



**Ministry of  
Post-Secondary Education  
and Future Skills**

Ministry  
Transition Binder  
October 2024





**Ministry of Post-Secondary Education and Future Skills  
Ministry Transition Binder – October 2024**

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## MINISTRY PROFILE

### Ministry: Post-Secondary Education and Future Skills

#### Ministry Mandate:

The Ministry of Post-Secondary Education and Future Skills oversees the province’s post-secondary education, skills and trades training providers to contribute to the economic prosperity of British Columbia where people have access to the skills to succeed, employers can find the skilled talent they need and our skilled workforce continues to grow. This includes over 432,000 students in public institutions; more than 70,000 students in certified private training institutions; and 46,000 registered apprentices.

The ministry provides oversight of public and private post-secondary institutions through legislation and funding and accountability frameworks that protect the interests of both domestic and international students and ensure high quality education and skills training is provided.

The ministry supports over 74,000 learners’ financial needs annually through a combination of no-interest loans, grants and bursaries and works with public universities, colleges and institutions to provide supports students need to succeed, like student housing and mental health services.

The ministry provides oversight for two Crown agencies: SkilledTradesBC and the British Columbia Council for International Education.

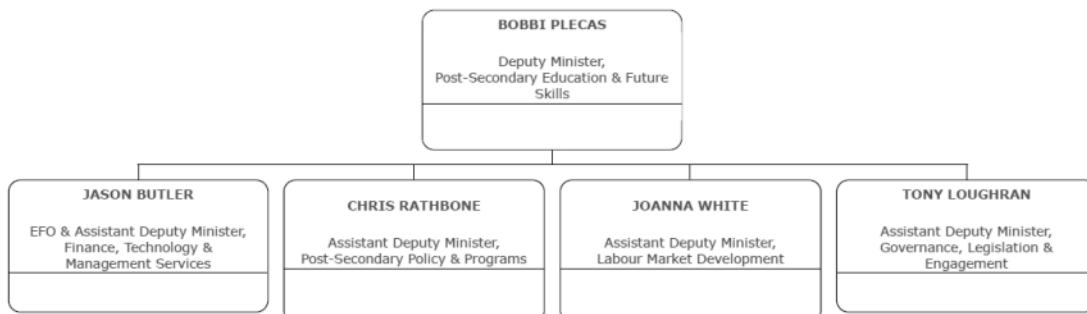
Through \$116.6 million annual federal labour market transfer agreement funding, the ministry provides targeted skills training opportunities to 14,000 individuals who need extra support as well as to communities in transition and to employers wanting to upskill their employees. In addition, the ministry supports over 18,000 inquiries from the public through a contact center; 6.1 million online and in-person engagements through the WorkBC.ca website; and over 17 projects supporting organizations to research and respond to workforce challenges.

The ministry houses the Office for International Credential Recognition, which oversees professional regulatory bodies outside the health sector and leads efforts to remove barriers and improve recognition of international credentials making it easier for internationally trained professionals to work in BC in their fields of expertise.

#### Full Time Equivalents (FTEs): 549

*\*FTEs provided represent a headcount of employees (including those on leave) as at June 30, 2024*

#### Executive Organizational Chart:



**Budget:**

(\$000s)	2023/24 Restated Estimates <sup>1</sup>	2024/25 Estimates	2025/26 Plan	2026/27 Plan
<b>Operating Expenses</b>				
Educational Institutions and Organizations	2,517,565	3,119,664	3,162,488	3,162,488
Student Services Programs	75,901	73,697	73,690	73,690
Private Training Institutions	1	1	1	1
Labour Market Development <sup>2</sup>	40,310	39,469	39,469	39,469
Transfers to Crown Corporations and Agencies	106,285	106,960	106,960	106,960
Executive and Support Services	28,796	31,252	31,260	31,260
<b>Total</b>	<b>2,768,858</b>	<b>3,371,043</b>	<b>3,413,868</b>	<b>3,413,868</b>
<b>Capital Expenditures</b>				
Executive and Support Services	504	504	504	504
<b>Total</b>	<b>504</b>	<b>504</b>	<b>504</b>	<b>504</b>
<b>Capital Funding Vote</b>				
Educational Institutions and Organizations - Post-Secondary Institutions	818,635	1,107,256	1,253,968	1,018,506
<b>Total</b>	<b>818,635</b>	<b>1,107,256</b>	<b>1,253,968</b>	<b>1,018,506</b>

<sup>1</sup> For comparative purposes, amounts shown for 2023/24 have been restated to be consistent with the presentation of the 2024/25 Estimates.

\* Further information on program funding and vote recoveries is available in the [Estimates and Supplement to the Estimates](#).

<sup>2</sup> The Labour Market Development sub-vote budget is expressed net of federal funding received under the Workforce Development Agreement (WDA) and Labour Market Development Agreement (LMDA).



## EXECUTIVE TEAM BIOGRAPHIES



**Name:** Bobbi Plecas

**Title:** Deputy Minister

**Ministry:** Post-Secondary Education and Future Skills

**Biography:**

Bobbi Plecas was appointed Deputy Minister, Post-Secondary Education and Future Skills (PSFS) on December 7, 2022. In this position she is responsible for a budget of \$2.4B and provides strategic leadership and direction for 25 public post-secondary institutions as well as the private skills training systems including SkilledTradesBC (STBC). STBC ensures the post-secondary system meets the Province’s need for skilled workers by promoting apprenticeship and industry training programs.

Prior to joining PSFS, Bobbi was Deputy Minister at the Ministry of Jobs, Economic Recovery and Innovation effective November, 2020. The Ministry has overall provincial responsibility for the economy and economic development across the province. Bobbi has also been the Deputy Minister, Intergovernmental Relations Secretariat, Office of the Premier and the Deputy Minister of Climate Change where she led the development of the CleanBC plan, aimed at reducing climate pollution through a transition to clean energy.

Bobbi has been a member of the provincial public service for more than 30 years, has worked in ten ministries and has held a variety of executive roles across government. [Personal Information](#)  
[Personal Information](#)



**Name:** Jason Butler

**Title:** Assistant Deputy Minister, Executive Financial Officer, Finance, Technology and Management Services

**Ministry:** Post-Secondary Education and Future Skills

**Biography:**

Jason Butler was appointed Assistant Deputy Minister and Executive Financial Officer for the BC Ministry of Post-Secondary Education and Future Skills in September 2021.

During his 17 year career with the BC Public Service, Jason has worked in a variety of corporate service positions across several government sectors. Jason held positions as Chief Financial Officer for the Ministry of Finance and the Premier's office, and the Ministry of Health. Jason has also held the position of Executive Director of Finance and Corporate Services at Government Communications and Public Engagement, and various roles within the BC Public Service including Treasury Board Staff, Ministry of Transportation and the BC Public Service Agency. Jason holds a designation as a Certified Professional Accountant.



**Name:** Tony Loughran

**Title:** Assistant Deputy Minister, Governance, Legislation and Engagement Division

**Ministry:** Post-Secondary Education and Future Skills

**Biography:**

Tony Loughran is a seasoned public servant who for more than 20 years has worked in several key leadership roles across the Ministry.

Tony currently has the responsibility for Post-Secondary legislation and regulations. In addition, Tony has responsibility for international credential recognition and professional regulatory oversight through the Office for International Credential Recognition. Tony leads the ministry's Indigenous education programming and funding and leads the Ministry's engagement on some key intergovernmental forums including the Forum of Labour Market Ministers, and the Council of Ministers of Education, Canada. Tony oversees strategic corporate planning initiatives for the ministry, including stakeholder engagement.

Prior to assuming his role as Assistant Deputy Minister, Tony served as the Executive Lead for Governance and Corporate Planning Division and was the former Executive Director for Research Universities and Health Programs. With over 30 years of experience in the BC public service, Tony brings broad expertise in sector governance and intergovernmental relations, as well as legislation and public policy development.



**Name:** Chris Rathbone

**Title:** Assistant Deputy Minister, Post-Secondary Policy and Programs Division

**Ministry:** Post-Secondary Education & Future Skills

**Biography:**

Chris Rathbone has more than twenty years of experience in progressively senior roles in B.C.'s public sector. In his current role as Assistant Deputy Minister, Post-Secondary Policy and Programs, Chris has responsibility for the development and delivery of policies and programs that support B.C.'s post-secondary institutions and students, including StudentAid BC, EducationPlanner BC, international education, degree quality assessment and the regulation of private institutions.

In his previous roles, Chris was Assistant Deputy Minister, Small Business & Economic Development where he provided strategic and executive leadership for Government's programs supporting B.C.'s small business community, economic policy and regional and inclusive economic development. Additionally, Chris has served as Assistant Deputy Minister of the Public Sector Employers' Council Secretariat, where he was responsible for the strategic coordination of labour relations activities across the provincial public sector, leading collective bargaining activities, as well as managing and implementing excluded employee compensation policy.

Chris also serves on the boards of Pension Corporation and the Municipal Pension Plan and has sat on the boards of various public sector employers' associations.



**Name:** Joanna White

**Title:** Assistant Deputy Minister, Labour Market Development Division

**Ministry:** Post-Secondary Education and Future Skills

**Biography:**

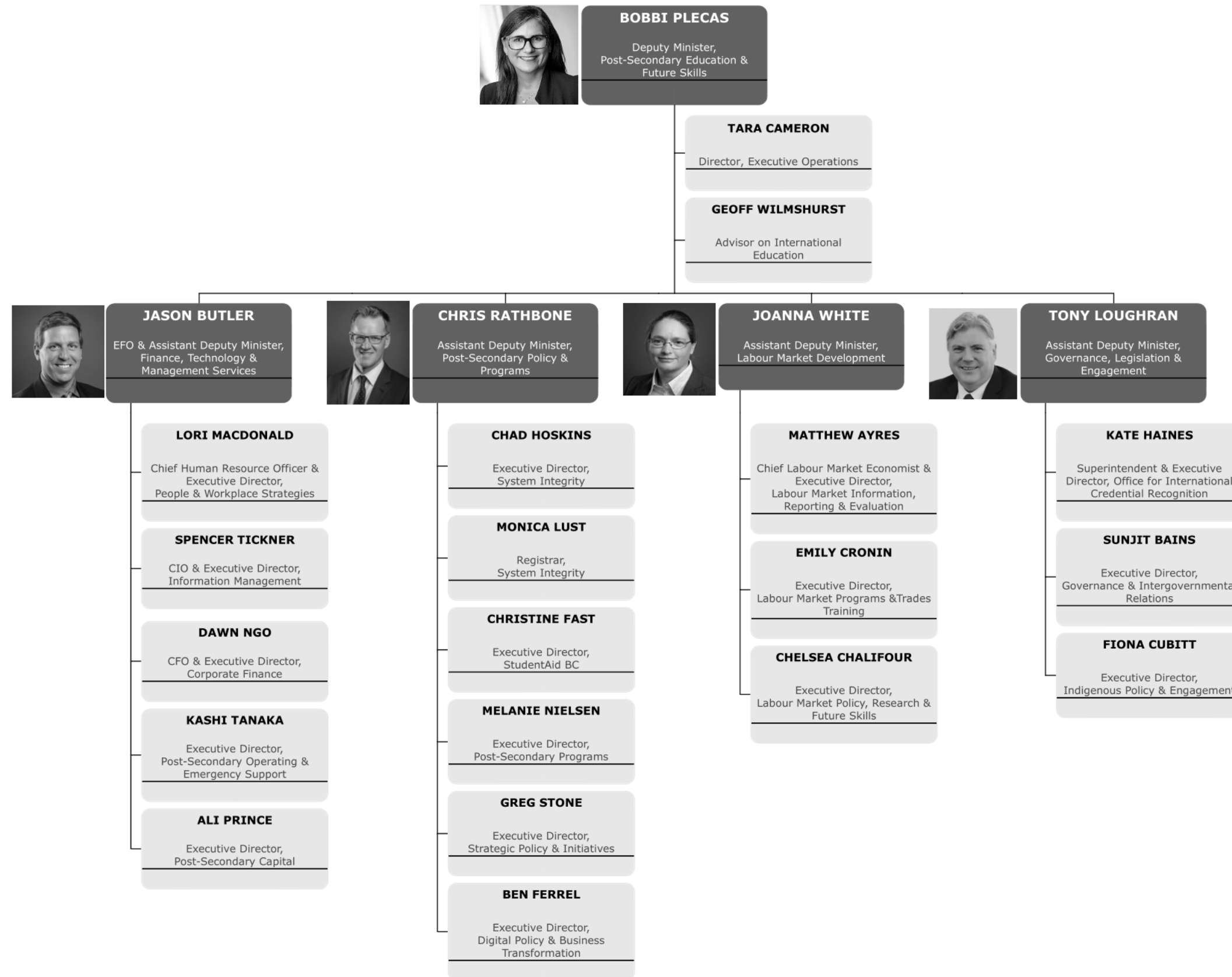
Joanna White was appointed as the Assistant Deputy Minister for Labour Market Development at the Ministry of Post-Secondary Education and Future Skills in British Columbia on December 16, 2022.

Prior to her appointment, Joanna was the Assistant Deputy Minister and Executive Financial Officer for the Ministry of Jobs, Economic Development and Innovation and the Ministry of Labour and provided executive leadership for the Financial Services, Strategic Human Resources, Corporate Planning & Priorities and Information Management and Systems teams. She held this position from November 2019 until joining PSFS in her current role. Joanna started her civil service career in the United Kingdom as an Asylum and Refugee Caseworker with The Home Office and joined the B.C. Public Service in 2006 after immigrating to Canada. Joanna has held a series of management and leadership roles across the Economy Sector Ministries including leadership of the Community Gaming Grants program and roles in Strategic Human Resources, Strategic Initiatives and Corporate Policy, Priorities and Planning.

Joanna is also currently representing British Columbia as a member of the Executive Committee of the Board of Directors for the Canada-wide Labour Market Information Council.

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# Ministry of Post-Secondary Education & Future Skills



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## MINISTRY TRANSITION NOTE

Issue: Overview of Post-Secondary Education System Legislation and Minister Authority

### Background:

- The British Columbia post-secondary education system is established through seven primary pieces of legislation that govern public and private institutions in the province, specifically:
  - *University Act*
  - *College and Institute Act*
  - *Royal Roads University Act*
  - *Thompson Rivers University Act*
  - *Degree Authorization Act*
  - *Private Training Act*
  - *First Nations Mandated Post-Secondary Institutes Act*
- There are four statutes governing the 25 public post-secondary institutions in British Columbia –the *University Act*, *Royal Roads University Act*, *Thompson Rivers University Act*, and the *College and Institute Act*.
- The Minister responsible for post-secondary education has different powers and authorities under the *University Act* and the *College and Institute Act*. Generally, universities are independent entities, while colleges and institutes are agents of government. This means that the Minister has broader powers over colleges and institutes than universities. Table 1 outlines the ministerial powers under these acts.
- The *Private Training Act* regulates over 300 certified private training institutions (see tab 56 *System Integrity Branch* for details) (see Appendix A for institutions authorized under the *Degree Authorization Act*).
- Under the *Degree Authorization Act*, private and out-of-province post-secondary institutions must receive consent of the Minister after undergoing a quality assessment process and be determined to have met quality criteria before advertising, offering, or granting degrees or using the word “university” in B.C. (see tab 45 *Degree Quality Assessment Board* for details)
- The *First Nations Mandated Post-Secondary Institutes Act* recognizes First Nations-mandated institutes as integral to B.C.’s post-secondary system and commits to the provision of operational funding and capacity funding. The Minister may, in consultation and cooperation with First Nations, establish policies and procedures for the administration of the Act. (See tab 21 *First Nations - Mandated Institutes* for details)
- Additionally, there are theological institutions that have statutory authority under a private act to offer specific programs (see Appendix A).

**Table 1 Ministerial Powers under Legislation for Public Post-Secondary Institutions**

	<b><u>University Act</u></b>	<b><u>College and Institute Act</u></b>
<b>Oversight</b>	The Minister <u>must not interfere</u> with the exercise of powers conferred on a university, the Board of Governors, Senate or other bodies respecting the formulation and adoption of academic policies and standards, the establishment of standards for admission and graduation, or the selection and appointment of staff.	The Minister must establish policy or directives for post-secondary education and training (in consultation with the institutions) and may designate the degrees or applied degrees that a college or institute may grant.
<b>Governance</b>	<ul style="list-style-type: none"> <li>• Through Cabinet, designate new special purpose and teaching universities.</li> <li>• Through Cabinet, appoint board members.</li> </ul>	<ul style="list-style-type: none"> <li>• Through Cabinet, designate colleges and institutes, transfer assets, and appoint a public administrator if in the public interest.</li> <li>• Through Cabinet, appoint board members.</li> <li>• Establish policy/directives for post-secondary education and training in the province.</li> </ul>
<b>Academic</b>	<ul style="list-style-type: none"> <li>• Approve new/revised degree programs.</li> <li>• Designate programs/training special purpose teaching universities must offer.</li> </ul>	<ul style="list-style-type: none"> <li>• Designate the education or training focus of a college or institute, or other services it must provide.</li> <li>• Monitor education or training at colleges and institutes, regardless of funding by government.</li> <li>• Designate degree and applied degree programs.</li> </ul>
<b>Fiscal</b>	<ul style="list-style-type: none"> <li>• Approve new/revised degree programs.</li> <li>• Designate programs/training special purpose teaching universities must offer.</li> </ul>	<ul style="list-style-type: none"> <li>• With the Minister of Finance, approve liabilities, debts or over-expenditures.</li> <li>• Require the establishment of any accounting and information systems considered necessary. Require budgets, financial statements and reports from the Board that a Minister considers necessary to carry out the Minister’s responsibilities.</li> <li>• Approve the acquisition and disposition of land and buildings. The Minister of Finance is the fiscal agent of a college or institute.</li> </ul>
<b>Information</b>	<ul style="list-style-type: none"> <li>• Require additional reports from a university that a Minister considers</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an annual report to the Legislature about the state of post-secondary education and training in B.C.</li> </ul>

	<p>necessary to carry out the Minister's responsibilities.</p> <ul style="list-style-type: none"> <li>• Access any information, including personal, necessary to carry out the Minister's responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Require any report from a college or institute.</li> <li>• Require any information necessary to carry out the Minister's responsibilities.</li> </ul>
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- There are 25 public post-secondary institutions in B.C., separated into 4 categories, each of which has a distinct mandate, functions and duties, and governance structures under legislation. Details of each category are in Table 2 below. The 25 public post-secondary institutions include:
  - 4 Research Universities
  - 7 Teaching Universities
  - 3 Provincial Institutes
  - 11 Colleges

**Table 2 Public Post-Secondary Institutions Governance and Mandates**

	<b>Research Universities</b>	<b>Teaching Universities</b>	<b>Colleges</b>	<b>Institutes</b>
<b>Legislation</b>	<i>University Act</i>	<i>University Act</i>  <i>[Thompson Rivers University Act; Royal Roads University Act]</i>	<i>College and Institute Act</i>	<i>College and Institute Act</i>
<b>Institutions</b>	<ol style="list-style-type: none"> <li>1. Simon Fraser University (SFU)</li> <li>2. University of British Columbia (UBC)</li> <li>3. University of Northern British Columbia (UNBC)</li> <li>4. University of Victoria (UVIC)</li> </ol>	<ol style="list-style-type: none"> <li>1. Capilano University (CAPU)</li> <li>2. Emily Carr University of Art and Design (ECUAD)</li> <li>3. Kwantlen Polytechnic University (KPU)</li> <li>4. University of the Fraser Valley (UFV)</li> <li>5. Vancouver Island University (VIU)</li> <li>6. Royal Roads University (RRU)</li> <li>7. Thompson Rivers University (TRU)</li> </ol>	<ol style="list-style-type: none"> <li>1. Camosun College (CAM)</li> <li>2. Coast Mountain College (CMTN)</li> <li>3. College of New Caledonia (CNC)</li> <li>4. College of the Rockies (COTR)</li> <li>5. Douglas College (DOUG)</li> <li>6. Langara College (LANG)</li> <li>7. North Island College (NIC)</li> <li>8. Northern Lights College (NLC)</li> <li>9. Okanagan College (OKAN)</li> <li>10. Selkirk College (SEL)</li> <li>11. Vancouver Community College (VCC)</li> </ol>	<ol style="list-style-type: none"> <li>1. British Columbia Institute of Technology (BCIT)</li> <li>2. Justice Institute of British Columbia (JIBC)</li> <li>3. Nicola Valley Institute of Technology (NVIT)</li> </ol>

<b>Academic and Research Mandate</b>	Research universities are the most traditional, focused on academic research, and offering graduate degrees in a full range of specialized academic areas.	Teaching universities focus mainly on undergraduate (baccalaureate) level education and applied graduate degrees, and a focus on applied research.	Colleges are focused on offering courses at the first- and second-year levels of baccalaureate degree programs, and some offer applied degrees. Many colleges offer trades education, adult education, and continuing education.	The three Institutes provide instruction and other functions designated by the Minister. Each institute has a distinct mandate determined by regulation. BCIT offers baccalaureate degree and applied masters degrees.
<b>Geographic Mandate</b>	Province-wide	Geographic	Geographic	Province-Wide
<b>Governance Structure</b>	President; Board of Governors; Senate; Chancellor	President; Board of Governors; Senate; Chancellor  RRU does not have a Senate; TRU adds a Planning Council for Open Learning	President; Board of Governors (8 or more members appointed by government); Education Council;	President; Board of Governors (8 or more members appointed by government); Education Council;  JIBC does not have an Education Council
<b>Board Membership</b>	8 members appointed by government; UBC has 11 appointed members  Chancellor, President, Elected faculty, staff, and student representatives.	8 members appointed by government  Chancellor, President, Elected faculty, staff, and student representatives.	8 or more members appointed by government  President, Elected faculty, staff and student representatives, Chair of the Education Council.	8 or more members appointed by government  President, Elected faculty, staff and student representatives, Chair of the Education Council.
<b>Relationship to Government</b>	Independent to government	Independent to government	Agent of government	Agent of Government

**Appendix A - Private Institutions**

<p><b><u>Institutions authorized under the <i>Degree Authorization Act</i></u></b></p>	<ol style="list-style-type: none"> <li>1. Acsenda School of Management – Vancouver</li> <li>2. Adler University</li> <li>3. Alexander College</li> <li>4. Athabasca University</li> <li>5. City University of Seattle</li> <li>6. Columbia College</li> <li>7. Coquitlam College</li> <li>8. Corpus Christi College</li> <li>9. Fairleigh Dickinson University</li> <li>10. Fraser International College</li> <li>11. Gonzaga University</li> <li>12. LaSalle College Vancouver (formerly the Art Institute of Vancouver)</li> <li>13. Pacific Coast University for Workplace Health Sciences</li> <li>14. New York Institute of Technology</li> <li>15. Northeastern University</li> <li>16. Queen's University</li> <li>17. Quest University Canada</li> <li>18. Trinity Western University</li> <li>19. University Canada West</li> <li>20. Yorkville University</li> </ol>
<p><b><u>Theological Institutions</u></b> (each has its own Private Act)</p>	<ol style="list-style-type: none"> <li>1. Canadian Baptist Seminary</li> <li>2. Canadian Chinese School of Theology</li> <li>3. Carey Theological College</li> <li>4. Columbia Bible College</li> <li>5. Mennonite Brethren Biblical Seminary</li> <li>6. Millar College of the Bible</li> <li>7. Okanagan Bible College</li> <li>8. Pacific Life Bible College</li> <li>9. Northwest Baptist Seminary</li> <li>10. Regent College</li> <li>11. Seminary of Christ the King</li> <li>12. St. Mark's College</li> <li>13. Summit Pacific College</li> <li>14. Trinity Western University</li> <li>15. Vancouver School of Theology</li> </ol>

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**Post-Secondary Education and Future Skills  
30-60-90-Day Issues**

Issue / Decision / Activity	Brief Description
<b>30 Days (November)</b>	
International student recruitment quotas	The federal government will announce on November 1 provincial quotas that limit the recruitment of international students at public and private post-secondary institutions. B.C. will distribute the provincial quota among public and private sector post-secondary institutions, restricting the number of international students each institution can recruit. Advice/Recommendations
<b>60 Days (December)</b>	
Advice/Recommendations	Advice/Recommendations
Advice/Recommendations: Cabinet Confidences	Advice/Recommendations: Cabinet Confidences
Publication of Early Childhood Educators of B.C. (ECEBC) 2023 Evaluation and Final Project Reports in Fall 2024	Request to publish 2023 Evaluation and Final Project Reports expected in Fall 2024 (date TBD). To support the reports, ECEBC has created communications materials (video and infographics) - currently under review by staff at the Ministry of Education and Child Care (ECC). 2022 Reports were published in March 2024.
Public release -- "How are we Doing Report for Children and Youth in Government Care and Youth on Youth Agreements"	The report focuses on data about the educational outcomes of children and former youth in care. This is an action item under the <i>First Nations Children and Youth in Care Protocol</i> . The report has been developed in partnership with the Ministries of Education and Child Care (ECC), Children and Family Development (MCFD), the First Nations Leadership Council (FNLC) and the First Nations Education Steering Committee (FNEESC).
Advice/Recommendations	Advice/Recommendations
Advice/Recommendations: Indigenous Specific Racism Review of Education system	Advice/Recommendations: Cabinet Confidences
Advice/Recommendations: Cabinet Confidences	Advice/Recommendations: Cabinet Confidences

Issue / Decision / Activity	Brief Description
<b>90 Days (January)</b>	
Native Education College	Advice/Recommendations; Cabinet Confidences
<p>Workforce Development Agreement: Funding Shortfall for Skills Training Programs</p> <p>Advice/Recommendations; Cabinet Confidences</p>	<p>The federal government discontinued top-up funding under the Workforce Development Agreement and currently there is a \$6.25M funding shortfall for 2025/26. A decision will be required to address the shortfall, Advice/Recommendations</p> <p>Advice/Recommendations</p>
<p>Cabinet Confidences</p> <p>Advice/Recommendations; Cabinet Confidences</p> <p>Cabinet Confidences</p> <p>Advice/Recommendations; Cabinet Confidences</p>	<p>All public post-secondary institutions are statutorily required to receive approval from the ministers of Finance and Post-Secondary Education and Future Skills to have a deficit. Advice/Recommendations</p> <p>Advice/Recommendations</p>
<p>2024 British Columbia Labour Market Outlook Publication in early 2025</p>	<p>Minister briefing and approval of the 2024 British Columbia Labour Market Outlook report. Finalize plan for public release of the 2024 edition and associated data. No public commitment has been made for a specific date (early 2025).</p>

Issue / Decision / Activity	Brief Description
Advice/Recommendations; Cabinet Confidences	
Board appointments for public post-secondary institutions and professional organizations	Ministerial and/or Cabinet approval of board appointments to fill vacant positions and renewing existing board member terms expiring in early 2025.
Advice/Recommendations; Cabinet Confidences	
Contact North BC	Advice/Recommendations
Decision regarding student housing	Advice/Recommendations; Cabinet Confidences

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## CROWN AGENCY PROFILE

**Name:** SkilledTradesBC

**Legislative Authority:** *Skilled Trades BC Act*

**Mandate:** To lead and manage British Columbia’s skilled trades training and apprenticeship system, including ensuring the system meets the province’s need for skilled trades workers.

Working with employers, apprentices, industry, labour, training partners, schools, Indigenous and other B.C. communities, and government, SkilledTradesBC funds training, issues credentials, supports apprenticeships, sets program standards, and works to increase opportunities in the skilled trades.

**Current Board of Directors Appointees:**

Name	Organization/Position	End Date
Cindy Oliver (Board Chair)	Working Opportunity Fund, Board Chair Canadian Association of University Teachers, Speaker/Deputy Speaker	May 1, 2025
Laird Cronk (Vice-Chair)	Red Seal electrician	May 1, 2025
Mary-Anne Bowcott	Westcom Plumbing and Gas Ltd., Owner	May 1, 2025
Michelle Bryant	Ridley Terminal, Corporate Affairs Manager Women's Leadership Network, Vice President	May 1, 2025
Carly Church	Project Manager for JDS Energy and Mining	May 1, 2026
Lana Love	Director at Large for the BC Trade Equity Society	May 1, 2025
Wally Penner	Former Regional project manager for the construction of the Waneta Expansion Project for SNC-Lavalin	May 1, 2025
Dr. Jane Shin	Vice President of Students and Community Development at Vancouver Community College	May 1, 2025
Corrine Storey	Former Chief Operating Officer with BC Ferries	May 1, 2025

**Appointments Required:**

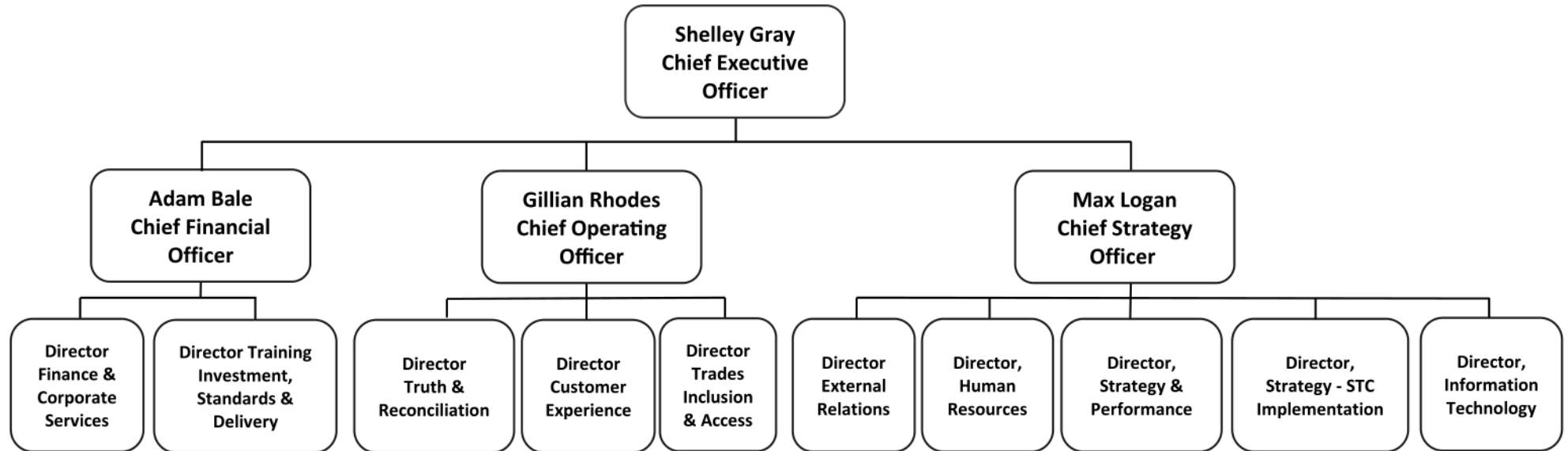
- No 30-, 60- or 90-day appointments necessary.
- Minister will be asked to review and approve SkilledTradesBC’s 2025/26 Annual Service Plan in late January or early February 2024, ahead of its release with the 2025 Budget.

**Issue(s):**

- No board governance issues.

Organizational Chart:

## SkilledTradesBC – Executive and Senior Leadership Team



## CROWN AGENCY PROFILE

**Name:** British Columbia Council for International Education (BCCIE)

**Legislative Authority:** BCCIE is governed under the *Societies Act* and operates under its Constitution and Bylaws.

**Mandate:**

- BCCIE’s mandate is to undertake initiatives that support international education in British Columbia. It is currently one of two provincial organizations of its type in Canada dedicated to development of international education (Alberta recently established a similar organization).
- BCCIE’s mandate is to support public and private post-secondary institutions, along with the public and independent K-12 sector to develop the capabilities to meet the information, service, and support needs of international students, provide quality education programs, and ensure positive experiences for international students in communities across the province, helping to enhance BC’s reputation as a safe, high-quality destination in which to study.
- Other mandate priorities include:
  - o supporting institutions across the sector in British Columbia to implement protections for international students that support their fair treatment.
  - o supporting student safety and system integrity by sharing best practices, standards, and transparent and accurate information for international students on their rights, assistance, regulatory protections, and supports available to them, including information on housing availability and the cost of living.
- BCCIE receives \$1.5 million in annual operating funding from the Ministry of Post-Secondary Education and Future Skills, plus additional ad hoc project-based funding.

**Current Appointees:**

- The BCCIE Board is comprised of education sector representatives (K-12 public/independent, and public/private post-secondary). It also includes three senior government representatives.
- Board composition and appointment/nomination process is set out in the BCCIE bylaws. Directors are:

Name	Position	Organization represented
Geoff Payne	President and Vice Chancellor, University of Northern British Columbia	Research Universities’ Council of British Columbia (RUCBC)
Paul Dangerfield	President and Vice Chancellor, Capilano University	British Columbia Association of Institutes and Universities (BCAIU)
Feroz Ali	CEO, Asia Pacific Education	Education Quality Assurance (EQA) designated institutions
Shawn Chisholm	Executive Director, Federation of Independent School Associations in BC	Federation of Independent School Associations in BC
Jason Dewling	President of Western Canada and Asia Pacific, LCI Education	Private Degree Granting Institutions Association
Patricia Gartland	CEO/Superintendent, School District No. 43 (Coquitlam)	BC School Superintendents Association
Ajay Patel	President, Vancouver Community College	BC Colleges Association
Vacant		BC School Superintendents Association
Cloe Nicholls	Assistant Deputy Minister	Ministry of Education and Child Care

Chris Rathbone	Assistant Deputy Minister	Ministry of Post-Secondary Education and Future Skills
vacant	Assistant Deputy Minister	Ministry of Jobs, Economic Development and Innovation

**Appointments Required:**

- Government appoints three Assistant Deputy Ministers from the ministries of Post-Secondary Education and Future Skills; Education and Child Care; and Jobs, Economic Development and Innovation.
- The other board members are appointed by their respective education sector in accordance with BCCIE bylaws.
- One representative of the BC School Superintendents Association resigned in July.

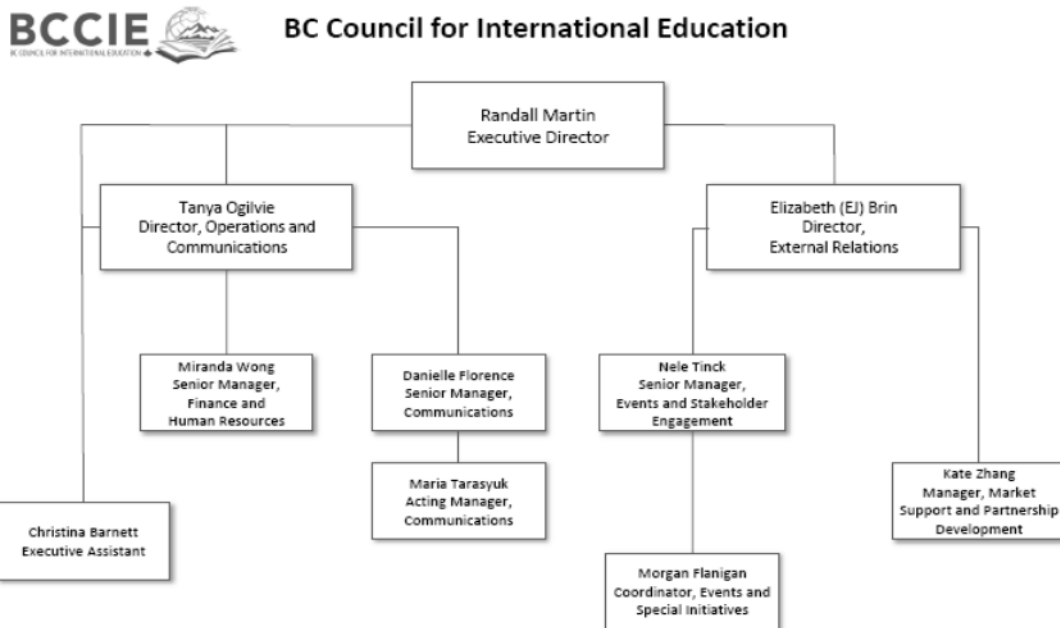
Advice/Recommendations

- Minister will be asked to review and approve BCCIE’s 2025/26 Annual Service Plan in late January or early February 2024, ahead of its release with the 2025 Budget.

**Issue(s):**

Advice/Recommendations

**Organizational Chart:**



**Key Contact:**

- Chris Rathbone, Assistant Deputy Minister, Post-Secondary Policy and Programs Division, Ministry of Post-Secondary Education and Future Skills.



**Ministry of Post-Secondary Education and Future Skills  
Ministry Transition Binder – October 2024**

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## Overall Ministry Estimates Operating Budget

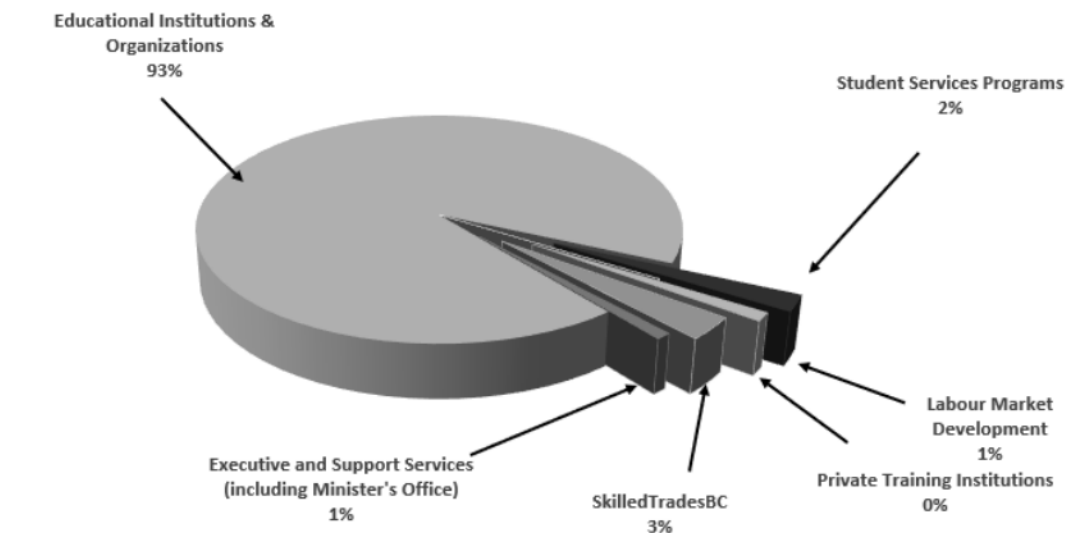
### Vote 41

Sub-vote (\$000s)	2023/24 Restated Estimates	2024/25 Estimates	2025/26 Plan	2026/27 Plan
<b>Educational Institutions and Organizations</b>	2,517,565	3,119,664	3,162,488	3,162,488
<b>Student Services Programs</b>	75,901	73,697	73,690	73,690
<b>Private Training Institutions<sup>1</sup></b>	1	1	1	1
<b>Labour Market Development<sup>2</sup></b>	40,310	39,469	39,469	39,469
<b>Transfers to Crown Corporations and Agencies</b>	106,285	106,960	106,960	106,960
<b>Executive and Support Services</b>	28,796	31,252	31,260	31,260
<b>TOTAL</b>	<b>2,768,858</b>	<b>3,371,043</b>	<b>3,413,868</b>	<b>3,413,868</b>

<sup>1</sup> Estimates totals are presented net of \$3.564M (2024/25) in budgeted recoveries from Private Training Institutions.

<sup>2</sup> Estimates totals are presented net of \$98.092M (2024/25) in budgeted recoveries from the Federal Government under the Workforce Development Agreement.

### 2024-25 Ministry Operating Budget (by Sub-vote)



Estimates 2024/25 - Vote 41 Ministry Operations	(\$000)
Educational Institutions & Organizations	3,119,664
Student Services Programs	73,697
Private Training Institutions	1
Labour Market Development	39,469
Transfer to Crown Corporations (SkilledTradesBC)	106,960
Executive & Support Services	31,252
<b>TOTAL</b>	<b>3,371,043</b>

*\*net of recoveries*

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## Ministry Operating Working Budget by Division and Key Program Area

Division	DRAFT 2023-24 Working Budget <sup>1</sup> (\$)	DRAFT 2024-25 Working Budget <sup>1</sup> (\$)
<small>Government Financial Information</small>		
Minister's Office		
Deputy Minister Office		
Financial, Technology & Management Services		
Operating Budget		
Educational Institutions and Organizations Grants / Transfers		
Governance, Legislation & Engagement		
Operating Budget		
Grants/Transfers		
Post-Secondary Policy and Programs		
Operating Budget		
Institution and Programs Grants / Transfers		
Student Services Grants / Transfers		
Private Training Institutions Branch <sup>2</sup>		
Labour Market Division <sup>3</sup>		
Operating Budget		
Skills Training Grants / Transfers		
SkilledTradesBC		
<b>TOTAL BUDGET</b>		

<sup>1</sup> Budget amounts are presented net of recoveries and do not include contingencies funding.

<sup>2</sup> Budget amounts are presented net Government Financial Information in recoveries from Private Training Institutions.

<sup>3</sup> Budget amounts are presented net Government Financial Information in recoveries from the Federal Government provided under the Workforce Development Agreement.

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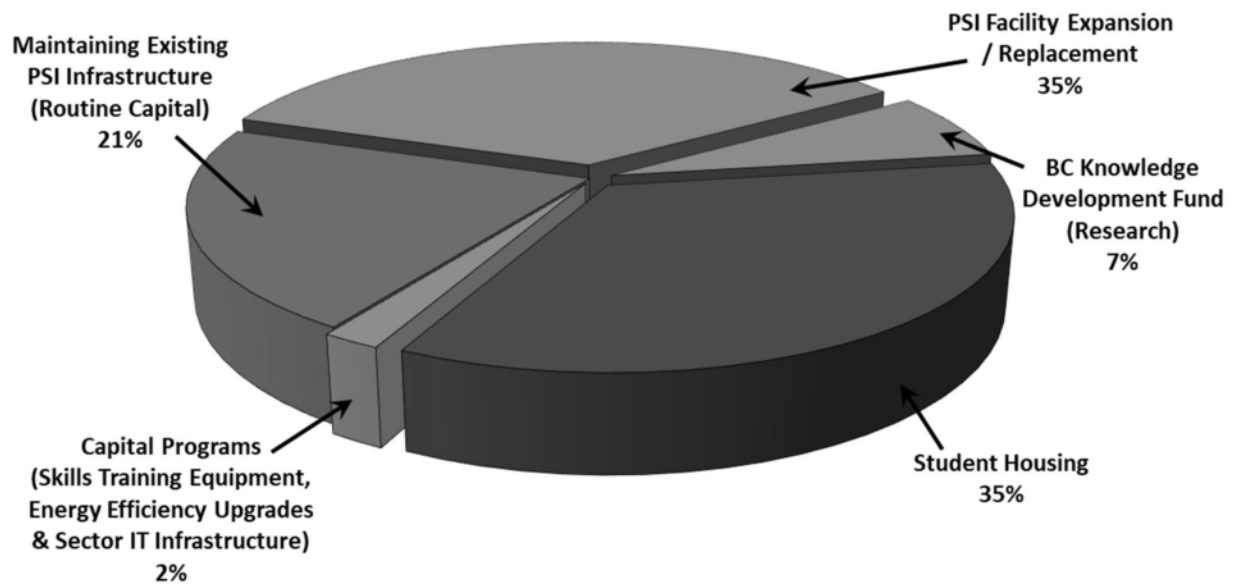
## Overall Ministry Capital Budget (Consolidated Revenue Fund) (\$000)

Core Business Area	2024/25	2025/26	2026/27	Total
Executive and Support Services	504	504	504	1,512
<b>Total</b>	<b>504</b>	<b>504</b>	<b>504</b>	<b>1,512</b>

### Capital Plan (\$000)

Educational Institutions and Organizations - Post-secondary Institutions	Advice/Recommendations; Government Financial Information
<b>Total</b>	

## Ministry 3-Year Capital Budget



### 3-Year AEST Capital Plan Budget (\$000)<sup>1</sup>

Categories	2024/25	2025/26	2026/27	Total
Maintaining Existing PSI Infrastructure	Advice/Recommendations; Government Financial Information			
PSI Facility Expansion / Replacement				
BC Knowledge Development Fund (Research)				
Student Housing				
Capital Programs				
<b>Total</b>				

<sup>1</sup> Per 2024/25 Q1 Budget

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## Minister's Office Budget Breakdown

### Overview of Budget by STOB

(\$000's)

	2023/24 Restated Estimates	Increase/ (Decrease) <sup>1</sup>	2024/25 Estimates
50 - Base Salaries	569	(65)	504
52 - Benefits	212	(53)	159
54 - Legislative Salaries	76	(1)	75
<b>Salaries and Benefits</b>	<b>857</b>	<b>(119)</b>	<b>738</b>
57 - Employee Travel	75	-	75
63 – Systems – Operating	10	-	10
65 – Office & Business Expenses	22	-	22
<b>Operating Costs</b>	<b>107</b>	<b>-</b>	<b>107</b>
<b>TOTAL Operating Budget</b>	<b>964</b>	<b>(119)</b>	<b>845</b>

<sup>1</sup> Net budget decrease of \$119,000 is primarily due to the wind up of the Minister of State for Workforce Development office, partially offset by funding for the net new Parliamentary Secretary for International Credentials.

- STOB 50-54**      Salaries and benefits for the Minister, Parliamentary Secretary and six support staff.
  
- STOB 57**        Budget will enable travel to post-secondary institution campuses in communities across the province.
  
- STOB 63**        Provides for costs related to mobile devices and data storage.
  
- STOB 65**        Provides for all other costs relating to office operations, including office and business expenses.

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## MINISTRY TRANSITION NOTE

### Issue:

- B.C. public post-secondary institutions (PSIs) are facing significant and increasing financial challenges, caused by a combination of factors including inflationary pressures, declining student enrolment, and dwindling cash reserves due to recovery from the global pandemic.

