

Preface

In September 2006, through government restructuring, the Training Division of Manitoba Advanced Education and Training moved to the new department of Competitiveness, Training and Trade (MCTT) and the profile of literacy was increased in the formation of the new department of Advanced Education and Literacy.

Report Structure

This Annual Report is organized in accordance with the Department's appropriation structure, as set out in the Main Estimates of Expenditure of the Province of Manitoba for the fiscal year ending March 31, 2008. The report includes information at the main and sub-appropriation levels relating to the Department's objectives and actual results achieved. Financial performance information is provided with expenditure and revenue variance explanations, and a five-year adjusted historical table of staffing and expenditures.

Mandate

Manitoba Advanced Education and Literacy (MAEL) is charged with the responsibility of setting priorities and allocating funds for the government's investment in the Province's post-secondary institutions, literacy and adult learning initiatives and student financial assistance.

The Department works in collaboration with school divisions, colleges, a university college, universities, other provincial/territorial governments, the federal government, and other private and public education and training bodies to deliver a high quality adult learning and post-secondary education that meets the needs of all Manitobans.

In addition to identifying broad educational goals, the Department is responsible for the overall legislative and regulatory structure governing the post-secondary and adult learning systems.

The Department is also responsible for providing policy direction on administrative matters of the adult learning and post-secondary education system under authority of the following Acts of the Consolidated Statutes of Manitoba:

- The Adult Learning Centres Act
- The Adult Literacy Act – Bill 6
- The Brandon University Act
- The Colleges Act
- Le Collège universitaire de Saint-Boniface Act
- The Council on Post-Secondary Education Act
- The Degree Granting Act
- The Department of Labour and Immigration Act
(as it applies to certain training programs)
- The Private Vocational Institutions Act
- The Student Aid Act
- The University College of the North Act
- The University of Manitoba Act
- The University of Winnipeg Act

Role and Mission

Together with our partners and stakeholders, MAEL's mission is to:

- Provide Manitobans with relevant, affordable, accessible and high quality education and adult learning opportunities;

- Provide financial assistance to enable Manitobans to overcome financial barriers to access post-secondary education;
- Support seamless and coherent linkages across the adult learning and post-secondary systems;
- Lead the development, implementation and evaluation of an adult literacy strategy for Manitoba; and
- Provide leadership and facilitate the contribution of the adult learning and post-secondary systems to Manitoba's economic and social goals.

In carrying out its mission, the Department is guided by the following principles:

- Accessibility/Affordability
- Quality
- Relevance
- Inclusiveness
- Responsiveness
- Innovation
- Accountability

Responsibilities

The primary responsibility of MAEL is to facilitate high quality learning at the post-secondary and adult learning levels. Emphasis is placed upon enhancing learner performance, delineating roles and responsibilities across the post-secondary education and adult learning systems, and facilitating the development and sharing of new knowledge.

The overall responsibilities of the Minister include:

- Setting strategic direction for post-secondary and adult learning, and articulating appropriate legislative and regulatory structures.
- Providing leadership to, and working in co-operation with post-secondary education, adult learning institutions and other organizations to bring about education reform.
- Setting priorities for, and allocating funds to the Province's public post-secondary education system, to adult learning programs and to the student financial assistance program.
- Working in co-operation with colleges, universities and other education and training institutions and organizations to ensure that all Manitobans have access to high quality adult learning and post-secondary education.
- Representing the Province in negotiations with the federal and other governments related to post-secondary education, adult learning, and education finance, as well as participating in relevant meetings with public and private sector organizations.
- Supporting seamless and coherent linkages across the adult learning systems.
- Providing leadership and facilitating the contribution of the adult learning and post-secondary systems to Manitoba's economic and social goals.

Programs and Services Overview

For the year ending March 31, 2008, the programs and services of the Department were budgeted under six main appropriations: Administration and Finance, Support for Universities and Colleges, Manitoba Student Aid, Adult Learning and Literacy, Capital Grants and Costs Related to Capital Assets.

