministry-wide performance management and accountability framework.

### **The Annual Report and Accountability**

As noted at the outset, the purpose of the annual report is to provide an accounting of the activities of the Ministry of Advanced Education, Training and Technology to the legislature and the people of British Columbia. In doing so, this report focuses on activities, outcomes and achievements of the ministry in four key areas which reflect the common goals of the advanced education and the employability and training systems in British Columbia. These areas are: *access*, *transitions*, *relevance* and *satisfaction*.

The ministry is committed to providing *access* to affordable post-secondary education, and to employability, training and labour market adjustment programs and services which meet the needs of British Columbians. This report describes these new and ongoing programs and services and related access initiatives.

Access to these programs and services enables British Columbians to make the many learning and work *transitions* required by today's fast-moving economy and labour market. This report details the types and numbers of transitions associated with particular programs and services.

Successful transitions and positive outcomes and results through ministry programs and services reflect their *relevance* and effectiveness to British Columbians. This report details performance and success in this regard.

Through the legislature, the ministry is ultimately accountable for the delivery of programs and services to the public which it serves. In using the term *satisfaction*, this report references the degree to which that public, including ministry clients, is satisfied that ministry programs and services respond to their needs.

## ACCESS

Access to appropriate education, training, skills development and employability programs and services is a crucial determinant of success in today's rapidly changing economy and labour market. This section describes ministry initiatives, programs and services which provide access to that education, training and skills development.

### ACCESS TO POST-SECONDARY EDUCATION AND TRAINING

In 1998/99, the number of new student spaces at public post-secondary education institutions was increased by 2,900 in order to keep pace with the rapidly growing population and to continue to deliver on the government's commitment to provide a space for every qualified student.

In July 1997, a Ministers' Summit on Software Industry Skills Shortages was held in response to the software industry's concerns about the shortage of skilled labour in this sector. As part of government's response to the summit, 500 of the 2,900 new spaces created in 1998/99 were designated for high technology programs.

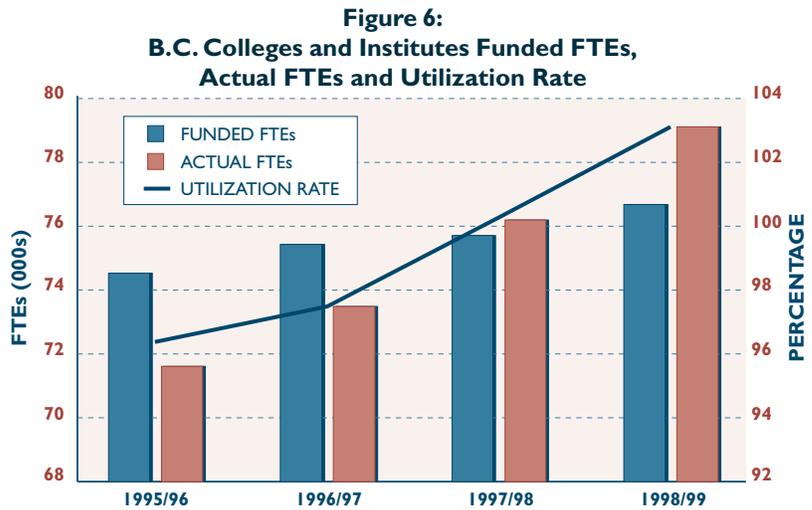
#### Availability of Post-secondary Education

##### College and Institute Spaces Increase

The number of *student spaces* available at a post-secondary institution is measured in terms of a *full-time equivalent* space (FTE). An FTE represents all full-time and part-time enrolments converted to the number of students carrying a "normal" full-time course load as defined by the different program areas. On a yearly basis, colleges and institutes provide the ministry with audited enrolment reports which show the number of ministry-funded FTEs (funded FTEs) against the number of FTEs actually

*"The high-tech sector is one of the fastest growing parts of the B.C. economy. We've been doing well, but think we can do better through partnerships that build on everyone's strengths... . Industry, the training sector and government are committed to a common vision of making B.C. a world leader in creating investment and jobs in the knowledge-based economy."*

delivered (actual FTEs). Dividing actual FTEs by funded FTEs derives the utilization rate, a measure of educational activity.



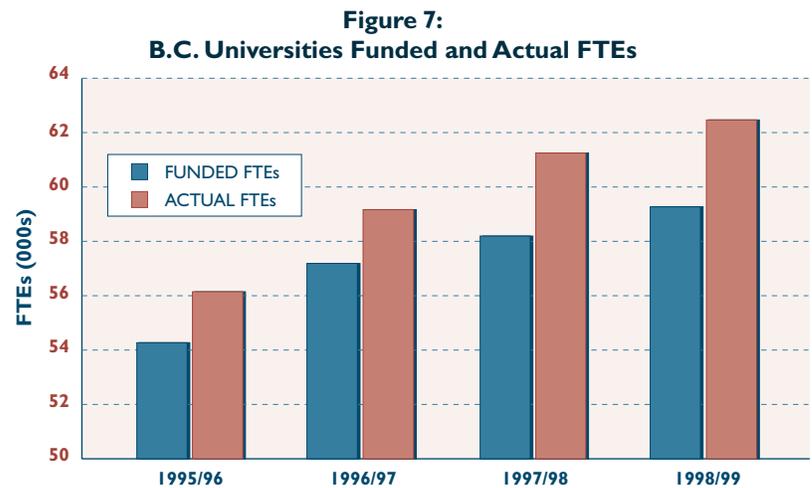
The utilization rate has increased steadily over the last four years.

Source: History of FTEs, PSED, MAETT

Figure 6 indicates that the utilization rate has increased steadily over the last four years and reached 103 per cent in 1998/99. The increased capacity reflects student demand and awareness of the importance of earning a post-secondary education credential as well as government’s focus on increasing access to post-secondary education.

**University Spaces**

The universities also provide audited enrolment reports. As shown in Figure 7, the number of funded and actual FTEs for the universities also increased over the 1995/96 to 1998/99 period.



The number of funded and actual FTEs at B.C. universities continued to increase between 1995/96 and 1998/99.

Source: PSED, MAETT

**Aboriginal Education and Training Policy Framework**

In May 1997 the ministry began a process with post-secondary institutions to implement the Aboriginal Post-Secondary Education and Training Policy Framework. Its purpose is to increase the participation and success rates of Aboriginal people in post-secondary education and training. The policy framework forms part of the strategic plan for B.C.'s college, university college, institute and agency system. In addition, its intent has been adopted by universities and the Industry Training and Apprenticeship Commission.

As part of operationalizing the policy framework, MAETT provided \$3.8 million in support of Aboriginal programs at the post-secondary level in the 1998/99 fiscal year. Deliverables associated with implementation include:

- ◆ New programs to provide Aboriginal people with occupational competencies and skills for the labour market, including provision for Adult Basic Education and other community-based development and delivery systems and implementation of a broad base of programs to improve Aboriginal enrolment and retention rates;
- ◆ Direct support for 21 First Nations co-ordinators in public institutions in the province;
- ◆ Encouragement for the development of Aboriginal Advisory Committees, which have now been established in almost all public post-secondary institutions in B.C.; and,
- ◆ Continuing financial support through the Aboriginal Special Project Fund for bridging, access, and other enhanced student support programs.

**Provincial Learning Network**

With the implementation of the Provincial Learning Network (PLNet), a telecommunications network, schools and public post-secondary institutions will be linked to the internet. PLNet extends the number of programs available to students who are not traditionally served by post-secondary education institutions, provides more courses to K-12 students in remote schools, increases teacher and student access to learning resources and increases the accessibility of career information.

*“Removing the barriers to ABE [Adult Basic Education] is great news... . This is a landmark initiative and will have a huge positive impact on the lives of many people, who will be able to build their knowledge, skills and abilities in order to improve as workers, family members and citizens.”*

### **Literacy Grants**

For the 1998-99 year, an amount of \$1.8 million was made available for literacy activities in B.C. This is a partnership program between the Post Secondary Education Division of MAETT and the National Literacy Secretariat of Human Resources Development Canada. Eighty-five projects were funded for the year. The provincial portion helped fund the following: 1-800 toll-free telephone line and referral services of Literacy BC; regional literacy co-ordination in nine regions of the province; and thirty projects to offer one-to-one literacy tutoring and literacy group activity in communities.

### **New Facilities**

Expenditure on capital projects totalled \$80.8 million for the year, with \$27.9 million of that going to the university sector. The following facility improvements demonstrate government's continuing commitment to increasing access to post-secondary education:

- ◆ Northwest Community College celebrated the opening of a new campus in Hazelton. Providing space for 130 full-time student equivalents, the increased capacity will help meet the enrolment needs of local First Nations people. The building offers four classrooms, a computer lab, space for student services, and administrative facilities.
- ◆ At North Island College, a new library was opened in Courtenay. The new facility includes seminar and video viewing rooms and photocopy centre. The electronic library integrates current college data telecommunication capabilities with new education technologies and the internet.
- ◆ The College of the Rockies opened an addition to the David Thompson Secondary School, to serve as a permanent location for their campus in Invermere. With renovations to the school portion undertaken at the same time, this project is a model for the integration of college/high school operations and facilities in small communities throughout the province.
- ◆ A major retro-fit of the Kamloops campus “C” Block of the Old Main Building was completed for the University

College of the Cariboo, following the opening of the new Applied Industrial Technology Centre. The retro-fit provided new space for office administration, fine arts and tourism programs.

- ◆ At Surrey, construction of the second phase of the Kwantlen University College campus was started, to provide the instructional space in support of their new degree-granting status. At completion, it is expected to accommodate an additional 1,000 FTEs.
- ◆ Funding was approved for the development of a new joint campus in Merritt for the Nicola Valley Institute of Technology (NVIT) and the University College of the Cariboo (UCC). The new campus will replace the leased spaces currently being used by NVIT and UCC.
- ◆ Following an agreement between the City of Surrey and the provincial government, a 4.9-hectare site in Surrey's urban core will be the future location of the Technical University of British Columbia, the newest university in B.C. Tech BC's focus is to provide education in applied technology fields and to provide students with the insight and skills needed to succeed in a knowledge driven economy.

#### **Tech BC Partners Deliver New On-Line Technology Courses**

In partnership with the University of New Brunswick, Tech BC offered a series of courses in Electronic Commerce which were taught on-line with weekly on-campus discussion groups. Together with the University of Waterloo, Tech BC also offered a diploma program, Education for Software Professionals, designed to allow professionals in the software industry to upgrade their skills and to advance their careers.

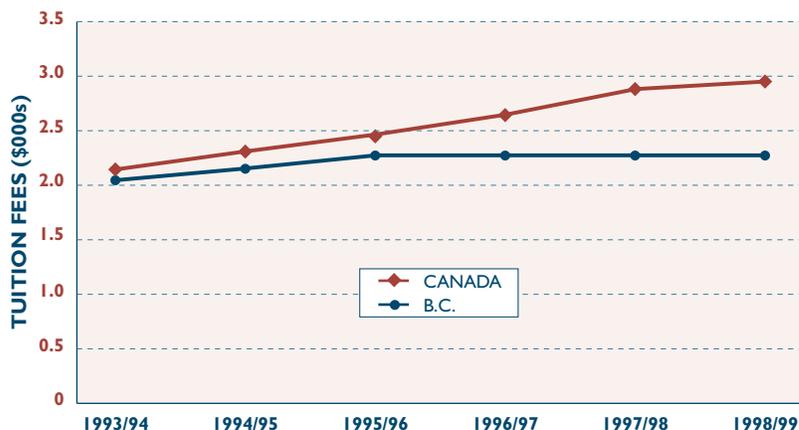
*“We’ve frozen tuition fees for three years in a row and have created almost 13,000 new student spaces since 1996. We’re delivering on our commitment to give every British Columbian the option to go to college and university. It is clear that all these efforts are producing results and we are providing students with the skills they need to compete in the new economy.”*

## Maintaining Affordable Post-secondary Education

### Extension of the Tuition Freeze

Through the *Tuition Fee Freeze Act*, tuition fees at public post-secondary education institutions remained frozen at 1995/96 levels for the third year in a row. The legislation also froze mandatory ancillary fees that could increase the cost of tuition. Mandatory ancillary fees include library, registration and laboratory fees.

**Figure 8:  
Tuition Fee Levels, Canada and B.C. 1993/94 to 1998/99**



In B.C., tuition fees have been frozen at 1995/96 levels for three consecutive years. Note: for B.C., the average tuition fee is based on tuition for two semesters of full-time study in an undergraduate Arts and Sciences program.

Source: PSED, MAETT

Students enrolled in two semesters of full-time study in an undergraduate Arts and Sciences program at a B.C. university in 1998/99 paid an average tuition fee of \$2,280. During the same time, the average tuition fee in Canada for a similar program was \$2,990.

### Adult Basic Education Tuition-Free Policy

On July 1, 1998, Adult Basic Education (ABE) courses offered at public post-secondary education institutions became tuition-free. Prior to this date, students enrolled in ABE (other than Literacy programs which have been tuition-free since 1991) in post-secondary institutions were required to pay tuition fees. By offering ABE on a tuition-free basis, students’ access to this level of programming was increased considerably.

### Access to Financial Assistance Increased

To mitigate the cost of post-secondary education for students supporting dependents, the BC Student Assistance Program (BCSAP) increased the maximum weekly award from \$385 to \$435. This meant a possible increase of \$1,700 for a student in a typical 8-month, 2-semester program. The award increase coincided with the introduction of a federal Canada Study Grant for these students.

The overall levels of provincial assistance provided by BCSAP also increased in 1998/99. The total awards in student loans rose to \$140.26 million, while \$50.69 million in non-repayable grants were disbursed. Students also received \$15.70 million in remission on their B.C. student loans, \$2.3 million more than in 1997/98. The average remission award increased by \$800.

**Figure 9:**  
**B.C. Grants, Student Loans and Remissions, 1997/98 - 1998/99**

	NUMBER OF RECIPIENTS	TOTAL AWARDED (\$ MILLIONS)	AVERAGE AWARD
<b>BC Grants</b>			
1997/98	15,862	\$49.33	\$3,110
1998/99	16,398	\$50.69	\$3,091
<b>BC Student Loans</b>			
1997/98	41,172	\$132.68	\$3,223
1998/99	43,590	\$140.26	\$3,218
<b>Loan Remission</b>			
1997/98	1,639	\$13.40	\$8,177
1998/99	1,749	\$15.70	\$8,975

Source: PSED, MAETT

## ACCESS TO SKILLS DEVELOPMENT TRAINING

BC Benefits is the name given to a major renewal of the province's social safety net launched by the government in 1996. It provides programs and financial support to give people a hand up to jobs rather than a handout to welfare dependency. BC Benefits includes specific initiatives that will replace most of our existing welfare system with Canada's most balanced and progressive set of social programs. The ministry has responsibility for a number of these programs.

