A Historical Listing of
Significant Events in Manitoba’s
Elementary-Secondary Education,
Post-Secondary Education
and
Training Systems
1989 – 2006

Compiled by
C. Jean Britton

June 30, 2006
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Introduction

The following document was prepared for the Manitoba Centre for Health Policy (MCHP) in partnership with Manitoba Education, Citizenship and Youth (MECY) and Manitoba Advanced Education and Training (MAET). The document was created to support MCHP’s data analytical operation by providing contextual information related to education and training developments across Manitoba since 1989.

The document is divided into two sections. The first is a chronological listing of key policy developments and activities related to K-S4 education, post-secondary education, and training, and the second is a descriptive summary of major education/training government reform initiatives that have shaped policy over the years.

Over the time-span examined (ie, 1989 to June 30, 2006), a great deal of public consultation occurred which contributed to policy developments in elementary-secondary education, post-secondary education, and the training systems. Indeed, very little policy development and legislative amendments were made without first consulting stakeholders and the general public. The major initiatives that shaped the elementary-secondary education sector included Answering the Challenge (1990), New Directions (1994), and the K-S4 Agenda (2002); while for post-secondary education it was college governance (1991), creation of the Council on Post-Secondary Education (1997), and the College Expansion Initiative (2000); and for training the transfer of EI-funded responsibilities from the federal government to the provincial government (1997).

Between 1989 and present, there have been relatively few disruptions to the education and training systems in Manitoba. Disruptions that did transpire, however, tended to occur primarily in local communities over specific issues (eg, saving Cartwright School in 1992, funding adult learners in Morris-MacDonald School Division in 2001, and striking support staff in River East and Transcona/Springfield school divisions in 2000 and Turtle River School Division in 2005). At a province-wide level, protracted tension was created between teachers and government when New Directions was introduced in 1994 and collective bargaining legislation in 1996, but this tension did not create disruptions for students in classrooms. The most recent province-wide struggle occurred in 2002 with school division amalgamation, a process that was difficult in some communities.

The content within the following document is not meant to be fully inclusive of all policies and activities, but rather an attempt to highlight the large variety of developments that have occurred across Manitoba’s education and training systems. The chronological dating within respective years is often an estimate as many initiatives do not have exact start or stop dates. Any errors or omissions are the responsibility of the author.