Manitoba's commitment to adult learning and post-secondary education includes funding two community colleges and École technique et professionnelle, one university college, three universities and Collège universitaire de Saint-Boniface as well as literacy programming and adult learning centres, and student financial assistance.

Accessibility to the adult learning and post-secondary system remained a critical priority for the Department in 2007/08 with a focus on the particular needs of individuals from low income and under represented groups. Studies that continued through 2007/08 are expected to contribute to the development of policy coherence in this area.

I Post-Secondary Education

In 2007/08, enrolment at the universities and university college was comprised of 30,572 full-time students and 23,309 part-time students.

Community college full-time enrolments for 2007/08 were estimated at 14,360 and part-time enrolments were estimated at 28,495.

The University College of the North (UCN) continues to offer a comprehensive range of post-secondary education programs for northern Manitobans including developmental, trade, career, technical and undergraduate degrees. It offers learner-centred programming through two campuses and 12 regional centres located throughout northern Manitoba. In 2007/08, two new centres have been added in Grand Rapids and Oxford House. Two degree programs have been approved and funded: 1) the Bachelor of Arts in Aboriginal Northern Studies; and 2) Baccalaureate in Midwifery.

For additional information on Post-Secondary Education, please refer to the 2007/08 Annual Report of the Council on Post-Secondary Education.

II Manitoba Student Aid

Manitoba Student Aid provides supplemental financial assistance to those students whose finances limit their educational choices and who might otherwise be unable to obtain a post-secondary education. In 2007/08, Manitoba Student Aid had the authority to loan up to \$30.7 million in Manitoba Student Loans. As well, approximately \$51.0 million was budgeted for bursary and grant programs including: \$2.6 million for ACCESS bursaries; \$0.6 million for other grants and bursaries; \$5.0 million for the Manitoba Scholarship and Bursaries Initiative; \$3.0 million for Canada Study Grants; \$8.26 million for the Manitoba Bursary Fund; \$12.8 million for the Canada Millennium Scholarship Fund and programs; \$2.0 million for the Manitoba Graduate Scholarships program; \$13.9 million for Tuition Rebate Grants; and \$2.9 million for the Medical Student/Resident Financial Assistance Program, which is cost recoverable from the Department of Health. Approximately 11,000 applications for Student Aid were processed in the 2007/08 program year.

Manitoba Student Aid also manages the Manitoba Student Loan Portfolio, which includes the disbursement and collection of direct-financed loans. Student Aid has contracted with Credit Union Central of Manitoba (CUCM) for the use of their loan administration system to facilitate the provision and collection of programs. The Loan Services Unit also administers student loan accounts using effective debt management practices, including Interest Relief and Debt Reduction in Repayment and revision of loan terms that will assist students in repaying their student loans, and minimize overall Government risk and loan default rates. In 2007/08, approximately \$6.2 million was budgeted

for this program, including \$4.8 million for Provision for Loss, Interest Subsidy, and previous Risk Premiums with national banks, and \$1.4 million for Interest Relief and Debt Reduction Programs.

Manitoba Student Aid also administers the Private Vocational Institutions Act and Regulations.

III Adult Learning and Literacy

Adult Learning and Literacy (ALL) administers and supports the development and delivery of adult focused programming through adult learning centres and community based literacy programs in Manitoba. The release in 2006 of the International Adult Literacy and Skills Survey (IALSS) drew attention to the issue of literacy. MAEL has acted on the increased provincial priority that has been placed on literacy. In November 2007 Bill 6, *The Adult Literacy Act* received royal assent, which mandated an Adult Literacy Strategy. A comprehensive consultation process is being undertaken to inform the strategy.

Adult literacy programs and adult learning centres provide tuition free programming to enable adults to obtain the literacy/essential skills and prerequisite credentials to pursue further education and training. More than 40% of program participants are employed full or part time, which underscores the importance of these programs for skill development of under-educated adults to enable their full participation in the labour force. Over \$17 million was provided for literacy and adult learning centre programming in 2007/08. There are 45 registered adult learning centres in Manitoba and 38 agencies offering literacy programming. In 2007/08, approximately 9,000 adults took advantage of programming offered.