### **Early Intervention Program**

The Early Intervention Program (EIP) was introduced in July 1998. In 1998/99, the EIP budget was \$4.75 million serving 116,089 participants. The purpose of the Early Intervention Program is to provide services which are intended to assist applicants for BC Benefits to obtain employment prior to requesting assistance, or to provide alternatives to BC Benefits. EIP provides potential applicants for BC Benefits with information on available employment resources and services so they can secure employment.

Prior to receiving an appointment for intake into BC Benefits, potential applicants are required to attend an EIP orientation session. The orientation session takes place at a time between an individual's application for benefits and their interview with a financial assistance worker, so as not to delay access to assistance. An audio/visual presentation outlines BC Benefits eligibility information, an overview of local job search and job-assistance services, and job registration/placement processes. If after attending this session the individual wishes to apply for BC Benefits, an interview with staff is arranged.

### **Youth Works/Welfare to Work Programs**

Youth Works (YW) provides a living allowance and other benefits to young people aged 19 to 24 years whose income and assets are too low to enable them to support themselves. While they receive the allowance, eligible youth are required to participate in employability programs including job search, employment readiness and workplace training.

Welfare to Work (WtW) provides adults aged 25 years and older receiving income assistance from the Ministry of Human Resources with access to employability programs including job search, training and work experience. Its goal is to provide programs that will help people leave welfare for work.

The main goals of YW/WtW programs are: to reduce the time participants rely on government living allowances or income assistance and increase their success in finding and keeping employment; and, to provide training and employment activities that lead to long-term attachment to the labour force. In 1998/99, \$65.7 million was spent on Youth Works/Welfare to Work programs.

### **Workplace-based Training**

Workplace-based Training (WBT) provides work experience and on-the-job training to Youth Works and Welfare to Work participants. Eligible participants are placed in permanent employment positions and their employers are provided with a training credit to offset the costs of hiring and training the new employee. The goal of the program is to improve work related skills by placing participants in long-term employment. The program is also aimed at fostering a private sector training culture by upgrading the skills of the employer's existing workforce.

Employers who agree to employ participants for a one-year period and develop a training plan during the employment period are eligible for a training credit to off-set the cost of training the participant. Training credits range up to \$3,500 per participant. The employer must guarantee that participants will not displace any existing employees from their jobs.

Over the period November 1997 to February 1999, 16,228 participants were accepted into the Workplace-based Training program. Service providers delivering WBT throughout the province in fiscal year 1998/99 were: Destinations, Business Works, BC Works, Training Works and Connections.

### **Youth Initiatives Programs**

In 1998/99, the Skills Development Division managed three Youth Initiatives Programs: Student Summer Works, Youth Community Action and Job Start. These programs are part of Youth Options BC, a major provincial government initiative to provide young British Columbians with opportunities to acquire education, skills training, and work experience. These programs are delivered through community (host) agencies on behalf of the ministry.

#### **Student Summer Works**

Student Summer Works (SSW) 1998 operated from May 1 to September 1, 1998, and is an employment and training program for high school and post-secondary students. The program creates opportunities for students to gain work experience and skills training in their chosen career or field of study, while earning money. This program benefits students by giving them an opportunity to explore different career opportunities and

*"The Youth Options BC job and skills training programs provide the necessary link between education and work experience... . Students have been particularly hard hit by declining opportunities, so we are significantly boosting our support to Student Summer Works by 50 per cent, ensuring that 5,000 students will have summer jobs – 1,700 more than last year."*

helps them to earn an income to help pay for their post-secondary education. In addition, students gain valuable work experience which will ease their transition into the workforce.

The program encourages employers to provide these new opportunities through sharing the wage costs. Employers are reimbursed for up to 50 per cent of the students' wages (maximum \$4 per hour for a minimum of 150 hours of employment). During the summer 1998 period, SSW was delivered through 14 host agencies located throughout the province. With a budget of \$8.9 million, SSW filled 5,445 student positions, surpassing their placement target by 9 per cent.

### **Youth Community Action**

The Youth Community Action (YCA) program was announced in June 1998. The program provides youth 15 to 24 years of age with opportunities to gain valuable work experience related to their area of interest, chosen career or field of study and to earn post-secondary tuition credits that can be used at eligible post-secondary institutions in British Columbia. Youth receive work experience by volunteering their time with non-profit organizations and earn tuition credits at a rate of \$8 per hour.

The program places a priority on projects that enhance community development, culture, heritage, recreation, community safety and literacy. Youth may earn up to \$2,400 in credits for projects that range from 100 hours to 300 hours and their tuition credits are valid for 5 years and can be redeemed at eligible B.C. education and training institutions. In 1998/99, with a budget of \$2.4 million, YCA helped 1,731 young people earn post-secondary tuition credits.

### **Job Start**

Job Start (JS) is a new ministry program that began in June 1998. The objective of Job Start is for unemployed youth aged 17 to 24 years to obtain long-term employment. The program is targeted at youth who have limited work experience and are not immediately planning on returning to school. It provides these young people with the opportunity to earn money, gain work experience and develop skills. The program is delivered through three host agencies and a number of partner agencies throughout the province.

*"Youth Community Action will make a real difference for students wanting access to post-secondary education or training... Youth will have a chance to apply their interests, gain community work experience, be exposed to mentoring, leadership, communications and teamwork – all valuable skills in today's marketplace."*

The program encourages employers to hire youth through a wage-sharing arrangement. Employers are provided with a reimbursement of 50% of the provincial minimum wage for a maximum of 360 hours to help offset the time and costs of training a young person who has limited work experience. In 1998/99, Job Start had a budget of \$2.2 million and made 1,229 job placements.

**Vocational Rehabilitation Services**

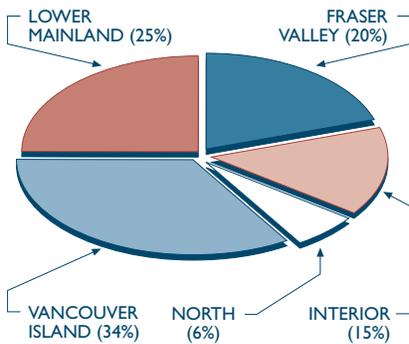
Vocational Rehabilitation Services (VRS) provides a continuum of support, assistance, and access to training and employment for persons with physical and mental disabilities. The goal of VRS is to assist participants to set vocational goals and to secure and maintain gainful employment.

Specifically, VRS assists people with disabilities to: assess the implications of their disability in relation to training and employment; identify their abilities and strengths in regard to training and employment; determine an employment objective suitable to their abilities; access appropriate resources that will give them the skills and support they need to become employed; and find employment and stay employed.

Vocational Rehabilitation Services utilizes two principal means of delivering VRS: direct and contracted services.

**Vocational Rehabilitation Services - Direct Services**

**Figure 10:  
VRS Direct Services Participants  
by Region**



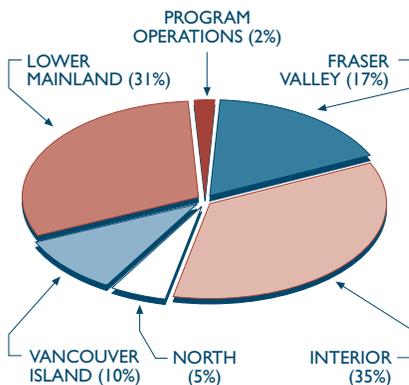
During fiscal 1998/99, 3,900 program participants were provided with a broad range of services by a staff of 24 rehabilitation consultants located across the province. Figure 10 provides a regional distribution of active VRS participants or clients as at March 31, 1999.

Relative to population, the Vancouver Island region has a disproportionately large number of active VRS direct services participants.

Source: Skills Development Division, MAETT

**Vocational Rehabilitation Services - Contracted Services**

**Figure 11:  
VRS Contracted Services  
Participants by Region**



The highest percentage of contracts is in the Interior (35%), where contract service providers deliver the bulk of the services to clients, compared to Vancouver Island, where MAETT staff deliver a larger proportion of services.

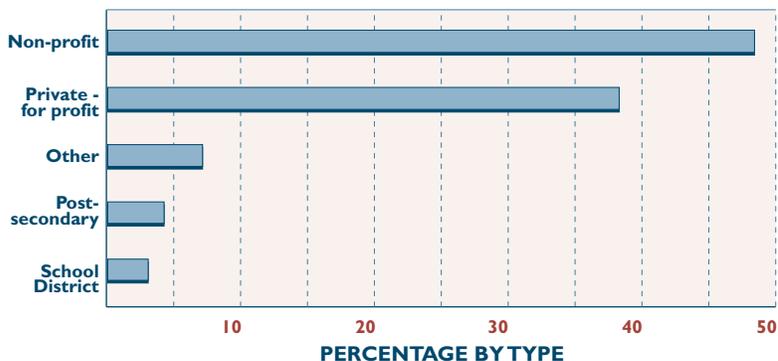
Source: Skills Development Division, MAETT

Vocational Rehabilitation Services are also delivered in partnership with community groups that provide assessment, counselling, technical aids, restorative goods and employment placement services. During fiscal 1998/99 4,075 program participants were provided with a broad range of services by 70 contracted agencies. (It should be noted that some of these contracts spanned the period from 1997/98 and as a result, the number of program participants served

is cumulative for this time span.) Figure 11 shows the distribution of agency contracts by region.

A large number of different types of suppliers are providing contracted vocational rehabilitation services in British Columbia.

**Figure 12:  
Types of Agencies Providing VRS Services in B.C.**



Almost half of suppliers are non-profit agencies (48%), while 38 per cent are private for profit companies.

Source: Skills Development Division, MAETT

Vocational Rehabilitation Services is also responsible for the Public Service Training Program (PSTP). PSTP provides people with disabilities with an opportunity to pursue on-the-job training and employment in the public service through ministry

placements. VRS reimburses the host ministry for 50 per cent of the placement wages and benefits. During 1998/99 there were 69 placements made across government.

#### **Office for Disability Issues**

The Office for Disability Issues (ODI) is a cross-disability and cross-government office that reviews all provincial legislation, policy and program and services. Objectives of the Office for Disability Issues are: to facilitate greater communication between people with disabilities and government; to co-ordinate more effective and efficient government policies, programs and services affecting people with disabilities; and, to provide people with disabilities with a stronger voice in government decision-making.

ODI's accomplishments for 1998/99 include Discover Ability Awareness Training for physical, mental/emotional and hidden disabilities; promotion of the Disability Lens as a government policy tool; Accessible Taxi Standards; Taxi Driver Training for Carriers of Persons with Disabilities; administration of the *Employment Act for Persons with Disabilities Appeal Secretariat*; consultation on renewal of the *Guide Dog/Assistive Animal Act*; BC Transit driver sensitivity training; community consultation visits on disability issues; and general assistance and information on a wide range of government programs and services for persons with disabilities.

### **Industry Training and Adjustment Programs**

Industry Training and Adjustment (ITA) programs bring employers and employees together to jointly develop solutions to workplace issues that have an impact on human resources. Adjustment consultants and program co-ordinators work with individual businesses, business clusters, sector organizations, and employee representatives to: assist employers and employees to develop strategies to adapt to labour market and economic changes that affect the workplace; and take advantage of local economic development and expansion opportunities. In 1998/99, the Industrial Adjustment Services (IAS) program was the only program operational under ITA Programs.

#### **Industrial Adjustment Services Program**

Industrial Adjustment Services (IAS) is a joint federal/provincial delivered and cost shared program. The program is administered by the Industry Training and Adjustment Unit of the Skills Development Division and Human Resources Development Canada. Employers and Associations/Sectors are required to pay 50 per cent of the cost for every IAS agreement. The provincial and federal governments each pay 25 per cent of the agreement costs.

IAS acts as a catalyst to bring employers and employees together to jointly and efficiently deal with the many changes that are impacting the structure of the work place and the roles of the work force. The goal of IAS is to promote and facilitate effective labour market adjustment in order to contribute to economic stability in B.C. This will be achieved by building the organizational and human resource capacity of business and workers to anticipate and adapt to change.

In an IAS agreement, employers, associations/sectors, employees, employee representatives and/or communities agree to work together within a joint committee structure to define problems and to identify mutually beneficial solutions to deal with human resource-related challenges and opportunities resulting from economic and/or technological change. IAS is a human resource and development planning tool and relies on other existing federal and provincial programs for implementation of adjustment plans. Its mandate does not include support for direct post-secondary education or training costs.

The Industrial Adjustment Service (IAS) participants are: employers and their employees (union and non-union); industry associations (industry, sector or occupational groups); and communities or areas that are affected by major changes to business.

The IAS program supports:

- ◆ Human Resource Planning and Organizational Development – assisting organizations and their workers to adjust and adapt to changes in technology, markets and the economy. Activities could include organizational restructuring or long-term human resources planning.
- ◆ Job Saving – developing and implementing survival plans for the company and the workers involved and retraining strategies.
- ◆ Layoff and Closure – helping workers assess the resources required to re-enter the labour market quickly. Can include individual career/transition plans, transition centres, or referrals to other services and support.

In agreements related to expansion of a company or new technology implementation, the employer is required to pay for all costs of training or retraining. In agreements related to

layoffs or company closures, services are provided to assist each worker to find new employment. In some cases, an employer will pay for "exit training of workers". However, the vast majority of workers are eligible for Employment Insurance (EI) benefits, so they can receive training paid for by the federal government under Part II of the *Employment Insurance Act*. As most agreements are for 8 to 12 months, most workers still unable to find employment will still be in receipt of EI. The B.C. government does not use its financial resources for retraining.

### **Labour Market Development Agreement**

The governments of British Columbia and Canada entered into a joint agreement on April 25, 1997 to co-manage federal labour market programs in B.C. Through the Labour Market Development Agreement (LMDA) they work together to design and manage employment benefits and support measures (EBSMs) and to operate the national employment services. EBSMs are federal programs designed to assist individuals to prepare for, obtain and maintain employment.

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## TRANSITIONS

In today's rapidly changing economy and labour market, the view that individuals moved in a sequential path from school to work to retirement is giving way to a view of multiple life/work transitions and continuous learning. One of the ministry's goals is to foster successful education, training and work-related transitions for British Columbians.

### POST-SECONDARY EDUCATION TRANSITIONS

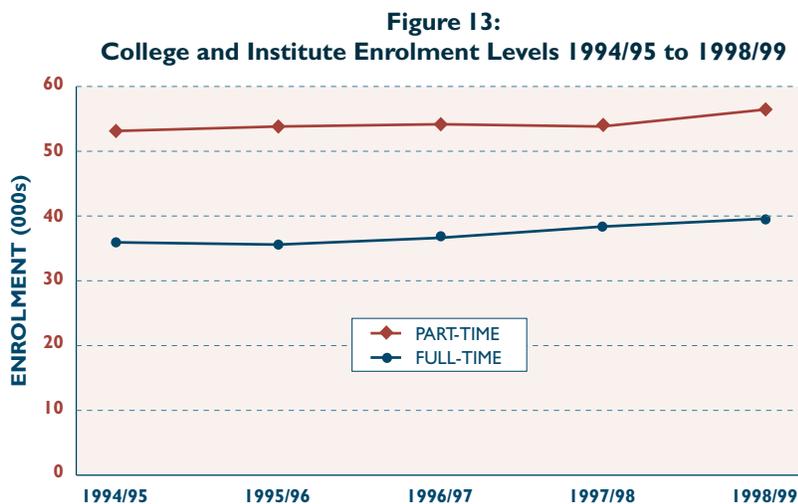
#### Enrolments at Post-secondary Education Institutions

Enrolments in British Columbia's publicly funded post-secondary education institutions have continued to increase since the early 90s.