### Background:

- The Province is the largest funding source for PSIs (See Appendix A). The Province is unable to provide further financial support in a material way which results in PSIs becoming more reliant on volatile revenue streams, such as international tuition, to offset increasing costs. Provincial base operating grants made up 33% of total institution revenue in 2023/24.
- Public post-secondary institutions are part of the Government Reporting Entity (GRE) and therefore, their financial results consolidate into Government's Public Accounts.
- Each year, the Province counts on the sector to contribute a positive aggregate surplus to the Province's bottom line. On the aggregate, a positive surplus for the sector continues to be achievable due to the legislated requirement for PSIs to run a surplus.
- PSIs posted a \$344.4M aggregate surplus in the last year before the pandemic, fiscal 2018/19. For the 2023/24 fiscal year, the sector only generated a \$160.0M surplus (nearly 54% lower) which included a unique one-time land disposition from Kwantlen Polytechnic University, which artificially inflates the surplus from the sector by \$83.0M (see Appendix B).
- Traditionally, only one or two PSIs would request approval to run a deficit each year so the aggregate balance was not materially impacted. Since the pandemic, the plurality of PSIs have run or continue to run deficits. *Advice/Recommendations*  
*Advice/Recommendations*
- Since the COVID-19 pandemic, 15 PSIs have run deficits which depletes their accumulated reserves, 7 PSIs are still in a deficit position, *Advice/Recommendations*  
*Advice/Recommendations*
- Institutions require Ministerial approval to run a deficit which includes submitting a deficit mitigation plan that outlines how the institution will return to a balanced financial position. Many PSI plans include increases to both domestic enrolment, and notably international enrolment.
- The sector has seen overall decreased domestic enrolment of over 3,400 FTEs since 2015/16 (a 2% decrease for the sector) and the current strong labour market is impacting its recovery. There is a correlation between low unemployment and declining domestic enrolment as students have the opportunity to work rather than go to school. Across the sector, 17 institutions have decreased domestic enrolment since 2015/16.
- International student enrolment has seen an increase of FTEs since 2015/16 but the quantitative impacts of the federal cap on international study permits is not yet fully known and is likely to create further enrolment losses.

- Sector-wide enrolment trends cannot be solely relied upon to indicate the financial health of the sector because enrolment results fluctuate significantly on an institutional basis. See Appendix A for historical PSI enrolment trends between 2015/16 to 2019/20 (pre-pandemic) and subsequently between 2019/20 to 2023/24.
- In January, Canada capped international student enrolment numbers. The global perception that Canada no longer welcomes international students has had a negative impact on international student enrolment. The quantifiable impacts of this decision are still to be determined.

**Implications / Considerations / Opportunities:**

- Public PSI financial results are consolidated into the GRE, and therefore affect the province’s operating surplus/deficit and fiscal plan.
- Staff layoffs each fall are generally anticipated in normal years as institutions evaluate program enrolments and optimize. This year, staff layoffs are likely to be more significant and be accompanied by program closures.
- The Ministry is continuing to work with all PSIs as they navigate these challenging financial circumstances; however, if current trends persist, the Ministry and sector will need to consider alternative solutions to mitigate growing pressures, including shared services across smaller or rural PSIs, campus closures, and/or PSI consolidations.

**Decision(s) Required / Next Steps:**

- By November 1, 2024, the federal government is expected to announce the annual Immigration Levels Plan that will set a specified limit on Temporary Residents, including international students. The announcement will confirm the provincial study permit cap for 2025 and 2026.
- Unless a PSI becomes insolvent, there are no immediate decisions required that pertain to the overall financial health of B.C.’s public post-secondary sector.
- The Ministry continues to work closely with public PSIs to navigate their financial challenges, ensure deficits are approved by Treasury Board and the Minister, and that those PSIs facing significant hardship develop adequate financial plans to direct their institution back toward financial sustainability.

**Appendix A: 2024/25 Operating Grants to PSIs**

<b>Institution Type</b>	<b>2024/25 Operating Grant</b>
<b>Colleges &amp; Institutes</b>	
British Columbia Institute of Technology	\$ 195,926,653
Camosun College	\$ 80,958,051
Coast Mountain College	\$ 23,891,561
College of New Caledonia	\$ 45,641,528
College of the Rockies	\$ 25,420,622
Douglas College	\$ 85,800,732
Justice Institute of BC	\$ 19,097,737
Langara College	\$ 71,311,633
Nicola Valley Institute of Technology	\$ 10,828,734
North Island College	\$ 32,802,590
Northern Lights College	\$ 23,844,738
Okanagan College	\$ 67,079,589
Selkirk College	\$ 37,171,184
Vancouver Community College	\$ 73,267,680
<b>Sub-total</b>	<b>\$ 793,043,032</b>
<b>Universities</b>	
Capilano University	\$ 58,486,045
Emily Carr University of Art and Design	\$ 21,234,933
Kwantlen Polytechnic University	\$ 105,628,462
Royal Roads University	\$ 30,885,851
Simon Fraser University	\$ 346,955,176
Thompson Rivers University	\$ 103,560,366
University of British Columbia	\$ 1,053,040,759
University of Northern British Columbia	\$ 73,989,199
University of the Fraser Valley	\$ 80,979,574
University of Victoria	\$ 289,137,335
Vancouver Island University	\$ 83,722,844
<b>Sub-total</b>	<b>\$ 2,247,620,544</b>
<b>Total Allocated</b>	<b>\$ 3,040,663,576</b>

**Appendix B: 6 Year Audited Financial Results 2018/19 to 2023/24 (in 000's)**

(000's)	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
<b>Revenue</b>						
Operating Contributions from the Province	2,283,161	2,443,369	2,602,013	2,623,022	2,722,861	3,114,051
Other Operating Contributions – Provincial Crowns and Other (1)	807,726	818,939	829,014	871,228	979,529	1,021,619
Capital Contributions – Provincial and Other	249,262	269,134	273,875	274,643	270,592	277,930
Domestic Tuition & Fees	1,124,555	1,140,970	1,120,412	1,164,621	1,165,030	1,202,372
International Tuition & Fees	1,150,920	1,310,574	1,302,522	1,372,218	1,487,219	1,639,985
Investment Earnings	189,433	180,383	268,314	318,720	296,181	299,982
Other Revenue (2)	816,190	848,573	507,062	745,767	906,226	1,070,832
<b>Total Revenue</b>	<b>6,621,247</b>	<b>7,011,942</b>	<b>6,903,212</b>	<b>7,370,219</b>	<b>7,827,638</b>	<b>8,626,771</b>
<b>Expenses</b>						
Salaries and Benefits	3,985,738	4,340,531	4,551,758	4,772,925	5,076,378	5,641,642
Operating Costs & Costs of Goods Sold (3)	1,383,664	1,442,562	1,135,902	1,312,118	1,497,899	1,658,621
Capital asset amortization expense	483,501	519,006	540,896	557,137	567,586	584,241
Grants to third parties	386,585	423,900	469,954	489,907	504,195	535,872
Debt service costs	37,405	38,368	40,539	42,855	42,150	46,371
<b>Total Expenses</b>	<b>6,276,893</b>	<b>6,764,367</b>	<b>6,739,049</b>	<b>7,174,942</b>	<b>7,688,208</b>	<b>8,466,747</b>
<b>Net Income (Loss) (4)</b>	<b>344,354</b>	<b>247,575</b>	<b>164,163</b>	<b>195,277</b>	<b>139,430</b>	<b>160,024</b>

**Note 1** – Other operating contributions – provincial crowns and other include grants from provincial crowns and agencies, other levels of government, and research grants.

**Note 2** – Other revenue includes ancillary revenue resulting from goods and services provided to students, faculty, or staff, such as housing, bookstores, or food services.

**Note 3** – Operating costs and costs of goods sold include expenditures related to campus retail facilities, maintenance, utilities, classroom materials, research costs, departmental expenses, and other supplies.

**Note 4** – 2023/24 operating surplus is inflated due to a one-time sale of property at Kwantlen Polytechnic University.

**Ministry of Post-Secondary Education and Future Skills  
Ministry Transition Binder – October 2024**

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## FINANCE, TECHNOLOGY & MANAGEMENT SERVICES DIVISION

**ADM Responsible:** Jason Butler

**Overview of Core Business / Program Area:**

The Finance, Technology & Management Services Division (FTMS) provides financial leadership and oversight for the ministry and more broadly for the public post-secondary sector in aspects of operating and capital grant allocation, financial reporting, public post-secondary sector partnerships, and joint procurement opportunities. The division also provides leadership with public post-secondary institutions to increase affordable student housing and contribute to the Provincial housing strategy.

Within the ministry, FTMS provides support for ministry strategic human resources, technology and information application support, information security and privacy, procurement, and building security. FTMS is also the ministry’s primary liaison with the Ministry of Finance and the offices of the Comptroller General and Auditor General.

**Budget:**

Division	DRAFT 2023-24 Budget <sup>1</sup>	DRAFT 2024-25 Budget <sup>1</sup>
Financial, Technology & Management Services	<b>2,437,897,064</b>	<b>2,992,158,549</b>
Operating Budget	17,464,343	13,304,487
Educational Institutions and Organizations Grants / Transfers	2,420,432,721	2,978,854,062

<sup>1</sup> Budget amounts are presented net of recoveries and do not include contingencies funding.

**Full Time Equivalent (FTEs):**

Division:	106
Deputy Minister’s Office:	12
Minister’s Office:	7

**Related Legislation:** none

**Organizational Chart:**



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## MINISTRY TRANSITION NOTE

**Issue:** Capital Infrastructure Status Summary

**Background:**

- The ministry's capital plan consists of several program funding envelopes including Priority Investments; Student Housing, Routine Capital; the B.C. Knowledge Development Fund; Health Professions Expansion; the tech seat expansion; and, an "other" category that supports shared-service spending sector wide for things like technology management and technology projects.
- Priority Investments include a range of high priority projects across the public post-secondary sector, from portable trades training units to reach rural communities to a large trades and technology training facility in Burnaby. These projects have been added to the capital plan in prior budget cycles.
- Starting in *Budget 2018*, more than \$0.9 billion in provincial funding was notionally approved to develop 8,000 student housing beds in partnership with public post-secondary institutions. *Budget 2023*, allocated another \$1.1 billion in provincial funding to deliver an additional 4,000 student housing beds. To date, 10,766 new beds have been built at 17 public post-secondary institutions across B.C.
- Routine Capital involves multiple projects at all publicly funded post-secondary institutions for major maintenance and upgrading of existing infrastructure. The Ministry's current routine capital allocation of Advice/Recommendations; Government Financial Information
- The BC Knowledge Development Fund (BCKDF) is a program for prioritized research infrastructure that is cost-shared along with the federal government and institutions. It is B.C.'s primary capital investment in research infrastructure that enables B.C.'s public post-secondary institutions and affiliated research hospitals to successfully leverage federal and private sector funding to build capacity for world-class research, innovation and technology development.
- The Health Professions Expansion funding envelope expands academic and skills training seats in the health care professions and improve health care access. As part of the Ministry of Health's Health Human Resources Strategy in Budget 2023, the ministry received capital funding for the post-secondary sector to deliver a number of health-related training spaces.
- The tech Seat Expansion funding supported the expansion of 2,900 tech related seats.
- The other category includes sector wide information management / technology bucket supports projects that leverage sector-wide or shared services to maximize provincial investment including for projects like network connectivity, computing infrastructure, business software, security and privacy and digital collaboration.
- *Budget 2024* confirmed provincial funding totaling \$3.4 billion for the fiscal plan period (2024/25 to 2026/27), as outlined in the following table.

**Table 1: PSFS Capital Plan Funding Envelope Breakdown (Budget 2024) (\$ billions)**

Funding Envelope	Description	Total Provincial	Total (all sources)
Priority Investments	Notionally approved projects, long-term facility for the Medical School at SFU	Advice/Recommendations; Government Financial Information	Advice/Recommendations; Government Financial Information
Student Housing	Expansion of student housing totaling 12,000 student beds		
Routine Capital	Maintenance, rehabilitation, upgrades, renovations		
BC Knowledge Development Fund	Support of research infrastructure at public institutions / affiliated research entities. Program administered by the Ministry of Jobs, Economic Development and Innovation		
Health Professions	Implementation of the Health Human Resources strategy		
Other	Support for technology seats, Sector-wide Information management and technology, and Carbon Neutral funding for institutions		
<b>Total</b>		<b>3.38</b>	<b>4.28</b>

\*Based on B2024 amounts for 3-year fiscal plan (2024/25 - 2026/27).

Priority Investment Envelope

- Budget 2024 confirmed provincial funding for 13 Priority Investment Projects totaling \$0.7 billion in provincial investment for the fiscal plan period (2024/25 to 2026/27), as outlined in the following table.

**Table 2: PSFS Priority Investment Projects (B2024) (\$ billions)**

BCIT - Trades & Technology Centre	Consolidation of campus trades and technology programs into a 4-storey T & T Centre, daylighting of Guichon Creek, a 2-storey Campus Services Building (CSB), a Carpentry Pavilion, and Marine Covered Workshop.	0.13	Procurement
CAPU - Centre for Childhood Studies	New 2-storey 74-space child care centre and purpose-built laboratories, classrooms, student study space and administrative space for the Early Childhood Care and Education (ECCE) program.	0.01	Construction
NIC - Early Childhood Education & Childcare Centre	New building with 75 additional child care spaces, specifically addressing areas of intensified need such as: infant/toddler care, school age care, and care for children who require extra support.	0.01	Design
Advice/Recommendations			
OKAN - Centre for	Construct a four-storey hybrid mass timber Centre for Food Wine and Tourism at Okanagan College located at the Kelowna campus.	0.05	Procurement

Food Wine & Tourism			
RRU - West Shore Learning Centre	New 5-storey West Shore Learning Centre with flexible classrooms, Indigenous spaces, Learning Commons, Innovation Space, academic and student support offices, and staff workspaces.	0.02	Construction
SFU - First Peoples Gathering House	New facility with a Great Hall an Elders room, a classroom, a wellness room, food service kitchen and multi-generational Indigenous peoples' lounge.	0.01	Construction
SFU - Medical School Interim Solution	Interim facility for the first cohort in 2026 providing classrooms, clinical skills and simulation, research laboratories, and dry labs.	0.03	Design
UBC - School of Biomedical Engineering	Construction of a 14,520 m2 facility to accommodate the School of Biomedical Engineering.	0.01	Construction
UVIC- Engineering and Computer Science Building	Construction of a 5,906 m2 expansion to the Engineering and Computer Science Building Expansion (ECSE) and construction of a 2,253 m2 separate High Bay Research & Structures laboratory (HBRSL)building	0.09	Procurement
UVIC - National Centre for Indigenous Laws	Construction of a 2,440 m2 expansion to the Fraser Building to accommodate the National Centre for Indigenous Laws.	0.01	Construction
VCC - Centre for Clean Energy & Automotive Innovation	The Centre for Clean Energy and Automotive Innovation will be a state-of-the-art, LEED Gold, Net Zero carbon emissions building that is envisioned to be an interdisciplinary "hub" for the Broadway campus and the School of Trades, Technology and Design. The Centre will better serve academic goals and opportunities for innovation and increase social exchanges that improve the student experience.	0.30	Procurement
VIU - Shq'apthut (The Gathering Place) Phase 2	Additions to expand both the north and south ends of the existing Shq'apthut building will provide more Elder-in-Residence office space; expanded, accessible washroom facilities; and new ceremonial/sacred space to the existing building. The project also includes an extensive landscaping transformation that will exemplify and celebrate Indigenous culture.	0.001	Construction
<b>TOTAL</b>		<b>\$0.67</b>	

\*Based on B2024 amounts for 3-year fiscal plan (2024/25 - 2026/27).

Advice/Recommendations; Government Financial Information

Advice/Recommendations

Student Housing Envelope (See Infographic)

- Institutions were invited to submit proposals for additional student housing projects. Shortlisted proposals that align with government priorities have been invited to develop a business case for government consideration.
- Advice/Recommendations business cases are currently being developed at public post-secondary institutions with drafts due to be submitted by November 15, 2024, with an updated costing (i.e. Class D minimum, which is +/- 25%). (see Attachment A – Student Housing Project Summary – October 2024)
- An analysis of the draft submissions will be available in early 2025.
- It is not anticipated that all business cases will be funded.

### **Implications / Considerations / Opportunities:**

- As part of the annual capital planning cycle, the ministry receives 5-Year Capital Plan submissions from all public post-secondary institutions, which are compiled and evaluated based on a criteria-based scoring system, which includes:
  - Alignment with government priorities and with institution's strategic direction, including projects that respond to Truth and Reconciliation Calls to Action;
  - Ability to address labour market demand, regional considerations, and learning outcomes; and
  - Institution capacity relative to current projects underway, value for money, urgency/risk (if not approved), and recent capital investments.

Advice/Recommendations; Government Financial Information

- Proposals submitted through the most recent capital plan submission process are currently being compiled and assessed in preparation for *Budget 2025*.

Cabinet Confidences

### **Attachments:**

- Attachment A Advice/Recommendations; Government  
Financial Information
- Attachment B – Student Housing Project Summary

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Advice/Recommendations ; Government Financial Information

**Attachment B - Student Housing Project Summary - Provincially Supported**

Ministry of Post-Secondary Education and Future Skills

As of October 2024

**Student Housing Phase 1**

Project Title	Municipality	Bed Count	Project Cost (\$M)	Provincial Funding (\$M)	Status
COTR	Cranbrook	100	19.0	12.9	Completed
CNC	Prince George	12	5.3	5.3	
CMTN	Terrace	108	21.6	20.6	
TRU	Kamloops	533	38.0	25.5	
UVIC	Saanich	783	241.9	127.7	
UBCO	Kelowna	220	25.0	18.7	
SFU	Burnaby	383	115.6	73.0	
TRU	Kamloops	148	19.0	10.9	
SELK	Nelson	36	37.7	35.6	
SELK	Castlegar	114			
OKAN	Kelowna	216	35.8	34.7	
OKAN	Vernon	101	24.3	22.1	
OKAN	Salmon Arm	60	15.0	14.8	
CAPU	North Vancouver	362	58.2	41.5	
BCIT	Burnaby	470	141.7	129.0	
NIC	Courtenay	217	77.9	75.9	
UFV	Abbotsford	398	105.0	87.6	
DOUG	New Westminster	368	132.9	128.3	
VIU	Nanaimo	266	107.3	106.5	
<b>Subtotal</b>		<b>4,895</b>	<b>1,221.1</b>	<b>970.6</b>	Design/Planning

**Student Housing Phase 2 - Intake 1**

Project Title	Municipality	Bed Count	Project Cost (\$M)	Provincial Funding (\$M)	Status
<b>Intake 1 - Spring 2024</b>					
CAPU	Squamish	333	55.0	48.0	Design/Planning
CAM	Oak Bay	423	154.7	151.7	
NVIT	Merritt	30	11.1	12.2	
UBC	Vancouver	1,508	557.2	300.0	
SFU	Burnaby	445	151.9	116.2	
OKAN	Penticton	101	24.0	23.5	
<b>Subtotal</b>		<b>2,840</b>	<b>953.9</b>	<b>651.6</b>	

<b>Total Government Financed Projects Announced</b>	<b>7,735</b>	<b>2,175.0</b>	<b>1,622.2</b>
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**Student Housing Phase 2 - Intake 2**

Project Title	Municipality	Estimated Bed Count	Project Cost (\$M)	Provincial Funding (\$M)	Status
<b>Intake 2 - Spring 2025<sup>1,2</sup></b>					

Advice/Recommendations

## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- Ministry of Health

### Issue:

- Update on status of capital funding approvals for the new School of Medicine at Simon Fraser University (SFU).

### Background:

- The School of Medicine at SFU project was announced in November 2022 and is part of a comprehensive strategy to improve patient care and address the critical shortage of physicians in B.C.
- The new medical school is scheduled to open interim facilities in August 2026 with 48 seats, growing to 120 seats at full capacity.
- Between 2021/22 – 2023/24, SFU received total of \$14.0 M in provincial operational funding to support the development of the business case, accreditation, curriculum planning and recruitment of key staff.
- Operating funding commitments Government Financial Information  
Government Financial Information allow SFU to continue to develop the curriculum, hire staff and faculty, seek accreditation through the Committee on Accreditation of Canadian Medical Schools, and continue to build out its partnership with the Fraser Health Authority.
- The Ministry works closely with SFU, the Ministry of Health, and the Fraser Health Authority to ensure strong project and financial oversight as well as alignment with health system and capital infrastructure needs.
- Capital funding was announced in June 2024 to support the fit out of interim space for the new medical school at SFU's Surrey campus.

Cabinet Confidences

### Implications / Considerations / Opportunities:

- Construction of a new permanent medical education facility will not be completed in time for the first student intake in 2026, which creates a need for interim space to run the program temporarily.
- \$33.7 M in capital funding was announced in June 2024 for an interim space solution. Construction of this space is scheduled to begin in fall 2025 and complete by summer 2026.

Advice/Recommendations; Government Financial Information

- Interim Space – Approved Scope:
  - The proposed project scope includes tenant improvements, including furniture, fixtures and equipment, of leased space in Surrey.
  - Key space requirements include classrooms, clinical skills spaces, community and culture space, learning resources, administrative offices and support areas.
  - A portion of the costs for the furniture, fixtures and equipment is expected to be transferrable to the permanent facility.

Advice/Recommendations

**Decision(s) Required / Next Steps:**

- The Ministry will continue to work closely with SFU, the Ministry of Health, and the Fraser Health Authority to ensure strong project and financial oversight as well as alignment with health system and capital infrastructure needs.

Advice/Recommendations; Cabinet Confidences

## MINISTRY TRANSITION NOTE

**Issue:** Update on expanding student housing

**Background:**

- Since 2018, over \$2 billion has been committed to develop 12,000 student housing beds in partnership with public post-secondary institutions.
- As of September 2024, 10,766 new student housing beds have been announced:
  - 7,735 beds funded by provincial government loans/grants
  - 3,031 beds funded by post-secondary institutions self-financing and partnerships
- To date, provincial funding has supported projects at 17 institutions in all regions of B.C. (see attachments for additional detail)
- This includes student housing projects in new communities – Courtenay (North Island College), New Westminster (Douglas College), Penticton (Okanagan College), Salmon Arm (Okanagan College), Squamish (Capilano College), and Vernon (Okanagan College).
- In Spring 2023, phase two of the provincial Student Housing Program was launched.
- Institutions were invited to submit proposals for additional student housing projects. Shortlisted proposals have been invited to develop a business case for government consideration.
- An invitation to submit a business case is not a guarantee of government funding.

**Implications / Considerations / Opportunities:**

Advice/Recommendations; Government Financial Information

- <sup>Advice/Recommendations</sup> additional business cases are being developed at public post-secondary institutions with drafts due to be submitted by November 15, 2024 with an updated costing (i.e. Class D minimum which is  $\pm$  25 percent).
- Drafts will be assessed to determine financial viability and to determine which proposals should proceed to further government review.
- An analysis of the draft submissions will be available in early 2025. It is not anticipated that all business cases will be funded.

**Decision(s) Required / Next Steps:**

Advice/Recommendations; Cabinet Confidences

**Attachments:**

- Attachment A - Advice/Recommendations;  
Government Financial Information
- Attachment B - Student Housing Project Summary

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**Attachment B - Student Housing Project Summary - Provincially Supported**

Ministry of Post-Secondary Education and Future Skills

As of October 2024

**Student Housing Phase 1**

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**Student Housing Phase 2 - Intake 1**

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CAPU	Squamish	333	55.0	48.0	Design/Planning
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NVIT	Merritt	30	11.1	12.2	
UBC	Vancouver	1,508	557.2	300.0	
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<b>Subtotal</b>		<b>2,840</b>	<b>953.9</b>	<b>651.6</b>	

<b>Total Government Financed Projects Announced</b>	<b>7,735</b>	<b>2,175.0</b>	<b>1,622.2</b>
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**Student Housing Phase 2 - Intake 2**

Project Title	Municipality	Estimated Bed Count	Project Cost (\$M)	Provincial Funding (\$M)	Status
<b>Intake 2 - Spring 2025<sup>1,2</sup></b>					

Advice/Recommendations



**Ministry of Post-Secondary Education and Future Skills  
Ministry Transition Binder – October 2024**

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## GOVERNANCE, LEGISLATION & ENGAGEMENT DIVISION

**ADM Responsible: Tony Loughran**

### Overview of Core Business / Program Area:

The Governance, Legislation and Engagement Division (GLE) leads the ministry's work on:

- Indigenous education policy, engagement and implementing the *Declaration on the Rights of Indigenous Peoples Act*;
- legislative oversight and responsibility for the implementation of credential recognition for internationally trained professionals;
- intergovernmental relations;
- legislation and regulations that govern the post-secondary system for both public and private institutions as well as trades training, as well as for certain professions;
- OIC board appointments; and
- labour relations.

GLE includes the Office of the Superintendent for International Credential Recognition, which oversees professional regulatory bodies outside the health sector and leads efforts to improve recognition of international credentials, making it easier for internationally trained professionals to work in their fields of expertise.

### Budget:

Division	DRAFT 2023-24 Budget	DRAFT 2024-25 Budget
Governance, Legislation, & Engagement	38,991,156	56,884,871
Operating Budget	38,991,156	56,884,871

**Full Time Equivalents (FTEs): 66**

### Related Legislation:

- Architects (Landscape) Act
- Chartered Professional Accountants Act
- College and Institute Act
- Degree Authorization Act
- First Nations Mandated Post-Secondary Institute Act
- International Credentials Recognition Act
- Labour Mobility Act
- Music Teachers (Registered) Act
- Private Training Act
- Professional Governance Act

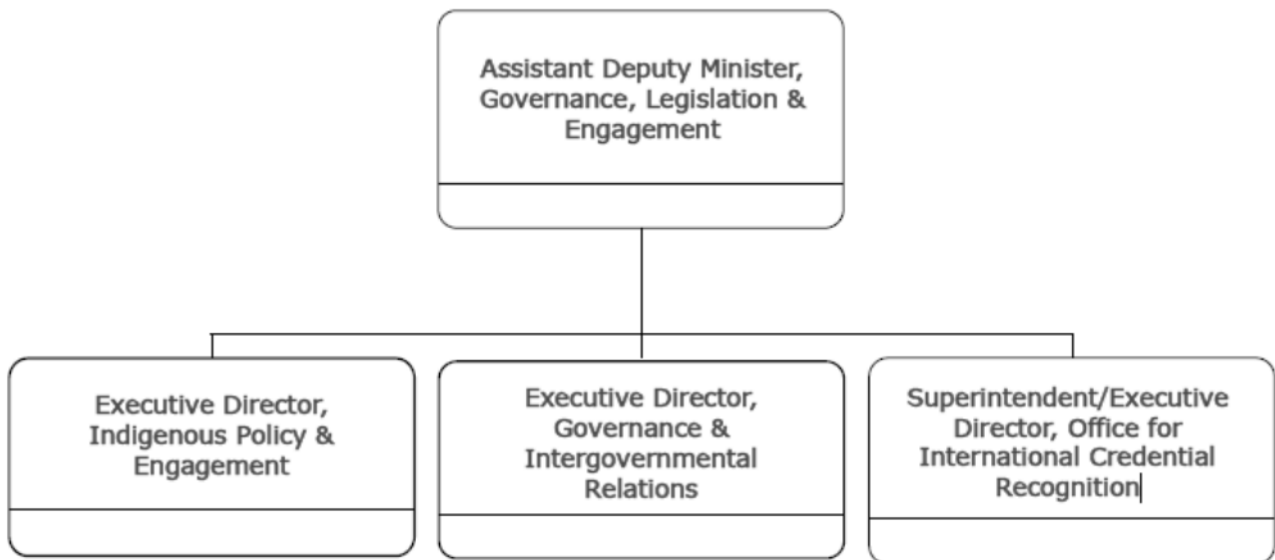
- Royal Roads University Act
- Sexual Violence and Misconduct Policy Act
- Skilled Trades BC Act
- Thompson Rivers University Act
- University Act
- University Foundations Act

Legislation – Professional Associations:

- Chartered Professional Accountants of British Columbia
- British Columbia Registered Music Teachers Association
- BC Society of Landscape Architects

Note: Other related legislation includes private acts of the legislature that establish post-secondary institutions, including Sea-to-Sky University Act, and various theological acts

**Organizational Chart:**



## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

Government Financial Information

Government Financial Information

PSEC works directly with public

sector employers and Employers' Associations in coordinating bargaining strategies.

- The Post-Secondary Employers' Association (PSEA) and the University Public Sector Employers' Association (UPSEA) are public sector bodies, created under the *Public Sector Employers Act*, that are responsible for coordinating bargaining in the public post-secondary education sector.

### Issue:

- Collective bargaining in the public post-secondary education sector. The next bargaining mandate is upcoming in 2025.

### Background:

#### Labour Relations Roles

#### *Public Sector Employers' Council (PSEC):*

- PSEC Secretariat supports the government in setting and coordinating the bargaining mandate for the public sector.

Government Financial Information

#### *Employers' Associations:*

- There are two bargaining employer's associations that are responsible for coordinating bargaining in the post-secondary education sector.
- Post-Secondary Employers' Association - represents colleges (11), teaching universities (5) and institutes (3).
  - The Post-Secondary Employers' Association is the accredited bargaining agent for all employers in this sector, with the authority, when requested, to delegate collective bargaining to individual institutional employers. This means that the Post-Secondary Employers' Association board approves all collective agreements in this sector.

Government Financial Information

- The Post-Secondary Employers' Association sector has over 32,000 employees (unionized and management – by headcount) representing 6% of the provincial workforce.
- University Public Sector Employers' Association (UPSEA) - represents B.C.'s six research universities.
  - The University Public Sector Employers' Association provides a coordination function amongst its six university members: the responsibility for bargaining rests with individual employers.
  - The University Public Sector Employers' Association sector has just over 34,000 employees (unionized and management – by headcount) representing 8% of the provincial workforce.

*Ministry of Post-Secondary Education and Future Skills:  
Advice/Recommendations*

- During bargaining:  
Advice/Recommendations
  - Once a tentative agreement is reached between the parties, it must be ratified by unions, the institution and the Post-Secondary Employers' Association board.
  - The Deputy Ministers at the Ministry of Post-Secondary Education and Future Skills and PSEC are members of the Post-Secondary Employers' Association Board of Directors that ratifies collective agreements.

Upcoming 2025 Bargaining Mandate

Government Financial Information

The Bargaining Cycle

- Bargaining is a cyclical process that occurs on a term basis (most recently has been three years

in both the 2019 and 2022 mandates) with four general phases:

1. Preparation for Bargaining Mandate
2. Policy Development and Sector Bargaining Plans
3. Collective Bargaining Period
4. End of Bargaining Period

Advice/Recommendations; Government Financial Information

#### *Bargaining Structure in Post-Secondary Education Sector*

- There are 183 collective agreements in the entire public sector; 70 are in the post-secondary education sector including 28 collective agreements in the research university sector (University Public Sector Employers' Association), and 42 collective agreements in the teaching universities, institutes, and colleges sector (Post-Secondary Employers' Association).
- Collective bargaining at the 19 Post-Secondary Employers' Association institutions has a two-tiered structure, with voluntary common tables where cross-sector issues like compensation, benefits, and grievance procedure are settled first, then local bargaining is settled at the institution level.
- The University Public Sector Employers' Association institutions bargain directly with their individual unions without common tables.

Government Financial Information

#### **Implications / Considerations / Opportunities:**

Advice/Recommendations; Government Financial Information





## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- The Ministry is involved in nine *Declaration Act Action Plan* actions, three as the sole Ministry and the other six involving one or more of the Ministries of Education and Child Care, Indigenous Relations and Reconciliation, and Social Development and Poverty Reduction as per Attachment 1.

### Issue:

- Status of Declaration Act Actions.

### Background:

- The Ministry's actions focus on areas that have been identified as priorities for many years and are being implemented in consultation and collaboration with First Nations' partners particularly the First Nations Education Steering Committee and Métis Nation BC.
- Progress has been made on six of the Declaration Act Action Plan actions. Two additional actions are being discussed currently.
- Reporting on lead actions is a collaborative process involving feedback from both the First Nations Education Steering Committee and Métis Nation BC.
- Attachment 1 includes the reporting status of the Ministry's Declaration Act Action Plan lead and support items.

### Implications/Considerations/Opportunities:

Legal Information

**Attachment 1**

The table below provides the fall 2024 reporting status of the Ministry’s Declaration Act Action Plan lead and support actions.

<b>Ministry-led Action Plan Items</b>		
<b>Action</b>	<b>Status</b>	<b>Next Steps</b>
<p><b>1.8 Recognize the integral role of Indigenous-led post-secondary institutes as a key pillar of B.C.’s post-secondary system through the provision of core funding, capacity funding and the development of legislation. This includes institutes mandated by First Nations, as well as a Métis post-secondary institute being developed by Métis Nation BC. (See Transition Note tab 21 First Nations Mandated Institutes)</b></p>	<p>The First Nations Mandated Post Secondary Institutes Act received Royal Assent on May 16, 2024. The Ministry worked closely with the First Nations Education Steering Committee (FNESC) and the Indigenous Adult and Higher Learning Association (IAHLA). Two rounds of consultation were undertaken with First Nations and Modern Treaty Nations.</p> <p>Métis Nation BC is engaging with its 40 Chartered communities and is focused on gathering input to inform the project’s ongoing development.</p>	<p>First Nations-Mandated Institute legislation requires development of a regulation, ministerial order, and policies and procedures to establish requirements for the provision of the funding in consultation and collaboration with First Nations. This work is underway. An Order in Council is required to bring the Act into force <sup>Cabinet</sup> <sub>Confidences</sub> Cabinet Confidences</p> <p>Ongoing consultation with Métis Nation BC</p>
<p><b>1.9 A) Work with the Nicola Valley Institute of Technology, and the Urban Native Youth Association to co-develop an urban Indigenous centre that supports the childcare, housing and post-secondary needs of Indigenous learners, and;</b></p> <p><b>1.9 B) strengthen the capacity of the Native Education College (NEC) to provide culturally relevant post-secondary opportunities for urban Indigenous learners (See also Transition Note tab 27 Native Education College).</b></p>	<p>A) Plans are being developed to establish a hub in East Vancouver co-locating several services for Indigenous people, in particular Indigenous youth: housing, a post-secondary campus, a community youth centre and childcare. This project is a partnership including: Urban Native Youth Association, Nicola Valley Institute of Technology, the City of Vancouver, and the provincial and federal governments.</p> <p>B) \$1.25M in annual funding to support capacity building and operating funding for NEC.</p>	<p>A) Work closely with Urban Native Youth Association, Nicola Valley Institute of Technology, and other partners through regular steering committee meetings, project board meetings, and ad hoc meetings on key topics.</p> <p>B) The Ministry will brief the Minister on NEC Advice/Reco Advice/Recommendations; Cabinet Confidences; Legal Information</p>
<p><b>4.5 Co-develop a policy framework for Indigenous post-secondary education and skills training that includes:</b></p>		

<ul style="list-style-type: none"> <li>○ Supporting post-secondary institutions to be more culturally relevant and responsive to the needs of First Nations, Métis, and Inuit learners and communities;</li> </ul>	Part of the development of the framework.	Work to commence winter 2024.
<ul style="list-style-type: none"> <li>○ Expanding the Aboriginal Service Plan program to all 25 public post-secondary institutions;</li> </ul>	The Aboriginal Service Plan program expanded to all 25 public post-secondary institutions in 2022/23.	Work to commence winter 2024.
<ul style="list-style-type: none"> <li>○ Ensuring that Indigenous learners have access to student housing that is safe, inclusive, and enables them to thrive personally, academically, and culturally;</li> </ul>	Student housing mechanisms have been developed collaboratively with FNEESC and Métis Nation BC to expand priority access for Indigenous learners and former youth in care learners.	
<ul style="list-style-type: none"> <li>○ Developing mechanisms for First Nations, Métis and Inuit learners and communities to play an integral role in public post-secondary institutions' decision-making; and,</li> </ul>	Part of the development of the framework.	Work to commence winter 2024.
<ul style="list-style-type: none"> <li>○ Identifying legislative amendments needed to ensure all public post-secondary institution boards include at least one Indigenous person.</li> </ul>	Currently being addressed through policy.	
<p><b>4.41 With the Ministry of Social Development and Poverty Reduction, work with First Nations, Métis chartered communities and urban Indigenous organizations to provide funding for self-determined, community-led programs for Indigenous Peoples to upgrade skills, obtain</b></p>	Through the Indigenous Skills Training and Education Program, the Ministry provides provincial funding to First Nations; First Nations Education Council; and, Métis Nation BC for community-based skills training and education. Some contracts for 2024/25 are signed off. Remaining funding is ear marked for contracts to individual First Nations' projects.	

<p><b>credentials, secure employment, and develop and support community economies.</b> (See tab 23 <i>Indigenous Skills Training and Education</i>)</p>		
<p><b>Action Plan Items led by other ministries</b></p>		
<p><b>3.30 With the Ministry of Education and Child Care conduct an external review of Indigenous-specific racism and discrimination in the provincial public education system, and create a strategy, including resources and supports, to address findings.</b> (See tab 24 <i>Indigenous-Specific Racism Review</i>)</p>	<p>Discussions with FNESC, the Ministry and First Nations Leadership Council (FNLC) are underway. The Ministry and the Ministry of Education and Child Care have committed to collaborate with FNESC and FNLC on the planning and implementation of an Indigenous-Specific Racism Review in both the K-12 and post-secondary public education sectors. In summer 2023, the FNLC shared a draft Terms of Reference and initial discussions have since taken place and a Technical Table has been established.</p> <p>Métis Nation BC will also be engaged in the work to represent the needs of Métis students in B.C.</p>	<p>The Technical Table will work to finalize the Terms of Reference as well as establish timelines, develop principles to guide the review, and discuss potential reviewers.</p> <p>Métis Nation BC will also be engaged in the work to represent the needs of Métis students in B.C.</p>
<p><b>4.2 With the Ministry of Education and Child Care, develop and implement an effective recruitment and retention strategy to increase the number of Indigenous teachers in the K-12 public education system.</b></p>	<p>A formal working group with FNESC and Indigenous Adult and Higher Learning Association has been established. A Call for Proposals for First Nations has been developed. The total amount to be distributed is \$3.6M. Cabinet Confidences</p> <p>Both ministries are working on a joint engagement approach to consult and collaborate with Métis Nation BC on their priorities. Initial consultation with Métis Nation BC has taken place, however further consultation is needed to finalize an approach for Métis teacher recruitment and retention. Cabinet Confidences</p>	<p>Cabinet Confidences</p> <p>Further engagement and discussions are needed with Métis Nation BC as part of the development of a broader K-12 workforce plan.</p>
<p><b>4.18 With the Ministries of Education and Child Care, and Children and Family Development, as committed to in the First Nations Children and</b></p>	<p>The Technical Table, consisting of FNESC, FNLC and the participating ministries, developed a First Nation Children Youth in Care Protocol Workplan and Terms of Reference that were approved by the Minister and First Nations Leadership</p>	<p>The Technical Table continues to meet, and work continues by all parties to implement Workplan objectives.</p> <p>The “<i>How are we Doing Report for Children and Youth in</i></p>

<p><b>Youth in Care Protocol, co-develop and implement measures to support improved education outcomes of current and former First Nation children and youth in care, including meaningful data collection to inform policy planning and service delivery.</b></p>	<p>Oversight Table in November 2023. The protocol includes bi-annual Oversight Table meetings.</p>	<p><i>Government Care and Youth on Youth Agreements</i>” includes data focusing on the educational outcomes of Children and Former Youth in Care to support and improve their education opportunities and outcomes. Cabinet Cabinet Confidences; Intergovernmental Communications</p>
<p><b>4.29 With the Ministries of Indigenous Relations and Reconciliation; and Education and Childcare, establish an Indigenous-led working group to develop a strategy for the revitalization of Indigenous languages in B.C., including potential legislative supports.</b></p>	<p>Advice/Recommendations</p>	
<p><b>4.30 With the Ministry of Indigenous Relations and Reconciliation, support Indigenous language revitalization through sustainable funding.</b></p>	<p>The ministry provides \$1M annually over three years for First Nations language revitalization</p> <p>The Ministry provides \$300k annually to Métis Nation BC to support Métis language revitalization.</p>	<p>The Ministry continues to support the Indigenous Language Fluency degree pilot sites.</p>

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## MINISTRY TRANSITION NOTE

### **Other Ministry/Ministries:**

- Cross-ministry engagement with Ministries of Education and Child Care; Indigenous Relations and Reconciliation; and, the Declaration Act Secretariat.

Advice/Recommendations

Advice/Recommendations

## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- The Ministry of Education and Child Care.

### Issue:

- Data on outcomes of First Nations, Métis, and Inuit Learners from B.C. public post-secondary institutions

### Background/Key Facts & Data<sup>1</sup>:

- 8% (25,870) of domestic learners enrolled in B.C. public post-secondary institutions in 2022/23 self-identified as Indigenous. Of those:
  - 49% (12,725) First Nations
  - 21% (5,430) Métis
  - 2% (400) as Inuit
  - 32% (8,215) Indigenous Identity only<sup>2</sup>
- In 2021, 6% of the B.C. population aged 15 to 64 years old were Indigenous.
- Compared to non-Indigenous learners, a higher proportion of Indigenous learners are women (58% vs. 51%) and enroll later in life (57% of Indigenous learners are 25 years and older vs. 50% of non-Indigenous learners).
- Indigenous learners are more evenly distributed across public post-secondary system than non-Indigenous students.

### Transitions to post-secondary are lower than non-Indigenous transition rates

- Indigenous learners transition to post-secondary is lower than non-Indigenous learners.
- For the 2017/18 grade 12 graduating cohort, the Indigenous learner 5-year cumulative transition rate to public post-secondary was 63% compared to a non-Indigenous learner transition rate of 69%.
- Indigenous women learners have a higher transition rate to post-secondary than Indigenous men.

### Enrolment – Institution type and area of study

- Compared to non-Indigenous learners, Indigenous learners are more likely to attend colleges and teaching universities, and more likely to enroll in trades programs.
- First Nations learners (35%) have a higher proportion of enrolment in colleges than non-Indigenous learners (29%) (See Table 1).
- First Nations learners are more likely to enroll in developmental programs than non-Indigenous learners.
- Métis learners are more likely to enroll in health programs than both First Nations learners and non-Indigenous learners.

Table 1. 2022/23 Academic Year (September 1 to August 31) Domestic Enrolment by Institution Type and Indigenous Identity Group

Institution Type	First Nations	Métis	Non-Indigenous
Colleges	35%	31%	29%
Institutes	22%	17%	20%
Research-Intensive Universities	18%	28%	30%
Teaching-Intensive Universities	25%	24%	21%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: Student Transitions Project, Fall 2023 submission

**Full Time Equivalent (FTEs) – Indigenous Learners comprise 7% of the total domestic student FTEs**

- In the 2022/23 fiscal year, Indigenous learners represent 7.1% of domestic FTEs.
- Indigenous FTEs have increased by 5.1%, from 13,132 in 2013/14 to 13,802 in 2022/23.

**Credentials – Growth in baccalaureate degrees awarded over the past five years**

- 3,665 credentials were awarded to Indigenous learners in 2022/23, an increase of 2% from the previous year, and an 18% increase from 2013/14.
- Compared to non-Indigenous learners, both First Nations and Métis learners are more likely to earn credentials at the certificate level, and less likely to earn baccalaureate degrees (see Table 2).
- From 2017/18 to 2022/23, the number of eligible Indigenous learners for new teacher certification increased by 33%, from 90 in the 2018/19 fiscal year, to 120 in 2022/23.

Table 2. 2022/23 FY Credentials Awarded by Credential Type and Indigenous Identity Group

Credential Type	First Nations	Métis	Non-Indigenous
Certificate	52%	36%	27%
Bachelor	24%	44%	52%
Diploma	15%	12%	16%
Graduate & First Professional	4%	4%	4%
Developmental	4%	3%	2%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: Student Transitions Project, Fall 2023 submission

**Student Outcomes – Higher unemployment rates overall except for baccalaureate grads**

- Apart from baccalaureate graduates, Indigenous graduates have higher unemployment rates than non-Indigenous graduates in all other credential groups.
- Indigenous baccalaureate graduates, conversely, had lower rates of unemployment and were also more likely to be employed in a job related to their program (83%) than non-Indigenous baccalaureate graduates (76%).
- Indigenous graduates from apprenticeships and trades training have significantly higher unemployment rates than non-Indigenous graduates.

### **Indigenous Children and Youth in Care**

- Overall, children and youth that have a legal arrangement with the Ministry of Children and Family Development do not have equitable educational outcomes when compared to students who have not had any legal arrangement.
- Indigenous learners represent a much higher proportion of former youth in care learners attending post-secondary. For example, in 2022/23, despite comprising 7.6% of the total domestic learner population, Indigenous learners made up 46% of the former youth in care population.
- Indigenous former youth in care transition to post-secondary at a lower rate than non-Indigenous former youth in care.
- The post-secondary first year retention rate for former youth in care was 71.5%, compared to 84.6% for non-former youth in care (2021/22-2022/23 academic year).
  - Among them, Indigenous former youth in care had a 67.6% first year retention rate, compared to 74.5% for non-Indigenous former youth in care.
- Former youth in care also have a much higher participation rate in developmental (18.5%) and trades (14.6%) programs than non-former youth in care (5.9% and 8.6% respectively).