SECTION 1

Chronological List of Activities
Section 1 – Chronological List of Activities

Prior 1989

1956 – The Public Schools Act was amended to disallow teachers’ right to strike, and division boards’ right to lock out.
1967 – Council of Ministers of Education Canada (CMEC) was created to provide ministers of education and their advisors with a forum in which to share ideas and work together on projects of common importance.
1970 – Bill 113 confirmed the equality of French and English (the two official languages) as languages of instruction in Manitoba. Bill 113, being an amendment of Section 258 of the Manitoba Public Schools Act, allowed 100% teaching of French (Kindergarten to Grade 3) and 75% of French (Grade 4 to Grade 12).
1970 – New Careers Program was introduced as a provincially accredited adult PSE and training program to provide direct job entry education and training programs for individual who encounter persistent barriers to meaningful careers.
1971 – Inter-Universities North (IUN), a collaborative program of BU, UM and UW, started to offer degree credit courses north of the 53rd parallel to students in 20 communities.
1971 – U of W granted authority to offer 4-year B.Ed. program. In 1981, program was expanded to include a 2-year “after-degree” option, designed for students who had already completed a Bachelor’s degree in Arts or Science.
1973 – École Sacré-Coeur (Winnipeg School Division) opened as the first school offering the French Immersion program in Manitoba.
1975 – BUNTEP program began. It offers a 4-year B.Ed. degree off-campus to residents of northern Manitoba began.
1976 – Manitoba ACCESS program was initiated.
1977 – Rossbrook House started to offer the junior high education program students who were unable to function in the traditional school system (eg, chronic non-attenders, lack basic academic skills). In 1982, the senior high program was added.
1977 – Stevenson Aviation Technical Training Centre began to offer New Careers training courses in aircraft maintenance, ultimately resulting in the creation of Stevenson in 1984.
1980 – Seine River School Division introduced a co-operative education program.
1982 – The Department began a special initiative to provide compensatory support to the small schools in Manitoba.
1983 – The Department introduced the English Language Development for Native Students (ELDNS) program to provide financial support to divisions/districts to implement additional program initiatives for native student identified as working 2 or 3 years below grade level.
1983 – The Forum of Labour Market Ministers (FLMM) was established as a joint federal-provincial arena for ministers to discuss and cooperate on labour market and training issues.
1984 – Government established a partnership with the national firm Career Development Institutes (CDI) to form the Manitoba Technical Training Center (located in core Winnipeg) to offer worker training and upgrading targeted to specific needs of individuals, organizations, and companies.
1984 – Souris Valley School Division piloted a social worker program that allowed workers to address both school and family issues. The program proved valuable and in later years expanded into 3 other school divisions; Antler River, Fort la Bosse and Pelly Tail.
1984 – Community-based adult ESL programming underwent expansion across Manitoba, with the 3 largest delivers still being Winnipeg School Division, RRCC, and the Applied Linguistics Centre.
1984 – The Early Identification and Education Programming (EIEP) Grant was introduced by the province that allocated $250,000 annually to support school division programming for children with special needs during their early school years. Initial projects were conducted in Kelsey, Agassiz, Transcona-Springfield, and St.James-Assiniboia school divisions.
1985 – MINET (Manitoba Information NETwork) was established as a computer telecommunications network designed for schools, school divisions, and the department. Services include: electronic mail, bulletin boards, data bases, file transfers, conferencing and faxing.
1985 – Manitoba Education Television (METV) began broadcasting.
1985 – The Stevenson-Britannia Community Resource Centre was founded in St. James district of Winnipeg (volunteer-run) to develop closer school-community relationships and provide programs for parents of the community. The center has operated an adult literacy program since 1990 and a family literacy program since 1991.
1985 – Kildonan East Regional Secondary School started to offer students a dual diploma program (ie, the Academic diploma and specialized vocational diploma).
1986 – The Department released a Parent Guides for family life education.
1987 – Job Training for Tomorrow Program was introduced. It offered wage assistance to employers who create new, full-time and permanent positions which provide on-the-job training and skill development to unemployed Manitobans.
1987 – A moratorium on construction and upgrading of vocational and practical arts facilities was put into place.
1987 – RRCC developed a Pre-Technology for Women program that offered women skill training in the areas of drafting, computers, electronics, math and physics.
1987 – South West Indian Training Committee (SWITC) was formed with representation from 7 reserves to plan and coordinate adult education opportunities for its citizens over the next 5 years.
1987 – “Agriculture in the Classroom”, a non-profit volunteer organization was organized to help students have a greater understanding of agriculture and its role in the province.
1988 – ACC and Birdtail School Division partnered in delivering a distance education small motors program to students in grades 10 and 11. Successful students received both high school and college credits.
1988 – A Task Force on Literacy was established.
1988 – Evergreen School Division enhanced its vocational programming by developing partnership councils in all communities to ensure public input into the educational system.