#### Colleges and Institutes

Between 1994/95 and 1998/99, full-time enrolments in colleges and institutes increased by 4,131, or 11.6 per cent. Over the same period, part-time enrolment levels increased by 3,847, or 7.3 per cent.<sup>1</sup>

*...A recent Statistics Canada report on university enrolment shows B.C.'s approach to increased access to education is working. According to Statistics Canada, there has been a 16 per cent increase in full-time undergraduate and graduate students at B.C. universities over the last five years. Enrolment growth for full-time students across Canada was only 0.6 per cent.*



Between 1994/95 and 1998/99, part-time and full-time enrolments increased respectively by 4,131 and 3,847 students (some of the data for 1996/97 to 1998/99 are based on estimates because full data are not available).

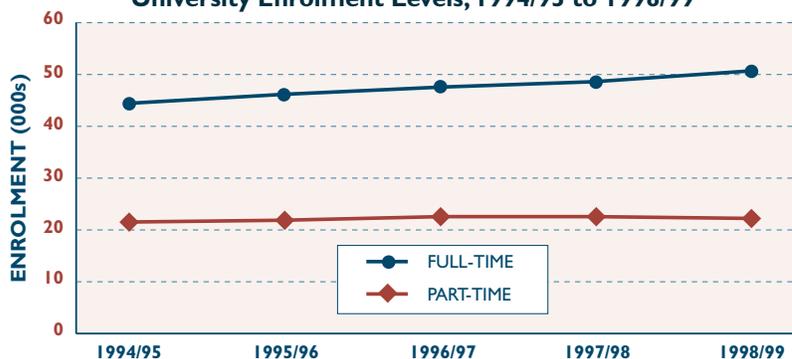
Source: PSED, MAETT

<sup>1</sup> These enrolment levels do not include information for vocational, apprenticeship or continuing education programs.

**University Enrolment Levels**

Between 1994/95 and 1998/99, B.C.'s university enrolments grew by 6,008 full-time and 1,753 part-time students, representing a 13.5 per cent increase in full-time enrolments and a 8.2 per cent increase in part-time enrolments.

**Figure 14:**  
**University Enrolment Levels, 1994/95 to 1998/99**



Between 1994/95 and 1998/99, full-time and part-time enrolments increased respectively by 6,008 and 1,753 students.

Source: PSED, MAETT

**New Post-secondary Degree and Non-degree Programs**

**Post-secondary degree programs increase**

In recent years, there has been an expansion from four degree granting universities to fourteen degree granting institutions in B.C.'s post-secondary education system. With the expansion in degree-granting authority, a new degree approval process was implemented in 1995. The process is designed to ensure that all new degree programs (bachelor, master and doctoral) in the province meet appropriate academic standards, are of the highest quality, are relevant to the social and economic needs of the province and represent appropriate use of financial resources.

All new degree program submissions are reviewed by an internal ministry committee and by an external committee consisting of public post-secondary education representatives. All new degree programs offered by public post-secondary education institutions in the province must be approved by the minister responsible for post-secondary education. In 1998/99, 13 bachelor degrees were approved and five master degrees were approved.

**New non-degree programs approved**

Educational approval for non-degree (certificate and diploma) programs is provided through the new program review process, a

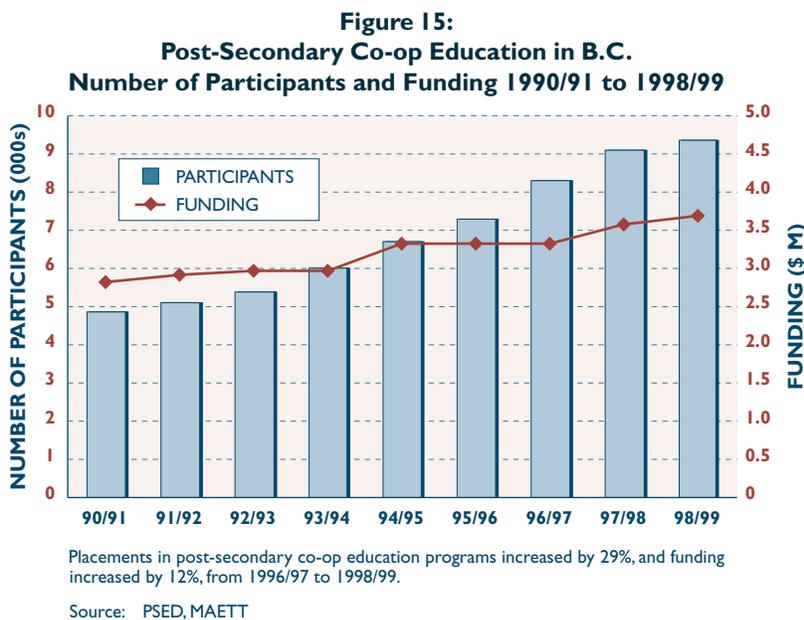
separate process from the degree program review. Proposed new programs are reviewed by an internal ministry committee using criteria such as institutional “fit” with existing programs and expertise, labour market information, financial implications and cost-effectiveness, and the availability of similar programs elsewhere in the system. In 1998/99, 16 new approved certificate and diploma programs were funded.

### Combining Education and Work – Co-op Education

Co-operative education, introduced in the 1970s, bridges the gap between the worlds of study and work by combining a balanced program of full-time work experience with the study periods required for an academic discipline. In 1998/99, there were approximately 9,400 co-op students in B.C.

Twenty-two public post-secondary institutions offer co-op education in many program areas, including administration/business, arts/fine arts, computing, environmental and natural resources, engineering, sciences, technologies (engineering, electronics, drafting, etc.), and trades.

The success of co-op programs in integrating students into careers related to their field of study is illustrated by the programs’ popularity. Co-op placements doubled each year between 1980 and 1985, doubled again between 1985 and 1988, and again between 1988 and 1991. Between 1995/96 and 1998/99, total co-op placements grew by 29 per cent.



## Community Skills Centres

Community Skills Centres (CSCs) were designed to offer flexible, client-focused training, through the use of educational technologies and partnerships with public and private training providers, to reduce the impact of economic and labour market adjustment in British Columbia communities. The types of training offered through CSCs include adult basic education, advanced technical/industrial, career preparation, business management and general skills upgrading.

CSCs were first announced in 1994/95, as part of the Skills Now initiative. Under a subsequent 1995 Canada/B.C. Strategic Initiatives agreement, the two levels of government agreed to fund a network of CSCs across B.C. HRDC's funding for the CSCs through the Strategic Initiatives agreement expired March 31, 1999.

CSCs registered approximately 26,000 participants in training and education programs during 1998/99. During the past three years, however, there have been growing concerns within the post-secondary education system over the CSCs' role in the system and their financial viability. Consequently, in the late fall of 1998, the ministry initiated a policy review of the CSC initiative. The purpose of the review is to determine future provincial policy direction and funding arrangements for the CSCs. The review will be completed during 1999/2000.

## TRANSITIONS FROM INCOME ASSISTANCE TO FURTHER TRAINING OR EMPLOYMENT

### Youth Works/Welfare to Work Transitions

Youth Works/Welfare to Work employability programming falls into three phases. The transition through the three phases depends on the length of time an individual has been on income assistance. These three phases are: Independent Job Search, which applies to people on income assistance for one to seven months; Assisted Job Search for those on income assistance eight and nine months; and Employability Skills Programming for those on income assistance 10 or more months.

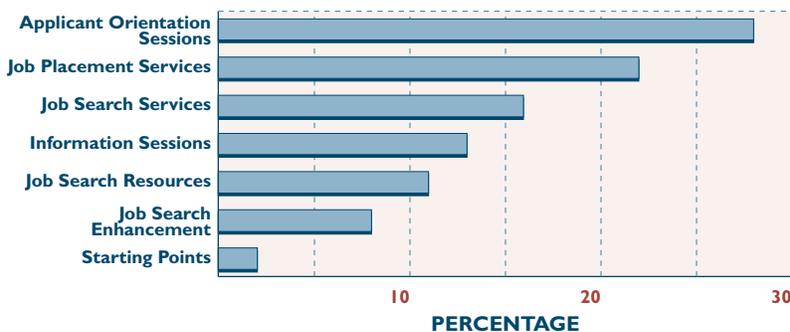
All participants must make a solid effort to secure employment, initially with limited assistance and then with more help, before engaging in full-time programming to address skill and experience gaps. This ensures that access to these services is limited to those participants who would not otherwise be able to find employment.

### Independent Job Search

Independent Job Search (IJS) provides Youth Works/Welfare to Work participants with job search and labour market information and referrals to various employment resources. These services are available to those who require minimal assistance and who are self-directed in searching for and finding employment. The goal of these programs is to provide a range of services that empower individuals to search for, obtain and maintain employment, move into self-sufficiency and reduce the time a participant needs to rely on government financial support.

During the Independent Job Search, program participants must look for work on their own while supported by job search information, services and referrals to resources. IJS services may be delivered by ministry staff, service providers, community resources or any combination of the three. Participation is mandatory for employable Youth Works participants.

**Figure 16:  
Distribution of Independent Job Search Services**



Most contracts include Applicant Orientation Sessions (28%), Job Placement Services (22%), Job Search Services (16%) and Information Sessions (13%).

Source: Skills Development Division, MAETT

Available Independent Job Search services include:

- ◆ Job Search enhancement activities and support sessions;
- ◆ Self-assessment and decision-making sessions;
- ◆ Job Search services such as resume services, phone messaging, faxing, photocopying;
- ◆ Job Search resources including internet access, labour market information, job search kits, local resource material and information on and access to community resources; and,
- ◆ Self-serve job search services, such as videos or clothing lending banks; and limited transportation assistance in support of job search.

**Assisted Job Search**

Assisted Job Search (AJS) focuses on improving skills and effectiveness in job search. Assisted Job Search is designed to provide Youth Works and Welfare to Work participants with services such as job club services, employability assessment and counselling, job search skills services and entrepreneur exploration workshops. Like IJS, the goal of AJS is to provide services that will enable individuals to search for, obtain and maintain employment, move into self-sufficiency and reduce the time a participant needs to rely on government financial support.

During Assisted Job Search, participants will be assisted in finding employment through a range of services which may be provided in group and/or individual settings. Like IJS, AJS services may be delivered by ministry staff, service providers, community resources or any combination of the three. Participation is mandatory for Youth Works participants.

Available services include: self-assessment of skills, experience and employment barriers; skills and support for a successful job search; help in accessing employment, work experience, job shadowing or other opportunities; and assistance in career research and exploration, self-assessment, career decision-making and goal setting.

Program elements for AJS include: Starting Points (i.e. client-focused group self assessment); group job search; resume writing, group or individual assessments; and group or individual career planning and entrepreneurial exploration workshops.

**Employability Skills Programs**

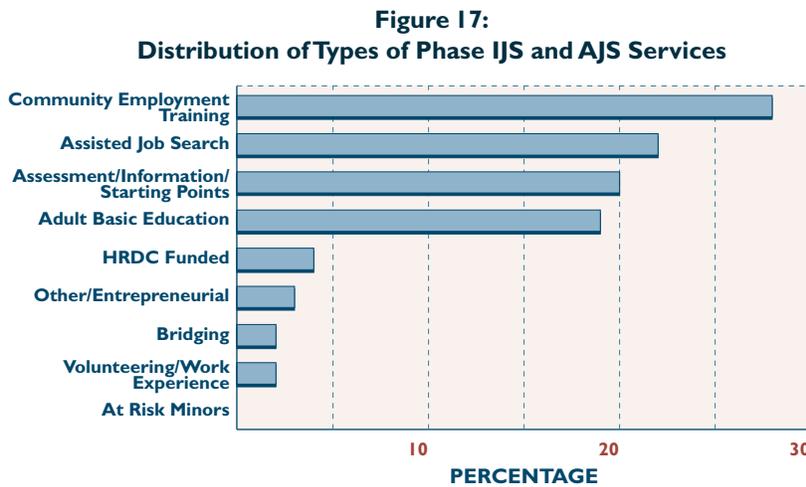
Employability Skills Programs (ESP) may involve a variety of services including ones unique to a participant's needs. They include six main program areas:

- ◆ Community Employment Training (CET), which provides participants with employment and personal management skills. The program is linked to community resources, services and training and provides specific programs such as occupational skills training and computer literacy.
- ◆ Volunteer Incentive Program (VIP), which provides participants with opportunities to increase their work experience through formal volunteer placements. A formal

agreement between the employer and the participant is negotiated. Participants receive an incentive allowance to cover the cost of transportation and other expenses.

- ◆ Adult Basic Education (ABE) and English as a Second Language (ESL), which provide supports to clients seeking educational upgrading or specific skill training.
- ◆ Bridging, which provides women who have been victims of abuse with the necessary combination of supports, training and opportunities to acquire skills for employment.
- ◆ Continuing Job Search, which provides services to assist participants in their job search.
- ◆ Workplace-based Training, which provides work experience and on-the-job training to Youth Works and Welfare to Work participants.

A total of 51,933 services (interventions) were provided through the Assisted Job Search and Employability Skills phases. Note that a participant may have benefited from more than one program intervention. Figure 17 highlights the distribution and types of services provided.



Almost 90 per cent of services (interventions) are in just four program areas: Community Employment Training (28%), Assisted Job Search (22%), Assessment/Information/Starting Points (22%) and Adult Basic Education (19%).

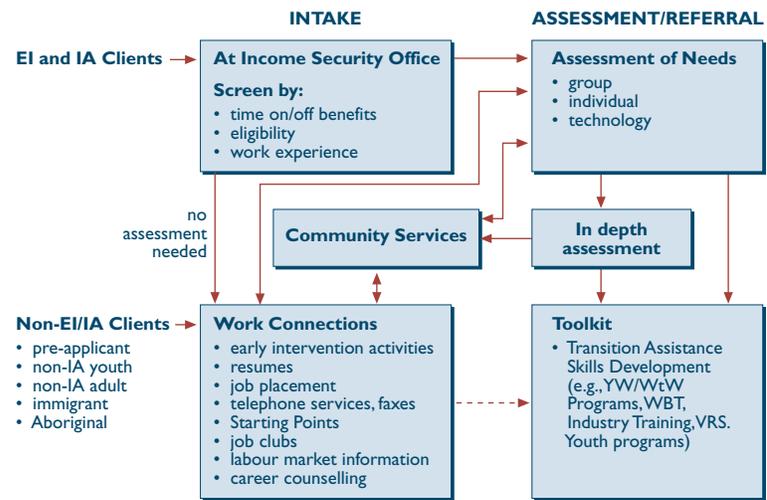
Source: Skills Development Division, MAETT

**Skills Development Service Delivery Model**

The participant profile has changed since BC Benefits was introduced in 1995. Between 1995 and 1998, the income assistance caseload has decreased by about 25 per cent. Approximately 50 per cent of starting cases in any given month over the last year were "repeat starts", that is, the participant had received benefits in the last 12 months. During 1998/99, the Skills Development Division developed a new service delivery model.