Advice/Recommendations

## Appendix 1 – Success Stories

### Success Story – Indigenous Language Fluency Bachelor’s Degree

- Two years after University of British Columbia Okanagan introduced a bachelor’s degree in Indigenous language fluency,<sup>Personal Information</sup>  
<sup>Personal Information</sup> The University of British Columbia Okanagan delivers the degree through an innovative partnership with Nicola Valley Institute of Technology in Merritt and the En’owkin Centre in Penticton.
- Four additional Indigenous language fluency degrees have launched and one more is under development. These degrees support Indigenous peoples’ rights to develop and transmit their languages, knowledge, and oral traditions.

### Success Story – Indigenous Skills Training and Education

Personal Information

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<sup>1</sup> Data included in this note was collected based on learners self-identifying as an Aboriginal person (i.e. First Nations, Métis, or Inuit) at a B.C. public post-secondary institution, or as a person with Aboriginal ancestry in the B.C. K-12 system. The term “Aboriginal” has been replaced with the updated term of “Indigenous” in reference to individuals who identify themselves as First Nations, Métis, or Inuit.

<sup>2</sup> Since the Aboriginal Administrative Data Standard permits respondents to report self-identification with more than one identity group, the analysis in this report includes Indigenous learners with one or more Indigenous identity group reported, unless otherwise indicated. Indigenous learners may self-identify with an Indigenous identity group in post-secondary only. In instances where learners identified with more than one Indigenous identity group, distributions shown are out of the total responses given, not the total number of Indigenous learners. Learners who identify as more than one Indigenous identity group are included more than once.

## MINISTRY TRANSITION NOTE

### Issue:

- Indigenous skills training and education program funding and future redesign in consultation and cooperation with Indigenous Peoples in alignment with reconciliation commitments.

### Background:

- The Ministry has provided funding through the Indigenous Skills Training and Education (ISTE) program to First Nations, Métis Nation BC, the First Nations Education Steering Committee and the BC Association of Aboriginal Friendship Centers.
- The program is designed to deliver community-based skills training and post-secondary education leading to labour market participation; further education and training; community revitalization; and, socioeconomic well-being.
- The funding is guided by the *Declaration Act* Action Plan Item 4.41 to “Work with First Nations, Métis chartered communities and urban Indigenous organizations to provide funding for self-determined, community-led programs for Indigenous Peoples to upgrade skills, obtain credentials, secure employment, and develop and support community economies.”
- Projects that have received funding include essential skills and upgrading, literacy and numeracy, early childhood education, firefighting, various trades training programs, language training, office administration, food sovereignty, and stewardship initiatives.
- In addition to training and education, participant supports, such as child care, transportation, life skills, counselling, and cultural supports, are provided to remove barriers to accessing and succeeding in the program.
- Projects are expected to achieve a minimum completion rate of 70%. Employment and/or moving on to further education or training is a desired successful outcome; however, communities can identify other desired outcomes to measure success based on individual, community or labour market situations.
- In 2023/24, the Indigenous Skills Training and Education program provided \$31.5M in funding.
- Given the loss of top-up funding for federal Labour Market Transfer Agreements, confirmed in federal budget 2024, the Indigenous Skills Training and Education program has had a funding reduction for 2024/25 for an overall budget of \$30.7M.

### Implications / Considerations / Opportunities:

- Indigenous Skills Training and Education programming helps meet the workforce and economic priorities of Indigenous people and improves outcomes. This is accomplished by funding community-led programs and services required to upgrade skills, obtain credentials, access post-secondary education, secure employment, and grow local economies.

### Decision(s) Required / Next Steps:

N/A

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## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- Ministry of Education and Child Care (ECC)

### Issue:

- In 2021, the First Nations Leadership Council (FNLC) called on the Province to commission an independent, distinctions-based investigation and report into systemic and Indigenous-specific racism and discrimination in the K-12 and post-secondary provincial public education system, similar to the *In Plain Sight* report into racism in the B.C. public health system.

### Background:

- Both Ministries share responsibility implementing the Declaration Act Action Plan Action 3.3 which commits to “conduct an external review of Indigenous-specific racism and discrimination in the provincial public education system, and create a strategy, including resources and supports, to address findings.”
- The Ministries have been collaborating with the First Nations Leadership Council and the First Nations Education Steering Committee on a review that includes K-12 through post-secondary.
- In summer 2023, the First Nations Leadership Council shared a draft Terms of Reference and a proposed budget for the review.
- A working technical table of staff from both ministries, the First Nations Education Steering Committee and the First Nations Leadership Council has met to finalize the Terms of Reference; establish timelines; develop principles to guide the review; and, to discuss potential reviewers.
- The draft Terms of Reference is based on the *In Plain Sight* report and includes both an inquiry into Indigenous-specific racism and a commitment to make recommendations related to the review.
- Initial discussions have been held with Métis Nation BC (MNBC), but further discussions are needed on the approach for, and components of, the review.
- The Ministry has secured funding of \$1.5M over three years, to support the review. The Ministry of Education and Child Care has secured \$500,000.

### Implications / Considerations / Opportunities:

Cabinet Confidences

### Decision(s) Required / Next Steps:

Cabinet Confidences

Cabinet Confidences

## MINISTRY TRANSITION NOTE

### Other Ministries:

- International Credential Recognition and Labour Mobility – Ministries of:
  - Municipal Affairs
  - Health
- Professional Governance – Ministries of:
  - Agriculture and Food
  - Environment and Climate Change Strategy
  - Housing
  - Forests
  - Transportation and Infrastructure
  - Water, Land and Resource Stewardship

### Issue:

- Portfolio of the Superintendent for International Credential Recognition and Professional Governance – key issues for awareness

### Background:

- The Office for International Credential Recognition brings together responsibility for the *International Credentials Recognition Act* and the Office of the Superintendent of Professional Governance that has oversight of the *Professional Governance Act* under the authority of a single Superintendent.

### Credential Recognition Portfolio

- The 2023 Labour Market Outlook for British Columbia indicates that almost a million jobs will be open between 2023-2033, 46% of which will need to be filled with newcomers to Canada, and 7% of which will come from people moving to B.C. from other parts of Canada.
- Credential recognition allows individuals trained within other jurisdictions to transfer their credentials and obtain a license to practice their profession in B.C.
- The *International Credentials Recognition Act* reduces barriers for internationally trained professionals seeking jobs in regulated occupations by addressing:
  - **Fairness** — Require fair credential assessment processes including:
    - Replacing Canadian work experience requirements with competency-based assessments (with limited exemptions).
    - Honouring valid English language test results supplied by applicants even if they expire before the regulator makes a determination on the application.
    - Charging international applicants comparable fees to those charged to domestic applicants.

- **Efficiency** — Set expectations for application processing timelines and require regulators to communicate certification decision to applicants within 14 days of making a determination.
- **Transparency** — Require regulators to publish clear and complete information about international credential recognition processes online.
- **Accountability** — Establish annual reporting requirements to enhance regulators' accountability both to the government and the public.
- The *International Credentials Recognition Act* applies to 18 B.C. professional regulatory authorities responsible for 29 occupations as in scope of the Act. The Act does not cover Health Professions which are separately governed by the Ministry of Health under the *Health Professions Act*.
- The *International Credentials Recognition Act* came into force on July 1, 2024, through the International Credentials Recognition Regulation.
- Regulations pertaining to the prohibition of Canadian work experience will come into effect on January 1, 2025, which will be the start of a six-month transition period. By July 1, 2025, the *International Credentials Recognition Act* and regulations will be fully in force.
- B.C. continues to support professional regulatory authorities to make improvements to their credential recognition processes for internationally trained professionals through the Credential Assessment Improvement Fund.
- The Credential Assessment Improvement Fund is allocated \$1.0M each fiscal year, which is used to fund one FTE and up to \$900,000 in project-based initiatives to improve fairness and efficiency of credential recognition processes and increase access to information for internationally trained professionals.
- In 2023/24 the Credential Assessment Improvement Fund invested \$590,000 in projects led by professional regulatory authorities. A further \$160,000 was spent on the development of the *International Credentials Recognition Act*.
- Improvements to International Credential Recognition complement long-standing work on domestic labour mobility. The Office of the Superintendent for International Credential Recognition includes B.C.'s Labour Mobility Coordinator, who works to support licensed professionals from other jurisdictions in Canada as they transfer their credential to B.C.

#### Professional Governance Portfolio

- The establishment of the *Professional Governance Act* implemented two recommendations of the 2018 Professional Reliance Review – creation of a single governance statute for strategically significant self-regulating professions, and creation of an oversight office: the Office of the Superintendent of Professional Governance.
- The *Professional Governance Act* regulatory framework for professional governance ensures regulatory bodies are regulating in the public interest and ensures best practices for professional governance are being followed particularly where government relies on the advice of regulated professionals to make decisions (e.g. on natural resource permit applications, infrastructure development and more)..
- The *Professional Governance Act* has been in force since early 2021, and now applies to six

regulatory bodies that oversee professions in the natural and built environment:

- Engineers and Geoscientists of BC (EGBC);
- Foresters Professionals BC (BCFP);
- College of Applied Biologists (CAB);
- BC Institute of Agrologists (BCIA);
- Applied Science Technologists and Technicians of BC (ASTTBC); and
- Architectural Institute of BC (AIBC).

Advice/Recommendations

**Implications / Considerations / Opportunities:**

Advice/Recommendations

Advice/Recommendations

**Decision(s) Required / Next Steps:**

Advice/Recommendations; Cabinet Confidences

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Cabinet Confidences



## MINISTRY TRANSITION NOTE

### Issue:

- Native Education College (NEC) Advice/Recommendations; Cabinet Confidences  
Advice/Recommendations; Cabinet Confidences

### Background:

- Native Education College is a non-profit society, designated under the *Private Training Act*. It currently serves approximately 250 students.
- Native Education College is located in Vancouver and has close ties with Musqueam.
- Native Education College's curricula and methodologies is infused with host Nations' Longhouse Values and has been successful in leading to employment and education success for multi-barriered Indigenous people.
- In addition to Indigenous adult basic education, Native Education College offers a range of programs to meet the needs of urban and adult Indigenous learners including business; fine arts; justice; health sciences (incl. health career access); humanities and social sciences, and continuing education.
- In autumn 2024, Native Education College is offering its first associate degree in Indigenous studies.
- While predominately serving Indigenous needs in the lower mainland, Native Education College also offers post-secondary programs to First Nations and Indigenous organizations across the province. (e.g. Indigenous health career access; Indigenous early childhood education, etc.).

### Implications / Considerations / Opportunities:

Cabinet Confidences

Cabinet Confidences

Advice/Recommendations

**Decision(s) Required / Next Steps:**

Advice/Recommendations; Cabinet Confidences

## MINISTRY TRANSITION NOTE

### Issue:

Cabinet Confidences

### Background:

- In January 2024, there was a fatal overdose at the University of Victoria, where a student suffered a cardiac arrest due to fentanyl poisoning in a university dorm room.
- There were calls for the Ministry to provide clear guidelines and expectations for all post-secondary institutions to protect students and reduce the risks and harms of toxic-drug poisonings; however, the Ministry does not have the necessary legislative authority to require post-secondary institutions to set specific policies.
  - The Ministry responded to these calls by establishing a Post-Secondary Overdose Prevention and Response Steering Committee to identify actions to help students stay safe and reduce the risks and harms related to toxic-drug poisonings on campuses.
  - In September 2024 the province announced new guidelines developed by the steering committee. These guidelines support public post-secondary institutions implementing strategies to protect students and reduce the risks and harms of the toxic-drug crisis.
- Under the *College and Institute Act*, the Minister has broad powers to establish policies and strategic direction for colleges and institutes, which are agents of government.
- Under the *University Act*, there are limited corresponding powers for universities, which are autonomous and independent from government. The Minister does not have the authority to require an institution to implement a specific policy without expressed legislative authority.
- The differing degrees of ministerial authority across institution types means that coordination across the sector is difficult and potentially open to challenge.
- The Minister's lack of consistent legislative authority to prescribe specific policy for public post-secondary institutions was the impetus for the *Sexual Violence and Misconduct Policy Act*, which gives the Minister the authority to establish policies related to sexual violence and misconduct.

### Implications / Considerations / Opportunities:

- While some public post-secondary institutions have taken steps to develop and implement overdose prevention and response policies and standards, there are differences across the sector.
- The University of Victoria and the University of British Columbia have the most extensive policies, including: first aid and naloxone administration training, harm reductions resources,

drug testing services, on-site naloxone kits, emergency response procedures, and public reporting.

Advice/Recommendations; Cabinet Confidences

**Decision(s) Required / Next Steps:**

Cabinet Confidences

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Advice/Recommendations ; Cabinet Confidences

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**Ministry of Post-Secondary Education and Future Skills  
Ministry Transition Binder – October 2024**

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## LABOUR MARKET DEVELOPMENT DIVISION

**ADM Responsible: Joanna White**

### Overview of Core Business / Program Area:

The Labour Market Development division connects British Columbians with the information, skills and supports they need to get good jobs and reach their full potential in a sustainable economy that works for all.

The division receives federal funding through the Canada-BC Labour Market Transfer Agreement (LMTA)<sup>1</sup> to design, deliver and administer labour market programs and services. Funding is used to support people, communities and sectors by helping people enter and advance in the labour market, supporting communities to address urgent and emerging skills training needs, supporting employers with upskilling current and new employees, and helping sectors address urgent and emerging workforce needs.

The division works closely with the Ministry of Social Development and Poverty Reduction in administering the Labour Market Transfer Agreement to ensure all people in British Columbia have access to employment services and skills training that helps them enter and advance in the labour market.

The division is also responsible for B.C.'s trades training system through oversight of the crown corporation SkilledTradesBC.

The Labour Market Development division produces a wide range of labour market information and insights, including the Labour Market Outlook – an annual 10-year forecast of labour market openings by occupation, region and other categories. The division is also responsible for public post-secondary accountability, data management, reporting, research and analysis to support decision making and inform policy development.

The Labour Market Development division develops labour market policy advice and implements strategic initiatives addressing a wide range of government priorities related to the labour market and emerging needs. Labour Market Development division works with and supports other ministries, sectors and industry partners on a wide range of labour market needs.

### Budget:

Division	DRAFT 2023-24 Budget <sup>1,2</sup>	DRAFT 2024-25 Budget <sup>1</sup>
Labour Market Development	17,995,000	25,063,000
Transfer to Crown Corporation - SkilledTradesBC <sup>3</sup>	106,285,000	106,960,000

<sup>1</sup> Budget amounts are presented net of recoveries and do not include contingencies funding. Federal WDA funding of \$126.2M and \$98.8M (notional) for 2023/24 and 2024/25, are fully recoverable and not included herein.

<sup>2</sup> Amounts are presented after internal Ministry re-organization.

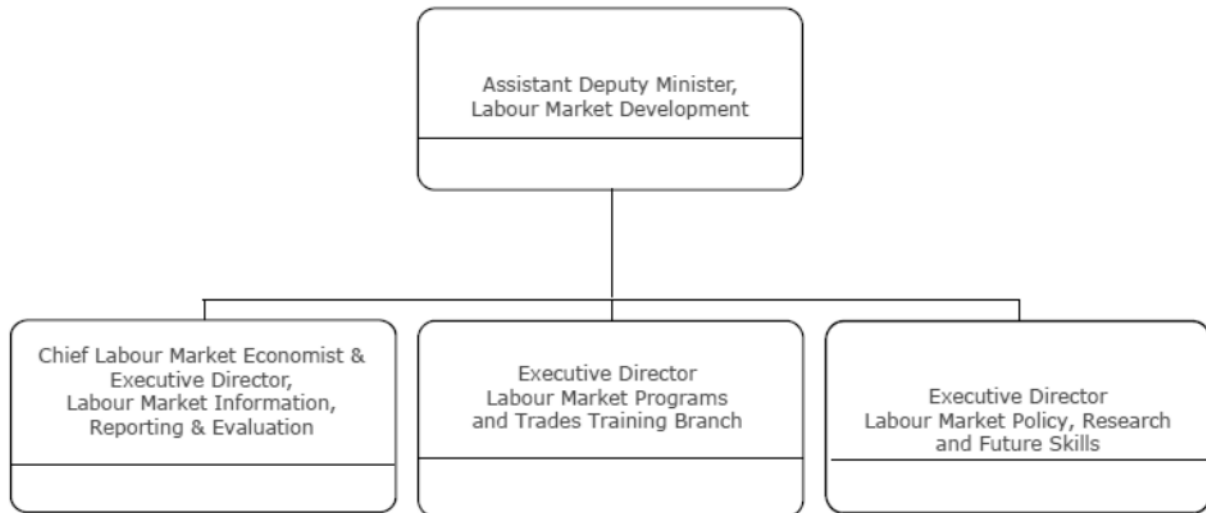
<sup>3</sup> This is the annual grant transfer to SkilledTradesBC. This is not a Division in the Ministry.

<sup>1</sup> BC-Canada Workforce Development Agreement and BC-Canada Labour Market Development Agreement

**Full Time Equivalents (FTEs):** 149

**Related Legislation:** *Skilled Trades BC Act*

**Organizational Chart:**



## MINISTRY TRANSITION NOTE

**Issue:**

- British Columbia Labour Market Outlook (Labour Market Outlook) 2023 edition and plan for release of the 2024 edition.
- The Labour Market Outlook is a 10-year forecast of labour supply and demand in British Columbia. Released annually, it provides the most up-to-date information needed to make informed decisions on careers, skills training, education and hiring.

**Background:**

- The 2023 Labour Market Outlook was released on November 27, 2023, and is available to the public on the WorkBC website (<https://www.workbc.ca/research-labour-market/bcs-labour-market-outlook-2023-edition>).
- According to the 2023 edition of the Labour Market Outlook, about one million job openings are forecasted between 2023 and 2033.

<b>Total job openings</b>
65% from replacement (mostly retirement)
35% from expansion of the economy

<b>New job seekers</b>
47% young people starting work
46% immigrants
7% migrants from other provinces

- As a result of an increase in federal immigration levels, immigration is projected to provide close to half of the new workers over the next 10 years, up from about one-quarter five years ago.
- This Labour Market Outlook finds a more balanced future labour market than in previous years, meaning that the number of job seekers will essentially match the number of job openings.
- Of the one million openings, 75 percent will require some form of post-secondary education or training, or management or supervisory experience.

<b>Education or training, or management or supervisory experience</b>	<b>Share of job openings</b>
Management or supervisory	16%
University degree	22%
College diploma or apprenticeship of two or more years	21%
College diploma or apprenticeship of less than two years	17%
High school diploma	13%
No formal education	12%

- The Labour Market Outlook identifies employment growth and job openings in every region.

Region	Employment 2023	Annual Employment Growth: 2023-33	Job openings
Vancouver Island/Coast	435,000	1.2%	174,700
Mainland/Southwest	1,767,700	1.2%	625,600
Thompson-Okanagan	308,100	1.2%	124,600
Kootenay	79,600	0.5%	25,700
Cariboo	88,100	0.1%	21,100
North Coast/Nechako	42,000	1.1%	15,300
Northeast	37,000	0.4%	10,400
<b>British Columbia</b>	<b>2,757,600</b>	<b>1.2%</b>	<b>997,500</b>

- The Labour Market Outlook identifies job openings in key occupational groups.

Key Occupational Group	Job openings 2023-33
Science, Technology, Engineering and Math (STEM) occupations	116,900
All skilled trades occupations	85,000
Trades occupations for Skilled Trade Certification	15,200
Care (Health, Social and Education) Occupations	189,900

- The Labour Market Outlook identifies 125 High Opportunity Occupations. Some examples are:
  - Registered nurses and registered psychiatric nurses
  - Architects
  - Elementary school and kindergarten teachers
  - Nurse practitioners
  - Cybersecurity specialists
  - Industrial and manufacturing engineers

**Implications / Considerations / Opportunities:**

- The Labour Market Outlook is used by government, public post-secondary institutions and industry to inform policy and decision making related to labour market development.
- The 2024 edition of the Labour Market Outlook is planned for release in early 2025 and will provide an update to the 2023 edition.

Advice/Recommendations

**Decision(s) Required / Next Steps:**  
Advice/Recommendations

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## MINISTRY TRANSITION NOTE

### Other Ministries:

- Ministry of Social Development and Poverty Reduction
- Ministry of Health

### Issue:

- Programs funded under the Workforce Development Agreement and Labour Market Development Agreement provide skills training and education aligned with labour market need.

### Background:

- B.C. receives transfers from the federal government to support labour market programs through two Labour Market Transfer Agreements: the Workforce Development Agreement (\$98.8M base in 2024/25), administered by the Ministry; and the Labour Market Development Agreement (\$275.6M base in 2024/25), administered by the Ministry of Social Development and Poverty Reduction. Funding is shared between both ministries as well as the Ministry of Health (Persons with Disabilities programming).
- Prior to 2024/25, B.C. received both base and top-up funding under the two agreements. The top-up funding was discontinued by the Government of Canada in Budget 2024, which resulted in a reduction of funding of \$46.5M under the Labour Market Development Agreement and \$27.4M under the Workforce Development Agreement. See also tab 37 Transition Note: *Labour Market Transfer Agreements*.
- *Budget 2023* provided provincial funding to enhance existing Labour Market Transfer Agreement programs where there is need, including for multi-barriered individuals (\$11.5M in 2024/25) and forest workers facing career transitions (\$5.1M in 2024/25).
- The funding also supports the future skills grant – a \$3,500 per person grant to offset the cost of short-term skills training aligned with labour market need at public post-secondary institutes (see tab 36 *Future skills grant* and tab 33 *StrongerBC: Future Ready Action Plan*).
- B.C.'s workforce development programs focus on meeting both labour market needs and the skills training needs of residents of B.C. (see *Appendix 1: Program Descriptions*).

### Implications / Considerations / Opportunities:

Advice/Recommendations

Advice/Recommendations

**Decision(s) Required / Next Steps:**

Advice/Recommendations

## Appendix 1: Program Descriptions

### Programs for vulnerable and under-represented people

- **BladeRunners:** Delivers life skills, job readiness skills, work experience and ongoing supports to young adults at risk (aged 15-30). Most participants self-identify as Indigenous.
- **SkilledTradesBC Pre-Apprenticeship Training:** Delivers skills training, employment services and wraparound supports to prepare Indigenous people and other equity-deserving groups, including women, 2SLGBTQIA+ members, immigrants, racialized people and young adults at risk for apprenticeships and jobs in the trades.
- **Skills Training for Employment:** Delivers skills training, employment services and wraparound supports to help people from vulnerable and under-represented groups to gain sustainable employment.

### Programs for employers and sectors

- **B.C. Employer Training Grant:** Provides skills training funding to employers to support their new or current employees to gain the skills they need for their current job, a new job or a promotion.
- **Sector Labour Market Partnerships:** Provides funding to support sector-led partnerships to better understand and respond to labour market changes and workforce challenges. Over the last two fiscal years, 27 projects and 14 sectors were supported, in sectors such as automotive, seaweed, mining and others.

### Programs for communities

- **Community Workforce Response Grant:** Provides funding for skills training projects, with wraparound supports, to respond to urgent and emerging labour market needs and leads to sustainable employment for unemployed or precariously employed people.
- **Indigenous Skills Training and Education:** Programs that support Indigenous communities to partner with training providers and employers throughout the province to deliver community-based skills training and education for Indigenous peoples.

### Public information and outreach

WorkBC.ca responds to inquiries and connects employers and job seekers with information on labour market programs and resources. WorkBC.ca also offers career tools, a job board, an interactive map of WorkBC Employment Services Centres across the province, and live chat.

- The **Find Your Fit** tour visits communities throughout B.C., targeting students in grades 5 to 10 to help them discover a range of in-demand careers in B.C.
- The **WorkBC.ca job board** is a comprehensive database of B.C. job postings, connecting employers with job seekers and resources.

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## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- Social Development and Poverty Reduction (SDPR); Jobs, Economic Development and Innovation (JEDI); Water, Land and Resource Stewardship (WLRS); Education and Child Care (ECC).

### Issue: StrongerBC: Future Ready Action Plan – Overview and Background

- Making education and skills training more affordable and accessible, so British Columbians can obtain the skills needed to work and thrive in a rapidly changing economy.

### Background:

- The StrongerBC: Future Ready Action Plan (the Plan) was launched in May 2023 to equip British Columbians with the skills and training needed for a changing economy.
- The Plan was developed in response to shifting demographics and rapid social changes impacting the workforce, including a projected demand for nearly one million job openings over the next ten years, over three-quarters of which will need post-secondary education or training.
- Budget 2023 allocated \$480M to the Plan over three fiscal years (FY 2023/24 - FY 2025/26).
- The Plan's 24 initiatives (Appendix 1) are categorized into five groups:
  1. **People seeking post-secondary education:** Making post-secondary education and training more affordable, accessible and relevant.
  2. **People looking to re-skill for in-demand jobs:** Increasing workers' ability to respond quickly to the changing needs of employers through greater access to short-duration, in-demand training.
  3. **People facing barriers:** Initiatives within the Plan seek to remove barriers to education and employment.
  4. **Indigenous Peoples:** Actions to address Indigenous Peoples' workforce priorities identified in the Declaration Act Action Plan.
  5. **People new to B.C.:** Making it easier for our fellow Canadians and future Canadians alike to succeed in their career pathways in their new home.

### Implications:

- Across the Plan's initiatives, programs are currently meeting or exceeding objectives and expectations including:
  - A doubling of student loan maximums;
  - 3,000 new post-secondary tech-related spaces;
  - Expanded teacher training;
  - More than 7,000 short-term post-secondary skills training seats filled through the future skills grant;

- 400% increase in applications for waivers for undergraduate programs and trades training (82 to 343) through the Provincial Tuition Waiver Program;
- 450 new Early Childhood Education seats over the next three years;
- A new one-stop digital platform, Find Your Path, making it easier for newcomers and other job seekers to access post-secondary training and education;
- Expanded Indigenous Skills Training and Education with new programming across 33 communities and increasing funding to Indigenous-led post-secondary institutions;
- Expanded supports for First Nations and Métis language revitalization, and supporting the training, recruitment, and retention of Indigenous teachers; and,
- Streamlined credential recognition for internationally trained professionals by supporting implementation, monitoring, and enforcement of the *International Credentials Recognition Act*.

**Decision(s) Required/Next Steps:**

- Ongoing monitoring, assessment and reporting on the success of initiatives within the StrongerBC: Future Ready Action Plan.

**Attachments:**

- Appendix 1: *The StrongerBC: Future Ready Action Plan – Initiative Overview*

**Appendix 1: The StrongerBC: Future Ready Action Plan Initiative Overview**

Initiative	Ministry	Description	Status	
<b>People Seeking Post-Secondary Education</b>				
1	Increasing K-12 Career Life Connections and Dual Credit Programs	ECC	<p><u>K-12 Career Life Connections</u> supports students in Grades K-8 to explore different careers and develop foundational skills, while also expanding career sampler programs, work experience placements, and apprenticeship opportunities for high school students.</p> <p><u>Dual Credit Program Expansion</u> provides grants to grow regional programs connected to in-demand jobs, allowing students to get a head start on their post-secondary journey by taking courses that will count towards both their high school and post-secondary graduation credentials.</p>	Advice/Recommendations
2	Care Economy Workforce Strategy	SDPR	Assesses opportunities to enhance career options for the care economy and address expected shortages.	
3	Expanded Rural and Remote Teacher Spaces	ECC	Support enhanced recruitment and training for teachers in rural areas, including incentives and awards.	
4	Doubling Veterinarian Spaces	PSFS	Permanently doubling (from 20-40) of the intake of students in the four-year veterinary medicine program at the Western College of Veterinary Medicine.	
5	More Graduate Scholarships and Internships	PSFS	Funding will support additional graduate scholarships with a focus on programs/sectors of government priority.	
6	3,000 More Tech-Relevant Spaces	PSFS	3,000 new tech-relevant spaces at public post-secondary institutions.	
7	Increasing Student Financial Aid	FIN (PSFS responsible Ministry)	Doubling weekly student loan maximums and Repayment Assistance Plan (RAP) enhancements to align with federal Repayment Assistance Program, increasing the income threshold for a single borrower from \$25,000 to \$40,000.	
<b>People looking to re-skill for in-demand jobs</b>				
8	Future Skills Grant	PSFS	Up to \$3,500 per person in short term skills training delivered by public PSIs to develop skills and certification to enter the workforce or	

Initiative		Ministry	Description	Status
			advance careers.	Advice/Recommendations
9	New Skills for New Building Products – Mass Timber	PSFS (JEDI responsible Ministry)	In partnership with post-secondary institutions, develop and deliver programs across the province on mass timber design, mass timber skills development and construction skills, and mass timber digital skills.	
10	Expanded Manufacturing Workforce Development	JEDI	Funding for the Excellence in Manufacturing Consortium to deliver a province-wide work integrated learning program, exposing high school students, recent graduates and youth not in school to career opportunities in manufacturing, with a focus on under-represented groups such as women and Indigenous youth.	
11	Transition Training for Forest Sector Workers (TTFWS)	PSFS	Skills Training programs to support forest workers and communities transition as the forest sector evolves.	
12	Rapid Response Training - Micro Credentials and TradeUpBC	PSFS	Further develop provincial MC system and new micro-credential initiatives that provide just-in-time, short-term training that responds to sector and employer demand.	
13	Digital Skills Bootcamps + Tech Talent Accelerator	JEDI	Programs for training and upskilling prospective and established employees and SMEs in technology.	
14	Workplace Innovation Fund	PSFS	Supports Industry to identify and pilot solutions to anticipated labour supply shortages in their sector.	
15	Expanded Learning Opportunities at Work	PSFS	Expanded work-integrated learning opportunities for students in B.C.'s 25 public post-secondary institutions, building upon 2021 funding.	
<b>People facing barriers</b>				
16	Tuition Waived for Former Youth in Care for All Ages	PSFS	Tuition waived for former youth in care for all ages to provide free tuition regardless of age; and new grant of \$3,500 which can be used for	



Initiative		Ministry	Description	Status
			books, computer, internet, etc.	Advice/Recommendations
17	Expanded Skills Training for People with Multiple Barriers (STEMB)	PSFS	Expanded program funding to support people facing barriers to develop the basic skills needed to become workforce ready.	
18	More Early Childhood Educator Training Spaces	PSFS	Through to 2025/26, creating 1,390 more early childhood educator training spaces in addition to the 940 students currently enrolled annually at B.C.'s public post-secondary institutions.	
<b>Indigenous Peoples in B.C.</b>				
19	Actions to Support Indigenous Peoples	PSFS	The StrongerBC Future Ready Action Plan includes five actions (1.08, 1.09, 3.03, 4.30, and 4.02) under the Declaration Act Action Plan (DAAP), along with providing support to the First Nations Education Steering Committee (FNESC), Indigenous Adult and Higher Learning Association, and Métis Nation BC (MNBC).	
		ECC	Increase the recruitment and retention of Indigenous teachers through the offering of bursaries, dual credits programs, and mentorship opportunities.	
20	Expanded Guardian and	WLRS	Funds expansion of First Nations' capacity to partner in co- management with B.C., to make	

Initiative		Ministry	Description	Status
	Stewardship Training Initiative		decisions about their territory and to meet their stewardship priorities within their own communities.	Advice/Recommendations
<b>People new to B.C.</b>				
21	Find Your Path Tool	PSFS	Access to high-opportunity occupations, post-secondary education and skills training, and online learning for remote communities is improved through new one-stop digital services and in-community learning centres and resources. Includes Find Your Path tool, the Digital Learning Strategy, and Contact North BC.	
22	Streamlined International (Foreign) Credential Recognition	PSFS	Funding to support the development, implementation, monitoring and enforcement of new legislation.	
<b>Other</b>				
23	Future Ready Office	PSFS	Future Ready Coordination Office to provide oversight for effective delivery of the cross-government Future Ready plan, and to increase Ministry capacity to deliver most Future Ready plan actions.	

## MINISTRY TRANSITION NOTE

### Issue:

- Overview of SkilledTradesBC and Trades Training in British Columbia.

### Background:

#### SkilledTradesBC

- SkilledTradesBC is the Crown agency responsible for managing and improving B.C.'s trades training and apprenticeship system. SkilledTradesBC was formerly known as the Industry Training Authority (ITA), which was established in 2004 to replace its predecessor the Industry Training and Apprenticeship Commission.
- SkilledTradesBC receives a core operating grant of \$106.96M to support over 46,400 apprentices and deliver over 28,000 training seats at 15 public post-secondary institutions and 22 non-public trainers across the province (see Appendix A – trades training institutions).
- SkilledTradesBC is responsible for:
  - Registering and supporting apprentices and employers with support from 23 Apprentice Advisors located throughout the province.
  - Setting program standards to ensure apprentices receive high quality training.
  - Allocating funding to public and non-public trainers to deliver apprenticeship and pre-apprenticeship (foundation) training seats.
  - Supporting workers and employers to comply with Skilled Trades Certification regulations.
  - Issuing credentials to apprentices who have completed their in-classroom technical training and on-the-job work experience and to experienced trades people who have challenged the exam.
  - Promoting trades careers throughout the province.
- There are nearly 90 designated trades currently managed by SkilledTradesBC, 48 of which are nationally recognized Red Seal trades, allowing holders to practice their trade across Canada. The non-Red Seal trades programs follow a provincial standard that meets industry-specific training needs such as construction, ship building, or other occupations in emerging sectors.
- SkilledTradesBC also delivers youth trades programs for students in Grades 5-12, in partnership with school districts and post-secondary institutions. These programs provide young people with opportunities to consider a career in the trades at an earlier age.
- B.C.'s trades training system is centered around partnerships between apprentices, employers, industry, labour, Indigenous communities, training providers, and school districts- all guided by SkilledTradesBC.

- When allocating seat funding, SkilledTradesBC considers demand for seats, consults with industry through 10 Sector Advisory Groups, and uses B.C.'s Labour Market Outlook to ensure investments are supporting apprentices to complete training and meet industry needs.

### **Apprenticeship**

- There are multiple pathways for people to enter the trades and achieve certification:
  - Experience the trades and earn dual credits by participating in a pre-apprenticeship trades training program while still in high school.
  - Gain entry level skills through a foundation program (pre-apprenticeship) at a post-secondary institution.
  - Find an employer sponsor and complete an apprenticeship program; or
  - Demonstrate extensive experience in the trade by challenging the certification exam.
- An apprenticeship is a combination of 80% on-the-job training with an employer sponsor and 20% in-class technical training that leads to a recognized trade credential. On average, people complete their apprenticeships within 4-6 years with much of that time spent on the job while earning an income. Apprentices spend between 4-10 weeks per year in the classroom.
- Foundation programs provide people with the skills to be employable within their industry. Foundation students receive credit for the first level of an apprenticeship and, with agreement from their employer, can pursue a full apprenticeship leading to certification.
- Foundation programs are conducted in a classroom or shop setting, without involving a work-based training component. As a result, students do not require an employer sponsor to participate. Full-time Foundation programs can vary from 13 weeks to 10 months.
- Upon completion of their work-based training hours, in-classroom technical training, exams, and after receiving a recommendation from their employer, apprentices will be issued a Certificate of Qualification or "ticket" by SkilledTradesBC and become a certified Journey person.
- There is a wide range of financial and non-financial support available for apprentices and for people pursuing a career in the trades. Financial support in the form of loans, tax credits, and grants are provided by both the provincial and federal government. There are also many non-financial supports and services available through trainers, unions, non-profit organizations, and SkilledTradesBC (e.g. Apprenticeship Advisors).

#### **Implications / Considerations / Opportunities:**

- N/A

#### **Decision(s) Required / Next Steps:**

- N/A

## Appendix A - Trades Training Institutions

### Trades Training Institutions

- 15 Public Post-Secondary Institutions
  1. BCIT
  2. Camosun College
  3. Coast Mountain College
  4. College of New Caledonia
  5. College of the Rockies
  6. Kwantlen Polytechnic University
  7. Nicola Valley Institute of Technology
  8. North Island College
  9. Northern Lights College
  10. Okanagan College
  11. Selkirk College
  12. Thompson Rivers University
  13. University of the Fraser Valley
  14. Vancouver Community College
  15. Vancouver Island University
  
- 22 funded non-public trainers - (labour organizations, for profit organizations, non-profit organizations)
  1. BC Funeral Services Association
  2. BC Hydro
  3. BC Wall and Ceiling Association
  4. Burnaby School District 41
  5. Construction & Specialized Workers Training Centre
  6. D.C. 38 Joint Trade Society
  7. Electrical Industry Training Institute
  8. Electrical Joint Training Committee
  9. Floorlayers Union Local 1541
  10. Insulation Industry Apprenticeship Association
  11. IUOE Local 115 Training Association
  12. Pacific Horticulture College
  13. Pacific Vocational College
  14. Pile Drivers Local 2404
  15. Piping Industry Apprenticeship Board
  16. Quadrant Marine Institute
  17. Roofing Contractors Association of BC
  18. Refrigeration Training Institute
  19. Sheet Metal Workers Training Centre
  20. Southern Interior Construction Association
  21. Sprott-Shaw College
  22. Trowel Trades Training Association
  
- Nearly every school district delivers a trades training program for K-12 students in partnership with SkilledTradesBC.

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## MINISTRY TRANSITION NOTE

### Issue:

- **Future skills grant**

### Background:

- Launched in May 2023, the future skills grant was allocated \$39M over three years in *Budget 2023*.
- The grant covers up to \$3,500 in tuition fees for individuals accessing labour-market aligned short-term (under 12 weeks or 288 hours) skills training programs offered at B.C.'s public post-secondary institutions.
- For 2024/25 there are 340 eligible programs.
- Since launching, the program has seen consistently high demand. In 2023/24 over 7,000 learners were able to successfully access courses. A further 3,400 learners were interested but unable to access courses due to the available budget.
- In July 2024 the grant opened to applicants for its second year and early data indicates strong uptake as some programs and institutions have closed for both fall and winter semester registrations, while others are closed for fall but will reopen for a smaller winter intake.

### Implications / Considerations / Opportunities:

- The future skills grant is popular with learners as it allows people living in British Columbia to pursue short-term, part-time training without having to sacrifice their current employment or caregiving responsibilities.
- This approach recognizes the diverse needs of individuals who may be balancing work, family care, or other personal commitments, and provides a valuable opportunity for them to enhance their skills and improve their career prospects in a manner that fits their unique life situations.
- There is very strong alignment between the courses participants chose to take and the highest labour market demand. The top five courses were:
  - Emergency medical responder;
  - Project management;
  - Professional bookkeeper;
  - Human resource management; and,
  - Key capabilities in data science

- Exit survey data for first year completers demonstrates the grant's success in making in-demand training programs more accessible and affordable (see *Appendix 3*), especially for families earning below the median income in B.C.
- The average age of grant recipients is 37, reflecting mid-career learners looking to expand or shift their skills for better paying jobs that are in high demand.
- Participants have reported transformative experiences, notable career advancements and substantial professional development. These testimonials highlight the grant's contribution to facilitating access to emerging opportunities and enhancing the capacity of individuals to succeed in sectors in high demand (see *Appendix 4* for sample of success stories).

Advice/Recommendations

**Decision(s) Required / Next Steps:**

- Ministry staff will evaluate outcomes and make recommendations for 2025/26 programming adjustments.

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## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- Social Development and Poverty Reduction

### Issue:

- Labour Market Transfer Agreements (LMTAs) are the primary funding agreement between Canada and Provinces & Territories for employment and skills training programming and labour market development initiatives. In *Budget 2024*, the federal government eliminated top-up funding under B.C.'s Labour Market Transfer Agreements by \$74M per year.

### Background:

- Labour Market Transfer Agreements operate in perpetuity and provide ~\$3B per year to Provinces & Territories across Canada. Funding is fixed at a base level. From 2017-2024, Canada provided incremental top-up funding of \$625M per year to Provinces & Territories to respond to the needs of Canadians and labour market shifts (*see Appendix 1 for funding tables*). B.C.'s allocation was \$74M per year.
- In B.C., the Labour Market Transfer Agreements (\$374.9M for 2024/25) consist of two agreements:
  - The *Workforce Development Agreement (WDA)* (\$98.8M for 2024/25), is administered by the Ministry of Post-Secondary Education and Future Skills (PSFS) and provides most of the funding for the Ministry of Post-Secondary Education and Future Skills workforce development and skills training programs for under-represented groups, Indigenous persons, youth, multi-barriered individuals, employers, sectors, and communities.
    - A portion of the Workforce Development Agreement<sup>Advice/Recommendation</sup> is transferred to the Ministry of Social Development and Poverty Reduction (SDPR) for programming to support persons with disabilities.
  - The *Labour Market Development Agreement (LMDA)* (\$296.1 for 2024/25), administered by the Ministry of Social Development and Poverty Reduction (SDPR), funds the Ministry of Social Development and Poverty Reduction provincial employment services including 102 WorkBC Centres, WorkBC Apprenticeship Services and Community and Employer Partnerships.
    - A portion of the Labour Market Transfer Agreement is transferred to the Ministry of Post-Secondary Education and Future Skills to fund the B.C. Employer Training Grant, Sector Labour Market Partnerships, WorkBC.ca services, and supports for EI-eligible learners attending public post-secondary institutions<sup>Advice/Recommendations</sup>
- The Labour Market Transfer Agreement provide B.C. with the capacity to operate a provincial network of employment programs and services that support over 125,000 individuals each year to access training and prepare for employment.
- The Ministry of Post-Secondary Education and Future Skills worked with the Ministry of Social Development and Poverty Reduction to advocate for continued top-up funding beyond 2024 as

part of ongoing advocacy from Provincial & Territorial governments through the Forum of Labour Market Ministers (FLMM).

- This advocacy was not successful in in *Budget 2024* Canada eliminated LMTA top-up funding.
- This amounted to a \$625M reduction to Labour Market Transfer Agreements across Canada and a direct \$74M reduction in funding for B.C.'s Labour Market Transfer Agreement.
- Following the Federal *Budget 2024*, the Provincial & Territorial Ministers of the Forum of Labour Market Ministers released several public communiques and a multilateral letter calling on the Canada to reinstate \$625M in Labour Market Transfer Agreement top-up funds.
- On June 17, 2024, a Forum of Labour Market Ministers meeting was held to discuss the impacts of federal decision to cut top-up funding. At that meeting, Employment and Social Development Canada (ESDC) Minister Randy Boissonnault confirmed there will be no additional top-up funding.

Intergovernmental Communications

- Some Provinces & Territories have decided to change programming or increase provincial funding to replace the lost federal revenue. (i.e. Saskatchewan has invested provincial funds to supplement the loss, and Alberta has put their Canada-Alberta job grant program on an indefinite hold).

Intergovernmental Communications

### **Implications / Considerations / Opportunities:**

- In response to the federal budget reduction in 2024/25, the Ministry reduced Workforce Development Agreement program budgets by ~\$21M and utilized \$6.25M in carry-forward funding from the previous fiscal year to manage the shortfall.
- For 2024/25, the Ministry focussed on reducing program budgets in a manner that minimized disruptions for program participants. The Ministry did this by spreading budget reductions across its grant programs, which are designed to be easily scaled to respond to changes in the labour market as well as fluctuations in budget.
- Other funding is tied-up in multi-year contracts with third-party service providers for programming for individual clients.

Advice/Recommendations

Intergovernmental Communications



**Decision(s) Required / Next Steps:**

- Continue to work closely with the Ministry of Social Development and Poverty Reduction on shared labour market issues, joint B.C. Forum of Labour Market Ministers' activities Intergovernmental Communications

Advice/Recommendations

**Appendix 1: Labour Market Transfer Agreement Funding Allocations Since 2017/18**

**Workforce Development Agreement**

<b>Fiscal</b>	<b>Base Funding</b>	<b>Top-Up Funding</b>	<b>Total Funding*</b>
<b>2017/18</b>	\$96,069,514	\$9,475,683	<b>\$105,545,197</b>
<b>2018/19</b>	\$97,709,057	\$9,738,268	<b>\$107,447,325</b>
<b>2019/20</b>	\$98,788,201	\$18,511,929	<b>\$117,300,130</b>
<b>2020/21</b>	\$97,236,731	\$26,935,382	<b>\$124,172,113</b>
<b>2021/22</b>	\$97,885,051	\$27,114,972	<b>\$125,000,023</b>
<b>2022/23</b>	\$98,092,493	\$27,172,436	<b>\$125,264,928</b>
<b>2023/24</b>	\$98,802,785	\$27,369,193	<b>\$126,171,978</b>
<b>2024/25</b>	\$98,802,785	\$0.00	<b>\$98,802,785</b>
<b>Total</b>	<b>\$783,386,617</b>	<b>\$146,317,863</b>	<b>\$929,704,479</b>

\*10% of Workforce Development Agreement funding is used for administration costs associated with programming.

**Labour Market Development Agreement**

<b>Fiscal</b>	<b>Base Program Funding</b>	<b>Top-Up Funding</b>	<b>Targeted Funding*</b>	<b>Admin Funding</b>	<b>Total Funding</b>
<b>2017/18</b>	\$278,354,408	\$13,576,215	\$6,873,508	\$20,535,000	<b>\$319,339,131</b>
<b>2018/19</b>	\$276,944,000	\$24,437,187	\$7,503,560	\$20,535,000	<b>\$329,419,747</b>
<b>2019/20</b>	\$275,522,390	\$25,184,810	\$2,548,952	\$20,535,000	<b>\$323,791,152</b>
<b>2020/21</b>	\$273,893,674	\$34,825,928	N/A	\$20,535,000	<b>\$329,254,602</b>
<b>2021/22</b>	\$273,505,313	\$44,970,363	N/A	\$20,535,000	<b>\$339,010,676</b>
<b>2022/23</b>	\$275,211,299	\$49,418,557	N/A	\$20,535,000	<b>\$345,164,856</b>
<b>2023/24</b>	\$275,380,128	\$46,474,213	N/A	\$20,535,000	<b>\$342,389,341</b>
<b>2024/25</b>	\$275,606,902	\$0.00	N/A	\$20,535,000	<b>\$296,141,902</b>
<b>Total</b>	<b>\$2,204,418,114</b>	<b>\$238,887,273</b>	<b>\$16,926,020</b>	<b>\$164,280,000</b>	<b>\$2,624,511,407</b>

\*Targeted Funding:

- 2017/18: Forestry Workers only (Softwood Lumber Action Plan)
- 2018/19: Forestry Workers \$4,954,608 + Steel and Aluminum impacts \$1,562,541 + Seasonal Workers \$986,411
- 2019/20: Seasonal Workers \$986,410 + Steel and Aluminum impacts (\$1,562,542)

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## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- Ministry of Labour
- Ministry of Transportation and Infrastructure

### Issue:

- Update on the implementation status of the first seven skilled trades certification trades and introduction of additional trades.