1989

January – Government funding for public schools officially shifted from a calendar-year format to a school-year format (ie, July 1st to June 30th). For 1989 there was a 6.1% increase announced over 1988 funding. In June 1989, government announced that for the 6 months of January-June 1990, funding would increase by 4.8% over the 1989.
March – Manitoba 13-year-old students participated in the second International Assessment of Education Progress in math and science (15 countries and 8 Canadian provinces).
April – 7% increase announced in provincial support for Manitoba’s universities in 1989/90, the largest increase in 6 years.
April – Report of the Task Force on Literacy was released “Pathways for the Learner – A Strategy for Literacy for Manitobans”.
Spring – The Canadian Education Statistics Council (CESC) was established as a partnership between Statistics Canada and the Council of Ministers of Education Canada (CMEC). The partnership was created to facilitate enhanced education data collection and reporting. Sub-committees have provincial/territorial participation.
May – The moratorium on construction and upgrading of vocational and practical arts facilities in 1987 was lifted.
June – Creation of a Minister’s Advisory Committee on Education Finance. Representation will be from MTS, MAST, MASS, MASBO, and the Department of Education and Training.
June – Training programs previously delivered by Employment Services and Economic Security (eg, New Careers), were added to the Department of Education, in order to coordinate lifelong learning programs to enable Manitobans to develop basic skills, upgrade existing skills and develop their own unique and diverse talents.
June – An advisory committee to study governance of the Manitoba community colleges was established. The current model had been in place since the technical institutes were renamed community colleges in 1969. At the current time, the 3 colleges function as branches within the PACE division of the department. Work resulted in “Colleges Act” coming into effect in July 1991.
June – Manitoba opened a private secondary school in Hong Kong to provide Hong Kong students with a level of education certifiable in Manitoba that will later permit them to enter Manitoba post-secondary institutions without having to write placement tests.
June – Department provides targeted grant to Winnipeg School Division to support adult ESL programming … need especially high in core area.
June – Assiniboine South and Brandon school divisions receive targeted grants to better address the needs of children with severe learning disabilities.
June – A 12-month employment and training program "Hard Hatted Women" was initiated sponsored by Winnipeg Core Area Initiative, Manitoba Telephone System, and City of Winnipeg. Program designed to prepare 20 women (MTS employees and core area residents) for employment in non-traditional areas.
July – A Skills Training Advisory Committee was established to advise Manitoba government on strategies to prepare the provincial work force to meet the challenges of the 1990s.
August – A transport driver training program introduced to be delivered jointly by New Careers and the Manitoba Trucking Industry Education Advisory Committee which represents 11 major trucking companies.
August – Expansion of post-secondary programs offered by KCC to include responsibility for administering and delivering all Northern Training and Employment Agency (NTEA) programs and two ACCESS programs.
August – Government released “The Policy and Procedural Guidelines for the Education of Students with Special Needs in the Public Schools System”. The document required divisions to report yearly to government on their Annual Divisional Action Plan (ADAP) for students with special needs. The guidelines provide more flexibility and parental involvement in the choice of educational programs for children with special learning needs.
September – The Public Schools Act was amended by government to require school boards to report teachers with criminal records.
September – Master’s Degree in Education was introduced at Brandon University.
September – Manitoba Literacy Council was established to address policy issues and a Literacy Office created to be responsible for allocation of grant and development/support of programs in cooperation with communities and organizations.
September – KCC began management and computer courses to the Norway House Indian Band.
September – UM received increase to ACCESS grant to increase enrolments into the Engineering ACCESS Program for native people.
September – Department released findings of a commissioned report into 2 incidents (in 1984 and 1986) of sexual abuse of female students by a male teacher in Winnipeg School Division. As an outcome an amendment to the Public Schools Act was passed by government in 1991 that required school boards to report to the minister teachers charged with or convicted of an offense related to physical or sexual abuse of children.
September – Distance Education was expanded through the introduction of the first year of a 3-year Interactive Satellite Project to enhance educational opportunities for rural and northern communities.
September – A joint Department/School Division/ACC project in distance education carpentry was implemented in 3 rural locations: Arborg, Pierson and Swan River. As a 3-year pilot, the program offers accreditation at the high school and college levels.
September – Winnipeg School Division given a special $2M grant from department for special programs (targeted to “at-risk” students) such as language development and nursery programs.
September – A new policy and procedure guideline “Special Education in Manitoba” was released to provide a framework to ensure that children with special learning needs can take greater advantage of educational opportunities.
September – The province of Manitoba and the state of Minnesota agreed to work cooperatively to enhance post-secondary education opportunities for the residents of both areas. The agreement will facilitate the admission of Manitoba and Minnesota residents to each other’s universities and colleges without residence restrictions.
October – A pilot federal/provincial/business project was initiated in Evergreen School Division (in Riverton) called The Intervention Centre – Employment Enhancement Project to help young people make the transition from students to employees. The project focuses on youths, particularly those seeking to improve their employment opportunities, such as potential drop-outs and the unemployed.
October – Joint federal/provincial funding allows the École technique et professionnelle at St. Boniface College to continue Bilingual Secretary Program and Business Admin Program, as well offer a new Child Care Diploma program.

October – U of M Faculty of Medicine receives additional funding for training physiotherapists and occupational therapists (result of a commissioned report on rehabilitation services through Dept of Health). Funding will allow Faculty to increase its first year enrolment by 20 additional spaces (40% increase), and to recruit 2 faculty members, increase support services, expand laboratory capacities, and upgrade field education.

Fall – Department approved 22 small schools pilot projects for 1989-90 school year to develop new ways of improving the delivery of education in small schools.

Fall – An environmental assistance program initiated (for years) to help school divisions improve air quality conditions in school buildings.