The new service delivery model affects most Skills Development programs, including Youth Works/Welfare to Work, Youth Initiatives programs, Industrial Adjustment Services and Vocational Rehabilitation Services. It is based on the premise that the most effective way for people to find employment is for them to take responsibility for their own learning and work goals. The new service delivery model is presented in Figure 18.

**Figure 18:  
Skills Development Service Delivery Model**



With this new approach, participants can be directed to work connections right away, instead of working through current Youth Works/Welfare to work "phases" which can take up to nine months to complete. The model contains a range of front-end employment and training services independent participants may access as a means of obtaining employment. It is planned that the phases will be eliminated province-wide by the end of 1999/2000.

### **BC Benefits Longitudinal Research Project**

The BC Benefits Longitudinal Research Project was established to gain an understanding of people on income assistance and their flow through forms of income assistance, employment and training over an extended period of time. The project contributes to an improved understanding of these clients and how best to improve their employability and reduce their dependency on income assistance.

Survey participants are B.C. income assistance recipients who: received at least four months of benefits in 1997; were between the ages of 19 and 44; and were receiving basic income assistance (i.e., excludes those receiving disability benefits, seniors 60-64 years, minors or a child in the home of a relative).

The first wave of the survey was conducted between April 1998 and July 1998 and yielded 3,832 responses. The second wave was conducted between January 1999 and March 1999 and yielded 2,329 responses. A third wave is planned between September 1999 and November 1999.

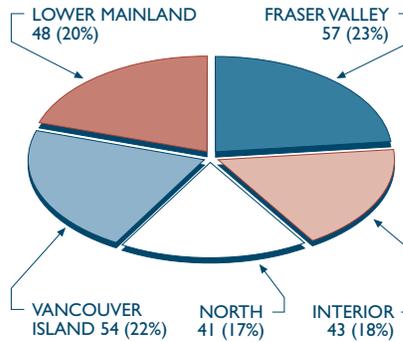
This follow-up survey allows the Skills Development Division to determine the most effective mix of programs and services, as well as to guide program design and redesign where the research suggests there is room for improvement.

### **Institution-based Training Supports YW/WtW Transitions**

Institution-based Training (IBT) support services and/or expanded capacity programming are delivered through the colleges and university colleges as well as British Columbia Institute of Technology, Nicola Valley Institute of Technology and the Native Education Centre. The program's focus is to provide support services to increase Youth Works and Welfare to Works (YW/WtW) student recruitment, retention and successful completion of basic education or post-secondary education studies. In 1998/99, participating institutions reported that more than 13,895 YW/WtW students attended upgrading and training programs, compared to about 13,000 in the prior year.

### Industrial Adjustment Services

**Figure 19:  
Regional Distribution  
of IAS Agreements**



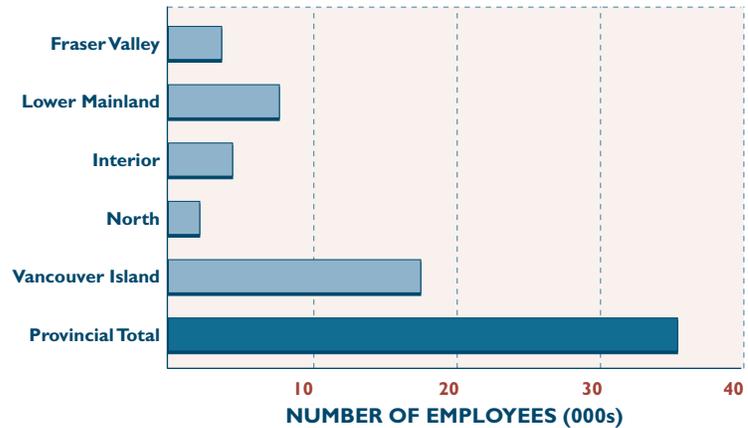
Fraser Valley region had the largest number of active IAS agreements in place in 1998, closely followed by Vancouver Island and the Lower Mainland.

Source: Skills Development Division, MAETT

During the 1998/99 fiscal year, 243 Industrial Adjustment Services (IAS) agreements were in effect, of which 113 were new agreements in 1998/99. The IAS program provided direct services to 35,557 workers and over 240 employers. There were 23 Sector or Association agreements impacting over 240,000 workers across British Columbia.

The regional breakdown of these workers is shown in Figure 20.

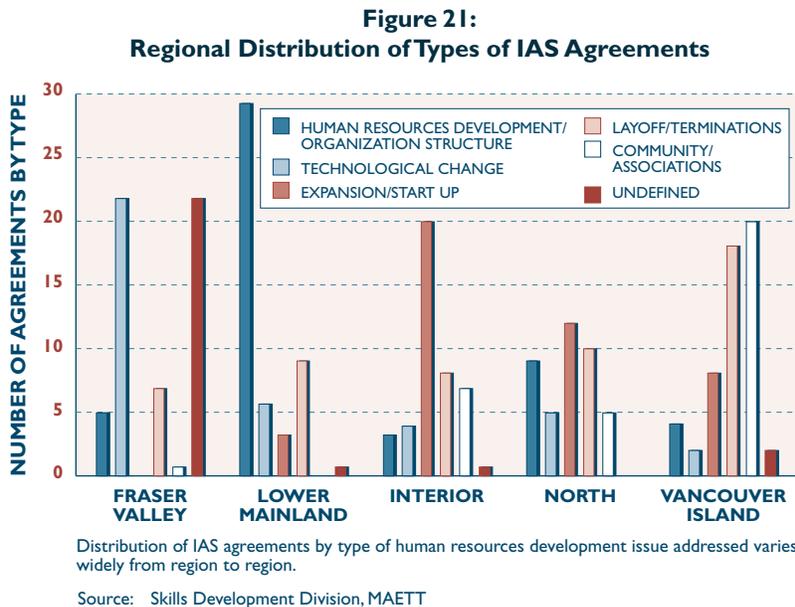
**Figure 20:  
Number of Employees Affected through  
“Direct Service” IAS Agreements**



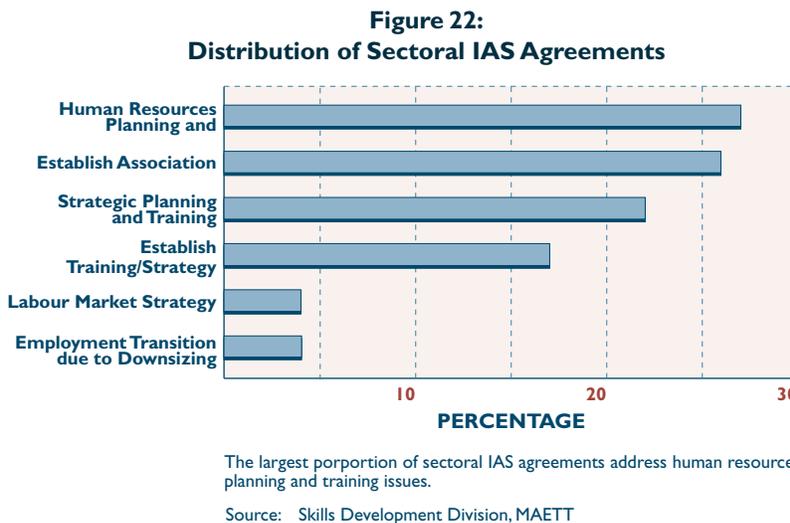
Of the 35,557 workers potentially affected, almost half (17,599) were in the Vancouver Island region, with a further 22 per cent in the Lower Mainland and 12 per cent in the Interior.

Source: Skills Development Division, MAETT

IAS agreements address a number of different human resources development issues, and these issues vary from region to region, as shown in Figure 21.



There were also 23 sectoral IAS agreements in the 1998/99 fiscal year impacting approximately 244,100 workers across British Columbia. As indicated in Figure 22, over half of the contracts were for human resource planning and development (27%) and to establish an association (26%). At the same time, contracts for strategic planning and training (22%) and establishing training strategies and/or standards (17%) also accounted for a significant percentage of contracts.



The six sector or association contracts with the largest impact on British Columbia workers are: Hospitality Industry Education Advisory Council; the Association of Tourism Professionals; B.C. Institute of Film Professionals; British Columbia Seafood Sector Council; Crafts Association of B.C. and the Canadian Plastics Industry Association–West.

#### **Industry Training and Apprenticeship Commission**

On November 28, 1997, the Industry Training and Apprenticeship Commission (ITAC) was created as an independent vehicle to encourage growth and change in apprenticeships. ITAC seeks to:

- ◆ create a training and apprenticeship system that is relevant, accessible and responsive to industries needs;
- ◆ identify, monitor and assess the needs of the B.C. labour market;
- ◆ expand the number of skilled people in designated trades and occupations;
- ◆ increase the proportion of under-represented groups in designated trades and occupations;
- ◆ integrate education and training systems to ensure a smooth transition between school and workplace;
- ◆ promote and encourage continuous upgrading and lifelong learning;
- ◆ develop and expand a system of provincially recognized credentials; and
- ◆ ensure the efficient and effective use of resources in the industry training and apprenticeship system.

ITAC comprises a 25-member board representing business, labour, education and government.

## RELEVANCE

Implicit in the ministry's mission and plan is the objective of ensuring that individuals are provided with education and training that is relevant to the demands of a changing economy and society, thereby enhancing current and future job opportunities. This section focuses on the ministry's contribution to the outputs, outcomes and results of the education, training and skills development system.

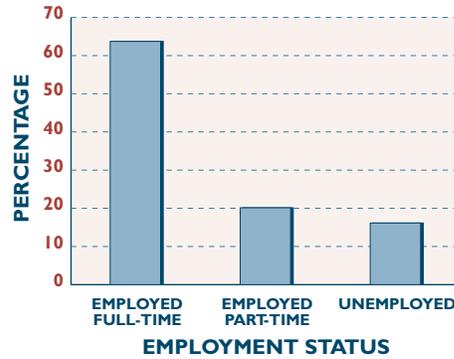
### RESULTS OF POST-SECONDARY EDUCATION AND TRAINING

#### Post-secondary Outcomes Surveys

Student Outcomes Survey results are compiled annually and provide a source of information for both future students determining their education path and post-secondary education stakeholders involved in educational planning and decision making.

In the spring of 1998, former students were contacted by telephone nine to 12 months after completing all or a significant portion of their applied, arts and sciences, and adult basic education programs. Input was received from 18,113 of the targeted 30,455 former students from 21 public colleges, university colleges and institutes, representing a response rate of 59 per cent.

**Figure 23:  
College and Institute Former  
Students: Labour Market Outcomes  
of Those in the Labour Force**



Eighty-four per cent of respondents who were in the labour force at the time they were surveyed were employed.

Source: 1998 Students Outcome Survey

At the time of the interview, 87 per cent of respondents were participating in the labour force. The labour force includes individuals who are either working or are looking for work. Of those in the labour force, 64 per cent were employed full-time, 20 per cent were employed part-time and 16 per cent were unemployed.

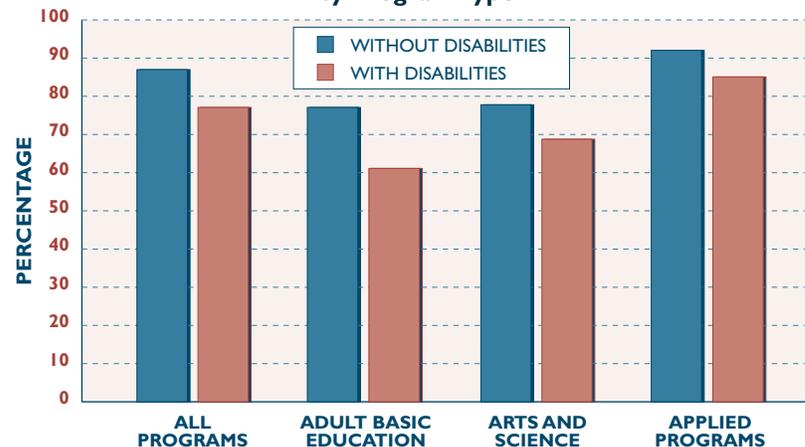
**Outcomes of Former Students With Disabilities**

Findings in the 1998 Outcomes of Former Students with Disabilities Report are compiled from the 1998 BC Student Outcomes Survey, based on responses from former students who indicated they had a disability.

The Outcomes of Former Students with Disabilities Report compares the experiences and outcomes of 963 former students with a disability to those of 17,033 former students without disabilities.

Approximately one year after exiting their program 77 per cent of former students with disabilities were participating in the labour

**Figure 24:  
Percentage of Former Students in the Labour Force  
by Program Type**



Fewer former students with disabilities were in the labour force at the time they were surveyed.

Source: 1998 Outcomes of Former Students with Disabilities

force compared to 87 per cent of former students without a disability. In each program area, former students with disabilities were less likely to be participating in the labour force than former students without disabilities, which suggests that those with disabilities experience greater challenges in finding and securing employment.

### Outcomes of Aboriginal Former Students

Outcomes of Aboriginal former students are based on data compiled from the 1998 BC Student Outcomes Survey which gave respondents an opportunity to self-identify as Aboriginal. At the time of the survey, 80 per cent of Aboriginal former students were in the labour force. Of these, 53 per cent were employed full-time, 17 per cent were employed part-time and 30 per cent were unemployed.

### Former Co-op Student Outcomes

Findings of former co-op students are taken from data compiled for the 1998 BC Student Outcomes Survey. In the 1998 BC Student Outcomes Survey, co-op students are defined as students who are in ministry-approved co-op programs and have completed all of their work terms. At the time of the survey, 93 per cent of former co-op students were participating in the labour force. Of these, 85 per cent were employed full-time, five per cent were employed part-time and 10 per cent were unemployed.

## Post-secondary Research and Economic Growth

### Sponsored University Research Funding 1998/99

Of the \$184 million in sponsored research support at B.C. universities, 89 per cent is estimated to come from sources other than the provincial government (e.g., the federal government and non-government sources).