### Background:

- In 2021, government announced the intention to designate ten trades for skilled trades certification. Sometimes called “compulsory trades”, skilled trades certification means workers in these trades need to be either a certified journey person or registered as an apprentice
- Government also announced the intention to develop a process for designating future compulsory certification trades.
- The first phase of implementation occurred in December 2022 with a one-year transition period completed on December 1, 2023. This phase included seven mechanical and electrical trades:
  1. Gasfitter Class A and B;
  2. Steamfitter/pipefitter;
  3. Refrigeration and air-conditioning mechanic;
  4. Sheet metal worker;
  5. Powerline technician;
  6. Industrial electrician; and,
  7. Electrician (construction).
- Preliminary data from SkilledTradesBC indicates skilled trades certification is successfully meeting government priorities. New apprentice registrations in all 10 skilled trades certification trades between April to December 2023 is up by 28% or 7,733 new apprentices over the same period last year.
- Success indicators for the first seven Phase 1 trades between April 2023 and March 2024 include:
  - A 20% increase in the number of Certificate of Qualifications issued (for a total of 1,801 Certificate of Qualifications. Details are provided in the chart below.

CofQs Issued in STC Trades to Apprentices and Trade Qualifiers	YTD FY2023/24	YTD % Change (vs 2022/23)
Phase 1 Total	1,801	20%
Electrical Trades	1,308	20%
Mechanical Trades	493	19%

- Of these 1,801 Certificate of Qualifications, 248 were issued to Trade Qualifiers<sup>1</sup>, an increase of 77% from the previous year.
- Additionally, there has been 172% increase in the number of skilled trades workers that have applied to challenge the certification exam (for a total of 1,887):

Trade Qualifiers Applications	YTD FY2023/24 (Apr-Dec 2023)	YTD % Change (vs Apr-Dec 2022)
Phase 1 Total	1,887	172%
Electrical	1,566	185%
Mechanical	321	120%

- Phase 2 automotive trades (including heavy-duty equipment technician, automotive service technician and autobody and collision technician) have not yet been implemented. The size and complexity of the automotive sector, as well as cost implications, have necessitated further assessment of sector readiness and appropriate timelines for introduction.

#### Advice/Recommendations

- In 2023, SkilledTradesBC established a process to enable industry stakeholders to apply for their trade to be designated under skilled trades certification.
- A total of 15 trades were nominated and assessed. In March 2024, SkilledTradesBC provided a detailed report to the ministry on the results of this assessment and identified six trades that would benefit from being designated as skilled trades certification trades:
  1. Mobile Crane Operator
  2. Tower Crane Operator
  3. Ironworker
  4. Plumber
  5. Sprinkler System Installer
  6. Insulator
- In September 2024, the Ministry advised SkilledTradeBC that the report had been accepted and requested work be done to scope the anticipated costs, implementation considerations and timing for the three automotive trades and the next six trades
- Since January 2024, WorkSafeBC has investigated and reported a number of crane incidents across Metro Vancouver. Prioritizing designating tower and mobile crane trades first would support work to prevent future workplace accidents and increase workers safety.

#### Implications / Considerations / Opportunities:

##### Advice/Recommendations

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<sup>1</sup> Trade Qualifiers are highly experienced tradespeople who wish to have their skills recognized and certified without completing an apprenticeship.

**Decision(s) Required / Next Steps:**  
Advice/Recommendations

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## MINISTRY TRANSITION NOTE

### Issue:

- Each year, SkilledTradesBC and the ministry invest in skilled trades training and supports for people in British Columbia.
- Currently, the number of apprentices registered with SkilledTradesBC is the highest it has ever been with over 46,400 people registered as apprentices. Additionally, in 2023/24, British Columbia saw more than 18,000 new people register as apprentices, a 22% increase over the previous year.

### Background:

#### **Trades Training Investments through SkilledTradesBC**

- In 2024/25, SkilledTradesBC's budget is \$106.96 million for service delivery and program management.
- In addition, SkilledTradesBC received \$8 million from the Canada-British Columbia Workforce Development Agreement to deliver pre-apprenticeship training for Indigenous people, women and those in equity deserving groups.
- SkilledTradesBC provides approximately \$73 million a year to 15 public post-secondary institutions and 22 non-public trainers to deliver over 28,000 technical training seats in every region of the province.
- SkilledTradesBC supports youth programs with over \$6 million annually in base funding.
- Beginning in 2022/23, the Ministry of Post-Secondary Education and Future Skills has provided nearly \$7 million to SkilledTradesBC to implement Skilled Trades Certification.

#### **Ministry of Post-Secondary Education and Future Skills investments**

- The ministry invests \$1 million annually to TradeUpBC, a one-stop online hub for experienced trades workers to learn about opportunities to advance their skills and careers.
- In March 2023, the ministry invested \$5 million in one-time funding to support people from under-represented groups entering and completing their apprenticeship, including women, people of colour, newcomers to Canada and at-risk youth.
- Government has invested \$22.4 million into training equipment for public post-secondary trades programs since 2017/18.
- The Ministry of Finance also provides \$18 million towards the B.C. Training Tax Credit to employer sponsors and apprentices to improve access to technical trades training, encourage certification completion, and reduce relocation barriers for apprentices.

#### **Trades training key statistics**

##### *Indigenous apprentices*

- Over the past 10 years, Indigenous Peoples' representation in trades training and apprenticeships has continually increased in B.C. - from 4.6% to 8.8% of all apprenticeships.

- In 2023/24, 1,718 Indigenous people entered the skilled trades – a 14% increase over the previous year.
- Indigenous women participating in apprenticeship training has also grown by 94% over the past decade, from over 360 to nearly 700 apprentices.

#### *Women*

- Women apprenticeship registrations increased to 4,962 in March 2024, an 18% increase since March 2015. Women now represent 10.7% of all apprenticeships.
- Last year, there was a 25% increase (1,341) in women entering under-represented skilled trades apprenticeships in 2022/23.

#### *Youth*

- Last year, SkilledTradesBC reached the highest participation of youth in the skilled trades ever with over 11,000 youth ages 16-26 participating in the skilled trades in 2023/24.

### **Implications / Considerations / Opportunities:**

#### *Advice/Recommendations*

- The number of people completing their apprenticeship in B.C. remains low with 40% of apprentices completing their program within 6 years. While this is expected to improve as more trades become compulsory under Skilled Trades Certification legislation, there is more work to do. For example, a Sector Labour Market project is underway to pilot new approaches to improve apprenticeship retention, progression, and completion.
- Federal grants for apprentices will be eliminated as of March 31, 2025.  
*Advice/Recommendations*

### **Decision(s) Required / Next Steps:**

#### *Advice/Recommendations*

**Ministry of Post-Secondary Education and Future Skills  
Ministry Transition Binder – October 2024**

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**POST-SECONDARY POLICY AND PROGRAMS DIVISION  
CORE BUSINESS / PROGRAM AREAS**

**ADM Responsible: Chris Rathbone**

**Overview of Core Business / Program Area:**

The Post-Secondary Policy and Programs (PSP) Division is instrumental in delivering on the Ministry’s mandate of providing leadership and oversight of the post-secondary system to build B.C.’s long-term economic prosperity. Working primarily with the 25 public post-secondary institutions, we design and deliver policies and programs that promote cohesion in the system and create access to education and opportunities for learners to become a highly skilled part of a diverse workforce.

Our responsibilities span the full lifecycle of learning, starting with helping students to navigate program options and apply to institutions through EducationPlannerBC. StudentAid BC addresses students’ financial needs by providing repayable student loans and non-repayable grants and bursaries through an integrated provincial/federal program. We work with institutions and partner ministries to directly support access to priority programs such as health education, forestry, early childhood education, engineering and technology, and adult upgrading opportunities.

We also work to enhance the learner experience with initiatives supporting student mental health, international education, combatting sexualized violence, promoting work integrated learning, developing micro-credentials to directly support applied learning to meet employer needs, and providing tuition waivers for former youth and children in care. The division provides quality assurance policy and oversight, including the Education Quality Assurance designation, oversees the Province’s quality assurance audits for public and private institutions and ensures that legislated requirements for degree-level programs are met, and provides advice and recommendations to the Minister on new degree programs through the Degree Quality Assessment Board. The division is also responsible for international education policy, and it oversees the British Columbia Council for International Education (BCCIE) Crown agency. Finally, the division is responsible for the administration of the *Private Training Act* and the regulation and monitoring of over 320 private post-secondary training institutions in B.C.

**Budget:**

<b>Post-Secondary Policy and Programs Division</b>	<b>DRAFT 2023-24 Budget<sup>1</sup></b>	<b>DRAFT 2024-25 Budget<sup>1</sup></b>
Division Total	Government Financial Information	
Operating Budget		
Institution and Programs Grants / Transfers		
Student Services Grants / Transfers		
Private Training Institutions Branch		

<sup>1</sup> Budget numbers are presented net of recoveries and do not include contingencies funding.

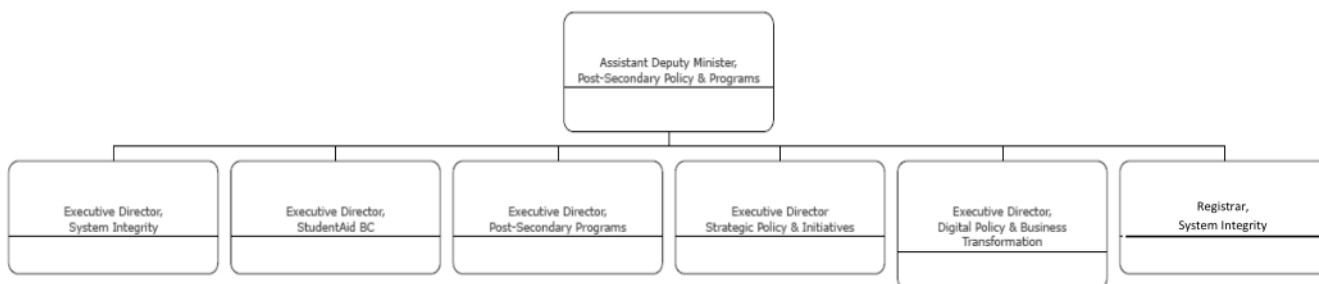
**Full Time Equivalents (FTEs): 202**

**Related Legislation:**

- *Sexual Violence and Misconduct Policy Act*
- *Degree Authorization Act*
- *Private Training Act*

**Organizational Chart:**

**MINISTRY OF POST-SECONDARY EDUCATION AND FUTURE SKILLS**  
Post-Secondary Policy & Programs & Division



## Post-Secondary System Overview and Key Facts

<p style="text-align: center;"><b><u>Public Post-Secondary Education</u></b></p> <ul style="list-style-type: none"> <li>• 25 public post-secondary institutions:             <ul style="list-style-type: none"> <li>○ 4 research intensive universities</li> <li>○ 7 teaching intensive universities</li> <li>○ 3 provincial institutes</li> <li>○ 11 community colleges</li> </ul> </li> <li>• Institutions organize themselves into 3 sector associations (not perfectly aligned with our legislative framework):             <ul style="list-style-type: none"> <li>○ Research Universities’ Council of B.C. (SFU, UBC, UNBC, UVIC, RRU, TRU)</li> <li>○ BC Association of Institutes and Universities (BCIT, CAP, ECUAD, JIBC, KPU, NVIT, UFV, VIU)</li> <li>○ BC Colleges (CAM, CMTN, CNC, COTR, LANG, NIC, NLC, OKAN, SEL, VCC)</li> <li>○ Douglas College is not a member of any sector association</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Private Post-Secondary Education</u></b></p> <ul style="list-style-type: none"> <li>• 22 private and out-of-province public degree granting institutions.             <ul style="list-style-type: none"> <li>○ Over 56,000 enrolments annually in 70 degree programs authorized under the <i>Degree Authorization Act</i></li> <li>○ 17 are eligible for their students to receive Student Financial Assistance</li> <li>○ 17 hold B.C.’s Educational Quality Assurance designation</li> </ul> </li> <li>• Approximately 320 certified private training institutions             <ul style="list-style-type: none"> <li>○ Over 50,000 enrolments annually in over 2,000 programs approved under the <i>Private Training Act</i>.</li> <li>○ Approximately 140 eligible for Student Financial Assistance</li> <li>○ 212 hold B.C.’s Educational Quality Assurance designation.</li> </ul> </li> <li>• 14 seminaries and theological colleges<sup>1</sup></li> </ul> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><b><u>Indigenous Institutes</u></b></p> <ul style="list-style-type: none"> <li>• Over 40 First Nations-mandated institutes in B.C. - most are members of the Indigenous Adult and Higher Learning Association (IAHLA).</li> <li>• First Nations Mandated Post Secondary Institutes legislation was passed in May 2024. It reflects the critical role that the institutes play in the British Columbia post-secondary system and provides modest ongoing operational funding and capacity funding to eligible institutes.</li> <li>• Wilp Wilxo’oskwahl Nisga’a Institute (WWNI) is an IAHLA member, but as a Treaty Nation’s post-secondary institute, is supported through the Nisga’a Lisims Government Treaty.</li> <li>• Native Education College, also an IAHLA member, is Indigenous led, rather than</li> </ul>
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<sup>1</sup> Trinity Western University is a private degree granting institution that also has a seminary school. It is counted in both categories.

	<p>mandated by specific First Nations. Native Education college is working towards being the 26<sup>th</sup> public post-secondary institution.</p> <ul style="list-style-type: none"> <li>• Five Indigenous Institutes are registered with the Private Training Institutes Branch (PTIB), including Native Education College.</li> </ul>
<p><b><u>Public Post-Secondary Student Enrolment</u></b></p> <ul style="list-style-type: none"> <li>• 432,260 students enrolled in the 2022/23 academic year in B.C. public post-secondary institutions, representing over 195,000 FTEs</li> <li>• Domestic students: 339,210 (78%)</li> <li>• International students: 93,050 (22%)</li> <li>• 51% female; 45% male</li> <li>• Age breakdown: Under 25: 53%; 25-39: 32%; 40+: 15%</li> <li>• Over 68,000 credentials awarded in the 2022/23 fiscal year</li> </ul>	<p><b><u>Indigenous* Public Post-Secondary Learners</u></b></p> <ul style="list-style-type: none"> <li>• Indigenous learners made up 7.6% of all domestic learners in the 2022/23 academic year, totaling 25,870 Indigenous learners. <ul style="list-style-type: none"> <li>○ Of those, 49.2% self-identified as First Nations, 21.0% as Métis, and 1.6% as Inuit. 31.8% of Indigenous learners did not self-identify as either First Nations, Métis, or Inuit* (due to data collection limitations, or not providing further self-identification).</li> </ul> </li> </ul> <p>* Note: learners may self-identify with more than one Indigenous identity group; totals may exceed 100%.</p> <p>* Indigenous self-identification information in the public post-secondary system is collected based on learners self-identifying as an Aboriginal person (i.e. First Nations, Métis, or Inuit) at a B.C. public post-secondary institution, or as a person with Aboriginal ancestry in the B.C. K-12 system.</p>



### **International Education**

- In 2023, there were 261,360 international students studying at all levels in B.C.—an increase of 76% since 2017. Changes introduced by the federal government are expected to drive these numbers down significantly in 2025.
- Of the estimated 261,360 international students in B.C. more than 217,600 were international post-secondary students including:
  - 51% (111,900) in public post-secondary.
  - 49% (105,700) in private post-secondary.
- International post-secondary student growth between 2017 and 2023 was highest in the private post-secondary sector at 183%, followed by public post-secondary at 51%.
- Regional breakdown of the 261,360 international students studying at all levels in B.C. included<sup>[1]</sup>:
  - 81% (212,780) studied in the Mainland/Southwest region.
  - 8% (21,975) studied in the Vancouver Island/Coast region.
  - 7.5% (19,725) studied in the Southern Interior region.
  - 2.5% (6,615) studied in the Northern British Columbia region.
  - 1% (1,550) region not stated.

<sup>[1]</sup> Region subtotals do not equal total as some students study in more than one region during the calendar year.

### **Student Financial Assistance**

- In 2023/24, British Columbia students received approximately \$1.129 billion in federal and provincial student financial assistance.
- More than one-third of that is provincial funding:
  - \$334 million in provincial loans; and
  - \$64 million in non-repayable assistance and loan reduction.
- Approximately 70,800 full-time and 6,200 part-time British Columbia students receive student financial assistance each year. In the 2023/24 fiscal year, there were 74,300 unique recipients.

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## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- Ministry of Attorney General

### Issue:

- Reports of hate-motivated crimes and incidents are increasing in B.C.
  - Since the Israel-Hamas conflict began on October 7, 2023, there has been a surge in hate crimes and protests in Vancouver, with the Vancouver Police investigating a 31% increase in hate-crime reports from the previous year, including a 62% rise in antisemitic incidents.
- Public post-secondary campuses have been the site of rallies and over the spring/summer 2024, there were encampments at four institutions: the University of BC – Point Grey; the University of BC – Okanagan; the University of Victoria; and, Vancouver Island University.
- The encampment at Vancouver Island University was the subject of a court injunction requiring the encampment to disband. The other three encampments disbanded without a court injunction.
- In addition to the encampments, there was protest activity at a number of institutions including disruption of board meetings and convocation ceremonies, and the temporary occupation of spaces on campuses including offices.
- Public post-secondary institutions are statutorily responsible for having the appropriate policies and processes in place to ensure campuses are safe for students, faculty, and staff.
- The Ministry continues to respond to correspondence regarding concerns at post-secondary institutions about anti-racism and hate, with recent focus on encampments, antisemitism, and Islamophobia.
- On September 19, 2024, public post-secondary institution board chairs were sent a letter from the Minister reminding them of their responsibility to ensure safety in areas of racism and antisemitism.
  - Public post-secondary institutions were encouraged to collaborate with their institutional community to ensure their policies and procedures align with best practices to keep students, staff, and faculty safe from violence in all forms.

### Background:

- Over the past year, several institutions have made public statements on current global events and the importance of supporting and ensuring the safety of all students, staff, and faculty.
- As part of messaging, institutions often share information on the support and services that are available to students, staff, and faculty, who may be impacted by events.
  - In addition to institution specific supports, all post-secondary students have access to a mental health support program called Here2Talk – a 24/7 provincially-funded province-

wide mental health resource with translation support.

- In November 2023, presidents from all 25 public post-secondary institutions participated in a Ministerial dialogue around protests occurring on campuses and strategies for supporting safety on campuses while not restricting freedom of expression.
- In addition, B.C. has participated in multiple meetings with the Council of Ministers of Education Canada to share promising practices that have been or are being implemented to counter hate, particularly antisemitism and Islamophobia, in elementary, secondary, and post-secondary institutions.
- Presidents have also responded to requests from federal ministers for information on institutional codes of conduct relating to antisemitism and ensuring Jewish students and staff feel safe.
- The B.C. Government has taken several additional steps to address antisemitism, Islamophobia and hate-motivated crimes and incidents. This includes:
  - Launching a dedicated Racist Incident Helpline to offer a low-barrier and safe alternatives for those hesitant to approach police through a confidential and supportive environment.
  - Requiring mandatory Holocaust education for high school students by the 2025-26 school year.
- In March 2023, the British Columbia's Office of the Human Rights Commissioner released *From hate to hope: Report of the Inquiry into hate in the COVID-19 pandemic*, which included information from a representation of B.C. public post-secondary institutions through University of Northern British Columbia, UBC, BCIT, Camosun College, and Selkirk College.
  - While none of the institutions reported having specific policies on hate or hate incidents, they shared relevant policies on harassment and discrimination, sexual violence and misconduct, abusive and threatening behaviour, and violence.
  - Some institutions had an office devoted to human rights or diversity, equity, and inclusion. All were active in their practices and communications to educate and promote diversity, inclusion, and anti-racism.
- In consultation with an anti-racism and anti-hate advisory group made up of a diverse panel of subject-matter experts, students, and sector representatives, the Ministry ran a project from 2021-2022 to begin the work of addressing, responding to, and preventing racism within the post-secondary sector. It included the following deliverables:
  - An environmental scan of available resources within the B.C. post-secondary sector that address and provide recommendations on anti-racism and anti-hate.
  - A one-day series of webinars on Indigenization and anti-racism work, inequity in the post-secondary sector, and anti-racism responses.
  - As part of the project, the Ministry partnered with Tidal Equality to offer their Equity Sequence training, an evidence-backed practice designed to create more equality and inclusion in communities and workplaces, to 235 post-secondary partners.

**Implications / Considerations / Opportunities:**

- There has not been any dedicated ongoing funding provided to post-secondary institutions specifically for anti-racism or antisemitism initiatives. Institutions have discretion to determine funding for anti-racism and antisemitism initiatives within their budget.

**Decision(s) Required / Next Steps:**

- None

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## MINISTRY TRANSITION NOTE

### Issue: B.C. Access Grant

- The B.C. Access Grant provides up-front, provincial non-repayable financial assistance to learners enrolled in eligible full-time and part-time undergraduate certificate, diploma, and degree programs at B.C.'s 25 public post-secondary institutions.

### Background:

- The B.C. Government introduced the B.C. Access Grant in 2020/21 to help low- and middle-income learners access post-secondary education.
- As of March 31, 2024, the B.C. Access Grant has supported over 74,000 students with approximately \$139 million in up-front, needs-based, non-repayable financial assistance.
- All students who apply for student financial assistance are automatically assessed for the B.C. Access Grant.
- The B.C. Access Grant offers the following three separate grant amounts:
  - A maximum of \$4,000 per year for students in full-time programs under two years (students in programs under two years are not eligible for the Canada Student Grant and are therefore eligible for a higher B.C. Access Grant amount).
  - A maximum of \$1,000 per year for students in full-time programs two or more years in length.
  - A maximum of \$1,000 per year for students in part-time programs.
- In the first four years, the B.C. Access Grant has provided nearly \$140 million in non-repayable grants to students. Annual allocations are as follows:

**Table 1 – B.C. Access Grant**

2020/21 FY	2021/22 FY	2022/23 FY	2023/24 FY
\$30,725,000	\$35,770,000	\$34,611,000	\$38,146,000

- A student's eligible B.C. Access Grant amount replaces an equivalent amount of eligible B.C. student loan with non-repayable funding, thus reducing the amount of loan the student will have to repay at the end of their studies. The B.C. Access Grant *does not* increase the overall amount of funding available to the student.
- Prior to the introduction of the B.C. Access Grant, 22% of overall funding for eligible students was in the form of non-repayable grants provided through a suite of programs including BC Completion Grants, Labour Market Priority Grants and accessibility grants. The BC Completion and Labour Market grants were replaced with the implementation of the B.C. Access grant in 2020/21. The new suite of grant programs now represents 34% of overall funding for eligible students.
- Students who receive the B.C. Access Grant are eligible to receive other financial support, such as federal loans and grants, interest free provincial and federal student loans, repayment assistance and supports for students with disabilities.

**Implications / Considerations / Opportunities:**

- The February 2024 mandate letter for the Minister of Post-Secondary Education and Future Skills' included a commitment to expand the B.C. Access Grant and increase grant eligibility. Recommendations for the expansion of B.C. Access Grant eligibility were considered as part of *Budget 2024* and were not approved.

**Decision(s) Required / Next Steps:**

- No decisions or next steps are required in the next 30/60/90 days.



## MINISTRY TRANSITION NOTE

### Issue:

- Online access to education and skills training opportunities for students in rural and remote communities.

### Background:

- Contact North BC is a three-year pilot program run by Coast Mountain College to deliver online and distance education programs across northern British Columbia communities.
- Established in 2020 and based on an established model in northern Ontario, Contact North BC responds to long-standing concerns expressed by First Nations in northwest B.C. about the lack of training available in their communities.
- Contact North BC provides staffed, local, access centres in communities that do not have a college campus to assist students in completing online or hybrid education programs and courses while remaining in their communities.
- Each access centre provides:
  - Academic, career, and education-finance advising.
  - Access to online courses through all B.C. public post-secondary institutions, plus a wide range of workforce training.
  - Computers and connectivity to engage in online learning.
  - 24/7 online tutoring.
  - Short-duration paid work-experience opportunities.
- Currently, 20 access centres are operating in northern B.C., including 18 in partnership with local First Nations.
- In 2023/24, Contact North BC supported more than 1,460 students in completing online or hybrid education programs and courses.

Government Financial Information

### Implications / Considerations / Opportunities:

- The Contact North BC model has promise as a broader strategy to support post-secondary learning in rural communities. A province-wide model could support savings at rural campuses operated by institutions and expand learning opportunities for individuals in smaller communities.
- Coast Mountain College has worked closely with Contact North Ontario, an organization that delivers similar programming to rural and remote communities in that province.
- Under a Memorandum of Understanding, Contact North Ontario has supported Coast Mountain

College by providing technology, human resources, payroll, and administration services.  
Advice/Recommendations

**Decision(s) Required / Next Steps:**  
Advice/Recommendations

## MINISTRY TRANSITION NOTE

### Issue: Degree Quality Assessment Board

- Degree Quality Assessment Board oversight of quality assurance for public and degree-level private institutions in British Columbia.

### Background:

- The Degree Quality Assessment Board (Board) is an advisory board to the Minister established by policy.
- The Minister appoints all members of the Board. Board members are respected post-secondary educators and/or administrators with public and private post-secondary education experience. Please see Attachment 1 for the Board's Terms of Reference and Attachment 2 for the Board's membership.
- The Minister approves the establishment of all degrees and the use of the word "university" for both public and private post-secondary institutions. The Board oversees the quality assessment process and makes recommendations to the Minister on approving degree applications, system-wide quality standards and criteria for degree programs for public and private post-secondary institutions.
- The Minister makes decisions on approximately 40 degree program applications or consents throughout the year.

### *Degree approval*

- Under the *University Act* and the *College and Institute Act*, British Columbia public post-secondary institutions cannot establish new degree programs without the approval of the Minister. By policy, public institutions undergo a quality assessment process for new degree programs before Minister's approval may be granted.
- The Minister also approves the use of the word "university" in B.C. Under the *Degree Authorization Act (DAA)*, private and out-of-province post-secondary institutions must receive consent of the Minister after undergoing a quality assessment process and be determined to have met quality criteria before advertising, offering, or granting degrees or using the word "university" in B.C.
- The Board reviews degree program applications, oversees the program quality review process conducted by disciplinary experts, and makes recommendations to the Minister on whether the degree application meets provincial quality criteria and standards.
- The degree program review process for public and private institutions consists of two stages:
- The Stage 1 review ensures the program is needed and fits with existing degrees in the province through an assessment of:
  - Benefits to students;
  - System coordination and program duplication;

- Social and economic benefits (including labour market demand); and
  - Institutional resources.
- Stage 2 is the assessment of program quality in multiple areas such as degree level standards, curriculum and program content, faculty and staff, and program resources and infrastructure.
- A Stage 2 assessment is not required for all degree programs. Institutions with a history of granting degrees at a degree level for 10 years and have appropriate internal quality review processes can obtain “exempt status”. Exempt status institutions bypass the Stage 2 assessment unless the Minister determines that there should be one (e.g., where the institution has no history of program subject area). Attachment 3 is a list of institutions with exempt status.
- Private institutions also undergo an organization review to ensure the institution has the capacity and resources to deliver and sustain degree programs in British Columbia.
- Private institutions with the word “university” in their name undergo a use of “university” review to ensure institutional capacity to operate as a university in British Columbia.
- For transparency, the Stage 1 application and the Stage 2 full program proposal are posted publicly on the Ministry’s website for a 30-day period for peer and public comment.
- Institutions are advised of the Minister's decision, which is also posted publicly.
- Under the *Degree Authorization Act*, the Minister may impose terms and conditions on consent for degree programs or use of the word “university” to reinforce Ministry or Board expectations.
- Consent for private institutions is normally for a 5-year period. Institutions are required to apply for a renewal of consent a year before the current consent expires.
- Approval of degree programs at public institutions are not subject to terms and conditions and

#### *Monitoring institutional performance*

- Under the *Degree Authorization Act*, the Minister may suspend, revoke, or amend a consent if an institution fails to meet quality standards. This is very rare.
- The Board monitors institutional performance to ensure quality standards are continually upheld and, where applicable, the implementation of terms and conditions of consent.
- The Board and the Ministry also monitor institutional performance through yearly data reporting and periodic site visits to the institution.
- The Board may recommend the Minister take action against institutions not maintaining quality standards. This enables the Ministry and the Board to ensure appropriate oversight of private degree granting institutions.

#### *Quality Assurance Process Audit*

- The Board administers the quality assurance process audit for all public post-secondary institutions. The quality assurance process audit is a review process to strengthen institutional capacity to support development of high-quality degree programs and to undertake periodic review of education quality for degree and non-degree programs.
- The quality assurance process audit began in 2015. All but one public institution has gone through the process. The process is currently underway for the remaining institution.

*System quality assurance at the degree level*

- The Board undertakes numerous activities to support quality assurance in the province such as working with the public institutions to develop the quality assurance process audit and recently, updating the criteria and standards to strengthen the quality of institutions and programs.
- In the past year, the Board reviewed, drafted, and consulted on the new quality assessment criteria and standards for degree programs and organizations.
- The new quality assurance criteria and standards were implemented on September 1, 2024, following the Minister's approval.

**Implications / Considerations / Opportunities:**

- The new criteria and standards primarily impact private post-secondary institutions.
- Institutions and programs will come under the new quality assurance criteria at varying times depending on when their current consent expires after September 1, 2024. It is possible that some existing institutions and some existing degree programs may not meet the new standards.
- The Board will undertake monitoring to help existing organizations meet the new standards. For an existing program, the Board may oversee an orderly winding down and teach out of current students in the event an institution is unable to meet the new standards.
- Following implementation of the new criteria and standards for degree programs, organization, and use of university, the Board plans to undertake a review of the criteria and standards for exempt status and the quality assurance process audit to ensure alignment.

**Decision(s) Required / Next Steps:**

Advice/Recommendations

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# TERMS OF REFERENCE

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## PURPOSE

The Government of British Columbia is committed to ensuring the relevance and high quality of post-secondary education for all learners and the national and international recognition of British Columbia degrees. The purpose of the Degree Quality Assessment Board (the Board) is to advance the quality of degree programs and make recommendations to the Minister of Advanced Education, Skills and Training in respect of:

- Applications for consent under the *Degree Authorization Act* (DAA) from private and out-of-province public post-secondary institutions;
- Degree program proposals from British Columbia public post-secondary institutions; and
- Applications for exempt status.

In conducting quality assessment processes or undertaking recurring audits of an institution's internal program review processes, the Board will be informed by government priorities and will address the following public policy objectives:

- Quality education in degree programs;
- Coherent and integrated post-secondary system;
- Post-secondary system that responds to the labour market needs of the Province; and
- Protection of the interests of learners.

## GUIDING PRINCIPLES

The operations of the Board will be affordable, accountable, efficient and effective. The principles outlined below will inform and guide the relationship between the Board and the Ministry of Advanced Education, Skills and Training (AEST).

### ***Affordable***

- The structure and operation of the Board will be affordable and reflect the policy objectives of AEST.
- The structure and operation of the Board will reflect the spending policies and accountabilities of government.
- The Board will ensure that its policies and practices do not impose costs on institutions that are greater than necessary to ensure quality degree programming in British Columbia.

### ***Accountable***

- The Board structure, operations and policies will be open and transparent.

### ***Efficient***

- The Board will pursue expeditious decision-making practices while supporting degree quality.

# TERMS OF REFERENCE

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### *Effective*

- The Board will ensure that effective quality assessment processes and mechanisms are in place.

Board members will follow the Crown Agencies and Board Resourcing Office's (CABRO) General Conduct Principles for Public Appointees.

## **1) BOARD COMPOSITION**

The Board is composed of up to 13 members appointed by the Minister, including a Chair and a Vice-Chair.

- a) Eleven voting members will be drawn from the following areas and possess the skills and experience outlined below:
  - i) Five individuals with experience in degree program review, as well as educational expertise within the public post-secondary degree granting sector;
  - ii) Two individuals with experience in degree program review, as well as educational expertise within the private post-secondary degree-granting sector;
  - iii) Two individuals from the business community reflective of economic development priorities in large and small industries and employers, regionally and provincially, with background or interest in post-secondary education;
  - iv) Two individuals from the general public;
- b) Two non-voting ex-officio members will also be appointed to the Board, including:
  - i) The Executive Director of the British Columbia Council on Admissions and Transfer; and
  - ii) The Assistant Deputy Minister responsible for post-secondary quality assurance at AEST.
- c) A member may serve beyond their term expiration until such time that a new member has been appointed as their successor.

The Minister will appoint the Chair and Vice-Chair from among the members.



## TERMS OF REFERENCE

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### 2) DUTIES AND POWERS

a) The Board will

- i. Conduct quality reviews of applications for new degree programs, applications for use of the word “university”, and applications for exempt status, and other matters referred to it by the Minister, and make recommendations to the Minister on these applications and other matters;
- ii. Conduct assessments of new degrees at public post-secondary institutions regarding social and economic benefit; system coordination/program duplication; student demand and outcomes, and institutional mandate/capacity.
- iii. Review applications and make recommendations to the Minister with respect to renewals of consent for existing degree programs and use of the term “university” from private and out-of-province public institutions.
- iv. Monitor degree programs and institutional capacity at post-secondary institutions with consent under the *Degree Authorization Act*; provide advice and direction to institutions based on annual reports and advise the Minister as appropriate.
- v. Assess requests for degree and credential name changes and changes to consent.
- vi. Conduct periodic audits of internal degree program review measures based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented;
- vii. Recommend to the Minister criteria that will apply for the purposes of giving or refusing consent/approval or attaching terms and conditions to consent;
- viii. Protect the integrity of the application and review process by maintaining confidentiality of individual submissions to the extent required or allowed by law;
- ix. Undertake research related to quality assurance and produce reports at the request of the Minister; and
- x. Perform other duties that may be requested by the Minister.

b) The Board may:

- i. Establish and maintain standing committees as appointed by the Chair.
- ii. Establish review committees and call upon subject experts, as required, to assist the Board in its review of applications;
- iii. Seek other advice, as it deems necessary, to assist the Board in providing recommendations and advice to the Minister; and

### TERMS OF REFERENCE

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- iv. Establish procedures for reviewing applications and other matters referred to it.

#### 3) MEETINGS

- a) The Board will meet up to 10 times a year, or as required to fulfill the duties and responsibilities outlined herein.
- b) The Chair may call special meetings of the Board.
- c) Regular meetings and special meetings of the Board may be conducted in person or via teleconference, or other means approved by the Board.
- d) Meeting agendas and supporting materials will be circulated no fewer than seven calendar days prior to the scheduled Board meeting.
- e) Decisions of the Board will be arrived at through deliberation and consensus, whenever possible. The Board will establish its own voting procedures and may authorize voting to take place in person or by telephone, facsimile or other means approved by the Board.
- f) At a meeting of the Board, the presence of a majority of the sitting members of the Board will constitute a quorum.
- g) An act or thing done by a majority of the members of the Board present at a meeting, if the members present constitute a quorum, is deemed to have been done by the Board.
- h) A vacancy in the membership of the Board does not invalidate the Terms of Reference of the Board or impair the right of the members in office to act.

#### 4) DUTIES OF THE CHAIR AND VICE-CHAIR

- a) The Chair of the Board will perform the duties outlined below:
  - i. Consult with the Minister or Deputy Minister, as appropriate, regarding these Terms of Reference.
  - ii. Provide leadership in guiding the Board and coordinating its activities in order to fulfill its advisory duties.
  - iii. Ensure timely and effective communications with other Board members, appropriate agencies and government.
  - iv. Appoint review committee members and subject experts, approve their terms of reference, and ensure appropriate reporting mechanisms of Board committees.
  - v. Ensure that there is an orientation program for new Board members and an ongoing development program for existing Board members aimed at increasing the Board members' familiarity with the Board's roles, duties and responsibilities.

## TERMS OF REFERENCE

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- vi. Provide reports to the Minister as required.
  - vii. Consult with the Secretariat regarding the *Freedom of Information and Protection of Privacy Act* concerning its collection, disclosure and use of information to ensure that it is consistent with government policy and legislation.
- b) The duty of the Vice-Chair will be to act as Chair of the Board if the Chair is unable to perform the duties/functions of the Chair.

### 5) SECRETARIAT

- a) The Board will have a Secretariat of AEST staff to provide administrative support to the Board, to process and monitor applications for Board consideration, and to work with applicants and prospective applicants to facilitate the application process.
- b) As directed by the Board, the Secretariat will undertake the research necessary to support the duties of the Board.
- c) The Secretariat will coordinate the agenda, information packages and related events for Board meetings.
- d) The Secretariat will follow standard government policies and procedures in carrying out its duties (e.g., records management, financial management, communications, and freedom of information and protection of privacy).

### 6) EFFECT OF TERMS OF REFERENCE

These Terms of Reference do not affect, modify, limit or interfere with the responsibilities of any of its parties under law. In the event of any conflict between these Terms of Reference and any law, including the Act and its regulations, the law prevails. The Act and its regulations shall guide interpretation of the Terms of Reference.



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Honourable Melanie Mark  
Minister of Advanced Education,  
Skills and Training

Date: February 1, 2018



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Nicholas Rubidge  
Chair, Degree Quality Assessment Board

Date: February 5, 2018

**Degree Quality Assessment Board  
Membership - September, 2024**

<b>Member</b>	<b>First Appointed</b>	<b>Re-Appointed (latest)</b>	<b>Term End Date*</b>	<b>Sector Representation</b>	<b>Current or Former Position</b>
Kathy Denton, Chair	Nov 30, 2016	Aug 31, 2023	Nov 30, 2026	Public Post-Sec	President, Douglas College
Hugh Brock	Feb 2, 2018	Nov 30, 2021	Nov 30, 2024	Public Post-Sec	Former Professor, UBC
Kathy Lewis	July 15, 2021	-	July 31, 2024	Public Post-Sec	A/ VP Research & Innovation, UNBC
John Chenoweth	July 15, 2021	-	July 31, 2024	Public Post-Sec	Interim President, NVIT
Elizabeth Adjin-Tetty	Aug 31, 2023	-	Nov 30, 2026	Public Post-Sec	Associate VP Academic Programs and Law Professor, UVic
Brad O'Hara	Nov 22, 2019	Nov 30, 2021	Nov 30, 2024	Private Post-Sec	Executive Dean, Adler University (Vancouver Campus)
Sonya Grypma	Aug 31, 2023	-	Nov 30, 2026	Private Post-Sec	Adjunct Professor, UBC
Katherina Tarnai-Lokhorst	July 15, 2021	-	July 31, 2024	Business/Industry	President, Lokhorst Group Ventures
Vacant				Business/Industry	
George Iwama	Aug 31, 2023	-	Nov 30, 2026	General Public	Former President at Quest University and UNBC
Kate Ross	Aug 31, 2023	-	Nov 30, 2026	General Public	Former Associate VP Enrolment Services and Registrar, UBC
Rob Fleming	Aug 1, 2010	n/a	n/a	BCCAT	Executive Director, BCCAT
Chris Rathbone	n/a	n/a	n/a	PSFS	ADM, Post-Secondary Policy & Programs, PSFS

\*Members continue to serve until reappointed or replaced.

**List of Institutions with Exempt Status**

**Exempt Status to the PhD Level**

Simon Fraser University  
University of British Columbia  
University of Victoria

**Exempt Status to the Masters Level**

Royal Roads University  
University of Northern British Columbia  
Adler University  
Athabasca University  
Trinity Western University

**Exempt Status to the Baccalaureate Level**

British Columbia Institute of Technology  
Emily Carr Institute of Art and Design  
Kwantlen Polytechnic University  
Thompson Rivers University  
University of the Fraser Valley  
Vancouver Island University

**What is Exempt Status?**

The purpose of Exempt Status is to provide an expedited review process for institutions that have demonstrated:

- A history of successfully offering quality degree programs at a given level for at least ten years in British Columbia;
- An established organizational capacity for degree-granting (including faculty) sufficient to ensure that quality degree level education; and
- The establishment of rigorous, ongoing program and institutional quality assessment processes, both internal and external.

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Advice/Recommendations

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Advice/Recommendations



## MINISTRY TRANSITION NOTE

### **Issue: Government support for graduate student scholarships and Mitacs internships for innovation.**

- Budget 2023 approved access to contingencies of \$15 million over three years for graduate scholarships and internships.
- Budget 2024 reflects the \$5 million annual commitment in 2024/25 and 2025/26.
- In March 2023, the Ministry provided \$50 million in year-end funding to Mitacs to support 10,000 internships over five years (2023/2024—2027/2028).

### **Background:**

- *Budget 2023's* \$15 million funding commitment builds on earlier investments from 2018 to 2022:
  - In 2018, \$12 million was provided to establish the British Columbia Graduate Scholarships, the largest investment in the province's history in scholarships for graduate students, supporting 800 awards of \$15,000 each through March 2021.
  - An additional \$3.75 million was provided in 2021 and again in 2022.
  - To date over 1,400 scholarships have been awarded to students in a variety of degree programs. Eligible programs range from research-intensive to professional degrees, with an emphasis but not exclusive focus on Science, Technology, Engineering and Mathematics disciplines.
  - As announced in summer 2023, the award value of the scholarships has increased from \$15,000 to \$17,500.
- Through a long-term partnership with Mitacs, since 2018 the ministry has provided over \$75 million in funding to support internships for innovation. Mitacs is a BC-based, national not-for-profit organization that delivers applied research training programs for students. It has funding arrangements with federal and other provincial governments.
  - The Mitacs model is one of partnership among levels of governments, industry, and post-secondary institutions.
  - Students receive a stipend of \$10,000 for their four-month internship while gaining hands-on work experience and applying their knowledge and skills to real-world problems faced by businesses and organizations in the province.

### **Ministry Funding 2017/18-2024/25**

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	Total
Scholarships	\$12M			\$3.75M	\$3.75M		\$5M	\$5M	<b>\$29.5M</b>
Mitacs	\$10M	\$5.6M	\$1.2M	\$1M	\$8.6M	\$50M			<b>\$76.4M</b>

- The Ministry also has a number of other financial aid supports for graduate students offered through StudentAidBC, including grants, bursaries, loans, and targeted funding for graduate students with dependents and disabilities.

- More than 4,000 B.C. graduate students accessed over \$50 million in combined federal and provincial student financial assistance through StudentAid BC in Fiscal Year 2023/24, including nearly \$0.6 million in non-repayable provincial grants and over \$13.2 million in interest-free B.C. student loan funding.

Advice/Recommendations; Cabinet Confidences

## MINISTRY TRANSITION NOTE

**Other Ministry/Ministries:**

- Ministry of Health
- Ministry of Mental Health and Addictions

**Issue:**

- New and expanded health and medical education opportunities to address current and future health sector workforce needs.

**Background:**

- Government funds health education programs at public post-secondary institutions based on priorities established by the Ministry of Health. The Ministry of Post-Secondary Education and Future Skills works collaboratively with the Ministry of Health to ensure funding for health education seats is aligned with demand in communities across the province.
- Health programs are delivered at 23 public post-secondary institutions across B.C. (all institutions except Emily Carr and Royal Roads). Programs are funded through a combination of targeted funding, institutional base funding, and cost-recovery delivery.
- There are approximately 20,000 Health program full-time equivalent spaces (FTEs) delivered across the public post-secondary system annually.
- Since 2017, Government has invested nearly \$500M in new funding to support priority health program expansions across the province.
- By 2026/27, total annual investment in targeted health education will have doubled to more than \$250M per year, up from \$125M in 2017/18.

	2019/20	2020/21	2021/22	2022/23	2023/24	Government Financial Information
Total Annual Investment	\$142,432,750	\$148,584,500	\$181,866,500	\$192,331,500	\$211,403,375	
Incremental Since 2017	\$17,432,750	\$23,584,500	\$56,866,500	\$67,331,500	\$86,403,375	

- These investments have supported the creation of 4,575 new ongoing health program training seats and more than 6,300 one-time health program training seats across the province.
- Since 2017 government has also allocated nearly \$142M in capital funding to institutions to support health program expansions. This capital funding excludes government’s capital commitment to build a second medical school at Simon Fraser University’s Surrey campus.
- In September 2022, the Ministry of Health released the province’s *Health Human Resources Strategy* which includes 70 actions to train, recruit, and retain the B.C. health workforce. A key component of this strategy is an investment of more than \$150 million over three years through Budget 2023 to train more priority healthcare workers.

**Implications / Considerations / Opportunities:**

- Expanding health programs is a complex undertaking that requires significant coordination between government, post-secondary institutions, and health employers such as Health Authorities.
- Health program expansions are capital intensive and are implemented over several years, with the first graduates from degree programs often 6-8 years following an investment announcement.
- Reactively addressing current health workforce challenges limits the system's ability to proactively alleviate emerging future pressures. A coordinated approach that ties education expansions to health workforce caseload pressures would significantly improve health human resources supply and demand alignment.
- Further health education program expansion is constrained by physical space at post-secondary institutions, faculty availability and, importantly, clinical placement capacity within the public health sector.
- Cost escalations across the province have put increased pressure on the capital envelope for health program expansions, and future expansions will require significant capital investments.