ALL also offers training and professional development workshops for literacy practitioners and adult learning centre teachers. ALL also administers the General Education Development (GED) Testing Service. During the reporting period, 70 test sessions were offered in 13 centres.

IV Corporate Initiatives

Three initiatives have shared mandates and staff from Education, Citizenship and Youth (MECY) and Advanced Education and Literacy: Aboriginal Education, Sustainable Development and the Technical Vocational Initiative. MECY and MAEL also share the support of the Aboriginal Education Directorate, Human Resource Services, Financial and Administrative Services, and Systems and Technology Services.

1. Aboriginal Education

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and co-ordination for the departmental initiatives within Aboriginal education and training. AED objectives are: to ensure an integrated approach to Aboriginal education and training within MECY, MAEL, and in collaboration with Competitiveness, Training and Trade (MCTT); to promote the removal of systemic barriers to Aboriginal student success; and to participate in, and ensure linkages and collaboration with inter-sectoral research and policy initiatives related to Aboriginal education and training.

AED coordinates the implementation of the Aboriginal Education Action Plan and provides support and leadership to all branches and units within MECY, MAEL and MCTT on matters as they relate to Aboriginal education and training.

For more information on the Aboriginal Education Directorate, refer to the Annual Report for the Department of Education, Citizenship and Youth.

2. Sustainable Development

Education for Sustainable Development (ESD) was a high priority for MAEL in 2007/08. The Department strengthened cooperation and partnerships on ESD regionally, nationally and internationally with government, non-government organizations, business, industry, communities and youth to further develop, communicate and promote ESD within Manitoba and across Canada. Manitoba continued to serve as the lead jurisdiction for the Council of Ministers of Education, Canada's (CMEC) international work on ESD. Through the CMEC, Manitoba continued to serve on the United Nations Economic Commission for Europe's (UNECE) ESD steering committee to develop ESD indicators, report on progress and implement the UNECE ESD Strategy and Implementation Framework. The Department continued to support the Manitoba ESD Working Group (MESDWG) and its activities that included partnering with the Science Teachers Association of Manitoba (STAM) to plan an International ESD Conference (Choose the Future) to be delivered in the fall 2008.

MAEL continued to support post-secondary institutions in developing and implementing policy, regulations and operational frameworks that support sustainable development (SD) and ESD. In 2007/08, the Department partnered with York University to plan the delivery of the Sustainability and Education Academy in Manitoba in 2008, a program for senior officials of school divisions, provincial ministries of education and faculties of education to help incorporate sustainable development into policies, programs and create living and learning environments that model sustainability.

The Department continued to promote ESD-focused research. In 2007/08, MAEL partnered with the International Institute for Sustainable Development (IISD) and the University of Northern British Columbia to undertake a research process to benchmark and assess the knowledge, skills and behaviour of Manitoba citizens and students at Grades 6, 8, 10 and 12. The Department also supported the work of the United Nations Economic Commission for Europe, through the CMEC to report on ESD progress in Canada.

AEL worked to ensure that policy, regulatory and operational frameworks, operations and programs support ESD both internally and externally. Branches within MAEL carried out management procedures in line with sustainable development including decisions, planning, budgeting and sustainable procurement practices. Branch SD initiatives are highlighted in their respective reports.

3. Technical Vocational Initiative

The original Technical Vocational Initiative (TVI), a joint initiative between MECY and MAEL, began in April 2004 to revitalize technical vocational education in Manitoba. In 2007, TVI was renewed for four years (2007-2011) and also became part of a third department, Competitiveness, Training and Trade. A core objective of the Initiative is to address labour market needs, as reflected in the existing and growing skilled labour shortage. From a broader perspective, TVI is part of an effort to offer Manitobans a comprehensive continuum of technical vocational education and training pathways that are universally accessible, seamless across education levels, synchronized with labour market needs and career focused. The renewed TVI continues to build on the successes achieved in relation to the six Pillars of Action, namely:

- to improve the image of vocational careers;
- to enhance awareness of technical vocational programming and trade related opportunities;
- to ensure relevance to labour market needs;
- to facilitate program articulation between high schools and colleges;
- to develop strategies to address technical vocational teacher currency and shortages; and
- to increase funding to support technical vocational equipment upgrades.