**Figure 25:**  
**Sponsored University Research Funding 1998/99**  
**(thousands of dollars)**

SOURCES OF FUNDING	UBC	SFU	UVIC	UNBC	RRU	TOTAL
Provincial Grants	13,186	2,451	1,940	2,026	21	19,624
Federal Grants	69,528	16,446	14,853	574		101,401
Gifts, Bequests and Non-Governmental Grants	48,457	3,278	3,277	563		55,575
Sales/Services	3,591		150	113	343	4,197
Deferred Contributions	(6,430)					(6,430)
Other	5,700	752	2,491	333		9,276
<b>Total</b>	<b>134,032</b>	<b>22,927</b>	<b>22,711</b>	<b>3,609</b>	<b>364</b>	<b>183,643</b>

Source: Financial Statements of British Columbia Universities

*“Supporting B.C.’s knowledge-based sector is a priority of government. The B.C. Knowledge Development Fund’s investment in research will build on one of the fastest growing components of the economy, and the basis of the economy of the future.”*

*“With the establishment of this fund, B.C. will become a more attractive destination for researchers, attracting researchers and technicians from other provinces and countries.”*

### **British Columbia Knowledge Development Fund**

The \$100 million British Columbia Knowledge Development Fund (BCKDF), funded from debt serviced capital, was publicly announced May 11, 1998. BCKDF funding will provide a total of \$100 million in capital funding for research infrastructure for the province’s public post-secondary institutions, teaching hospitals, and affiliated non-profit agencies over a six year period commencing in the 1998/99 fiscal year. The objectives of BCKDF focus on enhancing provincial economic development and job creation.

BCKDF is both a stand-alone program and a partnered granting program with the Canada Foundation for Innovation (CFI), a federal government program. In most cases BCKDF funding (up to 40 per cent of project costs) will be provided to successful applicants (normally the remaining 60 per cent will be provided by the CFI, or other partners such as those from business and industry). The first deadline for BCKDF applications was September 15, 1998.

## **RELEVANCE OF SKILLS DEVELOPMENT PROGRAMS**

### **Reduction in Caseload**

An anticipated outcome of improving the ability of program participants to get jobs and maintain long-term employment is a reduction in the income assistance caseload. Growth in caseloads slowed in 1994 but increased sharply in the first half of 1995. In 1996, the government introduced new measures under the BC Benefits legislation which have since been effective in reducing the caseload.

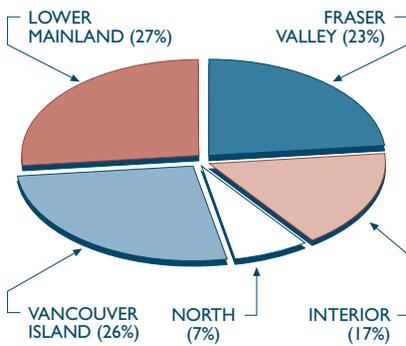
In every year since 1996, the Youth Works/Welfare to Work caseload has declined. In 1998/99, the Youth Works caseload fell by 13.1 per cent to 21,302 and the Welfare to Work caseload decreased by 9.6 per cent to 101,221. Moreover, about 50 per cent of Youth Works and Welfare to Work clients moved into employment in that year. Another seven per cent of clients pursued post-secondary education.

Nearly a quarter of youth who go on income assistance leave the system within one month. Almost 60 per cent have left within three months. For those not able to leave as quickly, Youth Works provides job search and training assistance.

Nearly 60 per cent of adults who go on income assistance leave the system within three months. For those who are not able to leave the system as quickly, Welfare to Work provides a way out of welfare dependence.

### Workplace-based Training Program Results

**Figure 26:**  
Distribution of Clients Placed in Training Positions by Region



As noted earlier in this report, over the period November 1997 to February 1999, 5,795 placements in employment were made by five agencies contracted by the government. The graph at left shows the regional division of the 5,795 placements.

Half of the placements for Workplace-based Training were made in the Lower Mainland and the Fraser Valley.

Source: Skills Development Division, MAETT

The ratio of clients accepted into the WBT program to those placed in a training position is an important indicator of success of the program.

**Figure 27:**  
Clients Accepted Into WBT Program and Clients Placed



Of the clients accepted into Workplace-based Training, approximately one-third were placed in employment in 1998.

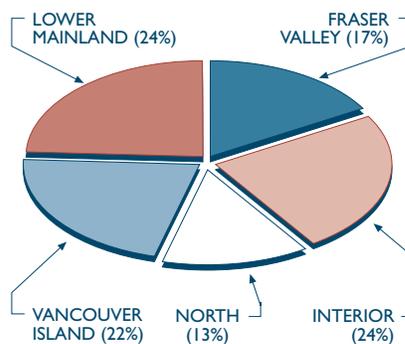
Source: Skills Development Division, MAETT

## Youth Initiatives Program Results

As previously noted, there are three Youth Initiatives Programs managed by the Skills Development Division: Student Summer Works (SSW), Youth Community Action (YCA) and Job Start (JS).

### Student Summer Works Program

**Figure 28:  
Regional Division of  
SSW Positions Approved**



Seventy per cent of student positions were in three regions: the Interior (24%), the Lower Mainland (24%) and Vancouver Island (22%).

Source: Skills Development Division, MAETT

During the summer of 1998, the SSW program filled 5,445 student positions. Figure 28 at left shows the percentage of positions approved by regional area.

During the summer of 1998, 3,718 employers received funding under Student Summer Works.

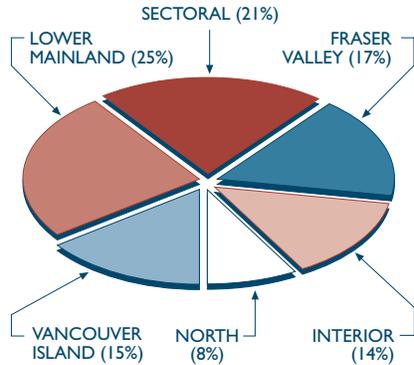
- ◆ Students were employed with different types of employers. These include: businesses (69.3%); non-profit

organizations (10%); educational institutions (9.3%); and agricultural operations (7.1%).

- ◆ Students were employed primarily in the following industries: services (77%); primary industries (9.2%); and manufacturing (6.2%).
- ◆ Eighty-six per cent of businesses funded had 25 or fewer employees. Another 6 per cent had between 26 and 100 employees, while 7 per cent had more than two hundred employees.
- ◆ Forty-nine per cent of placements were female, and 51 per cent were male.
- ◆ Forty-one per cent were aged 15-19; 44 per cent were aged 20-24; 15 per cent were 25 or older.
- ◆ The average wage for a placement was over \$9.00 per hour. While 30 per cent of the total positions paid between \$8 and \$10 per hour, 20 per cent of the positions paid more than \$10 per hour.

**Youth Community Action Program**

**Figure 29:  
Youth Community Action  
Placements by Region**



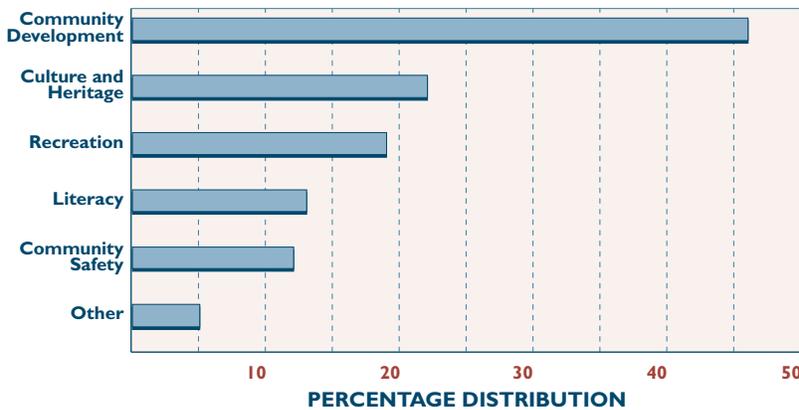
Youth Community Action employment placements were widely distributed across B.C. Twenty-one per cent of placements were made through province-wide sectoral agencies.

Source: Skills Development Division, MAETT

In the 1998/99 fiscal year, Youth Community Action (YCA) helped 1,731 young people earn tuition credits, exceeding its minimum placement target by 57 per cent. The program places a priority on projects that enhance community development, culture, heritage, recreation, community safety and literacy. Figure 29 at left shows the number of placements by region.

Youth Community Action projects address a wide range of community needs, from literacy to community safety.

**Figure 30:  
Distribution of Types of YCA Projects**



Almost half of the projects involved community development (46%), and close to a quarter involved culture and heritage (22%). Recreation (19%) and literacy (13%) were also significant project areas.

Source: Skills Development Division, MAETT

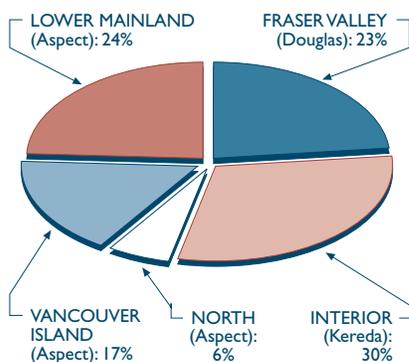
The program is delivered through 14 regional and two sectoral host agencies. The two sectoral host agencies focus on literacy, heritage and culture projects. In 1998/99, 1,034 sponsors were approved to participate in Youth Community Action. Seventy per cent of participants were female, and 30 per cent were male. The average number of tuition credit hours received by participants in YCA was about 150 hours, while tuition credits were earned at a rate of \$8.00 per hour.

*“Many young people can’t get into the job market because they have no work experience to bring to the table – and for some young people, the barriers to employment are even greater... . The Job Start program helps youth develop their skills and talents, and gain valuable work experience.*

*“Helping young people who are struggling to get a start in the job market now will ensure these youth have a better chance of staying in the workforce over the long term.”*

**Job Start Program**

**Figure 31:  
Regional Distribution of Approved  
Job Start Position**



Thirty per cent of approved job start positions were in the Interior and almost half were in the Lower Mainland (24%) and the Fraser Valley (23%) regions.

Source: Skills Development Division, MAETT

Job Start began in June of 1998. In 1998/99, Job Start made 1,229 placements and exceeded its placement target by eight per cent.

Some of the highlights of the Job Start Program in 1998/99 are:

- ◆ In 1998/99, 846 employers received funding under Job Start. The placements were mainly with businesses (92.0%).
- ◆ Placements were primarily in services

(74%), manufacturing (10%), retail and wholesale trade (8%) and primary industries (6%).

- ◆ Eighty-five per cent of participating employers had 25 employees or less.
- ◆ Fifty-six per cent of participants were male and 44 per cent were female.
- ◆ The average length of a placement in a Job Start position was 273 hours.
- ◆ The average wage for a placement was over \$8.00 per hour.

**Vocational Rehabilitation Services Program Results**

In December, 1998, the final report on “The Phase 1 Evaluation of the Vocational Rehabilitation Services Program” was released. According to this report on participants whose files had been closed in the period July to December 1997, VRS was effective in assisting people with permanent disabilities in developing job skills and in finding employment.

- ◆ Participants who received assessment and planning services, and completed their vocational rehabilitation plan, were more successful in finding employment (86%) than those who did not complete their plan (47%).

- ◆ For participants who found employment, 83 per cent of those who received training and job search support found a job related to their employment goal, compared to 27 per cent for those who had not received training and job search support.

### **Industrial Adjustment Services Program Results**

In 1998/99 new protocols which enable field services adjustment consultants to initiate regional sector Industrial Adjustment Services (IAS) agreements were developed.

Major accomplishments for the IAS program included the implementation of new sectoral IAS agreements in: industrial hemp in the Agriculture–Hemp, Floriculture and Hothouse Products sector; B.C. film in the Film, Multimedia and Animation sector; two agreements in tourism and hospitality in the Tourism sector; plastics in Plastics/Composites sector; two agreements in information technology in the Information, Technology and Communications sector; private security in the Private Security/ Investigations sector; and shellfish in the Biotechnology sector.

For 1999/2000, there are plans to negotiate new sector agreements in education, security guards and aerospace.

### **Labour Market Development Agreement**

As previously noted, the governments of British Columbia and Canada entered a joint agreement on April 25, 1997 to co-manage federal labour market programs in B.C. Results for fiscal year 1998/99 included service to just over 82,000 employment insurance (EI) clients, of whom 21,200 would be mutual clients (both employment insurance and income assistance clients) with 30,010 clients returning to employment.

#### **Labour Market Development Agreement Pilots**

During 1998/99, it was decided that new approaches to program delivery would be tested. The objectives of the pilot projects were to: test innovative and more effective ways of assisting mutual clients who face significant barriers to employment or who have a long term reliance on public income support; enhance client access to programming; and enhance client success through programming leading to self-sufficiency.

The common theme in the design of the pilot projects was structuring programs so that the services could be tailored to meet the specific needs of clients. The projects each contained innovative elements. Some projects added additional elements or features to a traditional program or targeted a specific client group. Other projects do not appear to have been delivered before in British Columbia.

Seventeen pilot projects were funded. Of these, ten were self-employment projects, three were targeted wage subsidy projects, three were employment assistance services projects and one was a local labour market partnership project. The self-employment projects accounted for just over half of the approved funding. While it is premature to assess the ultimate impact of the projects in terms of client outcomes, preliminary evidence points to some successes.

#### **Evaluating the Labour Market Development Agreement**

An early evaluation of the Labour Market Development Agreement found that 23 per cent of participants took further training, almost one-half as a result of their Employment Benefit and Support Measures (EBSM) participation. In addition, 75 per cent had been employed since their EBSM participation ended (as compared to 69 per cent of comparison group members). While participants were more likely to be employed than comparison group members, they tended to have lower average weekly earnings.

Forty per cent had received employment insurance since their EBSM participation ended (versus 37 per cent of comparison group members), while nine per cent had received income assistance (versus five per cent of comparison group members). Paying at least part of the costs of training does not appear to reduce dependence on EI and IA in the short term. Those who paid at least part of the costs of their training placed more importance on being independent from EI and IA than other clients.

## QUALITY/SATISFACTION

This section focuses on the degree to which individual students, program clients and other stakeholders in the post-secondary education, training and skills development system are satisfied that the system is meeting their needs and those of society at large.

### PERCEPTIONS OF THE PUBLIC POST-SECONDARY EDUCATION SYSTEM

#### Maclean's Survey Gives B.C. Institutions High Marks

In its eighth annual university report, Maclean's magazine 1998 ranking of Canadian universities showed that B.C.'s four major universities ranked in the top 10 of their categories. Simon Fraser University, for the third consecutive year, ranked first among the twelve comprehensive universities while the University of Victoria placed fourth in the same category. The University of British Columbia retained its fourth-place ranking among the 15 universities with medical schools and concentration in research, while the University of Northern British Columbia debuted in ninth place out of 21 universities in the primarily undergraduate category.

#### Student Survey on Access to Post-secondary Education Report

A self-administered survey of students attending public post-secondary education institutions in British Columbia was conducted on behalf of the ministry and the Premier's Youth Office. Its purpose was to gauge the importance that students place on post-secondary initiatives and provide students with an opportunity to have input into the government's planning process.

*"More than 6,700 students have already taken part in this survey, making it one of the most extensive student consultations in our province's history. The unprecedented response is welcomed, as are the invaluable opinions of individual students."*

The self-administered survey was distributed by mail to recipients of British Columbia student financial assistance. Other students who did not receive the survey by mail were given the opportunity to request a survey through the provincial government's toll-free line for youth. Of the 38,000 surveys distributed 6,939 were completed and returned, a response rate of 18.2 per cent.