**Decision(s) Required / Next Steps:**

Advice/Recommendations

## MINISTRY TRANSITION NOTE

### Issue: B.C. Council for International Education (BCCIE)

#### Background:

- The B.C. Council for International Education (BCCIE) supports international education at B.C. institutions by helping the sector build the capacity to deliver the services, supports, and protections that meet international students' diverse needs.
- International education is an important part of the post-secondary education system, enriching student development, connecting the province to the broader global knowledge economy, and making valuable contributions to B.C. institutions, communities, and the economy.
- International education strengthens public post-secondary education by supporting enrolment and financial stability and offsetting falling domestic student enrolment.
- It also provides a pathway to permanent residency for graduates who are educated in B.C. for the jobs the economy needs.
- The federal government's recent policy change to cap the number of study permit applications will impact the number of international students in B.C. and change the recruitment and program approach for B.C.'s post-secondary institutions.
- The Ministry is implementing actions under a provincial International Education Framework to ensure high quality education and strengthen oversight, protections and supports for international students (for more information see tab 50 International Education Framework note).

#### BCCIE Governance:

- BCCIE, a Crown agency since 2012, is overseen by the Ministry supporting the international education sector (see tab 7 *Crown Agency Profile*). The Ministry provides \$1.5M dollars annually.
- As part of the provincial focus on ensuring education quality for international students, and in response to federal government changes to international education, the current focus, organizational structure and governance of BCCIE is under review.

#### Advice/Recommendations

- The BCCIE board currently has 10 directors, seven of whom represent the education sector (K-12 public/independent, and public/private post-secondary).
- The board composition and appointment/nomination process is set out in the BCCIE bylaws, which can only be changed by Special Resolution (2/3 of all eligible votes).

**Implications / Considerations / Opportunities:**  
Advice/Recommendations

**Decision(s) Required / Next Steps:**  
Advice/Recommendations

## MINISTRY TRANSITION NOTE

### Issue: International Education Framework

#### Background:

- In 2023, there were 261,360 international students studying at all levels in B.C. — an increase of 76% since 2017. Of this total, more than 217,600 were post-secondary students including:
  - 51% (111,900) in public post-secondary.
  - 49% (105,700) in private post-secondary.
- International post-secondary student growth between 2017 and 2023 was highest in the private post-secondary sector at 183%, followed by public post-secondary at 51%.
- 81% of international students studied in the Mainland/Southwest region.
- Enrolment growth of international post-secondary students between 2017 and 2023 was highest in the private post-secondary sector at 183%. Public post-secondary international enrolment grew by 51%.
- International student tuition accounts for 19% (\$1.64 billion) of total revenue for public post-secondary institutions. For context, the province provided \$2.8 billion to the 25 public institutions in 2023/24.
- Different institution categories are differently dependent on this revenue:
  - 21.5% of total revenue for the college and institute sector.
  - 29.8% of total revenue for the teaching university sector.
  - 15.6% of total revenue for the research university sector.

#### Advice/Recommendations: Government Financial Information

- The rapid, concentrated growth in the number of international students in the province has created pressures in institutions and some communities.
- High international student enrolment has put some public and private post-secondary institutions at or above capacity to deliver quality education programs and sufficient support services for these students, leading to system risks including:
  - Integrity and international student protection: Misleading recruitment information and advertising to students, including on the cost and availability of housing, work, and immigration prospects; lack of oversight of recruitment agents; insufficient regulatory oversight to ensure transparency and quality education programming.
  - Housing availability and affordability: Significant international student enrolment may increase housing demand in supply-constrained communities, potentially contributing to student vulnerability and impacting communities and residents.
  - Education standards: Uneven quality of programs and instruction, particularly at private institutions; oversight has not kept pace with the number of new institutions and rising international student enrolment.
  - Labour market outcomes: Insufficient program alignment with B.C. labour needs; weak economic outcomes for international students, and low transition rates to permanent residency in B.C. compared to other provinces.
  - Fiscal reliance: Public post-secondary institutions rely on international enrolment and tuition revenue to support their operations and program delivery.

- In response to concerns about international student growth and education quality, the Ministry identified several policy and regulatory changes to address key areas of concern.
- The Ministry engaged with public and private-sector post-secondary institutions, international students, faculty, and other sector stakeholders to develop a new framework for international education to better align international education with government priorities.

### ***Changes introduced by Immigration, Refugees and Citizenship Canada***

#### *January 2024 Changes*

- In January 2024, the federal Department of Immigration, Refugees and Citizenship Canada (IRCC) announced significant changes to the international student program by imposing an intake cap on study permit applications.
- The overall provincial intake cap was designed to reduce B.C.'s 2024 new international student number by more than 15% from 2023.
- The Ministry of Post-Secondary Education and Future Skills distributed the provinces allocation of study permit applications to public and private institutions favouring public institutions. The distribution was:
  - 53% for public post-secondary institutions; and,
  - 47% for private institutions.
- The international student announcements made by Canada have caused a “global chill” in the marketplace – Canada is no longer seen as welcoming international students.
- International student intake for the fall 2024 term at the public institutions is down an estimated 20% over 2023. Most institutions estimate their January 2025 entry is running about 80% below their targets.
- Other provinces have identified similar impacts for their fall term, including Ontario (30%), Alberta (35%), and the Maritime provinces (25%-30%).
- In essence, it has not been the reduced enrolment cap that has been a barrier for institutions. Instead, the global sense that “Canada is not open for international students” has meant institutions are not able to attract applicants.
- Although the information is changing, for 2024/25 it is estimated the reduction in international student revenue to the public post-secondary system could be approximately \$100 million.

#### *September 2024 Changes*

- In September 2024, Canada announced additional changes to the international student program. Although Canada has not shared details at the provincial level, the national targets for 2025 study permits is expected to be reduced by a further 10%. This is in support of the federal government’s objective to reduce Canada’s temporary resident population to 5% of national population by 2027.
- Additionally, the cap will now apply to graduate degree students. About 13,500 international graduate students received study permits to B.C. in 2023. The compounding impact of the 10% reduction and the inclusion of graduate students will likely result in an overall reduction to B.C.'s total study permit allocation by more than 20% compared to 2024.
- Other significant changes Canada announced include linking access to Post-Graduate Work Permits for all college programs and university diplomas to occupations Canada determines are in high demand nation-wide.
- University bachelor’s and graduate degree students can continue to apply for a Post-Graduate Work Permit without a link to the high demand occupation list.



- This approach is problematic for two primary reasons:
  - B.C.'s labour market needs are different than the labour market needs of other provinces. Aligning access to the Post-Graduate Work Permit to Canada-wide labour market needs may mask occupations that are in high demand in B.C. but that do not make it to a national list. As a result, B.C. will not be able to attract international students to the programs B.C. needs but that are not on the Canadian list as those programs will not be eligible to access the Post-Graduate Work Permit.
  - The exclusion of undergraduate and graduate students from the labour market test when applying for a Post-Graduate Work Permit means these students – many in programs that are in low demand in B.C. (like Bachelors or Masters of Business Administration) – will have an easier path to working in Canada. Students in high-demand college programs not recognized by Canada because they are B.C.-specific may be shut out from post-graduate work opportunities.

### ***International Education Framework***

- While the changes introduced by the Federal Government have impacted the quantity of international students entering B.C., changes to the Provincial International Education Framework are designed to protect the quality of education and support students while they are studying in the province.
- In 2024, the Ministry implemented a suite of regulatory amendments and policy changes that drive higher quality standards for post-secondary international education delivery, protect B.C.'s reputation as a quality education destination, and strengthen support for international students.
- On January 29, 2024, the Ministry announced phase one actions that prevent new institutions from recruiting international students until February 2026 and implemented measures to improve accountability and strengthen protections for international students.
- On July 15, 2024, the Ministry announced further policy, regulation and fee changes that will come into effect by January 2025:

### ***Stronger Education Quality Assurance Policy and New International Education Code of Practice for all Post-Secondary Institutions (Public and Private)***

- Changes to the Education Quality Assurance Policy (required for institutions to enroll international students) and a new International Education Code of Practice will strengthen the terms and conditions for all institutions with international students and will set specific, higher standards for student support and protection.
- Policy changes include requiring a formal designation review for all new institutions wanting to host international students; requiring institutions to have operated for at least two years prior to receiving the designation; the establishment of English language standards and testing requirements; and setting restrictions for online program delivery.
- The new Code of Practice will also require institutions to confirm their commitment to key student protection priorities, such as transparency in marketing, promotion, and tuition; institution accountability for recruitment agents; student supports for safety and well-being; availability of housing assistance; and transparency of student protection policies. The leadership of each institution will be required to certify their institution's

compliance with the Code. Institutions that violate the Code can lose their designation and ability to enroll international students.

- The updated Education Quality Assurance Policy, including the Code of Practice, will be implemented in January 2025. Designation is renewed annually to ensure ongoing compliance.

#### ***Private Training Institutions (Career Colleges) Private Training Act and Fee Regulation***

- Regulatory changes for private training institutions include higher standards to receive designation under the Act; increasing the scope of regulations to include academic/university transfer programs and other programs that are currently unregulated; requiring Regulator approval to deliver government-funded programs; setting maximums on international student application fees; and setting new standards for distance delivery to ensure quality instruction, program content, and student supports.
- Other changes include stronger student-protection policies on refunds, high-pressure sales and the conduct of agents; instructor qualification requirements; and better data reporting.
- New and increased fees in this sector will fund increased Ministry capacity for monitoring, program review, increased inspection activity and higher penalties for violations.

#### ***Private Degree Granting Institutions – Degree Authorization Act***

- Stronger organizational review criteria for consent to operate; stronger evaluation criteria for new degree and degree renewal proposals, including an assessment of labour market alignment; Ministry controls on international enrolment; and restrictions on institution expansion.
- Fee increases passed in regulation will fund increased capacity for degree program quality assurance and oversight of institutions in this sector and improve responsiveness.

#### ***Public Institutions***

- Enrolment guidelines that limit public institutions to no more than 30% international enrolment; require international education strategic plans managing enrolment and improved student services; require tuition transparency for international students and set a standard to avoid displacement of domestic and Indigenous students.

### **Implications / Considerations / Opportunities:**

#### ***Financial Challenges at Post-Secondary Institutions***

- Feedback from the sector indicates that the requirements of the new International Education Framework changes are minor in comparison to the impact of the changes introduced by the federal Government.

Advice/Recommendations

Advice/Recommendations

**Decisions Required / Next Steps:**

- The Ministry is proceeding to implement policy and regulatory components of International Education Framework, to take effect by January 1, 2025.
- Cabinet Confidences

## Appendix 1: International Student Data Overview - 2023

### Canada – Study Permit Holders with a Valid Permit by Province/Territory of Destination, by Calendar Yr. 2023

Province/Territory	Number of International Students	Market Share 2023	Growth 2013-2023
Ontario	686,500	52%	310%
British Columbia	261,360	20%	159%
Quebec	151,490	12%	161%
Alberta	77,105	6%	168%
Other P/Ts	149,790	10%	232%
<b>Total Unique Count</b>	<b>1,316,910</b>		<b>234%</b>

### B.C. - Study Permit Holders with a Valid Permit by Country of Citizenship (top ten) by Calendar Yr. 2023

County of Citizenship	Number of International Students	Market Share	Growth 2013-2023
India	100,155	38%	1419%
China	30,445	12%	-6%
Philippines	11,530	4%	2520%
Mexico	10,430	4%	232%
Japan	9,210	4%	56%
Korea, Republic of	8,470	3%	-32%
Iran	8,345	3%	695%
Brazil	6,665	3%	55%
Hong Kong SAR	6,455	2%	378%
Nigeria	5,550	2%	542%
<b>Total – All Countries</b>	<b>261,360</b>		<b>159%</b>

### B.C. - Study Permit Holders with a Valid Permit by Economic Development Region

EDR	Number of International Students	Market Share	Growth 2013-2023
Lower Mainland--Southwest	212,780	81.0%	179%
Vancouver Island and Coast	21,975	8%	114%
Southern Interior*	19,725	7.5%	209%
Northern B.C.**	6,615	2.5%	257%
Not stated	1,550	1%	-84%
<b>Total</b>	<b>261,360</b>		<b>159%</b>

\* Southern Interior includes Kootenay, Thompson—Okanagan

\*\* Northern B.C. includes Cariboo, Nechako, North Coast, Northeast.

### B.C. - Post-Graduation Work Permit Holders with a Valid Permit by Economic Development Region, 2023

EDR	Number of International Students	Market Share
Lower Mainland--Southwest	64,830	82%
Vancouver Island and Coast	5,000	6%
Southern Interior*	5,430	7%
Northern B.C.**	2,425	3%
Not stated	1,435	2%
<b>Total</b>	<b>79,055</b>	<b>100%</b>

\* Southern Interior includes Kootenay, Thompson—Okanagan

\*\* Northern B.C. includes Cariboo, Nechako, North Coast, Northeast.

## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- Ministry of Children and Family Development.

### Issue: Provincial Tuition Waiver Program for Current and Former Children and Youth in Care

- The Provincial Tuition Waiver Program removes barriers for current and former children and youth in care to access post-secondary education.

### Background:

- Implemented in September 2017, the Provincial Tuition Waiver Program has waived over \$22.2 million in tuition and fees for over 2,800 current and former children and youth in care as of March 31, 2024.
- The program supports eligible current or former children and youth in care who are attending full or part-time studies below the graduate level at any of the 25 B.C. public post-secondary institutions, Native Education College, and eligible union trades training institutes (Appendix A).
- The Provincial Tuition Waiver Program was expanded effective August 1, 2023, by a \$6.4 million annual program base budget increase and \$1.4 million Ministry of Children and Family Development (MCFD) program funding reinvestment in 2023/24.
- The program expansion included the following increased eligibility and supports:
  - Opened the program to current or former children and youth in care of any age (previously limited to ages 19-26);
  - Inclusion of eligibility for those who turn(ed) 19 under any care status regardless of time in care;
  - Implementation of new annual \$3,500 Learning for Future Grant tied to Provincial Tuition Waiver Program eligibility;
  - Program communications and outreach initiative, and additional personnel to support program administration, promotion, awareness and uptake; and
  - Dedicated funding to post-secondary institutions to provide on campus support for current and former children and youth in care.
- The program expansion meets the Ministry's joint mandate commitment with the Ministry of Children and Family Development to "...lead work to expand tuition waivers to all former youth in care, regardless of age".
- Between program expansion implementation on August 1, 2023, and July 31, 2024, the number of Provincial Tuition Waiver Program applications more than doubled over the same period last year, increasing by approximately 120%.
- The average age of applicants at the time of application rose to 26, compared to 21 in previous years.

- In addition to the tuition waived, the Ministry issued over \$4.7M in Learning for Future Grant funding in the 2023/24. The Learning for Future Grant provides \$3,500 to students in the Provincial Tuition Waiver Program to offset the costs of their education program.
- From the 2017/2018 to the 2021/2022 academic years, 570 former youth in care completed post-secondary credentials while receiving supports through the Provincial Tuition Waiver Program, including bachelor's degrees, diplomas, and certificates. Credential data for the 2022/23 and 2023/24 academic years is not yet available (Appendix B – Table 1).
- The Children and Youth in Care Protocol signed by First Nations Leadership Council, First Nations Education Steering Committee, Union of BC Indian Chiefs and the Ministries of Post-Secondary Education and Future Skills, Education and Child Care, and Children and Family Development sets out a joint commitment to engage in dialogue and joint action to improve the education outcomes of all First Nations children and youth in care, and former youth in care.
- The First Nations Children and Youth in Care Protocol Workplan has several items designed to improve the Provincial Tuition Waiver Program and post-secondary education outcomes, including:
  - Ensure the Province provides funding for broad wraparound supports (tuition, living allowance, supplies, etc.) to First Nation former children and youth in care pursuing a post-secondary education.
  - Improve access to the Provincial Tuition Waiver Program by expanding the eligibility criteria and building awareness by improving outreach.
  - Develop funding options to provide debt relief (loan forgiveness) to former children and youth in care with outstanding B.C. student loans.

**Implications / Considerations / Opportunities:**

- Program evaluation is ongoing to assess the effectiveness of the Provincial Tuition Waiver Program, and to identify opportunities for program and policy improvements.
- The First Nations Education Steering Committee continues to advocate for the removal of the 24-month time in care program requirement and increased grant funding for former children and youth in care.

**Decision(s) Required / Next Steps:**

- No decisions or next steps are required in the next 30/60/90 days.

## Appendix A: Provincial Tuition Waiver Program Recipients by Institution

Institution	FY 17/18	FY 18/19	FY 19/20	FY 20/21	FY 21/22	FY 22/23	FY 23/24
British Columbia Institute of Technology	17	20	40	28	29	44	64
Camosun College	46	75	86	76	74	60	92
Capilano University	12	17	25	22	23	27	28
Coast Mountain College	-	Personal Information					12
College of New Caledonia	13	16	26	20	23	19	43
College of the Rockies	-	10	14	Personal Information	12	12	25
Douglas College	38	47	89	90	81	101	166
Emily Carr University of Art & Design	Personal Information						11
Justice Institute of British Columbia	Personal Information		15	18	22	18	27
Kwantlen Polytechnic University	23	36	45	40	48	51	67
Langara College	28	42	49	46	50	49	79
Native Education College	-	Personal Information					12
Nicola Valley Institute of Technology	24	27	32	25	14	15	21
North Island College	Personal Information	11	13	19	16	25	37
Northern Lights College	Personal Information						
Okanagan College	13	40	34	43	45	44	74
Royal Roads University	-	-	Personal Information	-	Personal Information		
Selkirk College	Personal Information				11	15	23
Simon Fraser University	15	21	25	33	30	34	41
Thompson Rivers University	33	56	88	76	74	72	127
University of British Columbia	23	32	46	55	60	67	105
University of Northern British Columbia	-	Personal Information	11	Personal Information	12	15	21
University of the Fraser Valley	29	46	66	72	85	92	132
University of Victoria	12	33	39	48	44	38	62
Vancouver Community College	10	18	26	20	30	30	40
Vancouver Island University	30	31	38	83	84	90	176
Out of Province	Personal Information	-	-	-	-	Personal Information	-
Trades Training	-	-	-	-	-	-	Personal Information
<b>Total</b>	<b>380</b>	<b>614</b>	<b>841</b>	<b>862</b>	<b>893</b>	<b>944</b>	<b>1,496</b>

## Appendix B: Provincial Tuition Waiver Program Student Success: Graduation and Credentials

**Table 1 – Provincial Tuition Waiver Program Recipients by Credential Type: 2017/18 to 2021/22**

Credential Type	Credentials Awarded
Certificate	225
Diploma	160
Bachelor	160
Developmental	20
Other	Personal Information
<b>Total</b>	<b>570</b>

**Table 2 – Provincial Tuition Waiver Program Enrolment by Program Area: 2017/18 to 2021/22**

Program Area	% of Total
Arts and Sciences	42.3%
Human and Social Services	16.5%
Business and Management	8.3%
Health	8.5%
Trades	7.8%
Engineering and Applied Sciences	5.7%
Visual and Performing Arts	4.4%
Developmental	3.8%
Education	2.7%



## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- Ministry of Finance, Gender Equity Office

### Issue: Sexualized Violence Policy

Advice/Recommendations; Cabinet Confidences; Legal Information

### Background:

*Sexualized Violence Action Plan*

Advice/Recommendations

### *Awareness and training initiatives*

- The Ministry supports sexualized violence awareness, prevention, and response resources for post-secondary institutions.
  - In late 2021, the Ministry secured \$500K in funding from Women and Gender Equality Canada for a two-year project to develop intersectional training resources to address technology-facilitated sexualized violence and the impacts of sexualized violence on Indigenous, graduate, and international students.
    - Resources were finalized and piloted at B.C. public post-secondary institutions in Spring and Summer 2024. The resources were launched in September 2024.
  - In January 2024, Women and Gender Equality Canada provided an additional \$77.7K to support translating the international student resource into Chinese (Simplified), Hindi, Portuguese, Punjabi, Spanish, and Vietnamese, to help increase accessibility to this resource for staff, faculty, and students across B.C.
  - Since Fall 2018, the B.C. Government has run an information campaign to help prevent sexualized violence on and around post-secondary institutions.

### *Legislation and Policy*

- In 2022, the Ministry reviewed all 25 public post-secondary institutions sexualized violence policies to inform potential legislative amendments to the *Sexual Violence and Misconduct Policy Act*.

#### Advice/Recommendations

- On February 15, 2023, the Alliance of BC Students provided an open letter to the Premier, the Ministry, and the Gender Equity Office, with the following Calls for Action:
  - Amend the *Sexual Violence and Misconduct Policy Act* to adopt the 11 minimum standards outlined by Students for Consent Culture Canada.
  - Allocate at least \$5 million per year for on-campus sexualized violence support services.
    - To date, there has not been dedicated ongoing funding provided to post-secondary institutions specifically for sexualized violence initiatives.
    - Institutions have discretion to determine funding for sexualized violence initiatives within their budget.
  - These Calls to Action were considered among other feedback and recommendations in the development and validation of the Post-Secondary Sexualized Violence Action Plan.
- On January 29, 2024, the *Intimate Images Protection Act* came into force prohibiting the sharing of intimate images without consent.
  - The *Intimate Images Protection Act* included a consequential amendment to the *Sexual Violence and Misconduct Policy Act* to update the definition of non-consensual distribution of intimate images.

#### **Implications / Considerations / Opportunities:**

Advice/Recommendations; Cabinet Confidences

Advice/Recommendations; Cabinet Confidences

## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- Ministry of Finance

### Issue: StudentAid BC Student Financial Assistance Program Overview

- StudentAid BC administers a range of financial support including interest-free loans, non-repayable grants, loan forgiveness and repayment assistance to help students access and afford post-secondary education.

### Background:

- In 2023/24, approximately 74,000 British Columbians received over \$1.128 billion in federal and provincial student financial assistance (Appendix A, Tables 1 and 2).
- Provincial student financial assistance includes loans and grant programs, such as:
  - B.C. Student Loans
  - B.C. Access Grant
  - Grants, services, and equipment for students with disabilities
  - Provincial Tuition Waiver Program for former children and youth in care
  - Learning for Future Grant for Provincial Tuition Waiver Program students
  - Grants for adults seeking to upgrade their education
  - Nurses' Education Bursary
  - B.C. Loan Forgiveness Program for health and child service professions in underserved communities throughout the province
  - Repayment assistance
- Eligibility for student financial assistance is based on a student's financial need and calculated based on education and living costs minus resources (i.e., family income).
- Student financial assistance funding is intended to supplement other financial resources available to students (e.g., employment income, scholarships, bursaries, and family contributions).
- Effective August 1, 2023, weekly loan limits were doubled, marking the first increase since 2006.

**Table 1 – Weekly Loan Limits for Student Financial Assistance**

Type	Previous Provincial (weekly)	New Provincial 2023/24 (weekly)	New Federal 2023/24 (weekly)
Without Dependents	\$110	\$220	\$300
With Dependents	\$140	\$280	\$300

- As of March 31, 2024, the 2023 weekly loan increases have resulted in an 8% rise in applications for student financial assistance, from 99,000 applications received in 2022/23 to 107,000 in 2023/24, and a 70% rise in total provincial disbursements to students (loans and grants), from \$234 million to \$398 million for the same fiscal periods. In addition, the average provincial

disbursement increased from \$3,800 to \$5,900. These impacts will further increase next fiscal year as a full 12 months of the increased loan limits will be captured.

- In 2019, B.C. eliminated interest on student loans resulting in over \$145M in interest payments saved for students since that time.

#### Repayment Assistance Plan

- In 2023, B.C. strengthened the Repayment Assistance Plan, and aligned with the federal government, by increasing the income threshold for when a student loan payment is required, as well as lowering the maximum payment required.

**Table 2 – Repayment Assistance Plan Changes**

Payment	Previous	New (2023/24)
Income Threshold	\$25,000	\$40,000
Percentage of Total Income	20%	10%

- It is estimated that changes to the Repayment Assistance Plan will save borrowers approximately \$35.4M in future repayment over the student loan repayment life cycle.

#### B.C. Loan Forgiveness Program

- The B.C. Loan Forgiveness Program provides a benefit to recent graduates working in select health occupations in underserved areas or working with children throughout the province.
- Participants in the program may have up to 100% of their B.C. student loan forgiven over a 5-year term (up to 20% forgiven each year).
- Occupations for the B.C. Loan Forgiveness Program are selected based on high-priority labour market needs as identified by partner ministries (Health, Education and Child Care, Children and Family Development) and eligibility of training programs for student financial assistance (Appendix B).
- Since introduction of the B.C. Loan Forgiveness Program in 2002, approximately 4,500 graduates have enrolled in the program and a total \$33.2M of debt has been forgiven as of March 31, 2024.

#### Modernizing StudentAid BC - Student Information Management System (SIMS) Project

- The SIMS project is a multiyear project to build a new digital application and information management system to support StudentAid BC.
- This is a complex IT project involving a phased implementation approach. The portal for post-secondary institutions to access the system was introduced for use in August 2023.
- The second phase, the student portal including application for part-time loans and grants, is scheduled for release in November 2024.
- Target completion date of the final phase, which will include full-time student loan applications, is Spring 2025.

Government Financial Information

**Implications / Considerations / Opportunities:**

- Effective August 1, 2024, the federal government increased the shelter allowance rates in the student financial assistance needs assessment to align with the Canadian Mortgage & Housing Corporation (CMHC) standards and increase the funding students receive to cover their housing costs (within established weekly loan limits).
- *Budget 2024* did not provide funding to align the provincial shelter allowance rates to the federal shelter allowance rates (approx. \$2.2M - \$5M/year). B.C. is the only province not to align both provincially and federally. Ontario currently does not align provincially but has confirmed provincial alignment of rates will be implemented in 2025/26.

Advice/Recommendations

Advice/Recommendations

## Appendix A: StudentAid BC Program Expenditure Overview

**Table 1 – Federal and Provincial Program Expenditures by Fiscal Year**

Program (in \$ millions)	2020/21	2021/22	2022/23	2023/24
Canada Student Loans	\$492.005	\$375.905	\$334.593	\$489.995
Canada Student Grants	\$271.683	\$301.057	\$302.522	\$241.328
B.C. Student Loans	\$182.539	\$186.056	\$179.935	\$333.684
B.C. Student Grants	\$63.824	\$57.546	\$58.786	\$63.566
<b>Total Funding</b>	<b>\$1,010.051</b>	<b>\$920.564</b>	<b>\$875.836</b>	<b>\$1,128.573</b>

**Table 2 – Full- and Part-Time Student Financial Assistance Recipients (FY 2023/24)**

Recipient Type	Total	Recipient Type	Total
Full-Time Recipients	70,800	Part-Time Recipients	6,200

*Note: Full- and part-time recipients are not summative; some students transition between full- and part-time study throughout the year and are represented in both categories.*

Recipient Type	Total
Total Unique Recipients	74,300

**Table 3 – Full-Time Student Financial Assistance Recipients Profile (FY 2023/24)**

Demographics		By Study Location	
Woman	63% (43,055)	B.C. Publics	45,312
Single	81% (56,005)	B.C. Privates	13,560
Married	15% (10,472)	Out of Province/Country	7,701
Single Parent	4% (2,613)	Out of Country	2,410
Under 25 Years Old	54% (36,978)	By Credential Type	
Indigenous Identity	6% (4,417)	Graduate	4,497
Permanent or Prolonged Disability	11% (7,455)	Undergraduate	38,580
		Other	1,226

*Note: Columns cannot be summed due to overlapping categories. This is due to students having more than one demographic identifier or changing institutions or programs during the fiscal year and therefore being counted in more than one category.*

**Table 4 – Accounts Receivable (FY 2023/24 - Ministry of Finance)**

B.C. Student Loan Recipients		
Type of Recipient	Total	Amount
Recipients in Study or Grace	69,406	\$478,694,673
Recipients in Repayment	154,769	\$915,628,103
Recipients in Default	18,431	\$117,998,501
<b>Total Accounts Receivable</b>	<b>242,606</b>	<b>\$1,512,321,277</b>

## Appendix B: Occupations Eligible for BC Loan Forgiveness Program

Eligible occupations in underserved communities	Eligible Occupations working with children throughout B.C.
<ul style="list-style-type: none"><li>• Audiologist</li><li>• Diagnostic medical sonographer</li><li>• Medical laboratory technologist</li><li>• Midwife</li><li>• Nursing, including:<ul style="list-style-type: none"><li>○ Licensed Practical Nursing</li><li>○ Nurse Practitioners</li><li>○ Registered Psychiatric Nurses</li><li>○ Registered Nurses</li></ul></li><li>• Occupational therapist</li><li>• Physician, including residents</li><li>• Physiotherapist</li><li>• Polysomnographer</li><li>• Radiation therapist</li><li>• Respiratory therapist</li><li>• Speech language pathologist</li></ul>	<ul style="list-style-type: none"><li>• Audiologist</li><li>• Occupational therapist</li><li>• Physiotherapist</li><li>• School psychologist</li><li>• Speech language pathologist</li><li>• Teacher of the deaf/hard of hearing or the visually impaired</li><li>• Technology educator</li></ul>

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## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- Ministry of Mental Health and Addictions

### Issue:

- Initiatives to improve post-secondary student mental health and well-being

### Background:

- Young people between 15 and 24 are more likely to report mental illness and/or substance use disorders than other age groups.
- Improving student mental health is an integral part of “A Pathway to Hope,” B.C.’s roadmap for making the system of mental health and addictions care better for all British Columbians.
- The Ministry currently provides funding for Here2Talk, a 24/7 mental health service that is available to all students registered at a B.C. post-secondary institution for no fee (approximately 555,000 students at 25 public and more than 320 private institutions).
- Key facts about the Here2Talk service include:
  - Launched in April 2020 with an annual budget of \$1.5 million, with online, app-based and phone options.
  - Offers confidential and immediate support, vital information, as well as referrals to helpful services available on campus or in communities.
  - Services are available in English and French with additional languages upon request (e.g., Punjabi, Mandarin, Cantonese, Spanish, Arabic). Additional languages may be added based on student demand.
  - The Ministry contracts Telus Health as the service delivery provider for Here2Talk. The current contract runs to January 2026.
  - Between April 2020 and July 2024, services have been accessed more than 38,300 times.
  - Students used the chat feature approximately 70% of the time and the phone feature approximately 30% of the time.
  - 72% of students were satisfied with the service, 69% would recommend the service and 87% of students said the service improved their situation.
- Through an \$850,000 investment between 2019-2022, openly-licensed, free mental health literacy resources for students, as well as training resources for faculty and staff on how to support student mental wellness were developed.
- These resources include the following:
  - *Capacity to Connect: Supporting Students’ Mental Health and Wellness - Facilitator’s Guide for Use with Faculty and Staff*
  - *Starting a Conversation about Mental Health: Foundational Training for Students - Facilitator’s Guide for Use with Students*

- *Let's Talk about Suicide: Raising Awareness and Supporting Student - Facilitator's Guide for Use with Faculty and Staff*
- *Starting a Conversation about Suicide: Foundational Training for Students - Facilitator's Guide for Use with Students*
- *Nanihtsulyaz 'int'en (Do things gently) / ?es zuminstwáx kt (We take care of one another): The Role of Indigenous Elders in Student Mental Health and Wellness in the B.C. Post-Secondary Education Environment*

**Implications / Considerations / Opportunities:**

- None

**Decision(s) Required / Next Steps:**

- None

## MINISTRY TRANSITION NOTE

### Issue: StudentAid BC Supports for Students with Disabilities

- StudentAid BC administers the Accessibility Supports Framework consisting of a suite of student-centred funding programs and services focused on addressing disability-related access barriers to post-secondary education.

### Background:

- The Accessibility Supports Framework provides provincial financial assistance to students with disabilities through the following programs:
  - B.C. Access Grant for Students with Disabilities (\$1,560/year);
  - B.C. Supplemental Bursary for Students with Disabilities (\$800/year); and
  - B.C. Access Grant for Deaf students (\$30,000/year).
- Programs targeting specific disabilities are block-funded at the institution level, including:
  - Learning Disability Assessment Bursary (\$3,500 one-time); and
  - Assistance Program for Students with Disabilities (\$12,000/year).
- The Accessibility Supports Framework also includes federal grant programs for B.C. students with disabilities including:
  - Canada Student Grant for Students with Disabilities (\$2,800/year); and
  - Canada Student Grant for Services and Equipment (\$20,000/year).
- In 2023/24, StudentAid BC issued over \$14M in provincial disability grant funding to more than 8,300 students.
- The Ministry provides funding to the Accessibility Services Offices at all 25 public post-secondary institutions through annual operating grants specific to StudentAid BC programs (appendix A). Personnel at the Accessibility Services Offices support students with disabilities by:
  - Liaising with students and assessing their academic accessibility needs;
  - Working with students and faculty to develop a student's accommodation plan; and
  - Assisting the student with application for and acquisition of:
    - StudentAid BC financial assistance;
    - assistive services including specialized tutoring, academic coaching or interpreting services; and
    - assistive technology and software.
- The Accessibility Services Offices also provide students with disabilities access to Ministry funded Centralized Accessibility Services for students with disabilities through the:
  - Centre for Accessible Post-secondary Education Resources (Langara College) – supports increased participation in, and completion of post-secondary education by producing accessible digital and alternate format resource material for students with disabilities.
  - Academic Communications Equity Program (British Columbia Institute of Technology) – provides provincial coordination and service provision to deaf, hard of hearing and deafblind students through access to American Sign Language practitioners, transcriptionists, intervenors, and captioning.

- Program for Institutional Loan of Adaptive Technology (Assistive Technology BC) – improves access to required adaptive technology to support institutions in meeting their duty to accommodate students with disabilities.
- In 2021/22, StudentAid BC aligned with the new expanded federal disability definition to include a category of persistent or prolonged disability. This enhancement, along with the trend in increasing numbers of students identifying as having a disability, has resulted in average growth of 20% annually in StudentAid BC Accessibility Programs over the past three years.
- Among those receiving student financial assistance (SFA), the number of students with disabilities increased by over 47% between 2021/22 and 2023/24, resulting in increased accessibility program expenditures of approximately \$5.5M.

**Table 1 – StudentAid BC Accessibility Program Statistics**

	FY 21/22	FY 22/23	FY 23/24
Number of SFA Recipients with a disability	6,020	7,292	8,856
Accessibility Grants	\$8,802,000	\$11,093,000	\$14,141,000
Other Accessibility Support Programs	\$3,907,000	\$4,471,000	\$4,025,000

Adult Special Education Programs:

- Adult special education programs for students with cognitive or developmental disabilities are offered at 13 public post-secondary institutions and are funded through annual block operating grants.
- Approximately 700 learners access adult special education programs each year.
- These programs provide literacy, life skills and employment training for students with developmental and other disabilities that are barriers to further education, employment, or independence.
- Eligible adult special education students can access the Adult Upgrading Grant to cover their education-related costs, including tuition, mandatory fees, books, technology, materials, eligible childcare expenses, and transportation.

**Implications / Considerations / Opportunities:**

Advice/Recommendations

**Decision(s) Required / Next Steps:**

- No decisions or next steps required in the next 30/60/90 days.

**Appendix A: Programs Administered through Institution Accessibility Offices and Centralized Services**

**Table 1 - Program Expenditures by Fiscal Year**

<b>Program</b>	<b>FY 2022/23 Actuals</b>	<b>FY 2023/24 Actuals</b>	<b>FY 2024/25 Forecast</b>
Assistance Program for Students with Disabilities (APSD)	\$150,000	\$182,000	Government Financial Information
Learning Disability Assessment Bursary (LDAB)	\$34,000	\$7,000	
Academic Communication Equity (ACE)	\$285,000	\$185,000	
Centre for Accessible Post-Secondary Education Resources (CAPER)	\$591,000	\$516,000	
Program for Institutional Loan of Adaptive Technology (PILAT)	\$154,000	\$79,000	
<b>Total</b>	<b>\$1,214,000</b>	<b>\$969,000</b>	

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## MINISTRY TRANSITION NOTE

### Issue:

- Amendments to the regulatory and policy oversight model for private training institutions under the *Private Training Act* and to the Education Quality Assurance designation were announced in July 2024 and come into effect January 1, 2025. The changes will strengthen supports to ensure the highest quality education for international students.

### Background:

- Under the *Private Training Act*, the Province regulates over 300 certified private training institutions that offer more than 3,000 programs.
- Private training institutions are required to be registered by the Ministry if they provide, or offer to provide, at least one career related program with 40 hours or more of instructional time and tuition of at least \$4,000.
- Designation is an optional certification for private training institutions and involves a higher level of oversight.
- More than 60,000 students enrol in private training annually, including more than 30,000 domestic students.
- The Province also manages the Education Quality Assurance designation which is required for all public or private post-secondary institutions that host international students. More than 250 institutions have the Education Quality Assurance designation.
- The Designation status is required for private training institutions to apply for the Education Quality Assurance designation.
- Designation status is also required for students attending private training institutions to be eligible to receive StudentAid BC.
- Private training institutions are required to re-certify annually; to apply for approval for changes to program offerings; to file financial statements; and, provide student data reports.
- Institutions must also re-apply annually for Education Quality Assurance designation which includes a new Code of Practice to be implemented in January 2025. The new Code of Practice sets out the terms and conditions institutions must meet to ensure a high-quality education program.
- Private training institutions are monitored and inspected, and the Ministry has enforcement mechanisms available for institutions that do not comply including administrative penalties suspensions and cancellations.
- A Student Tuition Protection Fund has been established made up of contributions from private training institutions. The Fund has approximately \$22M and provides refunds to students in the event an institution closes or is found to have misled students.

### Implications / Considerations / Opportunities:

- On January 22, 2024, the Federal Government announced a two-year cap on international study permits to address the impact growing numbers of international students are having on the housing market and concerns about international student protection.

- On January 29, 2024, as part of Phase I of the provincial International Education Framework, the Ministry implemented a two-year moratorium on initial Education Quality Assurance applications from institutions that are not currently Education Quality Assurance designated. The moratorium will be in place until February 1, 2026.
- In May 2024, changes to the Education Quality Assurance Policy and Procedures Manual and a new Code of Practice were introduced. Both will come into effect January 1, 2025.
  - Changes to the policy are aimed at setting higher quality standards and strengthening protections for international students.
  - The new Code of Practice will ensure greater marketing transparency, more accountability for recruitment agents and ensure institutions provide more information about student supports.
- In July 2024, the *Private Training Regulation* and the *Fees and Student Tuition Protection Fund Regulation* were amended. Most changes will come into force January 1, 2025.
- Changes are designed to strengthen student supports and ensure a high-quality education for all students, including international students at private training institutions, through higher standards and stricter requirements for institutions that enroll international students.
- Other focuses of the changes include:
  - Shorter maximum terms on student contracts;
  - Requiring clear and accurate marketing and promotional information;
  - Prohibition against high pressure sales;
  - More generous refund policies;
  - Higher standards for program quality; and
  - Strengthened student data and financial reporting requirements.
- Annual *Private Training Act* institution fees and transaction fees were increased to fund a more robust oversight model. The fee increases will be implemented over the course of 2025 as part of the institution's annual recertification process.

**Decision(s) Required / Next Steps:**

- Resource materials are being prepared to support the implementation of the regulatory amendments and changes to Education Quality Assurance policy for January 2025.

Advice/Recommendations; Cabinet Confidences



## MINISTRY TRANSITION NOTE

### Issue:

- Teacher education and training more Indigenous teachers, French teachers, and teachers in rural and remote communities.

### Background:

- As of June 2024, there were over 40,500 teachers working in non-casual roles in the public school system. This increases to 48,500 when including teachers teaching on call.
- B.C.'s population expansion has resulted in the need for additional teachers.
- Seven of B.C.'s 25 public post-secondary institutions produce approximately 1,750 new teacher candidates eligible for certification annually.
- Additionally, between 2018 and 2023/24, Government invested approximately \$5.56 million in targeted funding for additional student spaces in teacher education programs at B.C.'s public post-secondary institutions:
  - \$2.12 million to support 190 more student spaces in French teacher education programs.
  - \$3.01 million to support Indigenous teacher education, including \$1.6 million to support 130 additional student spaces for Indigenous students and Indigenous in-community program delivery.
  - \$0.43 million to support 90 additional special education, math, and physics student spaces.

### Implications / Considerations / Opportunities:

#### Indigenous Teacher Education

- Indigenous students make up approximately 12%<sup>1</sup> of K-12 public school students, Indigenous teachers are significantly under-represented in B.C.'s K-12 teacher workforce. Since 2019, on average, 5.7%<sup>2</sup> of teacher education program graduates are Indigenous, and approximately 5.4%<sup>3</sup> of teachers self-identify as being Indigenous.
- To meet the commitment in Action 4.02 of the *Declaration Act* Action Plan, in 2024/25, the Ministry has \$4 million with an additional \$2 million in 2025/26 to support the delivery of Indigenous community-based teacher education programs.
- The Ministry has worked in collaboration with the Ministry of Education and Child Care and the First Nations Education Steering Committee to develop a call for proposals, launched in September 2024.

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<sup>1</sup> B.C. Education System Performance - B.C. Public School Results School District: Contextual Information

<sup>2</sup> Student Transitions Project, fall 2022 submission (data is not publicly available)

<sup>3</sup> Based on voluntary self-identification of teacher certification applicants since 2019.

- The call for proposals to First Nations communities are to:
  - work in partnership with a public post-secondary institution to deliver a community-based teacher education program; and/or
  - develop a partnership with a public post-secondary institution for the purposes of developing and delivering a community-based teacher education program.
- The call for proposals will close in December 2024.

Rural and Remote Communities

- Over three years, through to 2025/26, the Ministry of Education and Child Care has been allocated funding to increase teacher training in rural and remote communities, including additional student spaces in teacher education programs and financial support for teacher candidates choosing to complete their final certification practicum in a northern B.C. school district.
- As part of this funding, the Ministries of Post-Secondary Education and Future Skills and Education and Child Care are collaborating to support the training of more certified teachers in rural and remote schools:
  - \$0.8 million in one-time funding for additional student spaces in hybrid and online teacher education programs, through an expression of interest process, currently underway and expected to be complete by spring 2025.
  - \$0.4 million in annual funding (to 2025/26) for the Northern B.C. Rural and Remote Practicum Placement Awards pilot, currently underway and providing financial support to teacher candidates choosing to complete their summative<sup>4</sup> practicum and teach in a northern B.C. school.

French Teachers

- In July 2024, the Ministries of Post-Secondary Education and Future Skills and Education and Child Care signed the 2024-2028 Protocol for Agreements for Minority Language Education and Second-Language Instruction. Government Financial Information; Intergovernmental Communications Advice/Recommendations

**Decision(s) Required / Next Steps:**

- The 2024/25 call for proposals for First Nations community-based teacher education was launched in September 2024, with applications to be received in December 2024, and funding awarded to successful applicants prior to fiscal 2024/25 year-end. Advice/Recommendations; Government Financial Information

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<sup>4</sup> A practicum of at least ten consecutive weeks during which the school mentor teacher and university supervisor evaluate a teacher candidate’s practicum performance

## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- Ministry of Jobs, Economic Development and Innovation (lead for tech sector)

### Issue: Investment in new/expanded student spaces in tech-relevant programs

- In spring 2023, government announced a commitment to 3,000 new student spaces in tech-relevant programs at public post-secondary institutions to be implemented over five years.

Cumulative Funding \$ millions	2023/24	2024/25	2025/26	3-Year
Funding for new spaces	\$12.2M	\$26.8M	\$35.7M	\$74.7M

- The 3,000 spaces were the maximum number the public post-secondary system could implement without significant capital expenditures on facilities. A total of \$20M was provided over 2023/24 and 2024/25 for minor capital upgrades and equipment.

### Background:

- The *2023 Labour Market Outlook* projects almost 120,000 tech job openings over the next decade, and an annual supply gap of about 1,000 graduates. The 3,000 new spaces will largely address this supply gap.
- The 3,000 additional tech spaces announced in spring 2023 build on a successful 2,900-space expansion completed in 2022/23.

### Implications / Considerations / Opportunities:

- The 3,000 new student spaces are spread across all 25 public post-secondary institutions, in every region of the province. All institutions received additional provincial funding.
- The tech space expansion addresses high demand labour market openings and is aligned to government priorities in areas such as software engineering, animation, creative technologies, life sciences, clean tech and agritech.
- Other initiatives supporting the tech sector and students wishing to work in the sector include micro-credentials, graduate student scholarships and internships, and short-term skills training.

### Decision(s) Required / Next Steps:

- No decision is required in the next 30/60/90 days.

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## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- Ministry of Health

### Issue:

- Traditional Chinese Medicine education in British Columbia.

### Background:

- Traditional Chinese Medicine is a holistic, alternative form of medicine based on the theory that sickness stems from an imbalance in a person's life force energy, and its goal is to balance those forces through Chinese Tuina massage, herbology, acupuncture, nutrition, and exercise.
- In B.C., Traditional Chinese Medicine is regulated by the College of Complementary Health Professionals of British Columbia (as of June 28, 2024). Traditional Chinese Medicine has been a regulated health profession under the *Health Professions Act* since December 2000.
- The entry-to-practice credential for Traditional Chinese Medicine in B.C. is a diploma.
- Government first committed to creating a Traditional Chinese Medicine program at a public post-secondary institution in 2013. This commitment was re-affirmed in Parliamentary Secretary Kang's mandate letter in 2017 and Minister Beare's mandate letter in 2024.
- Kwantlen Polytechnic University has been offering a diploma program in Traditional Chinese Medicine – Acupuncture since fall 2016. Kwantlen Polytechnic University is the first, and only, public post-secondary institution to offer a Traditional Chinese Medicine program in B.C.
- On July 26, 2024, Kwantlen Polytechnic University announced the first degree-level program in Traditional Chinese Medicine in Canada. The first cohort of 32 students is expected to start in September 2025.
- Graduates will be eligible to practice as Registered Traditional Chinese Medicine Practitioners, offering services in acupuncture, Chinese Tuina massage, herbology, nutrition, and exercise.
- To date, Kwantlen Polytechnic University has received \$1.4 million from the Ministry of Post-Secondary Education and Future Skills to support its Traditional Chinese Medicine programming, including \$200,000 in 2021 to support the development of a degree proposal.