The expected outcomes of the TVI are to have:

- increased student enrolment rates in high school and college technical vocational programs;
- increased graduation rates from high school and college technical vocational programs;
- increased transition rates from high school to college technical vocational programs;
- increased employment rates into technical vocational careers; and
- increased community capacity to address skilled labour shortages, allowing for greater provincial competitiveness in industry sectors.

Operations: A core three person staff is responsible for carrying out the day-to-day activities of the unit and to develop appropriate strategies and action plans for the Action Pillars. An executive director provides leadership and direction to ensure action and progress on the Action Pillars, reports on TVI activities and plans, and liaises with a broad range of stakeholders and groups to solicit support and co-operation for the goals of the Initiative.

The TVI consultant provides ongoing, regular contact with the field and monitors the progress of projects and the status of TVI supported activities, and is responsible for providing action plans and status reports.

The team is complemented by one administrative support staff who tracks expenditures and provides overall administrative support.

Activities: TVI has initiated various activities related to each of the Action Pillars. Most of these activities are ongoing or multi-year.

Image: TVI works with schools, colleges, businesses, industry, labour and department partners MECY, MAEL, and MCTT - Apprenticeship Branch to promote a more positive and accurate image of trades and technical vocational education.

The Technical Vocational Initiative:

- Presents to educational stakeholder groups: participates at Rotary Career Symposium, Brandon Career Fair, Brandon Rural Forum, EastMan Career Fair, Red River College Career Day, Northern Aboriginal Festival and Community Awards, University College of the North Career Expo and Job Fair; Tri-College Apprenticeship Forum
- Sponsored the Manitoba Association of Parent Councils (MAPC) Conference (2007);
- Created and distributed Technical Vocational Initiative Essential Skills classroom posters to Grades 8 - 12 classes throughout the Province; and
- Attends and participates in the Northern Aboriginal Festival and Community Awards and the Thompson Career Fair.

Awareness: Many awareness activities are linked to image activities, including Demonstration Projects, presentations and promotional activities. The "Lessons Learned" project committee promotes networking opportunities, assesses project impact, and facilitates information dissemination.

The Technical Vocational Initiative:

- In partnership with MECY's Instruction, Curriculum and Assessment Branch, provided the "New Real Game" online career tool to over 300 Manitoba schools and also sponsored professional development for teachers.
- Was a key partner providing a two day career development in-service with Phil Jarvis in Frontier School Division in March 2008.
- Promotes the Senior Years Apprenticeship Option (SYAO): with ongoing TVI strategic and financial support (Demonstration Project Funding) to schools, SYAO continues to grow. The number of students enrolled in the program as of spring 2008 is approximately 700. This is nearly a 400% increase over the past four years.

- Web site, available at www.edu.gov.mb.ca/tvi provides current information on relevant activities:
 - equipment and demonstration project information;
 - access to various documents; and
 - links to related, relevant sites.

Program relevance and currency:

- To ensure that curricula are current and relevant to students, business, industry and general labour market needs, twelve programs are under review: Automotive Technology, Commercial Food Services, Building Construction, Hairstyling, Health Care Aide, Autobody, Welding, Electrical, Electronics, Drafting, Information Technology and Media Production. Notable features in the new curricula will be an identifiable emphasis on essential skills, sustainable development and safety units.
- TVI will provide an online teaching resource (CDX On-line) for all automotive programs in the Province. A two day training session for instructors will be held in May 2008.
- CATIA (Computer Aided Three Dimensional Interactive Application) Project: CATIA is a multi platform Computer Assisted Design/ Computer Assisted Manufacturing/ Computer Assisted Engineering commercial software suite used for product development through conceptualization, design, manufacturing and analysis. The Technical Vocational Initiative sponsored CATIA project is well underway. The overall project objective is to provide innovative, state-of-the-art design engineering learning opportunities for Manitoba youth. There are currently ten schools from throughout the Province involved in the project. Red River College, Assiniboine Community College and the Faculty of Engineering at the University of Manitoba are partners in the project. In conjunction with Dassault Systeme, Re-engineering Australia (REA) and Engineering.com, TVI was able to provide participating schools and colleges with state-of-the art design software with a commercial license value of approximately \$7.5 million. TVI continues to work closely with REA on the development, training and implementation of this project, a first in Canada.

Articulation: a program articulation framework template has been developed to facilitate the effective articulation between secondary and post-secondary programming.

Vocational teacher currency and shortages: TVI promotes, funds and conducts professional development activities that help maintain and/or enhance vocational teacher effectiveness, awareness of, and currency with industry and trade developments. TVI continues to support strategies to remove barriers and disincentives to trades people considering entering the teaching profession.

Equipment and Professional Development: for equipment upgrades and associated professional development

2004/2005	Awarded \$664,100 to 17 schools across the Province for equipment upgrade purchases and \$35,300 for associated professional development.
2005/2006	Awarded \$639,200 to 39 vocational schools across the Province for equipment upgrade purchases and \$59,000 for associated professional development.
2006/2007	Awarded \$599,600 to 29 vocational schools across the Province for equipment upgrade purchases and \$55,000 for associated professional development.
2007/2008	Awarded \$599,700 to 27 vocational schools across the Province for equipment upgrade purchases and \$61,000 for associated professional development.

Demonstration Projects: to address one or more of the Technical Vocational Revitalization Pillars of Action