Survey findings showed that students identified the tuition fee freeze as the most important government initiative. A majority of students chose making education more affordable as their first priority for government. Furthermore, the majority of students felt that any new measures taken to make advanced education more affordable should be universal, that is benefit all students.

### **Surveys of Students' Post-secondary Education Experiences**

#### **BC Student Outcomes Survey**

Findings from the 1998 BC Student Outcomes Survey show that overall 84 per cent of former students indicated they were "completely" or "mainly" satisfied with their studies and 83 per cent of former students indicated their main reason for enrolling was "completely" or "mostly" met.

#### **Outcomes of Former Students with Disabilities**

In the report, 79 per cent of student with disabilities expressed they were "completely" or "mainly" satisfied with their overall studies while 75 per cent of former students with disabilities indicated their main objective for enrolling was "completely" or "mostly" met.

#### **BC College and Institute Co-op Student Outcomes**

The findings show 79 per cent of former co-op students were "completely" or "mainly" satisfied with their overall studies while 91 per cent of former co-op students indicated their main objective for enrolling was "completely" or "mostly" met.

#### **BC College and Institute Aboriginal Former Student Outcomes**

The data shows that 84 per cent of Aboriginal former students were "completely" or "mainly" satisfied with their overall studies and that 83 per cent indicated their main objective for enrolling was "completely" or "mostly" met.

## Evaluation of the Community Skills Centre Initiative

The ministry and Human Resources Development Canada conducted a summative evaluation of the CSC Strategic Initiative in 1998/99 to assess the achievement of objectives, and other impacts and effects of the CSCs. The evaluation included baseline and follow-up surveys of Income Assistance (IA) recipients and Employment Insurance (EI) recipients who participated in training programs offered through CSCs.

Highlights from the survey of IA and EI clients found that program participants were generally satisfied with the CSCs. For example, among participants who indicated they had a goal for taking their CSC training program, approximately 80 per cent indicated that their training goal had been met.

Nearly one-third of all CSC training participants have been involved in further education and training activities since taking their CSC training program. Of those who had taken additional training since their CSC program, 69.2 per cent felt their CSC training was important in leading them to take further training.

## Performance Measurement Reports

The 1998 Performance Report provides a set of key performance indicators to assess the college and institute system's progress in meeting the goals of access, affordability, relevance and quality as set out in *Charting a New Course*, the strategic plan for the college and institute system. The measures show current results and historical trends in a variety of performance areas relating to students' educational outcomes, labour market outcomes, program effectiveness, funding efficiency and value for investment.

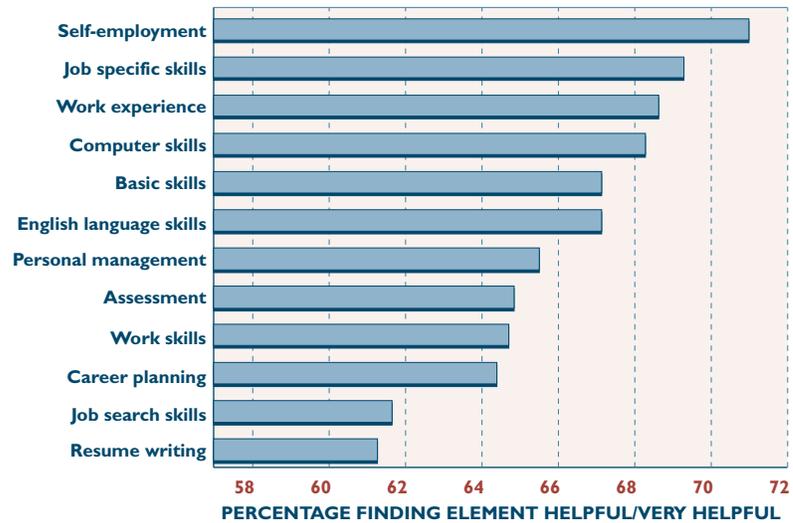
## SKILLS DEVELOPMENT PROGRAM SATISFACTION

### Youth Works/Welfare to Work

The ministry has established a longitudinal research project in order to better understand BC Benefits participants and how to improve their employability while reducing their dependency on income assistance. BC Benefits participants were surveyed between April 1998 and July 1998 and researchers measured their satisfaction on a number of curriculum elements within

employability programming. As shown in the chart below, a large number of participants were satisfied with training curriculum elements.

**Figure 32:**  
**Satisfaction with Employment Training Curriculum Elements:**  
**Percentage of Participants Finding Element**  
**Helpful/Very Helpful**



The most helpful curriculum element undertaken was “self-employment”. Seventy-one per cent of those surveyed found this element to be helpful or very helpful.

Source: Skills Development Division, MAETT

### Workplace-based Training Program

The Workplace-based Training Program (WBT) is based on the assumption that skill levels and job experiences are directly related to the ability of people to obtain and maintain employment. As a result, improvement in skill levels is an important objective of the program.

Program participants generally reflect positively on their experience in the WBT program. Seventy-two per cent of the placed participants who were able to find employment, along with 43 per cent of the unsuccessful candidates, believed that the training received through the WBT program enhanced their ability to get a job in the future. Overall, participants feel they are in a better position to compete in the labour market.

### **Vocational Rehabilitation Services**

The overall objective of the Vocational Rehabilitation Services (VRS) program is two-fold: to assist clients with disabilities in developing job skills; and to help them find employment. VRS clients, even those who had found employment, felt that the VRS program is more effective in developing job skills than in helping clients find employment. Nevertheless, clients' overall satisfaction with VRS services was high, with 80 per cent of all respondents in the client sample satisfied with VRS services, whether or not they had found employment.

With respect to developing job skills, about one-half of all clients rated the program as effective and about one-quarter did not know. Clients who completed their vocational plan, and clients who were employed, rated VRS as more effective in helping them develop job skills than did those who did not complete their plan, or did not find employment.

Almost one-third of clients rated the program as effective in helping them find employment, while over one-third did not know. Ratings of effectiveness in finding employment were higher for those who completed their vocational plan and for those who found employment, than they were for other clients.

### **Labour Market Development Agreement**

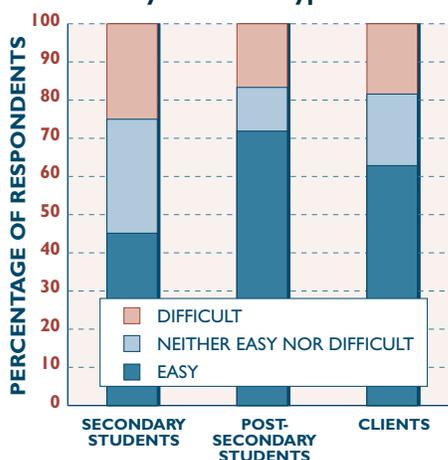
The Labour Market Development Agreement (LMDA) incorporates employment benefits and support measures (EBSMs) as the mechanisms to achieve LMDA objectives. In the spring of 1999, a formative evaluation of the LMDA concluded that the majority of participants whose EBSM involvement was finished gave their EBSMs a positive satisfaction rating. More than three-quarters rated their EBSM as "very satisfied."

On average, these participants rated their EBSMs as being most useful in terms of building their confidence, focusing their career goals and learning how to do a certain job. They were also considered to be useful, though to a lesser extent on average, at helping participants develop job skills such as managing time and organizational skills, obtaining full-time employment and improving or reaching their earning potential.

### Labour Market Information Strategic Initiative

The Labour Market Information Strategic Initiative was one of the joint initiatives carried out by the governments of Canada and British Columbia under the Canada/B.C. Strategic Initiatives Agreement. Over 100 projects were funded in the process of researching and addressing the need for the development, production, and distribution of high quality job and career related labour market information. A formative evaluation of the LMISI was conducted in 1998/99 to determine its effectiveness. Career practitioners, planners and analysts and end-users of labour market information were among the groups surveyed as part of the evaluation. Overall, the majority (two-thirds to three-quarters) of career practitioner respondents were satisfied with their knowledge about what labour market information resources were available. As well, two-thirds of analysts and planners were satisfied with what they knew about what resources were available and how to get them.

**Figure 33:  
Awareness of Labour Market  
Information Resources  
by End-User Type**



Ministry of Human Resources Development  
Canada clients enrolled primarily in employability  
programs were most likely to be aware of and able  
to access available resources.

Source: REAB, MAETT

End users varied in how satisfied they were with what they knew about what labour market information resources were available. Forty-five per cent of secondary students were satisfied, compared to two-thirds of clients (of employability programs) and 71 per cent of post-secondary students.

The views of end users on ease of access to labour market information resources are given in Figure 33. Most found access easy, or at least not difficult. Less than 25

per cent in each group found access difficult.

Generally, career practitioners, analysts and planners felt that their LMI needs were met by the resources they had used. The features that they most frequently looked for and liked about resources were: user friendly layout of information; concise, comprehensive content with details about specific careers; good range of resources for different needs; relevancy of information; and current, reliable information.

A sizable minority (from 20 to 25 per cent) of teachers, counsellors, and field personnel felt resources available to them only poorly met their needs. Resources were not satisfactory for teachers if the material was too difficult, assumed too much understanding of labour market information, or was not classroom ready. Counsellors were not satisfied with resources if they were too general or did not have local labour market information. Contractors were concerned with lack of currency of information or relevancy to client, difficulty or literacy level, and lack of local labour market information. Field personnel found resources not satisfactory if the information was not organized, was too general for clients or not current, or lacked local labour market information.

These findings are being used to inform the next generation of career, learning and labour market information materials currently under development.

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## LOOKING FORWARD

In July 1999, the skills training programs of the ministry were transferred to the newly formed Ministry of Social Development and Economic Security. At the same time the ministry assumed additional responsibilities for youth programs with government.

Under its revised mandate, the ministry will focus in 1999/2000 on advanced education and youth issues, furthering efforts to increase access to post-secondary education and training and strengthen the linkages between learning and the evolving labour market. The ministry will continue to advance its goals of: ensuring equitable access to advanced education and training; enhancing relevance and quality of advanced education and training; enhancing employment opportunities for British Columbians; encouraging flexibility within the system; and governing the advanced education and training system in a responsible and responsive manner.

The 1999/2000 annual report will reflect this renewed focus and report on the activities, outcomes and achievements of the ministry for the coming fiscal year.

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## APPENDICES

### APPENDIX 1: GLOSSARY

**Accreditation**

A process which recognizes an institution or program as maintaining standards that qualify graduates for admission to higher or more specialized institutions or for professional practice.

**Adult Basic Education (ABE)**

Programs that provide adult learners with basic life skills, literacy, numeracy, language skills, high school equivalency and/or prerequisites for entry into post-secondary education or the job market. Both colleges and school districts offer these programs.

**Advanced Placement**

Entering a program at a point beyond which a learner would normally begin studies, through obtaining course credit for skills and knowledge gained prior to application to the program.

**Assisted Job Search**

Assisted Job Search is designed to provide Youth Works and Welfare to Work participants with a range of services such as job club services, employability assessment and counselling, job search skills services and entrepreneur exploration workshops. Participation is mandatory for Youth Works participants.

**Assessment, Counselling and Referral (ACR)**

The ACR pilot projects were designed to test and demonstrate an enhanced assessment, counselling and referral system for people on income support. The projects were expected to improve the linkages within and between employment programs, the individual on income support and the labour market. The projects incorporate various key program components, depending on their local service needs assessments and assessment of their client profile.

**Baccalaureate Degree**

See Bachelor's Degree.

**Bachelor's Degree**

Programs normally take four years of full-time study to complete. Many offer options in particular disciplines as well as a more specialized honours option. University colleges, institutes and universities award these degrees.

**Beneficiaries (Skills Development)**

The total of all individuals who are benefiting from income support payments. This includes the recipients, spouse, children and other dependants.

**BC Benefits**

See Income Assistance.

**BC Benefits Legislation**

A group of acts that replaced the *Guaranteed Available Income for Need (GAIN) Act*. Together, the Acts serve to implement and authorize the BC Benefits program.

**BC Benefits Longitudinal Research Project**

This project was established to gain an understanding of new entrants to BC Benefits assistance and their flow through forms of Youth Works, Income Assistance, employment and training over an extended period of time to contribute to an improved understanding of their dependency on Income Assistance. The project comprises two components: a longitudinal survey or panel component; and an administrative tracking component.

**British Columbia Education and Training System**

Includes all schooling in B.C. from Kindergarten through Grade 12 and post-secondary education and training.

**British Columbia Knowledge Development Fund (BCKDF)**

BCKDF funding will provide a total of \$100 million in capital funding for research infrastructure for the province's public post-secondary institutions, teaching hospitals, and affiliated non-profit agencies over a six year period commencing in 1998/99 fiscal year. The objectives of BCKDF focus on enhancing provincial economic development and job creation.

**BC Council on Admissions and Transfers (BCCAT)**

The mandate of the British Columbia Council on Admissions and Transfer (BCCAT) is to facilitate admission, articulation and transfer arrangements among the colleges, university colleges, institutes and the Open Learning Agency, and the universities. Specifically, the Council, in co-operation with post-secondary institutions, develops policies that facilitate transferability of post-secondary credit courses so that credit can be applied toward baccalaureate degrees in degree granting institutions.

The Council fulfills its mandate through leadership and co-ordination of activities bringing together institutional representatives. The resulting co-operation in the planning and administration of programs and admissions policies helps to ensure an accessible and responsive system.

**BC Student Assistance Program (BCSAP)**

A comprehensive set of financial aid programs designed to assist post-secondary students who demonstrate financial need. Major components are the Canada Student Loan, BC Student Loan, BC Grant, and BC Loan Remission programs.

**Career Bridges, Career Ladders**

See Ladders/Bridges

**Cases (Skills Development)**

Single persons and families that have received a positive benefit for the current month. Each single person, family or couple counts as one case.

**Certificate**

Usually involve one year or less of study. Certificates are awarded at colleges, university colleges, institutes and universities.

**Charting a New Course**

A strategic plan developed by representatives of the college, institute and agency system in collaboration with the former Ministry of Education, Skills and Training. The plan was released in September 1996, and identifies four system goals: relevance and quality, access, affordability and accountability.

**College, University College, Institute and Agency System**

The public system of community colleges, university colleges, provincial institutes, and the Open Learning Agency which, in addition to the six provincial universities, delivers public post-secondary education and training in British Columbia. The system provides a comprehensive range of post-secondary programs, from adult basic education/developmental learning and skills training/upgrading, to vocational and technical training, academic and university transfer programs, associate and bachelor degrees. In all components of the system, excellence in teaching and learning is maintained by ensuring faculty are engaged in continuing professional development, including scholarly activity. Scholarly activity consists of such things as curricular development, developing industry partnerships, applied research, improving professional leadership and/or academic research related to the faculty member's field of expertise.