### Advice/Recommendations

- In addition to the program offered at Kwantlen Polytechnic University, there are seven private post-secondary institutions that are recognized by the regulatory college to deliver Traditional

Chinese Medicine education in B.C. All other programs are offered at the diploma level.

- Traditional Chinese Medicine practitioners and acupuncturists are identified as a High Opportunity Occupation in the 2023-33 Labour Market Outlook, with an estimated 570 job openings in the next 10 years. There are currently 2,475 Traditional Chinese Medicine Practitioners and Acupuncturists registered with the regulatory college in B.C.

**Implications / Considerations / Opportunities:**

Advice/Recommendations

**Decision(s) Required / Next Steps:**

- No required decisions are anticipated within the first 90 days.

## MINISTRY TRANSITION NOTE

### Issue: Transnational Education

- Transnational education is the delivery of programming by post-secondary education institutions in a country other than where they are legally based. These institutions may deliver their program on their own campus overseas or deliver programs in partnership with a local institution.
- Transnational education offers opportunities to generate revenue, diversify recruitment pathways, build brand profile abroad, and improve connections for research and research funding.
- Canadian post-secondary institutions are increasingly interested in transnational education due to rising financial pressures, the federal government's restrictions on study permit approvals and limits on student work rights, and rising international tuition.
- Transnational education is appealing to some students because the cost of studying in their home country is lower than the costs associated with moving to Canada and the degree or diploma they are awarded by the B.C. institution is the same as students studying in B.C. This means transnational graduates may have fewer challenges in having their credential recognized in B.C.
- A number of B.C. institutions have modest transnational education programs. More institutions are considering potential implementation.
- Transnational education carries risk for institutions and the Province.

### Advice/Recommendations

### Background:

- Some B.C. institutions are currently engaged in transnational education delivery, mostly through partner institutions, while others are exploring opportunities. The Ministry is developing an inventory of transnational initiatives.
- Many institutions offer credentials using partnership models with overseas institutions. These models do not require a B.C. institution to operate a transnational campus. Instead, the

program is offered using an articulation agreement, dual-degree, or joint degree model.

- Some institutions have established an overseas presence, including:
  - University of the Fraser Valley campus in Chandigarh, India;
  - Thompson Rivers University in India and China;
  - Douglas College delivering diploma and degree programs in partnership with the Shanghai University of International Business and Economics; and
  - Camosun College initiating a partnership with Miriam College in the Philippines.

**Implications / Considerations / Opportunities:**

Advice/Recommendations

**Decision(s) Required / Next Steps:**

- Ministry to compile an inventory of current transnational education partnerships.
- Ministry to develop interim guidelines on transnational education for sector consultation.



## MINISTRY TRANSITION NOTE

### Issue: Tuition Limit Policy

#### Background:

- Established in 2005, the Tuition Limit Policy limits domestic tuition increases at public post-secondary institutions to 2% per year. The policy was expanded in 2007 to include mandatory fees.
- The Policy is intended to create an appropriate balance of costs between students, institutions, and taxpayers so students have affordable access to a post-secondary education system that is sustainable over the long term.
- Limiting tuition and mandatory fee increases provides certainty and stability for students and their families when planning for post-secondary education.

#### Application

- Institutions are responsible for setting the initial tuition and fees of new programs, with the Tuition Limit Policy applying once a program is established.
- Post-secondary institutions are responsible for applying the Tuition Limit Policy to the programs they offer and adhering to annual increases allowable under the Policy. Institutions are required to submit annual tuition and fee data reporting to demonstrate compliance with the Policy.
- The Policy includes processes for establishing mandatory fees and to cover circumstances where a program may be considered “new” as a result of substantial revision, thereby enabling the setting of new tuition or mandatory fees.
- The Policy does not apply to international student tuition or fees or to programming offered by private post-secondary institutions. Public institutions are expected to set international student tuition and fees at a level that covers the direct and overhead costs of program delivery for international students to ensure provincial funding is not used to support international students.

#### Alignment with inflation

- When the Tuition Limit Policy was established in 2005, allowable increases were determined and set on an annual basis in alignment with inflation.
- In 2013, an ongoing 2% limit on annual tuition and fee increases was established, providing increased certainty and predictability to students and institutions.
- Historically, this limit has aligned closely with the average annual rate of inflation (2.2% since 2005; 2.4% since 2013) but has not kept pace in recent years.
- From 2021 to 2023, average annual inflation was 4.7%, with inflation for each of these years significantly higher than the 2% increase allowable under the Policy.

Year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>Inflation</b>	0.9%	2.0%	1.1%	1.4%	1.6%	2.3%	1.9%	0.7%	3.4%	6.8%	3.9%
<b>Average Inflation</b>	2.4%										
	1.5%										
										4.7%	

Source: Statistics Canada, Table 18-10-0005-01

### Jurisdictional comparison

- According to Statistics Canada’s annual Tuition and Living Accommodation Costs survey, B.C. has the fourth lowest average undergraduate tuition (\$6,607) in the country (\$753 lower than the national average).
- For the 2024/25 academic year, B.C. has the lowest tuition increase over 2023/24 tuition levels (the highest increase being 8.84% and the national average being 2.91%).

Province	2024-25 undergraduate tuition fees			2023-24 tuition
	Tuition	Rank	% increase	
Canada	7,360	N/A	2.91%	7,152
NS	9,762	10	2.21%	9,551
SK	9,609	9	3.99%	9,240
NB	9,470	8	8.84%	8,701
ON	8,514	7	2.94%	8,271
AB	7,734	6	2.29%	7,561
PEI	7,728	5	5.01%	7,359
<b>BC</b>	<b>6,607</b>	<b>4</b>	<b>2.01%</b>	<b>6,477</b>
MB	5,534	3	2.67%	5,390
NFLD	3,727	2	3.73%	3,593
QC	3,594	1	3.01%	3,489

Note: Statistic Canada’s data is rounded to the nearest dollar, which results in a calculation that shows a % increase slightly above 2% for BC in 2024/25.

- At \$11,002 the average annual graduate tuition fees in B.C. continue to be the highest in the country, and \$3,340 higher than the national average of \$7,662.
- Several other jurisdictions in Canada regulate tuition through legislation or policy, though it should be noted these mechanisms operate as part of widely varying provincial post-secondary funding models. Examples include:
  - **Nova Scotia** – an annual funding agreement includes a 2% cap (for 2024/25) on undergraduate tuition increases (3% in previous year’s agreement).
  - **Ontario** – the provincial policy continues its tuition freeze for in-province domestic students until at least 2026/27 and allows tuition increases for out-of-province domestic students up to 5% (for 2024/25). This policy includes a process to allow 7.5% increases for select ministry-approved programs with tuition fees lower than the sector average.
  - **Alberta** – legislation and regulations (starting in 2024/25) cap overall average institution-level tuition increases at 2% for domestic programs, with no increases above 10% allowable for any individual program unless the Minister approves an exceptional tuition increase.
- Flexibility in tuition policies can provide opportunities to address funding and affordability challenges as they arise but provides limited stability or predictability for students (costs) or post-secondary institutions (revenue forecasting).

*Institutional revenue sources*

- Total revenue for public post-secondary institutions comes from multiple sources, including provincial operating grants, tuition (domestic and international), research funding and other sources (such as contract training, endowment funds, etc.).
- Total revenue for public post-secondary institutions has increased by 60%, between 2014/15 and 2023/24, driven primarily by increases in international tuition revenue, which increased by approximately 300% over the same period.
  - Institutional revenue from provincial operating grants increased by approximately 48% primarily to cover the cost of collective agreements. As a proportion of total revenue, however, government operating grants declined from 39% in 2014/15 to 36% in 2023/24.
  - International tuition revenue represented approximately 19% of total institutional revenue in 2023/24 (up from 8% in 2014/15).<sup>1</sup>
  - Revenue from domestic tuition has increased by approximately 6% during this time. As a proportion of total revenue, domestic tuition declined from 21% in 2014/15 to 14% in 2023/24.<sup>2</sup>

**Proportion of Total Institutional Revenue by Source 2014/15 – 2023/24**

	<b>2014/15</b>	<b>2023/24</b>
Provincial Operating Grants	39%	36%
International Tuition	8%	19%
Domestic Tuition	21%	14%

**Implications / Considerations / Opportunities:**

- The Tuition Limit Policy continues to meet its objective of ensuring tuition increases are kept low and predictable.
- Students and student groups consistently advocate for lower tuition, more stringent tuition controls, and tuition freezes (or reductions), as well as the extension of the Tuition Limit Policy to cover international student tuition.

Advice/Recommendations

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<sup>1</sup> Since international students are not subsidized by provincial funding, this revenue must cover the additional expenses associated with a growing student population (up 107% over this time period).

<sup>2</sup> Growth in domestic tuition revenue is restrained by increases allowable under the Tuition Limit Policy and can be impacted by increases or decreases in enrolment, which can vary by region and/or institution.

- With recent inflationary pressures and decreasing international tuition revenue, many institutions are facing increasing financial pressures and are pursuing ways to increase revenues and reduce costs.

Advice/Recommendations

**Decision(s) Required / Next Steps:**

- No decision required at this time.

Advice/Recommendations

## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- Ministry of Agriculture and Food (lead for regulating the veterinarian profession)

### Issue:

- Veterinary care training initiatives and workforce issues.

### Background:

- Over the past 50 years, British Columbia (B.C.) has been a partner in the Western College of Veterinary Medicine (the Vet College) at the University of Saskatchewan. This is the only program in Canada where students from B.C. can obtain a Doctor of Veterinary Medicine degree which allows them to become vets.
- B.C. has an inter-provincial agreement (Agreement) with Saskatchewan and Manitoba to share the costs and benefits of the Vet College and to secure seats for B.C. students in the four-year veterinary medicine program. The Agreement is renegotiated every five years and outlines the investment made by each of the funding provinces.
- In April 2022, Government publicly announced a doubling of the intake of B.C. students at the Vet College from 20 to 40 for 2022/23. The doubling of the intake became permanent in 2023, with funding of \$21.8 million over three years included in *Budget 2023* and announced in March 2023.
- *Budget 2024* includes \$7.25 million for the new seats, as part of a total investment in vet seats of almost \$16 million in 2024/25.
- Also in 2023, the Vet College and the funding provinces increased the number of spaces designated for Indigenous students, including at least one from each funding province, in addition to the two Indigenous students admitted via the existing equity program.
- The Ministry continues to work with the Ministry of Agriculture and Food on measures to improve access to veterinary care, such as increasing the number of internationally trained vets and vet techs through the Provincial Nominee Program and creating an admission stream for 15% of B.C. seats for students more likely to work in large animal/rural mixed animal practice after graduation.
- The College of Veterinarians of British Columbia and the Canadian Veterinary Medical Association work to ensure internationally trained veterinarians have the qualifications and training to practice in B.C.
- In July 2024, the *International Credentials Recognition Act* came into effect. The legislation will reduce barriers for internationally trained professionals by making the certification process more fair, efficient and transparent. The new legislation covers 18 regulatory authorities, including the College of Veterinarians of British Columbia.
- To address regional distribution challenges, stakeholders such as regional districts and municipalities have a role to play in engaging with the Vet College and other partners such as the Society of B.C. Veterinarians to find ways to increase access to veterinarian care in their

communities, including participation in career fairs, support for child care, and through clinical placements for summer students and fourth year student clinical experiences in veterinarian clinics.

- The Vet College in Saskatchewan is now at capacity and is undertaking a study to explore expansion options. Government Financial Information

Government Financial Information

- With regard to potential construction of new/expanded facilities for the Vet College at the University of Saskatchewan, under the Agreement, Saskatchewan funds the indirect costs of the Vet College and any capital maintenance requirements. Under provincial legislation, B.C. cannot contribute capital funding to construction projects in other provinces.

**Implications / Considerations / Opportunities:**

- Regional districts are advocates for incentives to attract a range of in-demand professions to communities (health care occupations, teachers, veterinarians, etc.). The Ministry remains committed to supporting students, addressing access and affordability and meeting the needs of communities throughout the province.
- Ministry staff have met with representatives of local communities to better understand their local workforce needs and are continuing to work with the Ministry of Agriculture and Food and partners to support a strong veterinary workforce in the province.

**Decision(s) Required / Next Steps:**

- The current Agreement is in effect from May 1, 2020 to April 30, 2025.

Legal Information

Advice/Recommendations

## MINISTRY TRANSITION NOTE

### Other Ministry/Ministries:

- Jobs, Economic Development and Innovation

### Issue:

- Government support of work-integrated learning (co-op and internship) opportunities for post-secondary students

### Background:

- In Budget 2023 Government committed to providing funding of \$1.5 million per year for three years to expand work-integrated learning opportunities at the 13 smallest public post-secondary institutions in British Columbia. 2025/26 is the last year of the three year funding commitment.
- Co-op education is the best-known method of work-integrated learning. Other methods include internships, clinical placements, service learning, and practicums.
- Funding is expected to support over 1,800 work-integrated learning placements over three years, enhancing delivery at small institutions that are mainly located outside the Lower Mainland. These institutions have less developed work-integrated learning programs, smaller employer pools and networks, and limited staff capacity.
- The Ministry previously invested a total of \$14.5 million in one-time funding between 2019 and 2022 under the Co-op Education and Work-Integrated Learning Initiative and created over 6,700 work-integrated learning placements across the province, primarily at larger, more established programs.
- Through these opportunities, students apply classroom learning and gain relevant work experience, while developing connections with employers.
- When employers hire a work-integrated learning student, they invest in the next generation while training quality talent to the company at a reasonable cost and ensuring that future workers are getting the relevant experience and skills training that employers and sectors need.
- Work-integrated learning students benefit employers by bringing in new perspectives and fresh ideas; supplementing existing staff during peak periods and busy times; developing leadership skills amongst existing staff; and marketing employers to potential future employees.
- Other examples of work-integrated learning supports include Mitacs and the Innovator Skills Initiative.
- Mitacs is a B.C.-based, national not-for-profit organization that delivers applied research training programs for students.
  - Through a long-term partnership with Mitacs, since 2018, the Ministry has provided over \$75 million in funding to support internships at Mitacs. This includes funding of \$50 million announced in April 2023 to support 10,000 additional internships over the next five years.
  - Students receive a stipend of \$10,000 for their four-month internship while gaining

hands-on work experience and applying their knowledge and skills to real-world problems faced by businesses and organizations in B.C.

- Note that Ministry funding for Mitacs is separate from the support for work-integrated learning through the public post-secondary system.
- The Innovator Skills Initiative is administered by Innovate BC, with funding from the Ministry of Jobs, Economic Development and Innovation.
  - In recent years, the Innovator Skills Initiative has received provincial investments of over \$20.5 million to support more than 3,500 paid placements at businesses in the province for tech or tech-related roles.
  - In 2021 the Innovator Skills Initiative was refocused to encourage inclusive hiring of students and recent graduates from under-represented groups, with employers receiving a grant of up to \$10,000 per eligible employee for salary support.
  - Innovate BC is now partnering with the First Nations Technology Council and Mitacs to deliver Indigenous placements.

**Implications / Considerations / Opportunities:**

- None

**Decision(s) Required / Next Steps:**

- None



**Ministry of Post-Secondary Education and Future Skills  
Ministry Transition Binder – October 2024**

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**MINISTRY OF POST-SECONDARY EDUCATION AND FUTURE SKILLS  
KEY STAKEHOLDERS**

Name	Description	Key Issues / Interests
Alliance of BC Students (ABCS)	ABCS is a coalition of student associations (KPU, CapU, UBC Grads, RRU) across BC advocating for accessible and affordable post-secondary education in BC.	<ul style="list-style-type: none"> <li>• Accessible and affording student housing.</li> <li>• Including international students in the Tuition Limit Policy.</li> <li>• Increasing support for graduate students.</li> <li>• Financial affordability and food security.</li> <li>• Preventing and responding to sexualized and gender-based violence.</li> </ul>
Alma Mater Society (UBC-V)	<ul style="list-style-type: none"> <li>• The University of British Columbia (Vancouver) Alma Mater Society represents all undergraduate and graduate students.</li> <li>• The University of British Columbia (Vancouver) Alma Mater Society is not affiliated with the provincial or national student associations.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing student financial aid.</li> <li>• Preventing and responding to sexualized and gender-based violence.</li> <li>• Financial affordability and food security.</li> </ul>
Applied Science Technologists & Technicians of BC (ASTTBC)	ASTTBC regulates applied science technologists and technicians under the <i>Professional Governance Act</i> and is also subject to the <i>International Credentials Recognition Act</i> .	<ul style="list-style-type: none"> <li>• Implementing new requirements under the <i>International Credentials Recognition Act</i>, brought into force on July 1, 2024.</li> <li>• Seeking establishment of a reserved practice for ASTTBC; this would mean that technologists and technicians must register to engage in work outside the reserved practice of engineering where there is risk to public health or safety.</li> </ul>

Name	Description	Key Issues / Interests
Architectural Institute of British Columbia (AIBC)	AIBC regulates the profession of architecture under the <i>Professional Governance Act</i> and is also subject to the <i>International Credentials Recognition Act</i> .	<ul style="list-style-type: none"> <li>• Implementing new requirements under the <i>International Credentials Recognition Act</i>, brought into force on July 1, 2024.</li> <li>• Working with Engineers and Geoscientists BC to resolve concerns raised by the building sector in respect of modernizations to the practice of architecture in 2021.</li> </ul>
Association of BC Marine Industries (ABCMI)	<p>Represents the interests of BC's industrial marine sector and supports industry workforce development initiatives, overall sector strategy, and supply chain development.</p> <p>Alex Rueben is on SkilledTradesBC's marine sector advisory group.</p>	<ul style="list-style-type: none"> <li>• Concerned about the shortage of skilled tradespeople in the small craft marine construction and repair industry.</li> <li>• Concerned that labour shortages are impacting the growth and sustainability of the marine sector in BC.</li> </ul>
BC Career Colleges Association (BCCCA)	BCCCA is an association of private non-degree institutions. Represents approximately 40 of the 300+ certified institutions. Established in 1977 to advocate for private training institutions.	<ul style="list-style-type: none"> <li>• Private post-secondary institutions supply 50% or more of the province's early childhood educators, health-care aides, home support workers, dental hygienists, and licensed practical nurses, representing a key link in the skills training ecosystem.</li> <li>• Concern with Canada's changes to International Education.</li> </ul>
BC Centre for Women in the Trades (BCCWITT)	BCCWITT provides connection, funding, resources and supports for equity seeking tradespeople across the province. Also offers programs, tools and resources to individuals and organizations that support the attraction, retention and advancement of equity seeking people in skilled trades careers.	<ul style="list-style-type: none"> <li>• Promoting the skilled trades as a career choice for youth and equity-priority people.</li> <li>• Runs three programs which support the recruitment, retention and advancement of equity priority skilled tradespeople: Trades Training and Employment Program, Leaders in Trades Program, and Be More Than a Bystander Program.</li> </ul>

Name	Description	Key Issues / Interests
BC College of Social Workers (BCCSW)	BCCSW regulates the profession of social work under the <i>Social Workers Act</i> and is also subject to the <i>International Credentials Recognition Act</i> .	<ul style="list-style-type: none"> <li>Implementing new requirements under the <i>International Credentials Recognition Act</i>, brought into force on July 1, 2024.</li> </ul>
BC Council for International Education (BCCIE)	BCCIE is a provincial Crown corporation that supports the internationalization efforts of BC's public and independent K-12 schools, public and private colleges and universities and language schools. It promotes international education in and for BC, to enhance BC's international reputation for quality education, and to support the education activities of the provincial government.	<ul style="list-style-type: none"> <li>Establishing international partnerships to support institutions in their international student recruitment and raise BC's profile.</li> </ul>
BC Federation of Students (BCFS)	BCFS is a provincial alliance of more than 170,000 students at 15 universities, colleges, and institutes in BC.	<ul style="list-style-type: none"> <li>Applying the Tuition Limit Policy to international student fees.</li> <li>International students support, including study permits.</li> <li>Post-Secondary Funding Formal Review.</li> <li>Accessible and affordable post-secondary education.</li> </ul>
BC General Employees' Union (BCGEU)	BCGEU represents support staff, vocational faculty, and faculty at 11 public post-secondary institutions.	<ul style="list-style-type: none"> <li>2025 collective bargaining.</li> </ul>
BC Institute of Agrologists (BCIA)	BCIA regulates the profession of agrology under the <i>Professional Governance Act</i> and is also subject to the <i>International Credentials Recognition Act</i> .	<ul style="list-style-type: none"> <li>Implementing new requirements under the <i>International Credentials Recognition Act</i>, brought into force on July 1, 2024.</li> </ul>

Name	Description	Key Issues / Interests
Canadian Union of Public Employees BC (CUPE BC)	CUPE represents 15,000 employees in the post-secondary sector, with union locals representing support staff at 14 research and teaching institutions.	<ul style="list-style-type: none"> <li>• 2025 collective bargaining.</li> </ul>
Chartered Professional Accountants of BC (CPABC)	<p>CPABC is the training, governing, and regulatory body for over 38,000 CPA members and 6,000 CPA candidates under the <i>Chartered Professional Accountants Act</i>.</p> <p>CPABC is also subject to the <i>International Credentials Recognition Act</i>.</p>	<ul style="list-style-type: none"> <li>• Implementing new requirements under the <i>International Credentials Recognition Act</i>, brought into force on July 1, 2024.</li> <li>• Implementing recommendations in the Cullen Commission on Money Laundering.</li> </ul>
College of Applied Biologists (CAB)	CAB regulates the profession of applied biology under the <i>Professional Governance Act</i> and is also subject to the <i>International Credentials Recognition Act</i> .	<ul style="list-style-type: none"> <li>• Implementing new requirements under the <i>International Credentials Recognition Act</i>, brought into force on July 1, 2024.</li> </ul>
College of Veterinarians of B.C. (CVBC)	CVBC regulates the profession of veterinary medicine under the <i>Veterinarians Act</i> and is also subject to the <i>International Credentials Recognition Act</i> .	<ul style="list-style-type: none"> <li>• Implementing new requirements under the <i>International Credentials Recognition Act</i>, brought into force on July 1, 2024.</li> </ul>
Confederation of University Faculty Associations of BC (CUFA)	CUFA is a representative body for individual faculty associations at 5 research universities (UBC, UVic, SFU, UNBC, RRU).	<ul style="list-style-type: none"> <li>• 2025 collective bargaining.</li> </ul>

Name	Description	Key Issues / Interests
Council of Ministers of Education Canada (CMEC)	<p>CMEC is an intergovernmental body of Canadian ministers of education and post-secondary education to serve as:</p> <ul style="list-style-type: none"> <li>• a forum to discuss policy issues;</li> <li>• a mechanism through which to undertake activities, projects, and initiatives in areas of mutual interest;</li> <li>• a means by which to consult and cooperate with national education organizations and the federal government; and</li> <li>• an instrument to represent the education interests of the provinces and territories internationally.</li> </ul>	<ul style="list-style-type: none"> <li>• Mandate spans K-12 and post-secondary <ul style="list-style-type: none"> <li>○ In BC, the Ministers of both Post-Secondary Education &amp; Future Skills and Education and Child Care are members</li> </ul> </li> </ul> <p>Advice/Recommendations</p>
Employment and Social Development Canada (ESDC)	<p>ESDC works to improve the standard of living and quality of life for all Canadians. ESDC promotes a labour force that is highly skilled and an efficient, inclusive labour market.</p> <p>ESDC manages the Labour Market Transfer Agreements (LMTA) to BC through the Workforce Development Agreement (WDA) and Labour Market Development Agreement (LMDA).</p>	<ul style="list-style-type: none"> <li>• Key Federal Government partner and funder for Labour Market Programming.</li> <li>• Federal lead for Forum of Labour Market Ministers</li> <li>• In 2024/25 ESDC eliminated top-up funding under the Labour Market Transfer Agreements impacting provincial skills training programs (a \$27.4M reduction to WDA funding and \$46.5M reduction to LMDA funding).</li> </ul>

Name	Description	Key Issues / Interests
Engineers and Geoscientists BC	EGBC regulates the professions of engineering and geoscience under the <i>Professional Governance Act</i> and is also subject to the <i>International Credentials Recognition Act</i> .	<ul style="list-style-type: none"> <li>• Implementing new requirements under the <i>International Credentials Recognition Act</i>, brought into force on July 1, 2024.</li> <li>• Working with the Architectural Institute of BC to resolve concerns raised by the building sector in respect of modernizations to the practice of architecture in 2021.</li> </ul> Advice/Recommendations
Federation of Post-Secondary Educators of BC (FPSE)	FPSE represents 10,000 faculty and staff at 16 teaching universities, colleges, institutes and private sector institutions	<ul style="list-style-type: none"> <li>• 2025 collective bargaining.</li> </ul>
First Nations Education Steering Committee (FNESC)	FNESC is a policy and advocacy organization that represents and works on behalf of First Nations in British Columbia. FNESC has a mandate to support First Nations students and advance First Nations education in BC.	<ul style="list-style-type: none"> <li>• Implement First Nations Post-Secondary Institutes Legislation.</li> <li>• Anti-racism review.</li> <li>• First Nations teacher training.</li> <li>• All matters relating to First Nations education.</li> </ul>
Forest Professionals BC (FPBC)	FPBC regulates the professions of engineering and geoscience under the <i>Professional Governance Act</i> and is also subject to the <i>International Credentials Recognition Act</i> .	<ul style="list-style-type: none"> <li>• Implementing new requirements under the <i>International Credentials Recognition Act</i>, brought into force on July 1, 2024.</li> </ul>

Name	Description	Key Issues / Interests
Forum of Labour Market Ministers (FLMM)	<p>FLMM is composed of federal, provincial and territorial ministers responsible for labour market policies and programs. It was created in 1983 to promote discussion and cooperation on common labour market matters.</p> <p>FLMM is co-chaired by the federal government (Employment and Social Development) and a lead province. For 2023-2025, the Government of the Manitoba is the provincial co-chair and hosts the forum's secretariat. In BC, both PSFS and the Ministry of Social Development and Poverty Reduction are members.</p>	Advice/Recommendations: Intergovernmental Communications
Home Performance and Stakeholder Council	<p>HPSC is a not-for-profit society that supports the growth of the home performance industry in British Columbia. Their mission is to increase the supply and demand of qualified home performance service providers by supporting market growth, capacity building, and quality workmanship.</p>	<ul style="list-style-type: none"> <li>HPSC supports skills training for contractors gaining training and certification to install heat pumps.</li> </ul> <p>Advice/Recommendations</p>



Name	Description	Key Issues / Interests
Immigrant Services Society of BC (ISS of BC)	ISS of BC supports internationally trained professionals seeking registration and employment in British Columbia, including for those professions covered under the <i>International Credentials Recognition Act</i> .	<ul style="list-style-type: none"> <li>Implementing new requirements under the <i>International Credentials Recognition Act</i>, brought into force on July 1, 2024.</li> </ul>
Indigenous Adult and Higher Learning Association (IAHLA)	IAHLA supports and represents Aboriginal-controlled adult and post-secondary education institutes in BC.	<ul style="list-style-type: none"> <li>Implement First Nations Post-Secondary Institutes Legislation</li> </ul>
Law Society of B.C.	LSBC regulates lawyers under the <i>Legal Profession Act</i> and is also subject to the <i>International Credentials Recognition Act</i> .	<ul style="list-style-type: none"> <li>Implementing new requirements under the <i>International Credentials Recognition Act</i>, brought into force on July 1, 2024.</li> </ul>
Métis Nation BC (MNBC)	MNBC represents forty Métis Chartered Communities in British Columbia. Their mandate is to develop and enhance opportunities for Métis communities by implementing culturally relevant, social, and economic programs, and services.	<ul style="list-style-type: none"> <li>Receive funding from PSFS Indigenous Skills Training and Education Program to design and deliver Métis skills training programs.</li> </ul>
Ministry of Immigration, Refugees and Citizenship Canada	Federal ministry responsible for issuing temporary resident permits, including study permits and work permits; immigration programs; citizenship services; refugee protection; and issuing Canadian travel documents.	Advice/Recommendations; Intergovernmental Communications

Name	Description	Key Issues / Interests
MITACS	MITACS empowers Canadian innovation through effective partnerships that deliver solutions. By driving economic growth and productivity, MITACS seeks to create meaningful change to improve quality of life for Canadians.	<ul style="list-style-type: none"> <li>Administration of \$50 million for internships for BC students over 5 years through the StrongerBC Future Ready Action Plan</li> </ul>
MOSAIC	MOSAIC supports internationally trained professionals seeking registration and employment in British Columbia, including for those professions covered under the <i>International Credentials Recognition Act</i> .	<ul style="list-style-type: none"> <li>Implementing new requirements under the <i>International Credentials Recognition Act</i>, brought into force on July 1, 2024.</li> </ul>
MoveUP	MoveUp represents faculty at 1 teaching university (Capilano University).	<ul style="list-style-type: none"> <li>2025 collective bargaining.</li> </ul>

Name	Description	Key Issues / Interests
Private Degree Granting Institutions Association (PDGIA)	<p>Founded in 2013, the Private Degree Granting Institutions Association has members representing private for-profit and not for profit degree granting institutions in the province of British Columbia (BC) who have consent to offer degrees from the Ministry of Post-Secondary Education and Future Skills. The association provides a forum for members to meet together discuss issues of common interest. The association also serves as a forum to meet with officials from provincial and federal bodies such as the Ministry of Post-Secondary Education and Future Skills, the BC Council on Admissions and Transfer and the BC Council for International Education to provide input and feedback concerning the sector.</p>	<p>New quality assurance criteria and standards and a new fee structure were implemented on September 1, 2024.</p> <ul style="list-style-type: none"> <li>• Provincial Attestation Letters allocation on private degree granting institutions.</li> <li>• Canada’s changes to International Education</li> </ul>
SkilledTradesBC	<p>SkilledTradesBC is a provincial Crown corporation that leads and coordinates BC’s skilled trades training system. It funds training, issues credentials, supports apprenticeships, sets program standards, and works to increase opportunities in the skilled trades.</p>	<ul style="list-style-type: none"> <li>• Priorities include: delivering trades training to meet the labour market demand, implementing Skilled Trades Certification and making trades training more accessible and welcoming for under-represented groups and newcomers.</li> <li>• Working to support the ongoing growth of the apprenticeship system in BC and the challenges that brings to the organization to meet the growing need.</li> </ul>

Name	Description	Key Issues / Interests
<p>Skilled Trades Training Council (formerly Trades Training BC)</p>	<p>Skilled Trades Training Council (formerly TradesTrainingBC) is the presidents of BC's 15 public post-secondary trades training institutions, created to promote trades training in British Columbia.</p>	<ul style="list-style-type: none"> <li>• Increase investments in infrastructure and equipment, increased per seat funding, and increased wages to attract and retain instructors.</li> <li>• Looking for increased flexibility on how and where they spend their funding allocation.</li> </ul>
<p>Urban Native Youth Association (UNYA)</p>	<p>UNYA's focus since its inception in 1988 has been to provide meaningful opportunities for Indigenous youth (Aboriginal, Metis, Inuit, First Nations, Status, Non-Status) in the urban setting. Their goal is to be a safe place for Indigenous youth to come and find out about programs and services at UNYA and in the broader community. UNYA strives to support Indigenous youth by providing a diverse continuum of advocacy, preventative and support services that respond to their immediate and long-term needs.</p>	<ul style="list-style-type: none"> <li>• PSFS is working with Nicola Valley Institute of Technology (NVIT) and UNYA to develop a business case for Urban Indigenous Youth and Education project in the city of Vancouver.</li> </ul> <p>Advice/Recommendations: Government Financial Information</p>

**Ministry of Post-Secondary Education  
and Future Skills**

**2024/25 – 2026/27  
Service Plan**

**February 2024**



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Published by the Ministry of Post-Secondary Education and Future Skills

## Minister's Accountability Statement



The Ministry of Post-Secondary Education and Future Skills 2024/25 – 2026/27 Service Plan was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

A handwritten signature in black ink that reads "Lisa Beare".

Honourable Lisa Beare  
Minister of Post-Secondary Education and Future Skills  
February, 2024

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## Strategic Direction

In 2024/25, the Government of British Columbia will remain focused on providing the services and infrastructure that people depend on to build a good life. Government will continue delivering results that matter to British Columbians including helping people with costs, attainable and affordable housing, strengthened health care, safer communities, and a secure, clean and fair economy. Government will continue working collaboratively with Indigenous Peoples as it implements the Action Plan for the Declaration on the Rights of Indigenous Peoples Act and delivers initiatives that advance reconciliation in ways that make a difference in communities throughout the province.

This 2024/25 service plan outlines how the Ministry of Post-Secondary Education and Future Skills will support the government's priorities including the foundational principles listed above and selected action items identified in the Minister's Mandate Letter.

## Purpose of the Ministry

The Ministry of Post-Secondary Education and Future Skills plays a key role in promoting a collaborative approach for our education and skills training partners to contribute to the prosperity of British Columbians and a sustainable economy where people can gain the skills to succeed, and employers can access the talent they need and our skilled workforce continues to grow.

Underlying our work is the recognition that an accessible, affordable, inclusive, and relevant post-secondary, skills and trades training system provides pathways into good-paying, high-opportunity jobs and supports sustainable economic growth.

The Ministry provides oversight of public and private post-secondary institutions through legislation, funding and accountability frameworks, and protecting the interests of domestic and international students. The Ministry provides oversight for the following Crown corporations: [SkilledTradesBC](#) and the [British Columbia Council for International Education \(BCCIE\)](#). The Ministry supports learners' financial needs through [StudentAid BC](#) and works with institutions to provide additional supports such as student housing and mental health services. Through federal labour market transfer agreements the Ministry provides targeted skills training opportunities to individuals who need extra support as well as, communities and employers. The Ministry also provides education, labour market and career planning information to ensure British Columbians can plan careers, access post-secondary education, workforce and skills development programs and connect to jobs. This information also supports the growth of B.C.'s economy through targeted investments in education in high demand and high priority sectors.

The Ministry is committed to reconciliation with Indigenous people by ensuring our institutions and training partners provide welcoming and culturally safe places to learn and work, ensuring Indigenous communities get the training they need for economic and social health, and through implementation of the *Declaration of the Rights of Indigenous Peoples Act*.

## Operating Environment

British Columbians continue to persevere through the uncertainty of a range of challenges, including labour shortages, inflation, the acceleration of technological adoption, climate change as experienced through wildfires and floods, as well as the residual effects of the pandemic. While these challenges are not unique to British Columbia, they highlight the vital role post-secondary education and skills training serves in shaping people's lives and ensuring the prosperity and success of British Columbia's future. Reconciliation and the Distinctions-Based Approach will be overarching considerations in all of the Ministry's work with First Nations and Indigenous People in British Columbia.

Our post-secondary education and training system is fundamental for a sustainable economy and is foundational for anyone wishing to access and succeed in most careers. The 2023 Labour Market Outlook forecasts that three quarters of the 1 million new job openings in B.C. over the next decade will require some level of post-secondary education or training. Investing in the skills and talents of people in British Columbia is key to building a stronger B.C.

To ensure people in B.C. have the skills they need for the jobs of the future while being able to adapt and respond to any uncertainty ahead, government is making a generational commitment to make education and skills training more affordable, accessible, and relevant. The [Stronger BC: Future Ready Action Plan](#) is a strategic, focussed and sustained approach that provides a pathway for B.C. to have the most inclusive and talent-driven workforce in Canada. This Plan will guide much of the ministry's work.

## Economic Statement

B.C.'s economy posted modest growth last year as interest rate increases weighed on the economy, and employment continued to expand, supported by immigration. Inflation in the province continued to ease and the Bank of Canada has not raised its policy interest rate since July 2023. The impact of higher rates on borrowing costs and elevated household debt led to lower consumer spending and reduced home sales. Lumber, natural gas and coal prices declined in 2023, reducing the value of the province's goods exports. Meanwhile, there was a record number of housing starts in the province in 2023. There is uncertainty over the transmission of high interest rates to the residential construction sector and the duration of slower growth for the rest of the economy in B.C. and among our trading partners. The Economic Forecast Council (EFC) estimates that B.C. real GDP expanded by 0.9 per cent in 2023 and expects growth of 0.5 per cent in 2024 and 2.1 per cent in 2025. Meanwhile for Canada, the EFC estimates growth of 1.1 per cent in 2023 and projects national real GDP growth of 0.5 per cent in 2024 and 1.9 per cent in 2025. As such, B.C.'s economic growth is expected to be broadly in line with the national average in the coming years. The risks to B.C.'s economic outlook continue to center around interest rates and inflation, including the risk of price increases stemming from geopolitical conflicts, the potential for interest rates remaining higher for longer, and uncertainty around the depth and timing of the impact on housing markets. Further risks include ongoing uncertainty regarding global trade policies, lower commodity prices, climate change impacts and the volatility of immigration levels.

## Performance Planning

### **Goal 1: British Columbians have access to post-secondary education and training to respond to the urgent need for more and new skills**

This goal reflects government's commitment to helping with increasing costs by making life more affordable and enhancing the services British Columbians depend on. Accessible, inclusive and relevant post-secondary education and skills training that equips British Columbia's workforce for good paying jobs provides numerous benefits and is critical to an economy that works for everyone.

#### **Objective 1.1: Provide more affordable access to skills training and post-secondary education**

Making post-secondary education and skills training more affordable and accessible is a priority for the ministry. As the value of post-secondary education continues to increase along with the growing demand for a well-educated, highly skilled workforce, affordable access to post-secondary education and skills training will be fundamental to ensuring B.C.'s workforce can keep pace.

#### **Key Strategies**

- Continue to work with public post-secondary institutions to build 12,000 new on-campus student housing beds as part of [Homes for People](#) plan.
- Continue providing a range of student financial assistance programs to help with the cost of post-secondary education.
- Continue supporting former youth in care, regardless of age, through the expanded Provincial Tuition Waiver Program and Learning for Future Grant.
- Continue to provide critical pathways for learners, including tuition-free adult basic education and English language learning.
- Continue to administer the future skills grant for eligible short-term skills training at public post-secondary institutions.

#### **Discussion**

As part of [Homes for People](#), the government's refreshed housing action plan, the ministry will work with the public post-secondary institutions to improve student access to affordable housing by continuing to build more student housing units. The ministry will continue reducing financial barriers to post-secondary education so all learners can pursue education leading to sustainable employment through the expanded Provincial Tuition Waiver Program, Learning for Future Grant, and a range of student financial assistance programs. The future skills grant provides access for eligible British Columbians pursuing short-term skills training at public post-secondary institutions in high-demand sectors.

## **Objective 1.2: Build an inclusive workforce by bringing more people into the labour force who have historically been left behind**

Breaking down barriers so more people can enter the labour force is a priority for the ministry. An inclusive education and training system creates a diverse workforce and ensures all British Columbians are equipped to participate in our rapidly changing economy and that our workforce can meet labour market demands.

### **Key Strategies**

- Under the Canada-B.C. Workforce Development Agreement (WDA), continue delivering skills training and employment programs.
- Continue to provide expanded support for vulnerable people in British Columbia to enter and attach to the labour market through skills training for employment programs serving people who face multiple barriers.
- Work with SkilledTradesBC, and our post-secondary education and skills training partners to continue to build a trades training system that is welcoming and inclusive.
- Increase access to post-secondary education in rural and remote northern BC communities through Contact North BC.

### **Discussion**

Skills training and employment programs delivered under the Canada-B.C. Workforce Development Agreement (WDA) help people attach or reattach to the labour market or increase their skills for better employment opportunities. Expanded skills training for employment programs serving people who face multiple barriers help people overcome obstacles to employment such as mental health challenges, addictions, housing instability, limited literacy skills, lack of Canadian work experience, low income, and a lack of social networks.

A trades training system that is welcoming and inclusive of Indigenous peoples as well as women, youth, and underrepresented groups will help ensure they can achieve certification and access good-paying jobs in the trades. Contact North BC is a program that establishes local access centres providing technology, infrastructure, and locally employed support staff, to assist students in completing online or hybrid education programs and courses/programs while remaining in their communities.

## Performance Measures

Performance Measure	2022/23 Actual	2024/25 Target	2025/26 Target	2026/27 Target
[1a] Post-Secondary costs are manageable and in line with household incomes				
Undergraduate tuition and fees as a percent of median household income	6.8% (target <7.6%) <sup>2</sup>	TBD	TBD	TBD
Average percent of income recent grads used to repay education-related debt <sup>1</sup>				
Diploma, Associate Degree & Certificate Students	4.5%	<8.0%	<8.0%	<8.0%
Baccalaureate Graduates	7.2%	<8.0%	<8.0%	<8.0%

Data source: Statistics Canada and BC Student Outcomes Surveys, 2022<sup>1</sup>

<sup>1</sup>Efforts are made to contact all eligible public post-secondary graduates (over 55,000 each year), and a response rate of ~50% is consistently achieved. The margin of error for these measures is currently between +/- 0.9% and 1% (19 times out of 20). 2023 survey results will be available in the spring of 2024 and will be reported in the 2023/24 Annual Service Plan Report.

<sup>2</sup> Undergraduate tuition and fees as a percent of median household income targets are based on the Canadian average and are determined each reporting year. Future year targets are to be determined.

## Discussion

This measure represents the ministry's commitment to making life more affordable for learners by ensuring post-secondary costs are manageable and in line with household incomes. Results reflect the average domestic undergraduate tuition and compulsory fees as a percent of provincial median household income, as well as the estimated median monthly loan repayment as a percentage of median monthly income for employed students with education-related debt within two years after completing their post-secondary program. This measure is part of the [Accountability Framework](#). Measures and targets from the Accountability Framework are reviewed within an established performance measurement review cycle.

Undergraduate tuition and fees as a percent of median household income is based on data available through Statistics Canada via the Tuition and Living Accommodation Survey and the T1 Family File from the Canadian Revenue Agency. Average percent of income recent grads used to repay education-related debt results are based on an annual survey of public post-secondary students eight months to two years after they complete their programs. Targets have been established in alignment with nationwide benchmarks for loan affordability in student financial aid literature.

<b>Performance Measure</b>	<b>2021/22 Baseline</b>	<b>2023/24 Forecast</b>	<b>2024/25 Target</b>	<b>2025/26 Target</b>	<b>2026/27 Target</b>
[1b] The percentage of individuals employed or in further education and training three months after completing a Ministry skills training program aimed at unemployed or precariously employed people	67%	72% <sup>1</sup>	>70%	>70%	>70%

Data source: 3-month Participant Outcomes Survey, Labour Market Development Division, Ministry of Post-Secondary Education and Future Skills.

<sup>1</sup> 2023/24 forecast is based on survey results from 2022/23. Due to changes in the data collection system that have impacted reporting, full data for 2022/23 are not available.

**Discussion**

This measure represents the ministry’s commitment to empower British Columbians and prepare them to participate in the labour force. This measure tracks the success of the ministry’s skills training programs in moving British Columbians, who are unemployed and face barriers to participation in the labour force, along the employment continuum. Specifically, it measures the percentage of participants who became employed or moved on to further education and training after completing programs. This measure does not include people who participated in the B.C. Employer Training Grant who were mostly employed before and during training. By excluding these participants, the measure focuses on people who are unemployed, the majority of whom are from vulnerable or underrepresented groups.

**Goal 2: British Columbia has a high-quality post-secondary and training system that is relevant, responsive and innovative**

This goal reflects Government’s commitment to build a strong, secure, and sustainable economy that works for everyone. The ministry works with partners to ensure post-secondary education and skills training programs, services and supports are responsive, relevant and aligned with the labour market and career opportunities.

**Objective 2.1: Support a more responsive and relevant post-secondary and skills training system**

A priority of the ministry is to support a relevant and responsive post-secondary education and skills training system that helps workers acquire new skills to meet evolving occupational requirements and labour market demands.

**Key Strategies**

- Increase priority programming at public post-secondary institutions including new spaces in health, tech and early childhood education.

- Continue the current expansion of the province's medical school system.
- Continue to support Micro-Credential initiative and TradeUpBC.
- Continue to work with SkilledTradesBC to further implement skilled trades certification.

### **Discussion**

Working in partnership with the Ministry of Health the ministry will help address health workforce needs as part of B.C.'s Health Human Resources Strategy by adding new priority health program seats and distribute health education programs to areas of regional need. To meet the demand for technology workers in B.C.'s changing economy the ministry will continue to add more tech spaces. This is on top of the 2,900 new student spaces created over the past six years. To meet the province's commitments under the ChildCareBC plan the ministry will continue to add Early Childhood Educator seats across the province.

We will continue the current expansion of the University of British Columbia's medical school and advance work to launch B.C.'s new medical school at Simon Fraser University by fall 2026. Micro-Credential initiative and TradeUpBC will continue to support short-term training opportunities for skills upgrading and career advancement.

We will work with SkilledTradesBC to continue to implement skilled trades certification and to consider new recommended trades to the skilled trades certification. This will ensure that more people benefit from increased skills and trade certification, and British Columbia can meet the high demand for skilled people.

### **Objective 2.2: Ensure B.C. provides a quality post-secondary education experience for international students and has a fair, transparent processes to recognize international credentials**

Ensuring quality international education with high standards for student learning, student supports, and labour market outcomes contributes to a diverse, globally connected post-secondary education system that attracts international talent to British Columbia. In addition, creating clear streamlined pathways for skilled people with international credentials is a priority for the ministry that helps respond to the demand for people with in-demand skills and contributes to a strong, diverse economy.