Fall – Federal government terminated the Citizenship Instruction and Language Textbook (CILT) Program (been in effect for 25 years) whereby they provided reimbursements to the province for % of the teaching costs and up to 100% of the textbook costs in adult language programs set up and administered by the provinces.

Fall – Winnipeg Core Area Initiative Employment and Training Program (a tri-partite $100M urban revitalization project) agreement was signed … to run until March 31, 1991.

November – Strategy paper “Partners for People” was released by labour market ministers across Canada. The paper calls upon the federal government to work with provinces/territories and the business community to enhance retraining programs that will increase skill levels of people in the workforce, help displaced workers find new jobs, enable unemployed to get back into the workforce, and help new workers get jobs.

November – Manitoba’s 4 universities will receive grant to offer non-credit French language courses for adults (jointly funded by Manitoba and Secretary of State).

November – the first course on emergency planning for schools was sponsored by MAST with assistance from EMO and the Department. It follows the introduction of Guidelines for Emergency Preparedness in Schools.

December – Education programs for children in institutions to receive $3.2M from Department for 1989-90. Programs are offered by school divisions in major medical or residential institutions.

December – A Working Group was established by Department to recommend ways to recognize the credentials and work experience of immigrants. Currently there is no coherent system for assessing the abilities and credentials of immigrants, many of whom are unable to find work in their profession or trade. No public report was issued.

1990

January – ESL training for teachers “Teaching English as a Second Language (TESL)” will now be offered through a 10-week teleconference distance education program.

January – AIDS education was extended to include grades 5 and 6 as part of the Health Education curriculum. Since 1987, AIDS Education has been available to students from grades 7 to 12. To encourage parents to become more actively involved, “A Parents’ Guide to AIDS Education in Schools” has been developed.

February – Education funding to public schools for 1990-91 increased by 4.6% (includes increases for special needs, transportation).

February – February proclaimed as “I Love to Read Month” in Manitoba.

March – The Public Schools Act was amended by government (Bill 59) to: articulate a procedure for providing grants to private schools, a process for teacher agreements/contracts, and facilitate administrative assistance for small schools (eg, allow principals’ duties to be assigned to the superintendent).

March – A 10-year smoking education project aimed at keeping young people smoke-free was launched to 15,000 Manitoba children currently in grade 2. (Smoke Free Grads: 2000 project).

March – A 3-year federal-provincial-private sector cooperative agreement was announced that will allow an estimated 10,000 students in 90 rural and northern Manitoba communities access via satellite with education and training programs televised throughout the province.

April – The federal/provincial Northern Development Agreement that provided 60-40 cost-shared funding for ACCESS and New Careers programs expired. The provincial government announced
a one-year $2.6M for 1990-91 to enable the programs to continue while they negotiate with the federal government.

April – A new Northern Bachelor of Nursing Program (NBNP) based in The Pas was launched that leads to a UM degree.

Spring – Manitoba Agriculture in the Classroom (MAITC) formed as official umbrella group (designated by both departments of Agriculture and Education and Training) to represent all organizations and individual interested in having the school curriculum reflect, to a greater extent, adequate and accurate information about the agriculture industry in Manitoba.

Spring – An Aboriginal Parents Association was created in Parklands region of province to enhance involvement of Aboriginal people in all aspects of Native education.

May – CN Grain Communications offered scholarships for women entering post-secondary programs at technical schools. RRCC, ACC and South Winnipeg Technical Centre participated. CN’s initiative was to promote employment equity, encouraging women to seek careers in non-traditional areas.

May – ACC launched a new program called “Bridging for Rural Women” which will enable farm women to upgrade their skills in order to seek off-farm employment, start small businesses on or off the farm, or undertake further post-secondary education.

May – A new course “Agriculture: A Cornerstone Industry 2000/201” has been developed for Manitoba high school students.

June – Department released its action plan to move high school education into the 1990s and beyond, entitled “Answering the Challenge: Strategies for Success in Manitoba High Schools”. The policy paper was developed in consultation with the High School Review Policy Advisory Committee. The report contained the department’s blueprint for the future development of high school curriculum, student assessment, evaluation and reporting over the next decade. 90 strategies were identified (including statements of principle, department initiatives, and requests for school division action).