**Community Colleges**

Public community colleges provide a comprehensive range of post-secondary options in a flexible, accessible and supportive learning environment. Courses and programs lead to certificates, diplomas and associate degrees in the areas of vocational, career/technology, trades and academic studies. As well, learners may complete first and/or second year university courses at community colleges and transfer to university for degree completion. Community colleges also offer developmental programs that provide opportunities to upgrade skills and qualifications for entry into other programs, programs that provide accommodation for special-needs learners, continuing education courses, and programs that facilitate training and retraining for those in the work place. While being responsible for meeting a range of both local and provincial post-secondary requirements, community colleges often provide unique programs tailored to local community characteristics and training needs.

**Community Employment Training (CET)**

Community Employment Training provides participants with employment and personal management skills. The program is linked to community resources, services and training, and provides specific programs such as occupational skills training and computer literacy.

**Community Skills Centres (CSCs)**

A network of institutions that works with public and private training providers and uses educational technologies to meet the training and education needs of their respective communities. CSCs are jointly funded by the provincial and federal governments and are managed by volunteer community boards, with representation from business, labour, equity groups, public and private education providers and local government.

**Continuing Education**

An education program offered by the post-secondary education system that serves diverse learning purposes such as labour force development, high school completion, the upgrading of a current graduation certificate, cross-cultural learning, public service and social responsibility in the community, and general interest education.

**Council of Ministers of Education Canada (CMEC)**

CMEC is the national voice for education in Canada. Through CMEC, ministers responsible for education can consult and act on matters of mutual interest, as well as work with national education organizations and the federal government. CMEC also represents the education interests of the provinces and territories internationally.

**Course Completion**

Completion of a registered course resulting in a final grade of pass or better.

**Co-operative Education**

Education programs that include one or more work experience components that may be assessed for credit toward program completion.

**Credentials**

Certificates, diplomas, degrees, associate degrees and advanced diplomas awarded for a course or program that has a minimum of 60 student contact hours of instruction or course hour equivalent activity and an evaluative component.

**Distance Education – Distributed Education**

Course work that takes place without a requirement for the learner to be physically present in a traditional classroom setting. Instruction occurs through correspondence, telecommunications, or other electronic media and is provided throughout the year, permitting schedule flexibility. Distance education courses are available to public and non-public school students at the elementary, secondary and post-secondary levels.

**Diploma**

Normally involves two years of study in a career, technical, or academic program. Diplomas are awarded at colleges, university colleges, institutes and universities.

**Doctoral Degree**

Involves course work and original research that must be written as a thesis and successfully defended. Admission to a doctoral program usually requires completion of a Master's degree or a Bachelor's degree with special qualifications. Only universities award doctoral degrees.

**Dual Credit**

Credit for secondary school graduation that is also recognized for transfer of credit in courses and programs in post-secondary institutions.

**Early Intervention Program (EIP)**

The Early Intervention Program (EIP) assist applicants for BC Benefits to obtain employment prior to requesting assistance, or to provide alternatives to BC Benefits. EIP provides potential applicants of BC Benefits with information on available employment resources and services so they can secure employment.

**Educational Costs (Post-secondary)**

Costs directly related to a post-secondary student's study period. Such costs include tuition, books, supplies, mandatory fees payable to the institution in connection with the course of study, such as admission fees, student society fees, student services fees, fees for examinations, transportation for attending studies, daycare, and exceptional education costs (e.g., expenses for field trips or practicums).

**Employability Skills Programs (Skills Development)**

Employability Skills programs are available to clients after completing seven months of independent job search and two months of assisted job search. They include six main program areas: Community Employment Training (CET); the Volunteer Incentive Program (VIP); Adult Basic Education (ABE) and English as a Second Language (ESL); Bridging; and, Workplace-based Training (WBT). Employability programs also include services to assist participants in job search, and training and employment assessment. These programs are focused on addressing a participant's skill and experience gaps so that the client can secure and maintain employment.

**Employability Skills**

Includes generic skills, qualities, competencies, attitudes, and behaviours that employers are looking for in new employees.

**Employable (Skills Development)**

A case is considered employable if the income assistance recipient is presently capable of working at a job.

**Employment Benefits and Support Measures (EBSMs)**

EBSMs are designed and co-managed under the joint federal-provincial Labour Market Development Agreement. EBSMs are federal programs designed to assist individuals to prepare for, obtain and maintain employment, and result in savings to the Employment Insurance (EI) account. As of 1998-99 there were four employment benefits available – Job Creation Partnerships, Targeted Wage Subsidies, Self-Employment and Training Purchases. There were also two support measures available – Employment Assistance Services and local Labour Market Partnerships.

**Employment Insurance (EI) Clients**

Eligible adults receiving income support and employment assistance as governed by the federal *Employment Insurance Act*.

**English as a Second Language (ESL) Program**

Programs in the post-secondary system designed to improve the English language skills of non-native speakers. Also referred to as English Language Training (ELT) programs.

**Equity Groups**

In this report, equity groups are considered to be people of Aboriginal descent, people of visible minorities, people with disabilities, and women in under-represented occupations.

**Equivalency**

The process of receiving credit for a ministry authorized or locally developed Grade 11 or Grade 12 course, based upon documented achievement of learning outcomes from a course or program from another institution or jurisdiction.

**External Credentials**

See Prior Learning Assessment

**Forum of Labour Market Ministers**

The Forum of Labour Market Ministers (FLMM) was established in 1983 to provide an opportunity for interjurisdictional discussion and co-operation on labour market issues.

**Full-time Equivalent (FTE) Student/Learner**

An FTE represents all full-time and part-time enrolments converted to the number of students carrying a “normal” full-time course load as defined by the different program areas.

**General Educational Development Tests (GED)**

GED testing is available to adult residents of British Columbia who have been out of a school system for one year and who have not graduated from high school or the equivalent. The GED is a set of five multiple-choice tests in the areas of writing skills, social studies, science, literature and the arts, and mathematics. A successful candidate will receive a British Columbia Secondary School Equivalency Certificate. Certificate holders may qualify for a better job or for entry to some post-secondary education and training programs where the certificate is accepted in lieu of secondary school graduation.

**High Technology Sector**

A sector of industry that focuses on the production of high technology goods and services as ultimate outputs. This definition considers the high technology outputs of various standard industries, their level of research activity, their representation in existing lists of high technology companies, and the opinions of an expert panel drawn from government, university, and the private sector.

**Human Resource Development Canada (HRDC)**

A department of the federal government that provides, among other programs and services, a range of programs designed to help youth and adults obtain and keep long-term employment. These include various employment benefits and support measures under the *Employment Insurance Act*, the Labour Market Development Agreement, the Youth Initiative, and the Transitional Jobs Fund.

**Income Assistance (IA)**

BC Benefits assistance provided to individuals and families whose resources in the current month are inadequate to meet their needs and who have exhausted other avenues of support. Assistance for adults is provided under the *BC Benefits (Income Assistance) Act* and for youth under the *BC Benefits (Youth Works) Act*. Assistance for persons with disabilities is provided under the *Disability Benefits Program Act*.

**Independent Job Search (IJS)**

Phase I of the Youth Works and Welfare to Work programs, occurring in Months 1 to 7 after an individual begins receiving living allowance benefits. Programs are focused on self-directed job search information.

**Industrial Adjustment Service (IAS)**

The Industrial Adjustment Service is a joint federal/provincial program that acts as a catalyst to bring employer and employee (union or non-union) representatives together in a joint committee structure. IAS assists employers and employees to jointly research, develop and implement action plans to deal with problems such as assisting people to re-enter the labour market after significant layoffs and closures or to adjust to changes in technology and markets.

**Industry Training and Apprenticeship Commission (ITAC)**

The Industry Training and Apprenticeship Commission (ITAC) was established in November 1997 to foster an apprenticeship system that is relevant, accessible and responsive to industry's needs.

**Industry Training and Adjustment Programs (ITA)**

Programs that bring employers and employees together to protect jobs, improve training programs, and enhance competitiveness. ITA program coordinators work closely with individual businesses, workers, industry associations, unions and communities to establish adjustment strategies that anticipate and respond to changes in the workplace.

**Information Science and Technology Agency (ISTA)**

ISTA has responsibility for leading the B.C. government's efforts to: strengthen the economy through the development and application of technology; connect British Columbians through universal, affordable access to networks and the services delivered over those networks; and transform government program and service delivery through the management and use of information and technology.

The Agency, which reports to the Minister of Advanced Education, Training and Technology, was created on November 7, 1996, and comprises the Information Management and Corporate Policy Division, the Information Technology Services Division, and the Science, Technology and Telecommunications Division.

**Institution-based Training (IBT)**

Institution-based Training (IBT) support services and/or Expanded Capacity programming are delivered through the colleges and university colleges as well as the British Columbia Institute of Technology, Nicola Valley Institute of Technology and the Native Education Centre. The programs' focus is to provide support services to increase Youth Works and Welfare to Works (YW/WTW) student recruitment, retention and successful completion of basic education or post-secondary education studies.

**Job Readiness Programs**

A sub-group of integrated, project-based Youth Works or Welfare to Works Employability Programs that address multiple employment needs.

**Job Skills**

Skills required to be successful in the work force including basic communication and writing skills, problem solving, organizational skills, mathematical skills, computer skills, personal management, and teamwork skills.

**Job Start**

Job Start is a employment program for unemployed youth aged 17 to 24 who have limited work experience and are not immediately planning on returning to school. The program provides youth with the opportunity to earn money, gain work experience and develop skills. Employers are provided with a reimbursement of 50 per cent of the provincial minimum wage for a maximum of 360 hours.

**Key Performance Indicators (Post-secondary)**

A defined set of statistics derived from consistent data collection, used to assess the results of current practices and determine necessary adjustments.

**Knowledge Network**

A component of the Open Learning Agency (OLA) that offers educational and informative television programming, including formal curriculum-based programs for K–12 students, teachers, parents and post-secondary students; programs which focus on social and cultural awareness and assist in delivering community education; and general education programs for children and adults. The Knowledge Network also provides information regarding labour market opportunities and post-secondary programs.

**Ladders/Bridges**

Development of courses, learning outcomes and/or basic competencies to provide a seamless transition from one level of education to the next by reducing overlap or gaps between programs of study at each level.

**Labour Force**

The civilian population aged 15+ who are either employed or unemployed (the latter includes those actively seeking employment or on temporary layoff).

**Labour Market Development Agreement (LMDA)**

The Labour Market Development Agreement is a joint federal-provincial agreement signed on April 25, 1997. The Agreement provides for shared responsibility for the employment benefits and support measures that are available under Part II of the federal *Employment Insurance Act*. The LMDA is a co-managed framework that commits both partners to collaborating on the critical task of assisting people not currently in the labour market to move into productive and self-sufficient activities.

**Labour Market Information (LMI)**

Information about the supply and demand for labour in the economy. This information is usually processed, interpreted and analyzed using the theoretical framework, methodology and tools of the labour market economist. In its broader sense it is used to denote any information which is used for labour market related planning and decision making purposes.

**Master's Degree**

Normally takes two years of study and may involve research or writing a thesis. Admission usually requires completion of a Bachelor's degree. Only universities award Master's degrees.

**Office for Disability Issues (ODI)**

The Office for Disability Issues is a policy and planning office rather than a program and client-service office. The ODI is responsible for facilitating an enhanced relationship between the provincial government, other governments, persons with disabilities, their families, allies and supporters, communities of persons with disabilities, and organizations of and representing persons with disabilities. This ensures that the interests of the disability community are voiced when policies, programs or legislation that will impact on the disability community or some part of the community are being prepared.

**Open Learning Agency (OLA)**

The Open Learning Agency provides open learning education province-wide and internationally. The OLA offers a range of college- and university-level programs leading to certificates, diplomas and degrees, and works in partnership with other post-secondary institutions to provide distance learning. OLA operates the Knowledge Network, which has a mandate to provide educational programming to the general public, and works with the province's educational institutions to deliver formal instruction by means of television. OLA also co-ordinates such functions as the International Credential Evaluation Service and the educational "Credit Bank," which assesses and gives credit for previous formal and non-formal learning.

**Open University (OU)/Open College (OC)**

Components of the Open Learning Agency (OLA) that offer a range of baccalaureate and graduate degree programs, and diplomas and certificates in collaboration with provincial and international partner institutions. Courses are provided through the Open Learning Agency and are delivered on-line, and by mail, telephone, teleconferencing, and video-conferencing.

**Persons with Disabilities**

For the purposes of the *BC Benefits (Disability Benefits Program) Act*, is a person, aged 18 or over; who, as a direct result of a severe mental or physical impairment, requires extensive assistance or supervision to perform daily tasks in a reasonable time; or requires unusual and continuous monthly costs for transportation, special diets, or other unusual but essential and continuous needs. The impairment must be confirmed by a medical practitioner and be likely to either continue for at least two years or continue for at least one year and recur. Persons who were designated as "handicapped" under the former *BC Benefits (Income Assistance) Act* are included in this definition.

**Personal Education Number (PEN)**

A permanent, unique identification number that is assigned to each student in the K-12 system and in the post-secondary system. PENs are used for administrative purposes and to track student flows across educational systems (K-12 and post-secondary) and between institutions.

**Portability**

The ability to transfer credit for courses or programs from one institution to another throughout the province and across Canada.

**Post-secondary Education (PSE)**

Education and training provided at the post-secondary education level. This includes training at colleges, institutes, universities, and university colleges (i.e., vocational as well as academic programs).

**Post-secondary Education Participation Rate**

The proportion of an eligible cohort that was involved in an educational activity.

**Post-secondary Education (PSE) System**

The publicly funded system of universities, university colleges, colleges, provincial institutes and the Open Learning Agency that delivers public post-secondary education and training in British Columbia.

**Prior Learning Assessment (PLA)**

Assessment by some valid and reliable means, by a qualified specialist, of what has been learned through non-formal education, training, or experience, that is worthy of credit in a course or program offered by the institution granting credit.

**Provincial Institutes**

Provincial Institutes are organized in relation to career, vocational and technical specialties. For the most part, these institutes provide unique, career-related programs intended to offer a distinct education and training focus different from other post-secondary institutions. They have a mandate to maintain a leading edge in the respective fields and creatively serve a province-wide market. They offer a range of credentials, including certificates, diplomas and, in some cases, degrees, as well as offering developmental, continuing education and workplace-based training and retraining.

**Provincial Learning Network (PLNet)**

A province-wide telecommunications network which connects schools in the K–12 system with colleges, universities, institutes, the Open Learning Agency, libraries, museums, and science and cultural sites.

**Public Service Training Program (PSTP)**

This Vocational Rehabilitation Services program helps persons with disabilities compete in the labour market by providing on-the-job training in provincial ministries. Work terms are usually six months and trainees are paid a bi-weekly wage, half of which is reimbursed by MAETT.

**Recipients (Skills Development)**

All individuals who are in receipt of benefits provided under the *BC Benefits (Income Assistance) Act*, the *BC Benefits (Youth Works) Act*, and the *Disability Benefits Program Act*.