### **Key Strategies**

- Implement new measures for higher standards and accountability with enhanced compliance, enforcement, and oversight capacity.
- Strengthen requirements on enrolment and student supports to improve post-secondary institutions' practices, student outcomes, and manage sector growth.
- Streamline international credential recognition and establish a Superintendent responsible for fair credential recognition in British Columbia.

- Continue to encourage collaboration and partnerships between B.C. regulatory authorities and post-secondary institutions to meet jurisdiction specific training needs of internationally trained professionals.

### **Discussion**

The Ministry is developing new measures that will bring in higher standards and greater accountability for educational institutions in B.C. and help ensure institutions deliver a high-quality education and offer strong supports that international students need to succeed in B.C. The ministry is also leading the implementation of new legislation to streamline international credential recognition. The [International Credentials Recognition Act](#) sets out new responsibilities for BC regulatory authorities and establishes a Superintendent responsible for promoting fair credential recognition, monitoring regulatory authority performance and enforcing compliance with the legislation.

### **Objective 2.3: Provide British Columbia’s workforce with the best information available to make informed decisions about their education, training, and career opportunities**

Ensuring all British Columbians are connected to current and future labour market opportunities by providing accurate, high-quality information on post-secondary education, skills training and workforce development opportunities is a priority of the ministry.

### **Key Strategies**

- Provide information on future labour market trends in different industries, occupations, and regions through the annual [BC Labour Market Outlook](#).
- Connect all British Columbians to information on high-opportunity occupations through innovative tools on [WorkBC.ca](#).
- Provide British Columbians with personalized and responsive career pathways and boost access to high-opportunity occupations through a new Find Your Path digital service.
- Help all learners make informed decisions about post-secondary education and career opportunities, and to search and apply for public post-secondary education in B.C. using [EducationPlannerBC.ca](#).

### **Discussion**

People in need of reskilling or increasing their skills to find their place in the economy can rely on a variety of ministry resources, including [EducationPlannerBC.ca](#) and [WorkBC.ca](#) to help make decisions about their career and education. Educators, industry and large and small businesses can use the ministry’s labour market information in their planning, and government uses it to make informed decisions about new services, investments, policy, and programs.

The ministry will improve digital services and tools that help people plan their careers and access post-secondary education. The StrongerBC Find Your Path Initiative will make it easier



for people in B.C. plan their career and access relevant post-secondary education and skills training information by creating a seamless service experience across existing provincial education and career services, including WorkBC.ca, EducationPlannerBC.ca, and StudentAidBC.ca.

## Performance Measures

Performance Measure	2022 Actual	2023 Target	2024 Target	2025 Target	2026 Target
[2a] Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment <sup>1</sup>	85.4%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

Data source: BC Student Outcomes Surveys, 2022<sup>1</sup>

<sup>1</sup>Efforts are made to contact all eligible public post-secondary graduates (over 55,000 each year), and a response rate of ~50% is consistently achieved. The margin of error for these measures is currently between +/- 0.3% and 0.4% (19 times out of 20). 2023 survey results will be available in the spring of 2024 and will be reported in the 2023/24 Service Plan Report.

## Discussion

This measure reflects assessment by graduates of the relevance of their post-secondary educational experience to their employment. It indicates how well programs at public post-secondary institutions meet the needs of students and the labour market. This measure is also part of the [Accountability Framework](#). It is based on an annual survey of public post-secondary students eight months to two years after they complete their programs. Results reflect the percent of employed graduates who indicated the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job.

Performance Measure	2020/21 Baseline	2022/23 Actual	2023/24 Forecast	2024/25 Target	2025/26 Target	2026/27 Target
[2b] Number of online and in-person engagements with ministry-provided labour market, career planning and education information	6.43M	8.45M	8.3M	Maintain or increase	Maintain or increase	Maintain or increase

Data source: [EducationPlannerBC](#) website, [WorkBC.ca](#) and other ministry sources.

## Discussion

This measure reflects ministry efforts to engage and connect British Columbians in all regions of the province with a variety of relevant and accessible platforms (online, in person, in print and social media) that provide education, labour market and career planning information, products and tools. This measure reports the number of times labour market information,

career planning resources and career opportunities, as well as information on education choices are accessed through all available ministry sources, including [EducationPlannerBC.ca](https://www.educationplannerbc.ca) and [WorkBC.ca](https://www.workbc.ca).

### **Goal 3: Advance reconciliation and self-determination with First Nations, Métis and Inuit in B.C. through post-secondary education and skills training**

This goal reflects Government's commitment to the Declaration on the Rights of Indigenous Peoples Act (the Declaration Act). Meaningful reconciliation requires recognizing the rights of Indigenous Peoples to participate in joint decision-making regarding post-secondary education and skills training policies, programs, and services. Supporting self-determination in the post-secondary education and training system will help Indigenous learners and Indigenous Peoples access a range of culturally responsive and relevant programs that meet their priorities.

#### **Objective 3.1: Implement B.C.'s Declaration on the Rights of Indigenous Peoples Act and relevant components of the Action Plan**

The objectives of the Declaration Act will continue to guide government's work with Indigenous Peoples to advance reconciliation. Self-determined and culturally relevant post-secondary education and skills training are fundamental to meeting these commitments. This year's service plan underscores the ministry's ongoing commitment to reconciliation through the inclusion of [Declaration Act Action Plan](#) actions.

Actions are being co-developed and undertaken collaboratively with First Nations, Métis and Indigenous partners as outlined in the *Interim Approach to Implement the Requirements of Section 3 of the Declaration Act*.

#### **Key Strategies**

- Collaborate with the First Nations Education Steering Committee to advance action 1.8 of the Declaration Act Action Plan.
- Collaborate with Métis Nation BC to advance action 1.8 of the Declaration Act Action Plan through exploration of potential service delivery models for a Métis institute.
- Work with Native Education College, Nicola Valley Institute of Technology, and the Urban Native Youth Association and partners to advance action item 1.9 of the Declaration Act Action Plan.
- Collaborate with First Nation, Métis, other Indigenous partners and the sector to advance action item 4.05 of the Declaration Act and co-develop a policy framework for Indigenous post-secondary education and skills training.
- Advance action item 4.41 of the Declaration Act by continuing to work with First Nations, Métis chartered communities, and urban Indigenous organizations to provide funding for self-determined, community-led programs.

## Discussion

Advancing action item 1.8 will recognize First Nations-mandated post-secondary institutes as a key pillar of B.C.'s post-secondary system, through the provision of core and capacity funding and the development of legislation. Action item 1.9 aims to increase culturally relevant post-secondary educational opportunities for urban First Nations and Indigenous learners.

Advancing action item 4.5 includes the co-development of a policy framework for Indigenous post-secondary education and skills training that:

- supports post-secondary institutions to be more culturally relevant and responsive to the needs of First Nations, Métis and Inuit learners and communities;
- expands the Aboriginal Service Plan program to all 25 public post-secondary institutions;
- ensures Indigenous learners have access to student housing that is safe, inclusive, and enables them to thrive personally, academically, and culturally;
- helps develop mechanisms for First Nations, Métis and Inuit learners and communities to play an integral role in public post-secondary institutions' decision-making;
- identifies legislative amendments needed to ensure all public post-secondary institution boards include at least one Indigenous person.

Advancing action item 4.41 will result in self-determined, community-led programs for Indigenous Peoples to upgrade skills, obtain credentials, secure employment, and develop and support community economies.

The ministry also supports four additional Declaration Act actions in partnership with other ministries.

## Performance Measure

The Province reports annually on progress made to implement the Declaration Act. This report on the Province's [Declaration Act website](#) is developed in consultation and cooperation with Indigenous Peoples in BC and uses a groundbreaking model of reporting that is comprehensive and accessible. It provides information on each action that shows the progress, complexity, challenges, and collaboration.

In place of a conventional performance measure, the ministry will rely on the co-developed Declaration Act annual report to show progress towards achieving the ministry's actions. The ministry will provide complimentary reporting on the specific actions and efforts taken towards advancing the action items the ministry leads and supports. This reporting will be co-developed with the ministry's Indigenous partners and reported on in the annual report.

## Discussion

The ministry works in consultation and cooperation with First Nations, Métis Nation BC, and Indigenous partners, to advance key legislative, policy and program initiatives, including those identified in the Declaration Act Action Plan. Our priorities for this work result from consultation and collaboration with Indigenous partners and progress is being made in several areas.

The actions items that the ministry is leading and supporting are intended to be implemented over five years and, as such, progress will advance more quickly on some actions than others. Over the reporting period for this Plan, certain actions may see significant progress while others may have minimal progress, based on the priorities identified by Indigenous partners.

The Province is working to apply a distinctions-based approach in its relationships and engagements with Indigenous Peoples as committed to in the Declaration Act Action Plan. The Province acknowledges the importance of consultation and collaboration with First Nations on whose territory public post-secondary institutions are located. A distinctions-based approach requires that the Province's relationships and engagements with First Nations, Métis, and Indigenous partners may include different approaches or actions that result in different outcomes.

As reflected in the Action Plan, the Province recognizes that social and economic disparities exist in B.C. with particular impacts on Indigenous Peoples. Addressing these disparities while supporting the cultural distinctiveness of First Nations, Métis, and Inuit is fundamental to upholding the human rights of all Indigenous Peoples.

# Financial Summary

(\$000s)	2023/24 Restated Estimates <sup>1</sup>	2024/25 Estimates	2025/26 Plan	2026/27 Plan
<b>Operating Expenses</b>				
Educational Institutions and Organizations	2,517,565	3,119,664	3,162,488	3,162,488
Student Services Programs	75,901	73,697	73,690	73,690
Private Training Institutions	1	1	1	1
Labour Market Development <sup>2</sup>	40,310	39,469	39,469	39,469
Transfers to Crown Corporations and Agencies	106,285	106,960	106,960	106,960
Executive and Support Services	28,796	31,252	31,260	31,260
<b>Total</b>	<b>2,768,858</b>	<b>3,371,043</b>	<b>3,413,868</b>	<b>3,413,868</b>
<b>Capital Expenditures</b>				
Executive and Support Services	504	504	504	504
<b>Total</b>	<b>504</b>	<b>504</b>	<b>504</b>	<b>504</b>
<b>Capital Funding Vote</b>				
Educational Institutions and Organizations - Post-Secondary Institutions	818,635	1,107,256	1,253,968	1,018,506
<b>Total</b>	<b>818,635</b>	<b>1,107,256</b>	<b>1,253,968</b>	<b>1,018,506</b>

<sup>1</sup> For comparative purposes, amounts shown for 2023/24 have been restated to be consistent with the presentation of the 2024/25 Estimates.

\* Further information on program funding and vote recoveries is available in the [Estimates and Supplement to the Estimates](#).

<sup>2</sup> The Labour Market Development sub-vote budget is expressed net of federal funding received under the Workforce Development Agreement (WDA) and Labour Market Development Agreement (LMDA).

## Public Post-Secondary Institutions Financial Summary

(\$millions)	2023/24 Forecast	2024/25 Budget	2025/26 Plan	2026/27 Plan
<b>Combined Operating Statement</b>				
Total Revenue	8,600	8,848	9,106	9,372
Total Expense	(8,386)	(8,722)	(8,979)	(9,232)
Operating Surplus	214	126	127	140
Gain (Loss) on sale of capital assets	117	0	0	0
<b>Annual Surplus</b>	<b>331</b>	<b>126</b>	<b>127</b>	<b>140</b>

## Capital Expenditures

Major Capital Projects (over \$50 million in total)	Targeted Year of Completion	Project Cost to Dec 31, 2023 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
<b>British Columbia Institute of Technology Student Housing</b>	2025	56	85	142
<b>Objective:</b> Construction of a 470-bed student housing building at British Columbia Institute of Technology's Burnaby Campus. Project is in construction with completion expected in Spring 2025.				
<b>British Columbia Institute of Technology Trades and Technology Complex</b>	2027	3	175	178
<b>Objective:</b> The BCIT Trades & Technology Complex comprises a series of phased projects that will replace and modernize existing functionally inadequate buildings and enhance and expand the Institute's Trades and Technology teaching space. This project will include demolition of space and the construction of a replacement facilities located in the South Campus. Project is in procurement with completion expected in Spring 2027.				
<b>Capilano University Student Housing</b>	2024	6	52	58
<b>Objective:</b> New 6-storey, 362-bed wood frame Student Housing building with mass timber 250-seat Dining Hall. Project is in construction with completion expected in Winter 2024.				

Major Capital Projects (over \$50 million in total)	Targeted Year of Completion	Project Cost to Dec 31, 2023 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
<b>Douglas College Academic and Student Housing</b>	2027	7	286	293
<p><b>Objective:</b> A newly constructed 20-story concrete tower that combines 11 stories of Academic Space and 13 stories of Student Housing to create a living-learning community. Project is in procurement with completion expected in Spring 2027.</p>				
<b>North Island College Student Housing</b>	2025	13	65	78
<p><b>Objective:</b> Construction of two new mass timber student housing buildings with a total of 217 beds. This includes a 4-storey mass timber single student building that will provide 157 beds and a 4-storey mass timber family building that will provide 60 beds. Project is in construction with completion expected in Summer 2025.</p>				
<b>Okanagan College Student Housing</b>	2024	29	46	75
<p><b>Objective:</b> Construction of 376 student housing beds across the Kelowna, Salmon Arm and Vernon campuses of Okanagan College. Project is in construction with completion expected in Summer 2024.</p>				
<b>Royal Roads West Shore Learning Centre</b>	2025	49	57	106
<p><b>Objective:</b> New 8,904 square metre (m<sup>2</sup>), 5-storey West Shore Learning Centre with 4 storeys of mass timber construction above a concrete first level and basement. Includes flexible classrooms, Indigenous spaces, Learning Commons, Innovation Space, academic and student support offices, and staff workspaces. Project is in construction with completion expected in early 2025.</p>				
<b>Simon Fraser University Student Housing</b>	2023	111	0	111
<p><b>Objective:</b> Construction of a new student housing building (386 student housing beds, 30 short term and 2 residence assistant / faculty-in-residence apartments) and renovation and expand the dining commons (800 seat capacity). Project completed in Fall 2023.</p>				

Major Capital Projects (over \$50 million in total)	Targeted Year of Completion	Project Cost to Dec 31, 2023 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
<b>University of British Columbia School of Biomedical Engineering</b>	2025	51	88	139
<b>Objective:</b> Construction of a 14,520 m2 facility to accommodate the School of Biomedical Engineering. Project is in construction with completion expected in early 2025.				
<b>University of British Columbia - Gateway Building</b>	2024	96	99	195
<b>Objective:</b> The Gateway Building will co-locate the School of Nursing, School of Kinesiology, Integrated Student Health Services, and component of UBC Health together in a building that will facilitate inter-program interaction and synergies and contribute to students' health and wellbeing and to the continued advancement and growth of the two Schools nationally and globally. This Project is funded by UBC and currently in construction with completion expected in December 2024.				
<b>University of British Columbia - Recreation Centre North</b>	2024	37	31	68
<b>Objective:</b> The new UBC Rec Centre will measure 101,000 square feet and include a fitness centre, three gyms, an indoor track, multi-purpose rooms and administration offices. This project is funded by UBC and currently in construction with completion expected in November 2024.				
<b>University of British Columbia - Sauder School of Business Power House Expansion</b>	2027	2	145	147
<b>Objective:</b> This project will facilitate a purposeful shift from learning spaces that emphasize teaching through lectures to spaces that foster creativity and innovation through experiential learning and teamwork. The project includes classrooms, teaching labs and innovative learning spaces, as well as offices and support space. A new Centre for Collaborative Learning will support and grow entrepreneurial learning. This project is funded by UBC and is currently in design with completion expected in March 2027.				



Major Capital Projects (over \$50 million in total)	Targeted Year of Completion	Project Cost to Dec 31, 2023 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
<b>University of British Columbia - ʔəl sic snpaʔnwixʷtn - UBCO</b>	2026	18	101	119
<b>Objective:</b> A new four-storey 13,564 m2 interdisciplinary academic building containing teaching, research, office and community and engagement space, including 100-seat and 200-seat lecture theatres. This project is funded by UBC and is currently in construction with completion expected in March 2026.				
<b>University of British Columbia - UBCO Downtown Kelowna Project</b>	2027	18	36	54
<b>Objective:</b> Community-facing academic space in the heart of Kelowna, in close proximity to many of our community partners working in health, tech, business, and arts and culture. This project is funded by UBC and is currently in construction with completion expected in August 2027.				
<b>University of British Columbia - Brock Commons Phase 2</b>	2024	125	40	165
<b>Objective:</b> The Brock Commons Phase 2 project is a mixed-use student housing and academic development that has been designed as two stand-alone buildings on either side of Water Gage Road, immediately adjacent to East Mall. The two buildings will house 600 student housing beds with associated support spaces, and the Commons block for all of Brock Commons. This project is funded by UBC and is currently in construction with completion expected in June 2024.				
<b>University of the Fraser Valley Student Housing</b>	2025	2	103	105
<b>Objective:</b> Construction of a new six-storey, 398-bed hybrid mass timber student housing facility, with ground floor common areas and five floors of student housing. Project is in construction with completion expected in Summer 2025.				

Major Capital Projects (over \$50 million in total)	Targeted Year of Completion	Project Cost to Dec 31, 2023 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
<b>University of Victoria Engineering &amp; Computer Science Building Expansion</b>	2026	6	144	150
<b>Objective:</b> Expansion of the Engineering and Computer Science Building and construction of a stand-alone High-bay lab building. Project is in procurement with completion expected in Summer 2026.				
<b>University of Victoria Student Housing</b>	2023	229	12	241
<b>Objective:</b> Demolition of the existing Emily Carr Hall, Margaret Newton Hall, and Cadboro Commons to construct two new buildings that include 782 (621 net new) student housing beds, 600 seat dining hall and multi-purpose space. The project is targeting Passive House certification. Project completed in Fall 2023.				
<b>Vancouver Community College – Centre for Clean Energy &amp; Automotive Innovation</b>	2027	0	291	291
Construction of a state-of-the-art, LEED Gold, Net Zero carbon emissions building that is envisioned to be an inter-disciplinary "hub" for the Broadway campus and the School of Trades, Technology and Design. The Centre will better serve academic goals and opportunities for innovation and increase social exchanges that improve the student experience. The project is in Procurement with completion expected in Summer 2027.				
<b>Vancouver Island University Student Housing and Dining</b>	2026	1	87	88
<b>Objective:</b> 266 beds in a new 9,547 m2 building with 7 storeys of mass timber construction above a two-storey concrete podium. Levels 1 & 2: 200-seat dining hall, study rooms, multi-purpose room, teaching kitchen, bike storage, shared laundry, Student Housing Offices. Levels 3 – 9: student housing, lounges & communal kitchens. Project is in procurement with completion expected in Spring 2026.				

Significant IT Projects (over \$20 million in total)	Targeted Year of Completion	Project Cost to Dec 31, 2023 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
<b>Modernizing StudentAidBC</b>	2025	14.85	4	18.85
<p><b>Objective:</b> Modernizing StudentAidBC is a multi-year, multi-phased initiative to improve the digital tools, information systems and internal processes, to enhance the experience of financial aid services to students.</p> <p>In 2023/24 the project:</p> <ul style="list-style-type: none"> <li>• Successfully launched the Institutional portal to create accounts, manage profiles, request designations, and oversee education programs,</li> <li>• Successfully launched the Ministry portal enabling Ministry users to manage institution profiles, and review/approve education programs.</li> </ul>				

## Appendix A: Public Sector Organizations

As of February 2024, the Minister of Post-Secondary Education and Future Skills is responsible and accountable for the following organizations:

### **Architectural Institute of BC**

Established in 1920 under the *Architects Act*, the Institute establishes standards for entry into the architectural profession; provides services to support just over 5,100 registrants in maintaining credentials and overall professionalism; and enforces the competency, ethical and professional standards expected of those in a regulated practice. The Institute began operating under the *Professional Governance Act* in 2023.

### **Applied Science Technologists and Technicians of BC**

The Applied Science Technologists & Technicians of BC (ASTTBC) was formed under the *Society Act* in 1958 and incorporated under the *Applied Science Technologists and Technicians Act* in 1985. ASTTBC has just under 6,700 registrants and regulates a large number of different designations, reflecting the broad scope of work of their registrants. ASTTBC began operating under the *Professional Governance Act* in 2021.

### **Association of British Columbia Forest Professionals (Forest Professionals BC)**

Forest Professionals BC (FPBC) is the business name of the Association of BC Forest Professionals. FPBC was originally brought into being with the passage of the 1947 *Foresters Act* and now represents over 5,300 registrants, including foresters and forest technologists. FPBC began operating under the *Professional Governance Act* in 2021.

### **Association of Professional Engineers and Geoscientists of BC (Engineers and Geoscientists BC)**

Engineers and Geoscientists BC (EGBC) is the business name of the Association of Professional Engineers and Geoscientists of the Province of British Columbia. EGBC was first established under the *Engineering Profession Act* of 1920. In 1990 the professional regulator expanded to include geoscientists, and now has more than 39,000 registrants. EGBC began operating under the *Professional Governance Act* in 2021.

### **BC Council on Admissions and Transfer**

BC Council on Admissions and Transfer (BCCAT) has a key coordinating role in facilitating communication and co-operation among post-secondary institutions and in ensuring a well-articulated system of academic course equivalency and academic credit transfer between and among institutions in British Columbia.

### **BCcampus**

BCcampus provides teaching, learning, educational technology, and open education resources and supports to British Columbia post-secondary institutions.

### **BC Council for International Education**

BCCIE is a provincial crown corporation that supports the internationalization efforts of B.C.'s public and independent K-12 schools, public and private colleges and universities and language schools. It promotes international education in and for B.C., enhancing B.C.'s international reputation for quality education and supporting the international education activities of the provincial government.

### **BC Electronic Library Network**

BC ELN's purpose is to develop and support system-wide mechanisms that allow post-secondary libraries to meet the expanding information needs of learners, educators, and researchers at the lowest possible cost.

### **BC Institute of Agrologists**

The British Columbia Institute of Agrologists (BCIA) was created in 1947 with the *Agrologists Act*, and currently has over 1,850 registrants. The practice of agrology includes many areas relating to natural resources and agriculture, including resource economics. BCIA began operating under the *Professional Governance Act* in 2021.

### **BC Registered Music Teachers Association**

BC Registered Music Teachers Association (BCRMTA) is a non-profit association. The objects of BCRMTA are to raise the standard of the profession, the promotion of the art of music teaching and the maintenance of the honour and interests of the music teaching profession.

### **BC Society of Landscape Architects**

The British Columbia Society of Landscape Architects Board of Examiners sets and administers the examination necessary for the registration of members in the BC Society of Landscape Architects and reviews all applicants' qualifications to determine acceptability.

### **Chartered Professional Accountants of British Columbia**

Chartered Professional Accountants of BC (CPABC) is the training, governing, and regulatory body for over 36,000 CPA members and 5,000 CPA students and candidates. CPABC carries out its primary mission to protect the public by enforcing the highest professional and ethical standards and contributing to the advancement of public policy.

### **College of Applied Biology (College of Applied Biologists)**

The College of Applied Biologists (CAB) was established in 2002 with the *College of Applied Biology Act*. They regulate professional biologists, and biology-related technologists and technicians. CAB currently has approximately 3,200 registrants. CAB began operating under the *Professional Governance Act* in 2021.

### **Degree Quality Assessment Board**

The Degree Quality Assessment Board is an independent advisory board that ensures legislated quality assurance requirements are met for post-secondary education in B.C.

### **EducationPlannerBC**

EducationPlannerBC (EPBC) is mandated to connect students to post-secondary education opportunities and associated career paths by improving post-secondary planning and application services. Additionally, EPBC's mandate includes establishing and maintaining a provincial data exchange hub to support the transition of B.C. students into post-secondary and between institutions within the B.C. post-secondary system.

### **SkilledTradesBC**

The ITA Act was repealed and replaced with the Skilled Trades BC Act (STBC Act) in March 2022, to manage and support an industry training and apprenticeship system in B.C. and to ensure that the system meets the Province's need for skilled workers.

### **StudentAid BC Appeal Committee**

The Committee reconsiders appeals at the request of StudentAidBC applicants or borrowers. It provides feedback, when requested, to StudentAidBC on proposed changes to key case review processes.

**Ministry of Post-Secondary Education  
and Future Skills**

**2023/24  
Annual Service Plan Report**

**August 2024**



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## Minister's Accountability Statement



The Ministry of Post-Secondary Education and Future Skills 2023/24 Annual Service Plan Report compares the Ministry's actual results to the expected results identified in the 2023/24 – 2025/26 Service Plan published in 2023. I am accountable for those results as reported.

A handwritten signature in cursive script that reads "Lisa Beare".

Honourable Lisa Beare  
Minister of Post-Secondary Education and Future Skills  
August 8, 2024

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## Letter from the Minister

It is my honour to present the 2023/24 Annual Service Plan Report for the Ministry of Post-Secondary Education and Future Skills. This report summarizes our progress over the past year to ensure post-secondary, skills and trades training are more accessible, affordable, inclusive, and relevant. Doing so helps British Columbians obtain the skills needed to work and thrive in a rapidly changing economy.

As a previous school board member, supporting and promoting education is close to my heart. I am honoured to be a part of the essential work of this ministry in creating opportunities for all British Columbians to succeed and reach their full potential. Since I became minister, I've made it a priority to meet with students and learners from across the province to hear what's important to them because people are at the core of everything that our ministry does. I've also had the pleasure to engage employers and industry leaders around the province to ensure that together we develop the talented and skilled workforce needed to sustain and grow our economy.

Over the next decade B.C. will have over one million job openings. Nearly 75% will require some form of education beyond high school. Consequently, ensuring post-secondary education and training are affordable and accessible is vital to meeting today's labour force needs, closing the skills gap, and preparing British Columbians for the jobs of the future. That's why in 2023 we launched the [Stronger BC: Future Ready Action Plan](#). It provides a strategic, focussed and sustainable pathway for B.C. to have the most inclusive and talent-driven workforce in Canada. It's a generational commitment, investing \$480M over three years to ensure people can get good jobs and build good lives in British Columbia.

Our ministry is focused on working toward true and meaningful reconciliation with Indigenous Peoples in British Columbia. We continued to engage and collaborate with Indigenous communities and partners so post-secondary education and skills training programs are relevant, responsive and receptive to the needs of Indigenous people and learners.

I am proud of all that our ministry has helped accomplish, and I look forward to continued collaboration across the post-secondary education sector to develop and deliver programs, services and supports so people can get good jobs and build rewarding lives here in British Columbia.



Honourable Lisa Beare  
Minister of Post-Secondary Education and Future Skills  
August 8, 2024

## Purpose of the Annual Service Plan Report

This annual service plan report has been developed to meet the requirements of the *Budget Transparency and Accountability Act* (BTAA), which sets out the legislative framework for planning, reporting and accountability for Government organizations. Under the BTAA, the Minister is required to report on the actual results of the ministry's performance related to the forecasted targets stated in the service plan for the reported year.

## Strategic Direction

The strategic direction set by Government in 2020 and the [Minister Selina Robinson's 2022 Mandate Letter](#) shaped the goals, objectives, performance measures and financial plan outlined in the [Ministry of Post-Secondary Education and Future Skills 2023/24 – 2025/26 Service Plan](#) and the actual results reported on in this annual report.

## Purpose of the Ministry

The Ministry of Post-Secondary Education and Future Skills guides collaboration for our education and skills training partners to contribute to the prosperity of British Columbians and a sustainable economy where people can gain the skills to succeed, and employers can access the talent they need and our skilled workforce continues to grow.

Underlying our work is recognition that an accessible, affordable, inclusive, and relevant post-secondary, skills and trades training system provides pathways to good-paying, high-opportunity jobs and supports sustainable economic growth.

The ministry oversees public and private post-secondary institutions through legislation, funding and accountability frameworks, and protects the interests and wellbeing of students, both domestic and international. The ministry oversees two Crown corporations: [SkilledTradesBC](#) and the [British Columbia Council for International Education](#) (BCCIE). It also supports learners' financial needs through [StudentAid BC](#) and works with institutions to provide additional supports such as student housing and mental health services.

Through federal labour market transfer agreements, the ministry provides targeted skills training opportunities to individuals, communities and employers. The ministry also provides education, labour market and career planning information so British Columbians can plan careers, access education and skills development programs and connect to jobs. This information also supports the growth of B.C.'s economy through targeted investments in education in high demand and high priority sectors.

The ministry is committed to reconciliation with Indigenous people by ensuring our institutions and training partners provide welcoming and culturally safe places to learn and work, helping Indigenous communities get training they need for economic and social well-being, and through implementation of the *Declaration of the Rights of Indigenous Peoples Act*.

## Operating Environment

At the start of 2023/24, the worst of the COVID-19 pandemic was behind us, and a sense of normalcy had largely returned to day-to-day life. However, the relief that greeted the end of the pandemic was tempered by a number of other challenges, some new and some ongoing. These included inflation, housing shortages, labour shortages, global conflict, and the impacts of climate change. These challenges further affirmed the vital role post-secondary education and skills training serves in shaping people's lives and ensuring the prosperity and success of British Columbia's future.

Challenges were not experienced equally. The most vulnerable people, as well as workers in certain sectors, continued to experience greater impacts to their employment income, mental health, and career trajectories. Indigenous people were also disproportionately impacted. The ministry continued to collaborate and consult with our partners to deliver and enhance programs, supports, and targeted programs to address the needs of those most effected.

In December 2023, government released the [Distinctions-Based Approach Primer](#) to assist in building an understanding of the legal basis for, and core elements of, a distinctions-based approach in all of the Province's relations with First Nations, Métis, and Inuit in British Columbia. The Province is required to take a distinctions-based approach in all of its relations with First Nations, Métis, and Inuit. The Distinctions-Based Approach has and will continue to impact many ministry policies and programs as well as legislation.

The [2023 Edition of the Labour Market Outlook](#) forecasts that over the next decade B.C. will have more than one million job openings with nearly 75% requiring some form of post-secondary education or training. To help meet this demand we continued to invest in programs, supports and resources that help thousands of British Columbians retrain or improve their skills, access and afford post-secondary education and training, and provided information and resources to make informed decisions about career options.

## Economic Statement

Following two years of strong recovery from the pandemic, economic growth in British Columbia moderated in 2023. After expanding by 3.9 per cent in 2022, B.C.'s real GDP increased by 1.6 per cent in 2023, the second highest growth rate among provinces (tied with Saskatchewan and Ontario) and outperforming the national average. Growth in B.C.'s real GDP was supported by service-producing industries such as real estate, rental and leasing; professional, scientific and technical services; transportation and warehousing; and healthcare and social assistance. Despite steady growth in the construction and mining, quarrying and oil and gas extraction sectors, output for goods-producing industries decreased in 2023, partly due to lower manufacturing activity. While B.C.'s economy continued to expand in 2023, some sectors such as transportation and warehousing and accommodation and food services have yet to fully return to pre-pandemic levels.

B.C.'s labour market continued to grow in 2023, with employment growth of 1.6 per cent and wages and salaries increasing by 6.9 per cent. However, B.C.'s unemployment rate rose to 5.2 per cent in 2023 from 4.6 per cent in the previous year as the labour force, supported by record high immigration, grew faster than employment. High interest rates tempered consumer spending on goods in 2023 and nominal retail sales edged down 0.1 per cent. In 2023, price pressures in B.C. moderated among a broad number of goods and services but remained elevated. B.C.'s inflation rate averaged 3.9 per cent in 2023, down from 6.9 per cent in 2022. B.C. home construction activity strengthened in 2023. Housing starts totalled 50,490 units in 2023, the highest annual pace on record and up 8.1 per cent compared to the previous year. High interest rates continued to weigh on home sales activity last year. B.C. MLS home sales decreased by 9.2 per cent in 2023, while the MLS average home sale price was 2.6 per cent lower than 2022. On the external front, B.C.'s international merchandise exports declined by 13.5 per cent in 2023, due to weaker global demand and lower commodity prices compared to 2022.

# Report on Performance: Goals, Objectives, and Results

The following goals, objectives and performance measures have been restated from the 2023/24 – 2025/26 service plan. For forward-looking planning information, including current targets for 2024/25 – 2026/27, please see the latest service plan on the [BC Budget website](#).

## Goal 1: British Columbia's workforce has access to post-secondary education and training to respond to the urgent need for more and new skills

This goal reflects government's commitment to help make life more affordable and enhance services British Columbians depend on. Accessible and inclusive post-secondary education and skills training that equips British Columbia's workforce for good-paying jobs is critical to an economy that works for everyone.

### Objective 1.1: Provide more affordable access to skills training and post-secondary education

Making post-secondary education and skills training more affordable and accessible is a priority for the ministry. As the value of post-secondary education continues to increase along with the growing demand for a well-educated, highly-skilled workforce, affordable access to post-secondary education and skills training is fundamental to ensuring B.C.'s workforce can keep pace.

#### Key results

- Built more student housing units as part of [Homes for People](#), government's housing action plan. As of March 2024:
  - 4,735 beds via provincial government loans/grants.
  - 3,031 beds via public post-secondary institution self-financing and partnerships.
- Improved affordability through the student financial assistance program, including the B.C. Access Grant, with \$38.1 million disbursed in up-front, needs-based non-repayable financial assistance to over 35,000 students.
- Helped more than 7,000 British Columbian learners of all ages increase their skills through access to short-term training programs by providing the StrongerBC future skills grant, providing access to up to \$3,500 per person in short-term skills training to people across the province.

- Continued working with partners to further improve opportunities for former children and youth in government care through the Provincial Tuition Waiver Program.
- Provided \$3.8 million to support 26 adult basic education and English language learning pathways to high-opportunity programs like early childhood education, practical nursing, and technology programs at 12 institutions across the province.

### **Summary of progress made in 2023/24**

As highlighted by the results above, and by the outcomes noted in the related performance measure below, the ministry made post-secondary education and skills training more affordable and accessible over the past year. Student access to affordable housing was increased while prioritising Indigenous learners and current and former youth in care. Affordability was improved through a range of student financial assistance programs, and through the StrongerBC future skills grant, which helped over 7,000 learners<sup>1</sup> increase their skills through access to more than 340 short-term training programs aligned with high-opportunity occupations. Approximately 1,440 youth formerly in care accessed tuition waivers<sup>2</sup> to pursue post-secondary education and skills training. About 31% of students accessing tuition waivers are Indigenous, and of those about 67% are female.

### **Objective 1.2: Build an inclusive workforce by bringing more people into the workforce who have historically been left behind**

Breaking down barriers to get more people into the workforce is a priority for the ministry. To ensure British Columbians are equipped to participate in our rapidly changing economy, and that our workforce can meet labour market demands, education and training needs to be inclusive to support a diverse and well-represented skilled workforce.

#### **Key results**

- Reduced barriers for internationally trained professionals seeking jobs in regulated occupations through the *International Credentials Recognition Act*, which received Royal Assent on Nov 8, 2023.
- Delivered, through SkilledTradesBC with funding from the Canada-BC Workforce Development Agreement (WDA), pre-apprenticeship programs that supported approximately 1,000 under-represented people, including women and Indigenous people, to connect to trades jobs and apprenticeships.
- Helped British Columbians attach or reattach to the labour market through WDA-funded programming serving 7,800 people through skills training for employment programs. Programs were delivered by third-party service providers that supported individuals facing barriers to labour market participation to increase their skills to find jobs or take further education and training, aligned with jobs in demand.

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<sup>1</sup> Source: StrongerBC: future skills grant Enterprise Data Warehouse (EDW)

<sup>2</sup> Provincial Tuition Waiver Program Database, StudentAid BC, 2024



- Helped British Columbians attach or reattach to the labour market through the StrongerBC: Future Ready Action Plan, providing \$24 million in grants to employers, sectors, and communities. Recipients included those impacted by downturns in the forestry sector, and projects that were funded helped train, retrain, or upgrade skills of 8,200 people across the province to meet critical labour market needs.

### Summary of progress made in 2023/24

As highlighted by the results above, and by the outcomes noted in the related performance measure below, the ministry continued to break down barriers to get more people into the workforce. The *International Credentials Recognition Act* applies to 18 B.C. professional regulatory authorities responsible for 29 occupations and will help internationally-trained professionals seeking employment in regulated occupations. Through SkilledTradesBC, the ministry supports equity in the trades, including recruiting, retaining, and advancing more women in the skilled trades. Over the past year, 46,400<sup>3</sup> people registered as apprentices - the highest ever in the province - including more Indigenous People as well as women, youth and other under-represented people. There was a 25% increase in women entering under-represented trades such as construction electrician, carpenter, automotive service technician, heavy deputy equipment technician and cabinetmaker.

### Performance measures and related discussion

Performance Measure	2022/23 Actual	2023/24 Target	2023/24 Actual
[1a] Post-Secondary costs are manageable and in line with household incomes <sup>1</sup>			
Undergraduate tuition and fees as a percent of median household income	6.8%	<7.7%	TBD <sup>3</sup>
Average percent of income recent grads used to repay education-related debt			
Diploma, Associate Degree & Certificate Students	4.5%	<8.0%	3.7%
Baccalaureate Graduates	7.2%	<8.0%	6.9%

Data source: Statistics Canada and BC Student Outcomes Surveys, 2023<sup>2</sup>

<sup>1</sup>As stated in the 2023/24 service plan, PM [1a] targets for 2024/25 and 2025/26 were identical to 2023/24 target.

<sup>2</sup>Results are based on an annual survey of public post-secondary students eight months to two years after they complete their programs.

<sup>3</sup>Results are based on data available through Statistics Canada via the Tuition and Living Accommodation Survey and the T1 Family File from the Canadian Revenue Agency. 2023/24 results will be available from Statistics Canada in the Summer of 2024 with the release of household income data and will be available to be reported in the 2025/26 Service Plan Report.

<sup>3</sup> SkilledTradesBC

<sup>4</sup>Efforts are made to contact all eligible public post-secondary graduates (over 55,000 each year), and a response rate of ~50% is consistently achieved. The margin of error for these measures is currently between +/- 0.9% and 1% (19 times out of 20).

This measure places the costs of post-secondary education in the context of people’s incomes. Results reflect the average domestic undergraduate tuition and compulsory fees as a percent of provincial median household income, as well as the estimated median monthly loan repayment as a percentage of median monthly income for employed students with education-related debt at the time of leaving their institution.

Undergraduate tuition and fees as a percent of median household income results are based on data available through Statistics Canada and Canadian Revenue Agency. Average percentage of income recent grads used to repay education-related debt are based on an annual survey of public post-secondary students eight months to two years after they complete their programs. Targets align with nationwide benchmarks for loan affordability in student financial aid literature.

Performance Measure	2019/20 Baseline	2022/23 Actual	2023/24 Target	2023/24 Actual
[1b] The percentage of individuals employed or in further education and training three months after completing a WDA skills training program	67%	73%	>70%	74%

Data source: 3-month Participant Outcomes Survey, Labour Market Development Division, Ministry of Post-Secondary Education and Future Skills.

<sup>1</sup>PM 1b targets for 2024/25 and 2025/26 were stated in the 2023/24 service plan as >70%, respectively.

<sup>2</sup>2023/24 Actual figure is calculated based on available survey data at time of writing (not the full fiscal year). This includes participants with program end dates from Apr 2023 to Nov 2023.

This performance measure highlights the success of the ministry’s WDA skills training programs in moving British Columbians along the employment continuum. This is accomplished by measuring outcomes three months after completing a program. Specifically, it measures the number of participants who became employed or moved on to further education and training. It does not include people who participated in the B.C. Employer Training Grant, most of whom were employed before and during training. By excluding these participants, the measure focuses on people who are unemployed, the majority of whom face systemic barriers to labour market participation. This includes First Nations, Métis and Inuit, as well as immigrants, people with disabilities, visible minorities and youth-at-risk.

## **Goal 2: British Columbia’s workforce is built for change with responsive and innovative post-secondary education and training**

This goal reflects government’s commitment to building a strong, secure, and sustainable economy that works for everyone. The ministry works with partners to ensure post-secondary education and skills training programs, services and supports are responsive, relevant and aligned with the labour market and career opportunities.

### **Objective 2.1: Support a more responsive and relevant post-secondary and skills training system**

A responsive and relevant post-secondary education and skills training system is necessary to enable workers to acquire new skills to meet evolving occupational requirements and labour market demands.

#### **Key results**

- Helped more apprentices benefit from increased skills, and helped more employers access the workforce they need with the successful implementation of Skilled Trades Certification for mechanical and electrical trades.
- As a part of the StrongerBC: Future Ready Action Plan, ensured post-secondary and skills training is more accessible and responsive by:
  - Providing funding to 14 public post-secondary institutions and five First Nations to develop and deliver 47 new micro-credentials.
  - Increasing access to post-secondary education in rural and remote northern communities through the Contact North BC program, which helped more than 1,460 students complete online or hybrid education programs and courses while remaining in their communities.
  - Invested a total of \$1.5 million in funding to increase and enhance co-operative education and other work-integrated learning opportunities for students at 13 of the province’s smaller post-secondary institutions.
- Developed and announced new measures to improve quality, raise standards, and ensure greater accountability for institutions in B.C. through Phase I of the international education framework.

#### **Summary of progress made in 2023/24**

As highlighted by the results above, and by the outcomes noted in the related performance measure, the ministry created opportunities for British Columbians to quickly increase their skills and acquire new ones. In addition to these results, the ministry also worked with public post-secondary institutions to launch [TradeUpBC](#), a training hub that offers flexibility for people in high demand sectors to advance their skills via short-term courses while working. As

of March 2024, TradeUpBC offers 83 short-term courses for people from six public post-secondary institutions. The ministry also continued to advance work to launch B.C.'s new medical school, and as part of the StrongerBC: Future Ready Action Plan, has begun work to add 2,000 more student spaces at public post-secondary institutions in tech-relevant programming.

## **Objective 2.2: Provide British Columbia's workforce with the best information available to make informed decisions about their education, training, and career opportunities**

Providing accurate, high-quality information on post-secondary education, skills training and workforce development opportunities helps ensure British Columbians are connected to current and future labour market opportunities.

### **Key results**

- Launched the 2023 Edition of the [B.C. Labour Market Outlook \(LMO\)](#), reflecting today's demographic and industry trends, and providing information about job openings for the next 10 years to help British Columbians make informed decisions about their careers.
- The ministry, in collaboration with EducationPlannerBC, introduced the [Find Your Path](#) tool as part of the StrongerBC: Future Ready Action Plan. This tool offers personalized pathways outlining the steps to achieve educational and career goals, providing British Columbians centralized access to seamless educational and career guidance.
- The Find Your Fit program, an interactive event tour that helps students discover and explore careers, visited 43 schools across seven regions of the province, engaging with approximately 43,000 students. This included five Indigenous schools engaging with approximately 690 students.
- Launched Find Answers, an information campaign targeted to providing job seekers and career explorers with resources, launched in February 2024 and continued until March 31, 2024 with over 110,000 visits.

### **Summary of progress made in 2023/24**

As highlighted by the results above, and by the outcomes noted in the related performance measure, the ministry continued to provide British Columbians the best information available for informed decision-making. From supporting learners in their learning and career goals through [EducationPlannerBC](#) to hosting Find Your Fit events, people who need to increase their skills or acquire new ones can rely on a variety of ministry resources to help make decisions about their career and education. Educators, large and small businesses, and industry use the ministry's labour market information such as the 2023 Edition of the [B.C. Labour Market Outlook \(LMO\)](#) in their planning. Government uses it to make informed decisions about new services, investments, policy and programs. The [WorkBC website](#), which includes access to a sophisticated job board, high-opportunity occupations, education and

skills training, and innovative career tools had over 6.1 million visits representing a 30% increase from previous year.

### Performance measures and related discussion

Performance Measure	2022 Actual	2023 Target	2023 Actual
[2a] Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment <sup>1</sup>	85.4%	≥ 90%	85.9%

Data source: BC Student Outcomes Surveys, 2023<sup>1</sup>

<sup>1</sup>Efforts are made to contact all eligible public post-secondary graduates (over 55,000 each year), and a response rate of ~50% is consistently achieved. The margin of error for these measures is currently between +/- 0.3% and 0.4% (19 times out of 20).

<sup>1</sup>PM [2a] targets for 2024 and 2025 were stated in the 2023/24 service plan as ≥ 90%, respectively.

This measure reports the percent of employed graduates who indicated the knowledge and skills they acquired through their education was *very useful* or *somewhat useful* in performing their job. Results are based on an annual survey of public post-secondary students eight months to two years after they complete their programs, which allows graduates time to reflect on their education in relation to their experience in the workforce. Results for this measure remain high, although are slightly below the target. This measure is part of the [Accountability Framework](#), which is a set of planning and reporting processes for British Columbia’s public post-secondary education system.

Performance Measure	2020/21 Baseline	2022/23 Actual	2023/24 Target	2023/24 Actual
[2b] Number of online and in-person engagements with ministry-provided labour market, career planning and education information	6.43M	8.45M	Maintain or increase	10.15M

Data source: Labour Market Information (LMI), career planning resources and career opportunities, as well as information on education choices that are accessed through all available ministry sources, including the [EducationPlannerBC](#) website and [WorkBC.ca](#).

<sup>1</sup>PM 2b targets for 2024/25 and 2025/26 were stated in the 2023/24 service plan as *Maintain or increase*.

This measure reflects ministry efforts to engage and connect British Columbians in all regions of the province through a variety of relevant and accessible platforms (online, in-person, print and social media) that provide education, labour market and career planning information, resources, and tools. This measure reports the number of times labour market information, career planning resources and career opportunities, as well as information on education choices are accessed through all available ministry sources, including the [EducationPlannerBC website](#) and the [WorkBC website](#). The steady increase in engagements reflects the successful expansion and improvement of the information and services offered to the public, including the launch of a redesigned WorkBC.ca site, and the launch of the Find Your Path service on EducationPlannerBC.ca.