June 1990 – The report “Partners in Skills Development: The Report of the Skills Training Advisory Committee (SRAC)” was released. It stressed the importance of partnerships to develop and improve the skills of the labour force. The report makes a number of recommendations to improve the public school system, training programs, adult literacy and post-secondary education.

June – Manitoba’s 4 universities will receive a 4.8% increase in provincial support for 1990-91. Funding will enable 3 high priority programs to be supported: (1) child care training at UM (2) business administration major at BU (3) 4-year science program at St. Boniface College.

June – Manitoba’s first high school computer math lab unveiled at Silver Heights Collegiate (partnership with IBM).

Summer – U of M Faculty of Education launched a program of post-baccalaureate studies in education.

August – Government of Manitoba created the Manitoba Task Force on Francophone School Governance.

September – KCC launched an Education Assistant Program whereby students receive a certificate from KCC when course work complete and a diploma from U of W Continuing Education Division when practical work complete (this is a unique cooperative arrangement between institutions).

September – First Year by Distance Education (FYDE) was launched whereby Inter-Universities North, ACC, KCC and school divisions offer a complete first-year university program in arts and science in 5 Manitoba regions (Dauphin, Russell, The Pas, Flin Flon, and Thompson). The program is unique in that live television, computers, teleconferencing, video tapes, audio tapes, and print materials support the delivery of regular university courses. BU, UM and UW professors teach classes of small groups of students in each of the 5 centres using media linked through a communications network.

September – Native Education Branch opened an office located in Dauphin.

September – Correspondence Branch renamed to Independent Study Program (ISP).

September – A pilot project initiated to study benefits and costs of contracting out school bus services to private operators.

September – Department released a revised Parent Guides for family life education.

October – “Fair Play” program introduced in grades 4-6. Teachers will be encouraged to incorporate fair play objectives such as learning to cooperate as a team, playing by the rules and
maintaining self control, into everyday classroom instruction (joint Education and Training and Culture, Heritage and Recreation initiative).

Fall – The Manitoba Satellite Network (MSN) became operational in rural and remote school divisions across Manitoba (launching in 52 high schools in 16 communities). MSN provides live, interactive satellite programming, first year university, as well as professional development opportunities to public sector employees throughout the province.

Fall – The department announced a focus on strengthening the post-secondary system through initiating the development of a provincial labour market strategy, moving toward community college board governance and increasing the accessibility of college programs to rural area.

Fall – Two New Careers programs introduced in northern Manitoba: one for recreation directors and the other for mental health workers.

Fall – Manitoba participated in an OECD project on “Children and youth at risk”. Results are expected to be released in 1993.

November – An Aboriginal Journalists Training Program was established to address the under-representation of aboriginal people in the mainstream media. It was delivered as a cooperative venture of Manitoba Education and Training’s New Careers Program and Winnipeg Core Area Initiative Training and Employment Agency (with RRCC classroom space and Manitoba media providing work experience).

December – The Assembly of Manitoba Chiefs and the Minister of Indian Affairs signed an Education Framework Agreement. Initiated by the Assembly of Manitoba Chiefs and Manitoba First Nations communities, a 5-year study will develop a comprehensive plan for the future of First Nations education in Manitoba.

1991

January – IBM-Canada and U of M joined in a cooperative project that combines undergraduate and graduate teacher education with research, development, and innovation in computer applications that will lead to improved science and math literacy.

January – Department released a new province-wide policy “Selection of Learning Resources: Policies and Procedures for Manitoba Schools” to assist school divisions/districts and schools to purchase instructional materials.

January – An innovative federal/provincial program was launched that enables people who have suffered mental illness to train for careers as paraprofessionals in Manitoba’s mental health system. Program combines classroom instruction (New Careers) with on-the-job training (13 mental health agencies). Participating agencies have committed funds to hire the participants after the completion of the program.

January – Five independent post-secondary colleges (Canadian Mennonite Bible College, Canadian Nazarene College, Mennonite Brethren Bible College, Winnipeg Bible College and Catherine Booth Bible College) received government grant to offset a financial burden caused in part by municipal tax reform.

January – Provincial support to public schools announced to increase by 2% ($16.0 M) for 1991-92 school year. School divisions experiencing declining enrolments (~1/2 the divisions) will be guaranteed the same level of base support as they received in 1990-91.