**Student Financial Assistance (SFA)**

Refers to financial assistance provided to post-secondary students (e.g., BC Student Assistance Program).

**Student Summer Works (SSW)**

Student Summer Works is an employment and training program for secondary and post-secondary students. It provides full-time employment opportunities for 3,300 students between May 1 and September 1. The program reimburses employers a portion of the students' wages to a maximum of four dollars per hour for a minimum of 150 hours of employment.

**Training Assistance Benefits Program (TAB)**

Provides direct educational costs (non-repayable grants) for Youth Works and Welfare to Work clients, who are upgrading at a public post-secondary institution, in order to move them into the work force or to assist them to pursue further post-secondary training (e.g., academic upgrading, basic literacy and pre-vocational training).

**Training Program for Disabled Persons**

Provides wage subsidies to employers for hiring and training people with disabilities who have work skills and are likely to become gainfully employed.

**Universities**

Universities provide undergraduate and graduate degree programs in a wide variety of disciplines. Many B.C. universities also offer certificates and diplomas in selected professional fields. Universities also perform and foster research and provide a cultural and education resource to the community.

**University Colleges**

University Colleges offer the complete range of courses, programs and services provided by the community colleges, along with third- and fourth-year university-level studies leading to a baccalaureate degree.

**University Eligibility**

Graduation with a Grade Point Average (GPA) of at least 2.5 (A=4; B=3; C+=2.5; C=2; C-=1). This is calculated by averaging English 12 and the three other highest-graded Grade 12 courses. University eligibility is a measure of demand, not accessibility, and is not a formal qualification.

**Vocational Programs**

Generally refers to trade-oriented programs of less than 12 months duration, usually leading to a certificate, but does not include apprenticeship programs.

**Vocational Rehabilitation Service (VRS)**

Vocational Rehabilitation Services ensure that people with permanent mental and/or physical disabilities have access to training, education and employment opportunities. Services to people with disabilities is provided through four programs: Direct Services; Community Programs; the Public Service Training Program; and the Training Program for Disabled Persons.

**Volunteer Incentive Program (VIP)**

Volunteer Incentive Program provides participants with opportunities to increase their work experience through formal volunteer placements. A formal agreement between the employer and the participant is negotiated.

Participants receive an incentive allowance to cover the cost of transportation and other expenses.

**Welfare**

See Income Assistance

**Welfare to Work Program (WtW)**

A program for adult Income Assistance clients aged 25-59, who are in job search or eligible for job readiness, education, or training programs. Included are employable singles, couples, two-parent families and single parents with their youngest child aged seven or older. Excluded are single persons with children under the age of seven, persons who are designated as special needs or temporarily excused from seeking employment, hardship cases, and immigrants.

**Work Experience**

An opportunity for a participant to take a training position at an eligible employer's work site, performing some of the tasks of a specified job. Work experience placements normally range in duration from a minimum of two weeks up to a maximum of twenty weeks. Participants may have more than one work experience during a project.

**Workplace-based Training Program (WBT)**

This program places Youth Works and Welfare to Work participants in employment positions that will provide training, work experience, and the prospect of long-term employment. WBT can also develop a training culture by upgrading the skills of the employer's existing work force. Employers who hire and deliver on-the-job training may claim funding to offset training costs. Between 50 and 100 per cent of training credit funds must be spent on training participants, and up to 50 per cent may be used to upgrade the skills

of existing employees. Employers are required to employ the participant for at least one year and pay the full wages or salary. WBT is also developing equity pilot programs in each region. The purpose of the pilots is to test program modifications to ensure more difficult to place equity client groups can be served through the mainstream WBT programs.

**Youth Community Action (YCA)**

Youth Community Action provides youth aged 15 to 24 with opportunities to gain valuable work experience in areas related to their area of interest, chosen career or field of study and to earn post-secondary tuition credits that can be used at eligible post-secondary institutions in British Columbia.

**Youth Options BC**

A comprehensive series of youth employment and skills training programs delivered through a combination of public, private sector, and community resources. Programs include Student Summer Works, Youth Community Action, Environment Youth Teams, First Job in Science and Technology, Job Start, and many others.

**Youth Works Program (YW)**

This program is for youth, aged 19-24, receiving Youth Works benefits who are in mandatory job search or eligible for job readiness, education, or training programs. Included are employable singles, couples, two-parent families and single parents with their youngest child aged seven or older. Excluded are single persons with children under the age of seven, persons who are designated as special needs or temporarily excused from seeking employment, hardship cases and immigrants.

## APPENDIX 2: SKILLS DEVELOPMENT DIVISION ACCOUNTABILITY FRAMEWORK

During 1998/99, the Skills Development Division (SDD) has been developing an accountability framework which will strengthen evaluation and accountability activities to support the effective delivery of services to clients. The process of developing the framework has been a collaborative one and, through the process of clarifying the business priorities for the division, has built a shared vision of employment and training programs delivered by SDD.

SDD chose to use collaborative evaluation as the best mechanism to achieve its accountability framework. A critical element of collaborative evaluation is developing up-front formal agreement between key stakeholders on performance objectives and targets. To this end, SDD held a session on March 23, 1999 with headquarters and field staff to develop performance objectives.

SDD staff, with the input and participation of staff from Treasury Board, and corporate Policy and Research drafted and finalized the performance objectives. The goal is to facilitate access to skills development and employment opportunities for British Columbians who encounter barriers to workforce participation, face job loss due to structural changes in the economy, or require skills upgrading in order to remain productive and take advantage of emerging opportunities for work. The performance objectives which describe the business and are measurable are described in the table below.

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### Skills Development Division - Performance Objectives

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OBJECTIVES	DESCRIPTION
Outcome Objectives	1. Ensure entry to or return to work, retention of work, or enrolment in post-secondary training for targeted participants.
	2. Contribute to fiscal goals of government by reducing dependency on government assistance (e.g., IA and EI).
	3. Help participants develop the skills to achieve longer-term self-sufficiency with respect to labour market attachment, and work with communities and employers to help stabilize and expand employment opportunities.
	4. Provide leadership for labour market development activities which support the division's mandate and provincial goals (e.g., LMDA).
Service Quality Objectives	5. Ensure that SDD programs and services are delivered in a timely, accessible, and respectful manner.
	6. Co-ordinate and streamline activities among all branches/sections of the division in a way that is inclusive, equitable, and respects competing demands on each staff member.
Process Objectives	7. Design, implement and manage employment-related programs and services in a manner that is responsive to participant needs.
	8. Maintain and continuously improve a flexible, efficient, and responsive contract management process that supports the delivery of the division's programs and services.
	9. Consult and co-ordinate with government, employers, participants, service providers and community partners in developing and providing integrated programs and services.
	10. Ensure effective, efficient, and relevant communications among our staff, participants and community partners in developing and providing integrated programs and services.

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Input Objectives	<ol style="list-style-type: none"> <li>11. Acquire, develop and manage the resources necessary to achieve the outcome objectives.</li> <li>12. Set annual targets for participant service delivery.</li> <li>13. Provide division staff with the training, tools, and supports needed to perform their duties effectively and efficiently.</li> <li>14. Ensure a safe and healthy work environment for all staff in the division.</li> </ol>
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Accountability is the responsibility of all parts of the Skills Development Division, throughout Headquarters and Field Services. In order to support consistency and accuracy of division reporting it was agreed that the Program Planning and Development Branch would provide a coordinating role for establishing division objectives and corresponding measures (targets) and the reporting on division progress in meeting these objectives.

An SDD Accountability Reference Committee has been established to jointly deal with issues of clarifying performance objectives and commitments, and develop reporting structures and protocols. Once finalized, the accountability framework will go forward for sign-off by the Deputy Minister and Treasury Board.

As well, SDD uses four corporate reporting systems to monitor SDD performance:

- ◆ Skills Training and Accountability Registry (STAR) – to monitor skills training and counselling provided by contractors for participants in youth and welfare to work programs, including the BC Benefits system;
- ◆ Vocational Rehabilitation System – to monitor skills training and counselling for disabled persons or those requiring retraining due to illness or injury;
- ◆ Contract Monitoring and Reporting (CMAR) – to monitor contract job skills training and vocational rehabilitation services provided directly to the public; and,
- ◆ Youth Initiatives Management Information System – to provide financial information about students and their employers who received wage subsidies from the division.

Ultimately, SDD plans to develop STAR to serve as the single entry point for client, program, contract and financial data for the division.

### APPENDIX 3: FINANCIAL TABLES

#### Ministry Budget

**Ministry of Advanced Education, Training and Technology  
Summary of Actual Expenditures vs. Total Appropriations <sup>(1)</sup>  
Fiscal 1998/99 (\$000s)**

VOTE #	DESCRIPTION	TOTAL APPROPRIATIONS <sup>(2)</sup>	ACTUAL EXPENDITURES	NET UNDER (OVER)
11	Minister's Office	464	460	4
12	Ministry Operations	1,622,955	1,622,955	0
	Program Management	45,190	45,190	0
	Post-secondary Education Programs	1,482,419	1,482,483	(64)
	Skills Development Programs	93,534	93,534	0
	Intergovernment Relations Secretariat	1,812	1,748	64
13	Crown Corporations Secretariat	1	0	1
14	Information, Science & Technology Agency	39,587	38,077	1,510
	Total Voted Appropriations/Expenditures	1,663,007	1,661,492	1,515
	Statutory	1,377	642	735
	Valuation Allowance	143	143	0
	Tangible Capital Assets	(11,742)	(11,742)	0
	Amortization Expense	13,319	13,319	0
	Total Expense	1,666,104	1,663,854	2,250

Notes: (1) All information obtained from Volume 2 of 1998-99 Public Accounts (page C38-39).

(2) Total Appropriations include Budget Re-allocations and Other Authorizations (Statutory).

## Operating Grants to Institutions

### Ministry Operating Grant Allocations to Post-secondary Education Institutions 1997/98 and 1998/99 (excludes Apprenticeship and Project Support)

INSTITUTION	1997/98	1998/99	% CHANGE FROM 1997/98 TO 1998/99
B.C. Institute of Technology	76,566,568	77,559,782	1.3%
Camosun	30,768,445	31,610,609	2.7%
Capilano	23,423,065	24,156,865	3.1%
Cariboo	30,792,563	31,684,395	2.9%
College of the Rockies	11,153,122	11,287,453	1.2%
Douglas	33,135,709	33,802,947	2.0%
Emily Carr	7,782,302	8,095,892	4.0%
Fraser Valley	22,789,996	24,200,242	6.2%
Institute of Indigenous Government	940,000	1,400,000	48.9%
Justice Institute	5,163,770	5,333,033	3.3%
Kwantlen	37,098,706	39,331,184	6.0%
Langara	26,305,565	27,010,345	2.7%
Malaspina	29,850,495	30,546,697	2.3%
New Caledonia	18,622,249	18,847,165	1.2%
North Island	14,217,386	14,773,668	3.9%
Northern Lights	12,113,987	12,272,676	1.3%
Nicola Valley	2,231,264	2,245,701	0.6%
Northwest	11,136,408	11,230,325	0.8%
Okanagan	34,342,272	35,187,389	2.5%
Open Learning Agency	20,055,722	20,113,941	0.3%
Selkirk	17,340,261	17,478,540	0.8%
Vancouver	41,049,162	41,688,233	1.6%
Sub-total	506,879,017	519,857,082	2.6%
University of British Columbia	278,048,759	280,593,275	0.9%
Simon Fraser University	119,836,379	121,171,933	1.1%
University of Victoria	99,840,149	101,181,789	1.3%
University of Northern B.C.	25,029,285	25,357,575	1.3%
Royal Roads University	5,250,000	5,250,000	0.0%
Technical University of B.C.	2,800,000	6,500,000	132.1%
Sub-total	530,804,572	540,054,572	1.7%
<b>TOTAL</b>	<b>1,037,683,589</b>	<b>1,059,911,654</b>	<b>2.1%</b>

Notes: Colleges and Institute Operating Grants include:

- ◆ For 1997/98 and 1998/99 the Learning Partnership Envelope, the Learning Highway and the Labour Adjustment Envelope

University Operating Grants include:

- ◆ Base Operating Grants, UNBC Equipment Library Grants, Funded Enrolment Growth, Partnership Grants, Teacher Education
- ◆ Equity, Tuition Compensation, Equipment Replacement and UBC Hospital Overhead.

## Ministry Program Expenditures: Skills Development Programs

### Ministry Program Expenditures Skills Development Program, 1997/98 and 1998/99

	1997/98		1998/99	
	BUDGETED (per Estimates) (\$ MILLIONS)	ACTUALS (\$ MILLIONS)	BUDGETED (per Estimates) (\$ MILLIONS)	ACTUALS (\$ MILLIONS)
<b>PROGRAMS</b>				
Vocational Rehabilitation Services	12.99	10.99	12.99	12.53
Industry Training and Adjustment	4.27	3.86	3.60	1.81
Youth Works/Welfare to Work	80.45	72.19	69.03	65.71
Student Summer Works	5.95	5.82	9.13	8.92
Youth Programs	0.00	0.00	14.74	13.5
<b>TOTAL PROGRAMS</b>	<b>103.66</b>	<b>92.86</b>	<b>102.49</b>	<b>102.47</b>
<b>PROGRAM MANAGEMENT</b>				
Skills Program Management	29.13	25.72	30.01	27.26
<b>TOTAL PROGRAM MANAGEMENT</b>	<b>29.13</b>	<b>25.72</b>	<b>30.01</b>	<b>27.26</b>
<b>TOTAL SKILLS DEVELOPMENT DIVISION</b>	<b>132.79</b>	<b>118.58</b>	<b>139.50</b>	<b>129.73</b>

### References for Comments in Margins

Throughout this annual report, direct and indirect quotations are found in the margins. Following is a list of sources for those comments:

- Page 1: News Release, MAETT (Sept. 16, 1998)
- Page 4: Former MAETT minister Andrew Petter, News Release, MAETT (March 9, 1998)
- Page 8: Auditor General (April, 1996)
- Page 11: Former MAETT minister Andrew Petter, News Release, MAETT (June 8, 1998)
- Page 14: Linda Mitchell, Executive Director of Literacy BC, a non-profit organization which supports literacy and learning in B.C., News Release (May 13, 1998).
- Page 16: Former MAETT minister Andrew Petter, News Release, MAETT (April 16, 1998)
- Page 19: Former MAETT minister Andrew Petter
- Page 20: Former MAETT minister Andrew Petter, News Release, MAETT (June 8, 1998)
- Page 27: News Release, MAETT (Nov. 16, 1998)
- Page 42: Former MAETT minister Andrew Petter, News Release, MAETT (July 17, 1998)
- Michael Smith, Peter Wall Distinguished Professor of Bio-technology (UBC) and 1993 Nobel Laureate (Chemistry)
- Page 46: Former MAETT minister Andrew Petter, News Release, MAETT (Oct. 8, 1998)
- Page 49: Former MAETT minister Andrew Petter, News Release, MAETT (Feb. 19, 1999)