## **Goal 3: Advance reconciliation and self-determination with First Nations, Métis and Inuit in B.C. through post-secondary education and skills training**

This goal reflects government's commitment to the [\*Declaration on the Rights of Indigenous Peoples Act\*](#) (the *Declaration Act*). Meaningful reconciliation requires recognizing the rights of Indigenous Peoples to participate in joint decision-making regarding post-secondary education and skills training policies, programs, and services. Supporting self-determination in the post-secondary education and training system will help Indigenous learners and Indigenous Peoples access a range of culturally responsive and relevant programs that meet their priorities.

### **Objective 3.1: Implement the *Declaration on the Rights of Indigenous Peoples Act* and relevant components of the Action Plan**

The objectives of the *Declaration Act* will guide government's work with Indigenous Peoples to advance reconciliation. Self-determined and culturally-relevant post-secondary education and skills training are fundamental to meeting these commitments. This goal underscores the ministry's ongoing commitment to reconciliation through the inclusion of [\*Declaration Act Action Plan\*](#) actions.

Initiatives are being undertaken in consultation and collaboration as outlined in the *Interim Approach to Implement the Requirements of Section 3 of the Declaration Act*.

#### **Key results**

- Collaborated with the First Nations Education Steering Committee (FNESC) and the Indigenous Adult and Higher Learning Association (IAHLA) to develop legislation that will substantively fulfill Declaration Act Action Plan Action 1.8 with respect to First Nations. The legislation will reflect the critical role that First Nations-mandated post-secondary institutes play in the B.C. post-secondary education system and will commit to ongoing operational and capacity funding for eligible institutes.
- In support of Declaration Act Action Plan Action 1.8 for the provision of core and capacity funding, provided \$450,000 to six First Nations-mandated post-secondary institutes to support specific initiatives that contribute to continued growth and development. Nine First Nations-mandated institutes each received \$400,000 in core operational funds to provide predictability and stability to establish long-term operational and program plans that best supports their communities and learners.
- Provided \$250,000 to support Métis Nation BC in their exploration of potential models for a Métis post-secondary institute. The work supports the component of the Declaration Act Action Plan Action 1.8 as it pertains to the Métis post-secondary institute being developed by Métis Nation BC.

- Worked closely with Native Education College (NEC) to build its capacity, meeting regularly to set direction and to collaborate on specific initiatives. This work supports Declaration Act Action Plan action 1.9 with respect to NEC.
- Provided funding through the Indigenous Skills Training and Education program to First Nations, Métis Nation BC and the BC Association of Aboriginal Friendship Centres to deliver self-determined, community-based skills training and post-secondary education leading to labour market participation, further education and training, community revitalization, and socio-economic well-being. This work supports Declaration Act Action Plan 4.41.

### **Summary of progress made in 2023/24**

The key results above highlight the ministry's commitment to meaningful reconciliation, and how we are working in consultation and collaboration to advance Declaration Act Action Plan commitments. Through the Indigenous Skills Training and Education program, funding was provided to 72 First Nations, First Nation-designated and partner organizations as well as to Métis Nation BC and Friendship Centers. Projects include essential skills and upgrading, literacy and numeracy, early childhood education, firefighting, various trades training programs, language training, office administration, food sovereignty, and stewardship initiatives. In addition to training and education, wraparound supports, such as childcare, transportation, life skills, counselling, and cultural supports, are provided to remove barriers to accessing and succeeding in the program.

The ministry leads four Declaration Act Action Plan actions. These actions are the result of many years of distinct consultation and co-operation with First Nations, Métis Nation BC and Indigenous organizations. The ministry also worked with partners to advance several additional Declaration Act Actions, including:

- Work in collaboration with the Ministry of Education and Child Care, the First Nations Leadership Council (FNLC) and the FNESC to develop and implement Declaration Act Action 3.03 to conduct an Indigenous-specific Racism Review in the education system. Métis Nation BC has also been informed of upcoming engagement on this work. This work is in early stages.
- Work with the Ministry of Education and Child Care, FNESC and the IAHLA on co-developing initiatives to support Declaration Act Action 4.02, for the training, recruitment and retention of First Nations teachers. A workplan was developed in collaboration with Ministry of Education and Child Care and FNESC, and actions are being implemented.
- Collaborate with FNESC, FNLC, the Ministry of Education and Child Care, and Ministry of Children and Family Development to participate in a Technical Table supporting Declaration Act Action 4.18, to improve education outcomes of current and former First Nation children and youth in care. A Protocol and workplan have been developed and actions are being implemented.
- The Province continues to recognize the importance of First Nations language fluency degrees through a \$3 million investment over three years (2023-24 to 2025-26) from

the StrongerBC: Future Ready Action Plan. This funding supports Declaration Act Action 4.30 (Indigenous language revitalization) through the Indigenous Language Fluency Degree Framework, which was initiated by First Nations and First Nations-mandated post-secondary institutes and continues to be First Nations-led.

- Through the StrongerBC: Future Ready Action Plan, the ministry continues to support Métis Nation BC to advance increased access to culturally relevant post-secondary opportunities for Michif language revitalization in alignment with Declaration Act Action 4.30 (Indigenous language revitalization).

### **Objective 3.2: Co-develop approaches to the delivery of skills training and post-secondary education programs to meet the needs of Indigenous learners and communities.**

Building a better B.C. for everyone must be grounded in meaningful reconciliation. Equipping all British Columbians for the jobs of the future includes thoughtful co-development of the approach in consultation and cooperation to reflect diverse Indigenous knowledge, values, and culture. This ensures for the distinct needs and priorities of First Nations, Métis and urban Indigenous people are met, respecting the contributions and perspectives of each.

The Province is committed to a distinctions-based approach. This requires that the Province's dealings with First Nations, Métis, and Inuit Peoples be conducted in a manner that acknowledges the specific rights, interests, priorities, and concerns of each, while respecting and acknowledging these distinct Peoples with unique cultures, histories, rights, laws, and governments. In many cases, a distinctions-based approach may require that the Province's relationship and engagement with First Nations, Métis and Inuit Peoples include different approaches or actions and result in different outcomes.

#### **Key results**

- Through the Canada-B.C. Workforce Development Agreement, SkilledTradesBC funded six Indigenous People in Trades Training programs around the province. The programs provided various individualized and group services and supports, hands-on trades exploration training, entry-level (pre-apprenticeship) trades technical training, industry recognized certification training, mentorship, job coaching and employment placement services.

#### **Summary of progress made in 2023/24**

The key result above provides an example of the ministry's commitment to engaging with various partners for distinctions-based approaches in the delivery of skills training and supports. Indigenous peoples' participation in skilled trades as apprentices increased by 14%, or 1,718 people, in 2023/24<sup>4</sup>. SkilledTradesBC works closely with an Indigenous Advisory Council and with Indigenous community training and employment service agencies, including B.C.'s Indigenous Skills and Employment Training providers.

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<sup>4</sup> Source: SkilledTradesBC



## **Performance measure and related discussion**

The Province reports annually on progress made to implement the Declaration Act, with the latest report released in June 2024. This report on the Province's [Declaration Act website](#) is developed in consultation and cooperation with Indigenous Peoples in B.C. and uses a comprehensive and accessible model of reporting that provides information on each action that shows the progress, complexity, challenges, and collaboration.

In place of a conventional performance measure, the ministry relies on the Declaration Act annual report to show progress toward achieving the ministry's actions. The ministry works in consultation and cooperation, taking distinct approaches with First Nations, and Métis Nation BC, and other Indigenous partners to advance key legislative, policy and program initiatives, including those identified in the Declaration Act Action Plan.

Our priorities for this work are informed by the priorities identified by FNEESC as well as Métis Nation BC and other Indigenous partners and progress is being made in several areas. The action items that the ministry is leading and supporting are to be implemented over five years and, as such, progress will advance more quickly on some actions than others, based on the priorities identified through consultation and collaboration.

# Financial Report

## Financial Summary

	Estimated (\$000)	Other Authoriz- ations <sup>1</sup> (\$000)	Total Estimated (\$000)	Actual (\$000)	Variance (\$000)
<b>Operating Expenses</b>					
Educational Institutions and Organizations	2,518,465	534,425	3,052,890	3,048,984	(3,906)
Student Services Programs	75,901	0	75,901	83,571	7,670
Private Training Institutions	1	0	1	0	(1)
Workforce Development and Skills Training	40,310	14,664	54,974	47,719	(7,255)
Transfers to Crown Corporations and Agencies	106,285	438	106,723	106,723	0
Executive and Support Services	29,017	2,364	31,381	34,873	3,492
<b>Sub-total</b>	<b>2,769,979</b>	<b>551,891</b>	<b>3,321,870</b>	<b>3,321,870</b>	<b>0</b>
Adjustment of Prior Year Accrual <sup>2</sup>	0	0	0	0	0
<b>Total</b>	<b>2,769,979</b>	<b>551,891</b>	<b>3,321,870</b>	<b>3,321,870</b>	<b>0</b>
<b>Ministry Capital Expenditures</b>					
Executive and Support Services	504	0	504	160	(344)
<b>Total</b>	<b>504</b>	<b>0</b>	<b>504</b>	<b>160</b>	<b>(344)</b>
<b>Capital Plan</b>					
Educational Institutions and Organizations- Post-Secondary Institutions	818,635	0	818,635	481,530	(337,105)
<b>Total</b>	<b>818,635</b>	<b>0</b>	<b>818,635</b>	<b>481,530</b>	<b>(337,105)</b>

<sup>1</sup> "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies. Amounts in this column are not related to the "estimated amount" under sections 5(1) and 6(1) of the *Balanced Budget and Ministerial Accountability Act* for ministerial accountability for operating expenses under the Act.

<sup>2</sup> The Adjustment of Prior Year Accrual is a reversal of accruals in the previous year.

## Operating statement for Public Post-Secondary Institutions

Post-Secondary Education	2023/24 Budget (\$million)	2023/24 Actual (\$million)	Variance (\$million)
<b>Combined Operating Statement</b>			
Total Revenues	8,065	8,589	524
Total Expenses	7,943	8,423	480
Operating Results	122	166	44
Gain (Loss) on Sale of Capital Assets	0	117	117
<b>Net Results</b>	<b>122</b>	<b>283</b>	<b>161</b>

## Capital Expenditures

Major Capital Projects (over \$50 million in total)	Targeted Year of Completion	Project Cost to Mar 31, 2024 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
<b>British Columbia Institute of Technology Student Housing</b>	2025	79	63	142
<b>Objective:</b> Construction of a 470-bed student housing building at BCIT's Burnaby Campus. Project is in construction with completion expected in spring 2025.				
<b>British Columbia Institute of Technology Trades and Technology Complex</b>	2027	5	213	218
<b>Objective:</b> The BCIT Trades and Technology Complex comprises a series of phased projects that will replace and modernize existing functionally inadequate buildings and enhance and expand the Institute's Trades and Technology teaching space. This project will include demolition of space and the construction of a replacement facilities located in the South Campus. Project is in procurement with completion expected in spring 2027.				
<b>Camosun College Student Housing</b>	2027	0	155	155
<b>Objective:</b> 423 beds of student housing in a six-storey wood-frame building that combines five storeys of student housing on top of the first level podium that will include amenities and services. Project is in planning, with completion expected in 2027.				
<b>Capilano University Student Housing</b>	2025	15	43	58
<b>Objective:</b> New six-storey, 362-bed wood frame Student Housing building with mass timber 250-seat dining hall. Project is in construction with completion expected in winter 2024.				
<b>Capilano University New Campus Squamish</b>	2023	64	66	66
<b>Objective:</b> Purchase of 18-acres former Quest University property with 131,684 sf of existing university infrastructure, constructed in 2007: Academic Building (45,657 sf); Library (37,490 sf); University Services Building with a cafeteria and event space (26,680 sf); Recreation Centre with gym & fitness centre (21,857 sf); an all-weather sports field, and two large parking lots. Project completed in summer 2023.				

Major Capital Projects (over \$50 million in total)	Targeted Year of Completion	Project Cost to Mar 31, 2024 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
<b>Capilano University Squamish Student Housing</b>	2026	0	55	55
<b>Objective:</b> Acquisition and fit-out of three existing student housing buildings to provide 333 beds at CAPU's new Squamish Campus. Acquisition to be completed in May 2024, with fit-out and minor repairs and maintenance on the three buildings to be completed by 2026.				
<b>Douglas College Academic and Student Housing</b>	2027	14	318	332
<b>Objective:</b> A newly constructed 20-story concrete tower that combines 11 stories of academic space and 13 stories of student housing to create a living-learning community. Project is in procurement with completion expected in spring 2027.				
<b>North Island College Student Housing</b>	2025	16	62	78
<b>Objective:</b> Construction of two new mass timber student housing buildings with a total of 217 beds. This includes a four-storey mass timber single student building that will provide 157 beds and a four-storey mass timber family building that will provide 60 beds. Project is in construction with completion expected in summer 2025.				
<b>Okanagan College Student Housing</b>	2024	49	26	75
<b>Objective:</b> Construction of 376 student housing beds across the Kelowna, Salmon Arm and Vernon campuses of Okanagan College. Projects are in construction with completion expected in summer 2024.				
<b>Okanagan College Centre for Food Wine and Tourism</b>	2026	0	56	56
<b>Objective:</b> Construction of a four-storey hybrid mass timber building at the Kelowna campus of Okanagan College. The building will include labs, classrooms and common spaces to support culinary, viticulture and tourism programming. Project is in procurement and expected to complete in fall 2026.				

Major Capital Projects (over \$50 million in total)	Targeted Year of Completion	Project Cost to Mar 31, 2024 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
<b>Royal Roads West Shore Learning Centre</b>	2025	56	50	106
<p><b>Objective:</b> New 8,904 square metre (m<sup>2</sup>), five-storey West Shore Learning Centre with four storeys of mass timber construction above a concrete first level and basement. Includes flexible classrooms, Indigenous spaces, learning commons, innovation space, academic and student support offices, and staff workspaces. Project is in construction with completion expected in 2025.</p>				
<b>Simon Fraser University Student Housing</b>	2023	114	2	116
<p><b>Objective:</b> Construction of a new student housing building (383 student housing beds, 30 short term and 2 residence assistant / faculty-in-residence apartments) and renovation and expand the dining commons (800 seat capacity). Project completed in fall 2023.</p>				
<b>Simon Fraser University Digital Research Infrastructure Refresh - CEDAR</b>	2025	0	82	82
<p><b>Objective:</b> To refresh the Cedar supercomputer at SFU's Burnaby Campus. Project expected to complete in 2025.</p>				
<b>Simon Fraser University Student Housing Phase 3</b>	2027	0	188	188
<p><b>Objective:</b> Construction of an eight-storey student housing building with 445 new student housing beds at the SFU Burnaby campus. Anticipated occupancy in Fall 2027.</p>				
<b>University of British Columbia School of Biomedical Engineering</b>	2025	82	57	139
<p><b>Objective:</b> Construction of a 14,520 m<sup>2</sup> facility to accommodate the School of Biomedical Engineering. Project is in construction with completion expected in early 2025.</p>				

Major Capital Projects (over \$50 million in total)	Targeted Year of Completion	Project Cost to Mar 31, 2024 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
<b>University of British Columbia – Gateway Building</b>	2025	104	91	195
<p><b>Objective:</b> The Gateway Building will co-locate the School of Nursing, School of Kinesiology, Integrated Student Health Services, and component of UBC Health together in a building that will facilitate inter-program interaction and synergies and contribute to students' health and wellbeing and to the continued advancement and growth of the two schools nationally and globally. This Project is funded by UBC and currently in construction with completion expected in 2025.</p>				
<b>University of British Columbia – Recreation Centre North</b>	2024	43	25	68
<p><b>Objective:</b> The new UBC Rec Centre will measure 101,000 square feet and include a fitness centre, three gyms, an indoor track, multi-purpose rooms and administration offices. This project is funded by UBC and currently in construction with completion expected in November 2024.</p>				
<b>University of British Columbia – Sauder School of Business Power House Expansion</b>	2027	3	144	147
<p><b>Objective:</b> This project will facilitate a purposeful shift from learning spaces that emphasize teaching through lectures to spaces that foster creativity and innovation through experiential learning and teamwork. The project includes classrooms, teaching labs and innovative learning spaces, as well as offices and support space. A new Centre for Collaborative Learning will support and grow entrepreneurial learning. This project is funded by UBC and is currently in design with completion expected in March 2027.</p>				
<b>University of British Columbia - ʔəl sic snpaʔnwixʷtn - UBCO</b>	2026	21	98	119
<p><b>Objective:</b> A new four-storey 13,564 m<sup>2</sup> interdisciplinary academic building containing teaching, research, office and community and engagement space, including 100-seat and 200-seat lecture theatres. This project is funded by UBC and is currently in construction with completion expected in March 2026.</p>				

Major Capital Projects (over \$50 million in total)	Targeted Year of Completion	Project Cost to Mar 31, 2024 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
<b>University of British Columbia – UBCO Downtown Kelowna Project</b>	2027	22	32	54
<p><b>Objective:</b> Community-facing academic space in the heart of Kelowna, in close proximity to many of our community partners working in health, tech, business, and arts and culture. This project is funded by UBC and is currently in construction with completion expected in August 2027.</p>				
<b>University of British Columbia –Brock Commons Phase 2</b>	2024	153	12	165
<p><b>Objective:</b> The Brock Commons Phase 2 project is a mixed-use student housing and academic development that has been designed as two stand-alone buildings on either side of Water Gage Road, immediately adjacent to East Mall. The two buildings will house 600 student housing beds with associated support spaces, and the Commons block for all of Brock Commons. This project is funded by UBC and is currently in construction with completion expected in summer 2024.</p>				
<b>University of British Columbia Student Housing – Lower Mall Precinct</b>	2029	0	560	560
<p><b>Objective:</b> Construction of a five-building complex that includes 1,508 student housing beds, dining hall and amenity space on the St. John’s College site at the UBC Vancouver campus. Redevelopment of the St. John’s College site requires deconstruction of existing buildings, including 175 beds for a net new 1,333 student housing beds. Phased occupancy anticipated to start in Fall 2028 and complete in Fall 2029.</p>				
<b>University of the Fraser Valley Student Housing</b>	2025	9	96	105
<p><b>Objective:</b> Construction of a new six-storey, 398-bed hybrid mass timber student housing facility, with ground floor common areas and five floors of student housing. Project is in construction with completion expected in summer 2025.</p>				



Major Capital Projects (over \$50 million in total)	Targeted Year of Completion	Project Cost to Mar 31, 2024 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
<b>University of Victoria Engineering &amp; Computer Science Building Expansion</b>	2026	14	136	150
<b>Objective:</b> Expansion of the Engineering and Computer Science Building and construction of a stand-alone high-bay lab building. Project is in construction with completion expected in summer 2026.				
<b>University of Victoria Student Housing</b>	2023	242	0	242
<b>Objective:</b> Demolition of the existing Emily Carr Hall, Margaret Newton Hall, and Cadboro Commons to construct two new buildings that include 782 (621 net new) student housing beds, 600 seat dining hall and multi-purpose space. The project is targeting Passive House certification. Project completed in Fall 2023.				
<b>Vancouver Community College – Centre for Clean Energy &amp; Automotive Innovation</b>	2027	0	315	315
<b>Objective:</b> Construction of a LEED Gold, Net Zero carbon emissions building that is envisioned to be an inter-disciplinary "hub" for the Broadway Campus and the School of Trades, Technology and Design. The centre will better serve academic goals and opportunities for innovation and increase social exchanges that improve the student experience. The project is in procurement with completion expected in summer 2027.				
<b>Vancouver Island University Student Housing and Dining</b>	2027	2	105	107
<b>Objective:</b> 266 student housing beds in a new 9,547 m <sup>2</sup> building with seven storeys of mass timber construction above a two-storey concrete podium. Levels 1 and 2: 200-seat dining hall, study rooms, multi-purpose room, teaching kitchen, bike storage, shared laundry, student housing offices. Levels 3 – 9: student housing, lounges and communal kitchens. Project is in procurement with completion expected in summer 2027.				

Significant IT Projects (over \$20 million in total)	Targeted Year of Completion	Project Cost to Mar 31, 2024 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
<b>Modernizing StudentAidBC</b>	2025	12.7	1.7	14.3
<p><b>Objective:</b> Modernizing StudentAidBC is a multi-year, multi-phased initiative to improve the digital tools, information systems and internal processes, to enhance the experience of financial aid services to students.</p> <p>In 2023/24 the project:</p> <ul style="list-style-type: none"> <li>• Successfully launched the institution portal to create accounts, manage profiles, request institution designation, and oversee education programs.,</li> <li>• Successfully launched the ministry portal enabling ministry users to manage institution profiles, and review/approve education programs.</li> </ul>				

## Appendix A: Public Sector Organizations

As of August 2024, the Minister of Post-Secondary Education and Future Skills is responsible and accountable for the following organizations:

### **Architectural Institute of BC**

Established in 1920 under the *Architects Act*, the Institute establishes standards for entry into the architectural profession; provides services to support just over 5,100 registrants in maintaining credentials and overall professionalism; and enforces the competency, ethical and professional standards expected of those in a regulated practice. The Institute began operating under the *Professional Governance Act* in 2023.

### **Applied Science Technologists and Technicians of BC**

The Applied Science Technologists and Technicians of BC (ASTTBC) was formed under the *Society Act* in 1958 and incorporated under the *Applied Science Technologists and Technicians Act* in 1985. ASTTBC has just under 6,700 registrants and regulates a large number of different designations, reflecting the broad scope of work of their registrants. ASTTBC began operating under the *Professional Governance Act* in 2021.

### **Association of British Columbia Forest Professionals (Forest Professionals BC)**

Forest Professionals BC (FPBC) is the business name of the Association of BC Forest Professionals. FPBC was originally brought into being with the passage of the 1947 *Foresters Act* and now represents over 5,300 registrants, including foresters and forest technologists. FPBC began operating under the *Professional Governance Act* in 2021.

### **Association of Professional Engineers and Geoscientists of BC (Engineers and Geoscientists BC)**

Engineers and Geoscientists BC (EGBC) is the business name of the Association of Professional Engineers and Geoscientists of the Province of British Columbia. EGBC was first established under the *Engineering Profession Act* of 1920. In 1990 the professional regulator expanded to include geoscientists, and now has more than 39,000 registrants. EGBC began operating under the *Professional Governance Act* in 2021.

### **BC Council on Admissions and Transfer**

BC Council on Admissions and Transfer (BCCAT) has a key coordinating role in facilitating communication and co-operation among post-secondary institutions and in ensuring a well-articulated system of academic course equivalency and academic credit transfer between and among institutions in British Columbia.

### **BCcampus**

BCcampus provides teaching, learning, educational technology, and open education resources and supports to British Columbia post-secondary institutions.

### **BC Council for International Education**

BCCIE is a provincial crown corporation that supports the internationalization efforts of B.C.'s public and independent K-12 schools, public and private colleges and universities and language schools. It promotes international education in and for B.C., enhancing B.C.'s international reputation for quality education and supporting the international education activities of the provincial government.

### **BC Electronic Library Network**

BC Electronic Library Network 's purpose is to develop and support system-wide mechanisms that allow post-secondary libraries to meet the expanding information needs of learners, educators, and researchers at the lowest possible cost.

### **BC Institute of Agrologists**

The British Columbia Institute of Agrologists (BCIA) was created in 1947 with the *Agrologists Act*, and currently has over 1,850 registrants. The practice of agrology includes many areas relating to natural resources and agriculture, including resource economics. BCIA began operating under the *Professional Governance Act* in 2021.

### **BC Registered Music Teachers Association**

BC Registered Music Teachers Association (BCRMTA) is a non-profit association. The objects of BCRMTA are to raise the standard of the profession, the promotion of the art of music teaching and the maintenance of the honour and interests of the music teaching profession.

### **BC Society of Landscape Architects**

The British Columbia Society of Landscape Architects Board of Examiners sets and administers the examination necessary for the registration of members in the BC Society of Landscape Architects and reviews all applicants' qualifications to determine acceptability.

### **Chartered Professional Accountants of British Columbia**

Chartered Professional Accountants of BC (CPABC) is the training, governing, and regulatory body for over 36,000 CPA members and 5,000 CPA students and candidates. CPABC carries out its primary mission to protect the public by enforcing the highest professional and ethical standards and contributing to the advancement of public policy.

### **College of Applied Biology (College of Applied Biologists)**

The College of Applied Biologists (CAB) was established in 2002 with the *College of Applied Biology Act*. They regulate professional biologists, and biology-related technologists and technicians. CAB currently has approximately 3,200 registrants. CAB began operating under the *Professional Governance Act* in 2021.

### **Degree Quality Assessment Board**

The Degree Quality Assessment Board is an independent advisory board that ensures legislated quality assurance requirements are met for post-secondary education in B.C.

### **EducationPlannerBC**

EducationPlannerBC (EPBC) is mandated to connect students to post-secondary education opportunities and associated career paths by improving post-secondary planning and application services. Additionally, EPBC's mandate includes establishing and maintaining a provincial data exchange hub to support the transition of B.C. students into post-secondary and between institutions within the B.C. post-secondary system.

### **SkilledTradesBC**

The *Industry Training Authority Act* was repealed and replaced with the *Skilled Trades BC Act* (STBC Act) in March 2022, to manage and support an industry training and apprenticeship system in B.C. and to ensure that the system meets the Province's need for skilled workers.

### **StudentAid BC Appeal Committee**

The Committee includes a diverse group of representatives from across the public and private post-secondary education sector who review StudentAid BC appeals decisions at the request of student applicants. Appeal committee recommendations are presented for response to the Assistant Deputy Minister or designate.

## Appendix B: Progress on Mandate Letter Priorities

The following is a summary of progress made on priorities as stated in [Minister Selina Robinson's 2022 Mandate Letter](#).

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>Recognizing the global trend of labour shortages, deliver StrongerBC's Future Ready Skills plan with clear actions to continue expanding access to affordable, accessible, and relevant training so British Columbians have the skills they need for the jobs of the future.</p>	<ul style="list-style-type: none"> <li>• The StrongerBC: Future Ready Action Plan (the Plan), launched in May 2023.</li> <li>• Budget 2023 allocated \$480 million to the Plan over three fiscal years (FY 23/24 - FY 25/26)</li> </ul>
<p>Continue to advance work to launch B.C.'s second medical school in Surrey.</p>	<ul style="list-style-type: none"> <li>• A new medical school at Simon Fraser University project was announced in November 2022.</li> <li>• The new medical school is on schedule to open in summer 2026 with 48 seats, growing to 120 seats at full capacity.</li> </ul>
<p>Meet or exceed the Homes for B.C. Plan target of 8,000 new student housing units to build even more homes to support students and take pressure off local rental markets, and explore innovative agreements to develop and build more student rental housing.</p>	<ul style="list-style-type: none"> <li>• As of March 2024, 7,766 new student housing beds have been announced (see Appendix A):             <ul style="list-style-type: none"> <li>○ 4,735 beds via provincial government loans/grants</li> <li>○ 3,031 beds via PSI self-financing and partnerships</li> </ul> </li> </ul>
<p>Explore the expansion of the Single Parent Employment Initiative.</p>	<ul style="list-style-type: none"> <li>• Responsibility falls under the Ministry of Social Development and Poverty Reduction.</li> </ul>

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>With support from the Parliamentary Secretary for Labour, help more people to choose jobs in the trades, including by continuing the implementation of Skilled Trades Certification and building on its success through considering other trades that could be included.</p>	<ul style="list-style-type: none"> <li>• The first phase of implementation occurred in December 2022 with a one-year transition period for the first seven mechanical and electrical trades completed on December 1, 2023.</li> <li>• New apprentice registrations in Skilled Trades Certification trades between April to December 2023 is up by 28% or 7,733 new apprentices over the same period the year before.</li> <li>• Additionally, there has been a 172% increase in the number of skilled trades workers that applied to challenge the certification exam.</li> </ul>
<p>To reduce financial barriers to post-secondary education, continue work to expand the B.C. Access Grant by increasing eligibility to ensure that people can access the skills they need for the jobs of the future.</p>	<ul style="list-style-type: none"> <li>• As of December 31, 2023, the B.C. Access Grant has supported over 71,000 students with approximately \$129 million in up-front, needs-based, non-repayable financial assistance.</li> </ul>
<p>With support from the Minister of State for Workforce Development, lead work to recruit and retain people to build a skilled and flexible workforce in B.C.'s changing economy, and support career paths for skilled immigrants and services that give immigrants and refugees a strong start.</p>	<ul style="list-style-type: none"> <li>• Introduced new fair credential recognition legislation that will reduce barriers for internationally trained professionals seeking jobs in B.C.</li> <li>• <i>The International Credentials Recognition Act (ICRA)</i> received Royal Assent on November 8, 2023, and will be brought into force in summer 2024.</li> </ul>

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>With support from the Minister of State for Workforce Development, strengthen resources for the evaluation of skilled immigrants' credentials, including the Credential Assessment Improvement Fund.</p>	<ul style="list-style-type: none"> <li>• Implemented improvements to the Credential Assessment Improvement Fund to allow for prioritization of funding in alignment with the new ICRA.</li> <li>• Provided \$1.5 million in new funding to the Association of Service Providers for Employability and Career Training for new grants to organizations that help internationally trained professionals navigate credential recognition processes.</li> <li>• Provided \$590,000 in financial support for regulator-led credential assessment improvement projects.</li> </ul>
<p>With support from the Minister of State for Workforce Development, take steps to ensure our government is able to respond quickly if private institutions promote or offer sub-standard education to international students, and develop protections for international students that support their fair treatment across the sector.</p>	<ul style="list-style-type: none"> <li>• On January 29, 2024, the ministry announced new measures to improve quality, raise standards, and ensure greater accountability for institutions in B.C.</li> </ul>
<p>Advance work on a Traditional Chinese Medicine degree program for our province.</p>	<ul style="list-style-type: none"> <li>• Kwantlen Polytechnic University submitted a Bachelor of Traditional Chinese Medicine degree proposal to the ministry on November 2, 2023. The proposal was reviewed and subsequently tabled by the Degree Quality Assessment Board in December 2023.</li> </ul>



# Government 101

Overview of Key Roles, Structures & Processes

October 2024



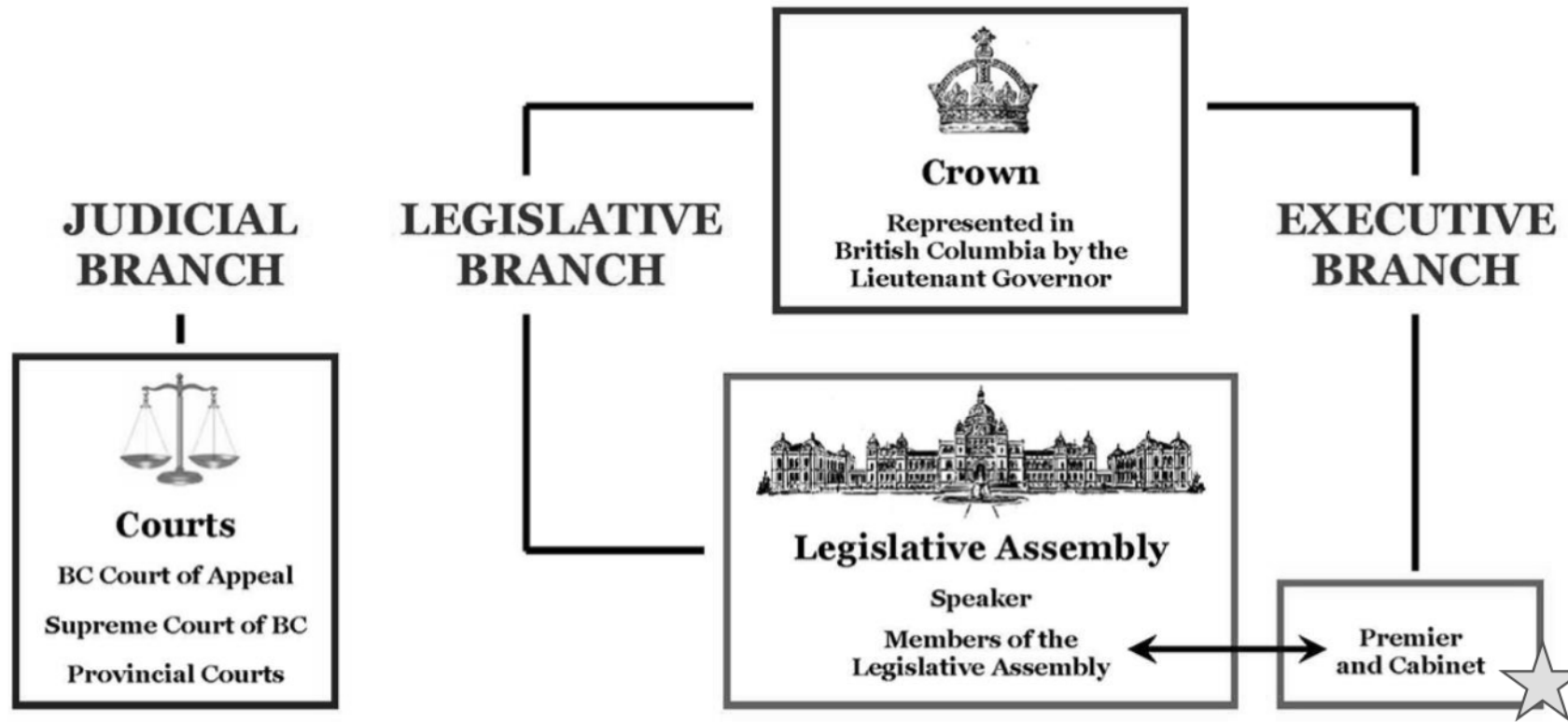
# Overview

- Introduction
- Office of the Premier
- Roles & Responsibilities
- Government Decision Making
- Cabinet Confidentiality
- Conflict of Interest
- Records Management

# Introduction



# The Three Branches of Government



# The Executive Council or Cabinet

- Established under section 9 of *Constitution Act*
- Ultimate decision-making body of government
- Members appointed by the Lieutenant Governor on advice from Premier
- Chaired by the Premier

# Office of the Premier



# Office of the Premier

- The Office of the Premier has two principal roles:
  - 1) **Political:** overseen by the Premier's Chief of Staff, who acts as the senior political advisor to government
  - 2) **Non-partisan Public Service:** overseen by the Deputy Minister to the Premier
- Premier's **Chief of Staff** and **Deputy Minister to the Premier** work collaboratively to:
  - Support the Premier to advance government's policy and legislative agendas
  - Represent the Premier in providing direction to their respective staffs:
    - Chief of Staff provides direction to political staff, including Ministers' chiefs of staff
    - Deputy Minister to the Premier provides direction to public servants

# Key Roles

## Premier's Chief of Staff

- Most senior political advisor
- Provides strategic advice to the Premier and Executive Council (Cabinet) to advance government's policy and legislative agenda
- Coordinates and develops government's strategic and policy objectives
- Coordinates cross-government communications and issues management
- Develops and maintains relationships with major stakeholders
- All Ministers' chiefs of staff report to the Premier's Chief of Staff

## Deputy Minister to the Premier

- Most senior public servant (non-political official)
- Serves as Cabinet Secretary and head of the BC Public Service
- Provides non-partisan advice to the Premier on public policy, development of legislation, and operational issues
- Ensures effective administration of programs and services, the development and implementation of key policy initiatives
- Manages a professional and non-partisan public service
- All Deputy Ministers report to the Deputy Minister to the Premier



# Roles & Responsibilities



BRITISH  
COLUMBIA

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# Government Decision-Making





# Cabinet-Level Decisions



## **Policy**

Cabinet considers and provides direction on significant new policies or shifts in policy. It may also provide direction on contentious issues and issues with significant cross-government and inter-governmental implications.



## **Fiscal**

Treasury Board considers and provides direction on the overall financial decision making of the province and the execution of the fiscal plan, including making regulations or issuing directives to control or limit expenditures.



## **Legislative**

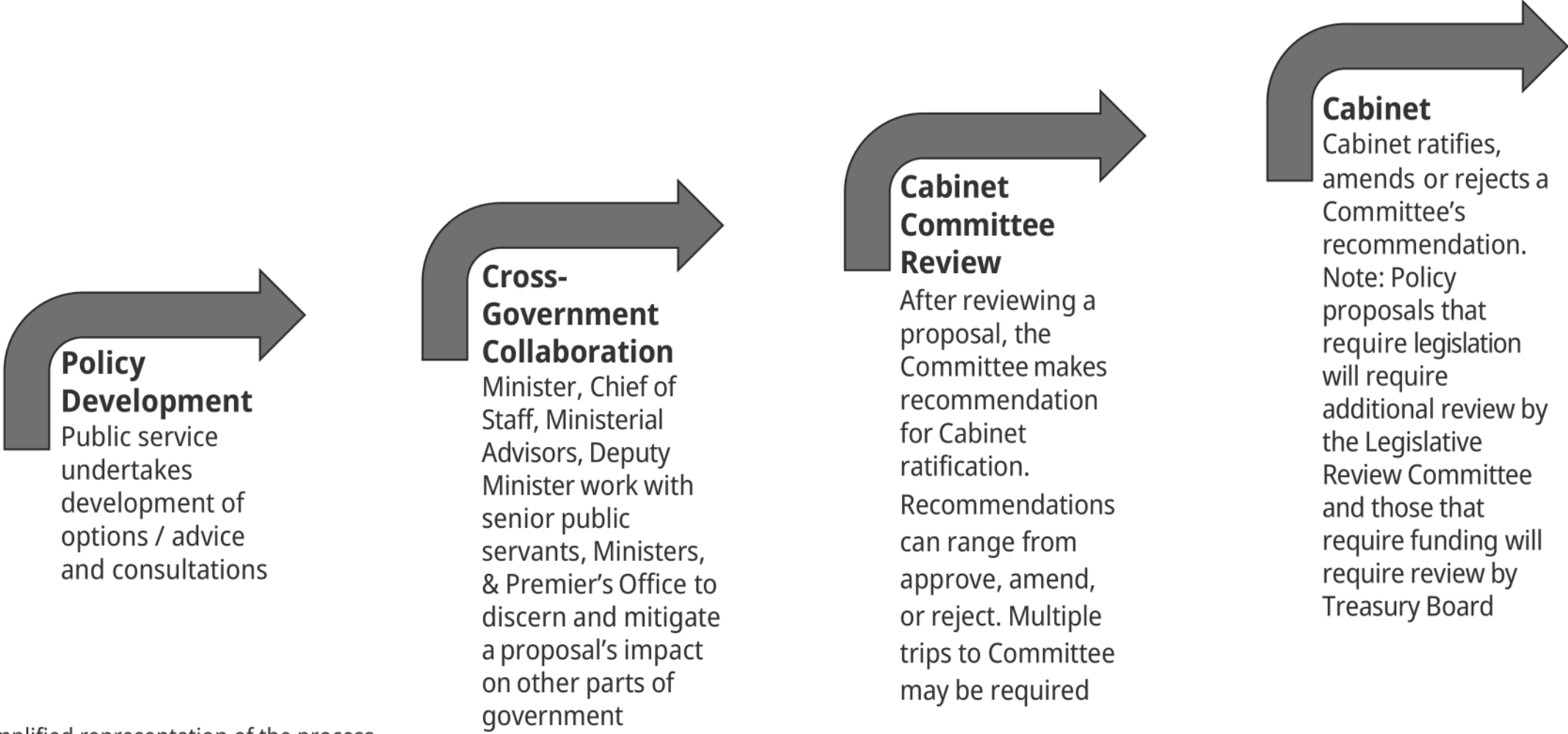
Cabinet considers and provides direction on legislative priorities and legislation.



## **Regulations / OICs**

Cabinet considers and provides direction on regulatory changes, appointments and more through Orders in Councils (OICs).

# Government Decision-Making: Key Steps\*



\*This is a simplified representation of the process

# Mandate Letters

- Usually, Mandate Letters are issued to each Minister by the Premier and set out the expectations and deliverables regarding their portfolio and priorities for government as a whole
- Mandate Letters act as a guide for the Minister and Deputy Minister to follow in their day-to-day work, as well as the means for evaluating it
- How and when Mandate Letter deliverables are achieved is determined through collective decision making at Cabinet
- Any policy proposal that falls outside of the objectives set out in Mandate Letters requires approval from the Premier's Office to enter into the Cabinet review and decision-making process

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Advice/Recommendations

# Cabinet and Cabinet Committees

- Policy or program proposals require formal Cabinet approval to proceed:
  - This process involves a Cabinet Submission, sometimes more than one, for review and decision
  - Policy and funding decisions are determined separately, through Cabinet and Treasury Board respectively
  - This process applies even if the item is listed in a Minister's Mandate Letter
  - The Deputy Minister to the Premier, in their role of Cabinet Secretary, is responsible for what advances into the Cabinet review process
  - The process and administration of Cabinet and Cabinet Committees is managed through the office of Cabinet Operations
- Cabinet and Cabinet Committees reach decisions through discussion and consensus
- Decisions are set out in minutes and are formally communicated to ministries through Records of Decision

# Role of Cabinet Committees in the Review Process

- Prior to proceeding to Cabinet for decision, a submission may be vetted by a Cabinet Committee
- Practically speaking, Cabinet Committees help manage the high volume of items requiring decision so that Cabinet meetings can focus on the most significant, high-profile public policy issues
- Cabinet Committees are established by the Premier, by convention or by legislation
- Membership is composed of Cabinet Ministers and some government caucus MLAs. Each Committee is chaired by a member of the Executive Council (Cabinet)
- Cabinet Committees assess submissions and make recommendations to Cabinet, which the Chair reports out on at a full Cabinet meeting
- Cabinet can ratify, amend or reject the Committee's recommendation and Ministers are expected to leave Cabinet with a united voice

# Cabinet Confidentiality



# Cabinet Confidentiality

- The work undertaken by Cabinet and its Committees is and must remain confidential. This includes anything that would reveal the substance of Cabinet deliberations:
  - Cabinet and Treasury Board Submissions and supporting documents
  - Discussion around the Cabinet table
  - Attendees, agendas and dates that items are scheduled to come forward
- Cabinet is a safe place to talk frankly and emerge with one voice
- All Ministers, MLA Cabinet Committee members and their supporting political staff are required to uphold the confidentiality provisions under the oaths or confidentiality agreements they have taken:

Cabinet Minister	Oath for Member of Executive Council
MLA Cabinet Committee Member	Oath of Confidentiality for Committees of Executive Council
Ministers' Chiefs of Staff	Political Staff Oath Confidentiality Agreement for attending Cabinet & Committee meetings



# Cabinet Confidentiality

- The requirement for Cabinet confidentiality prohibits direct and indirect disclosures outside of government – to stakeholders, lobbyists or the media
- Breaches in Cabinet confidentiality violate the collective responsibility shared by all Cabinet Ministers and can have serious implications for Government as a whole
- Confidentiality applies to Cabinet as an entity – individual ministers do not have the authority to waive it

Advice/Recommendations

# Conflict of Interest



# Conflict of Interest

- Ministers and political staff are required to avoid conflicts of interest
- Ministers must abide by the *Members' Conflict of Interest Act*, which prohibits acting in an official capacity if a conflict of interest or a perceived conflict of interest exists
- Similarly, political staff must abide by the conflict of interest requirements outlined in the Standards of Conduct for Political Staff
- There are three types of conflict of interest: real, potential and perceived
- A conflict of interest exists if an official power or an official duty or function is performed when the person knows that there is the opportunity to further a private interest
- A private interest does not include an interest that applies to the general public or affects a minister as a broad class of people
- **Effectively managing conflicts of interest is one of the primary ways that public confidence in the integrity of government is fostered and maintained**

# Conflict of Interest Commissioner

- The Conflict of Interest Commissioner is an independent, non-partisan Officer of the Legislative Assembly who is responsible for independently and impartially interpreting and administering the *Members' Conflict of Interest Act*
- All Members of the Legislative Assembly are required to file a confidential disclosure statement with the Commissioner within 60 days of being elected, and after that, annually
- Once the contents of the confidential disclosure statement have been finalized, a Public Disclosure Statement is prepared, which contains most, but not all, of the information provided to the Commissioner
- The Public Disclosure Statement is filed with the Clerk of the Legislative Assembly and is available for public inspection

# Records Management



# Records Management

- All records created are subject to the *Freedom of Information and Protection of Privacy Act (FOIPPA)*, whether they are considered transitory in nature or are related to government decisions
- These include both hard copy and electronic records (E.g., emails, texts, Post-It notes, notebooks)
- Records relating to government decisions need to be maintained by Ministers and Ministers' office staff
- Maintaining records does not equate to disclosure of records
- Records belong to government, not to individual members of Executive Council or political staff

# Records Management

- Content related to Cabinet and Cabinet Committee deliberations cannot be disclosed under section 12 of FOIPPA
- Section 13 of FOIPPA provides a similar rule for policy advice or recommendations developed for a Minister
- Information and Privacy Analysts in the public service help with redacting content from records from records in accordance with FOIPPA as part of preparing responses to freedom of information requests
- Some records are proactively disclosed, including Minister's calendars and travel expenses

# Records Management

- Deputy Minister Offices (DMOs) are responsible for the proper management of government records that reside in a Minister's Office and sign off on the final response packages for freedom of information requests
- DMO and Minister's Office staff should establish protocols regarding records management and responses to freedom of information requests
- Minister's Office staff should undertake training via the Corporate Information and Records Management Office related to records management, freedom of information requests, and protecting the personal privacy of individuals
- Specific executive training may be available via dedicated sessions in addition to online learning courses through the Public Service Agency
- **Staying on top of records management is key – any record you didn't need to keep but is still in existence is subject to FOIPPA**