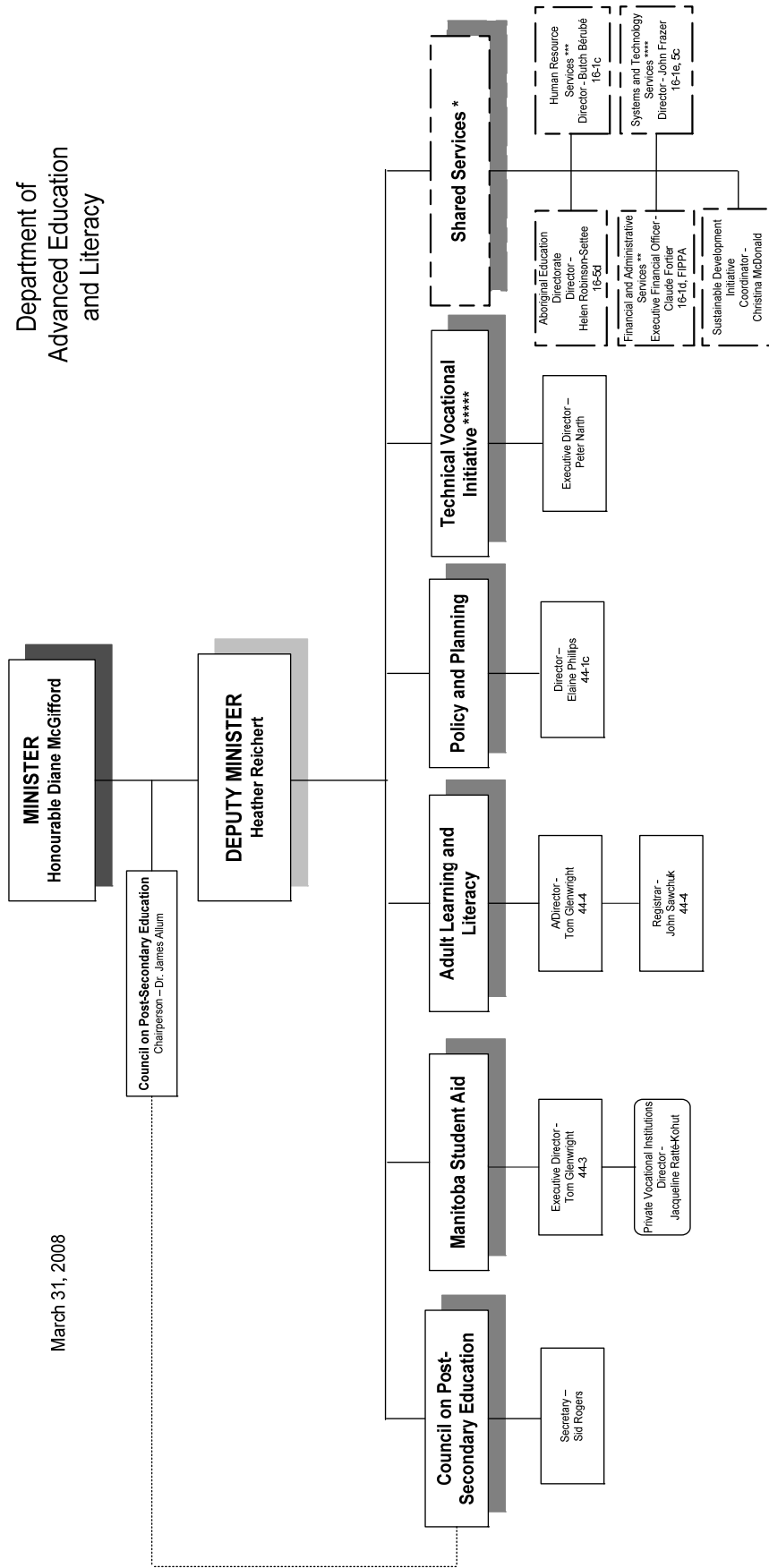
- 2004/2005 Awarded \$205,000 to 16 schools/divisions.
- 2005/2006 Awarded \$300,000 to 28 schools/divisions; 12 continuing and 16 new projects.
- 2006/2007 Awarded \$298,000 to 27 schools/divisions; 12 continuing and 15 new projects
- 2007/2008 Awarded \$464,000 to 20 schools/divisions; 3 continuing and 17 new projects.

Committees:

The TVI sponsors and participates in a number of committees.

- Technical Vocational Education Advisory Committee (TVEAC): is a twenty-one member committee representing eighteen stakeholder groups, including colleges, Manitoba Teacher's Society parent councils, vocational and industrial arts teachers, school administrators, labour, business and industry, aboriginal education and Apprenticeship.
- Lessons Learned Committee: brings together school/division project leaders to share demonstration project status, impact and lessons learned.
- Program Review Committees: The Committees review technical vocational program curricula for articulation agreements and develop recommendations and templates to facilitate the process.
- Safety Co-ordination Committee – TVI sponsored safety co-ordination event for work experience co-ordinators and supervisors, held in Carman in March, 2008.
- Technical Vocational Leadership Council – comprised of vocational school administrators; TVI is a member of this group
- Professional Learners Group – a TVI Demonstration Project sponsored a group of Senior Years Apprenticeship Option (SYAO) co-ordinators and supervisors from across Manitoba. The group provides networking, information sharing, problem solving opportunities for members and a single voice for dealing with outside bodies. TVI is a regular participant at meetings.
- Career Development Initiative – provincial CDI links with a number of TVI initiatives related to career development and awareness. TVI is represented on steering and sub-committees.

Department of
Advanced Education
and Literacy



March 31, 2008

* Provides services to Education, Citizenship and Youth and Advanced Education and Literacy

** Also provides services to Labour and Immigration

*** Also provides services to Labour and Immigration and Competitiveness, Training and Trade

**** Also provides services to Competitiveness, Training and Trade

*****An initiative of Advanced Education and Literacy, Education, Citizenship and Youth, and Competitiveness, Training and Trade