January – A 2-year core area project conflict resolution program was introduced in Winnipeg School Division aimed at reducing student-to-student physical conflict.

February – The federal Stay-in-School initiative was implemented in Manitoba with funding allocated to a variety of school projects.

April – Garden City Collegiate is pioneering a new out-reach program to help troubled students and dysfunctional families. The school hired a part-time family therapist to go into the home and provide treatment. Consultation is available 24-hours a day.

April – South Winnipeg Technical Centre provides students in Assiniboine South, Fort Garry, and St.Vital School Divisions with an individualized, hands-on approach to learning, marketable technical skills, career planning and work practicum.

April – A $6.0M initiative involving the federal and provincial governments and local aerospace companies was announced with a commitment to: (1) ensure development of new training initiatives to meet future requirements of Manitoba’s aerospace firms, and (2) enhance privatized flight training activities which will be undertaken at Southport Aerospace Centre, following closure
of CFB Portage in 1992. Initiative includes the introduction of new and expanded training programs starting 1992 in aircraft manufacturing and repair at RRCC to reflect the skills needed in the aerospace industry.

April – an update to the high school review report “Answering the Challenge: Strategies for Success in Manitoba High Schools” was released and distributed to all Senior 1-4 schools.

April – Funding announcement for 1991-92 whereby Manitoba’s 4 universities are to receive a 3.3% increase.

April – A 5-year strategic Departmental plan was released titled “Building a Solid Foundation for Our Future”. The goals emphasize quality education for students throughout the province relevant to society’s needs and range from early years through the post-secondary levels.

May – Department released a consultation paper titled “Creating a Framework for the Future” to begin province-wide discussions leading to the first major reform of education legislation in over 10 years. A 4-person review panel was named to undertake broad public consultations, and then report back to the minister by late fall 1991. Recommendations are intended to help reform the Public Schools Act and the Education Administration Act.

May – WORKFORCE2000 was established. It promotes private sector involvement in human resource development and workplace training through 4 major program components (training advisory and brokerage services, private sector training initiatives, industry-wide human resource planning, and province-wide special courses).

May – The Manitoba Council for Leadership in Education became incorporated with partners consisting of 9 provincial organizations (MASS, MAST, Dept, MTS, MAP, BU, College Universitaire de Saint-Boniface, U of W, U of M). The goal is to help to create positive school environments and enhance a school’s relationship with the local community.

May – A major review of the Public Schools Act and Education Administration Act was announced. A discussion paper on legislative reform was released called “Creating a Framework for the Future: Education Legislation for the 1990s – Consultation Paper”.

May/June – A province-wide examination in S4 Math was administered … the first of an ongoing program to examine one major subject per year at the S4 level.

June – The report of the Task Force on Francophone Schools Governance was released. The unanimous recommendation was establishment of one francophone division and school board responsible for francophone education Manitoba (immersion schools would not be included).

July – The Education Administration Act was amended to allow the minister to enter into licensing agreements with copyright collectives, so that schools may copy works protected under the federal Copyright Act; give a teacher or clinician written reasons when suspending or canceling his/her certificate; and apply standards that students must attain to enter or graduate from a grade in a private school (minister now has similar authority within public schools.

July – The Public Schools Act was amended by government (Bill 41) to allow government to establish a Boundaries Review Commission, suspend operations of the Board of Reference, and establish the legislative framework to implement a new boundary structure.

July – The Colleges Act was passed by government allowing Manitoba’s 3 community colleges to have their own boards of governors, making them more responsive to students and the communities they serve. Incorporation was to be completed by spring 1993 (2 year transition).

August – A one-year pilot project was announced to provide financial assistance to adult Manitobans (over age 21) wishing to complete a high school education outside their own school division. A maximum $900 a year would be provided if taking 100% of a full-course load, have a demonstrated financial need, and exhibit satisfactory progress and attendance.

August – With implementation of the Manitoba Satellite Network, Manitoba Educational Television (METV) broadcasts were ended.

August – It was announced that Ecole technique et professionnelle at the College universitaire de Saint-Boniface received a joint federal/provincial grant of $1M to continue the Bilingual Secretary, Business Admin, and Child Care Diploma programs. These college courses began in 1975 to enable PSE student to pursue their studies in French.

September – A new enrolment reporting system implemented as a follow-up to an auditor’s report commissioned in fall 1990. Issues addressed include definitions of enrolled students, timing of enrolment reporting, determining of actual and projected enrolment reports, reconciliation of school enrolment records with department records, instruction the department should provide each year to school divisions, and development of an enrolment audition process.
September – In response to the “Report of the Advisory Committee on School Libraries” a School Library Policy statement was developed and distributed to schools and division boards. The policy states that students should have access to a school library program that is integrated with the school’s instructional program. This integration of classroom and school library is fundamental to the resources-based learning model which is essential to student achievement of the goals of learning of Manitoba.

September – Over $1M funding was awarded to Marymound School (for students with extremely intense learning disabilities and emotional and behavioral difficulties) and the Training Resources for Youth Program (for youth 16-18 years of age who have dropped out of the public school system).

September – Department introduced a Pro-Social Skill Development Project to facilitate social skill development and reduce impulsive and aggressive behaviour (grades K-8).

September – A new public schools funding formula was implemented. Funding for school divisions now based on resources required to maintain an average class size of 20 (smaller in rural Manitoba). Under new formula, funding provided under 3 categories (1) base funding for those services required in the schooling of most students, including infrastructure and administrative costs (2) categorical funding to address vocational education, transportation as well as at-risk and special-needs students (3) supplementary funding for those divisions with unavoidable high costs.

September – Walter Duncan Gordon Charitable Foundation began supporting selected projects in Manitoba secondary schools. Projects must be school based, staff-initiated, approved by the school division, and aimed at improving the performance of at risk adolescents by addressing fundamental issues of education practice. The initiative is called the Manitoba School Improvement Project (MSIP).

October – A Reading/Writing Immersion Project run in 4 Assiniboine South schools received the International Reading Association’s Celebrate Literacy Award. Program was initiated in 1989 through a partnership with the Faculty of Education and Inner City Initiatives Branch to help first grade teachers work more effectively with students who have difficulty developing reading and writing skills.

Fall – The Professional Certification and Student Records office moved to Russell Manitoba.

Fall – The Public Schools Act was amended by government to say that school divisions no longer had to provide transportation for students that goes beyond the school division boundary lines.

Fall – A Native Education Advisory Committee was established composed of Native people from across Manitoba to review current programs and draft recommendations for a K-S4 Native education policy.

Fall 1991 – Policy changes implemented to Independent Study Program whereby continuous enrolment was replaced with 2 specified time periods, a network of school-based facilitators within the school divisions was established, and a limit was placed on enrolment to ensure access to those students who have a reasonable chance of successfully completing their courses of study.

November – A Distance Education Unit opened in Winkler to operate the new Independent Study Program (formally called Correspondence Branch).

November – Residents of southeastern Manitoba have improved access to RRCC programs with the opening of a regional center in Steinbach (RRCC currently operates 3 other regional centers ... in Portage la Prairie, Selkirk and Winkler).

December – The Northern Bachelor of Nursing Program (NBNP) delivered by U of M at Keewatin Community College in The Pas (pilot program introduced in 1990 to meet the need for nurses with special, enhanced training relevant to the needs of both northerners and Aboriginals) received $380,000 funding from government. As of Nov 1991 there were 15FT and 16PT students.

December – University of Manitoba’s Senate approved a stream of studies in Adult Education at the Master’s level.

1992

January – Public school funding for 1992/93 was announced to increase by 3.0% ($23.6M) over previous year bringing total funding to $794M. Funding for special needs was increased by 42%, and transportation by 9.4%.

January – Copyright license agreement signed between the Canadian Reprography Collective and the Minister of Education and Training, on behalf of schools in the province receiving public
funds (public and independent) to allow K-S4 students and teachers access to published works protected by copyright.

January – Parkland Southwest Regional Centre created in Russell with first course slated to begin Feb 3rd. The center increases training opportunities for rural Manitobans.

February – New Careers Regional Centre opened in Brandon. The program is an accredited, non-institutional post-secondary education and training program designed to assist individuals who have experienced persistent and structural barriers to meaningful career opportunities. Students participate in formal classroom instruction and are placed with employers for on-the-job training.

February – ACC in Brandon received funding in February 1992 provincial budget to develop 5 new initiatives: media production (10-month program), heavy duty electronics (10-month program), rural initiatives diploma (2-year program), Off-campus First Year Business Administration (10-month program), and sustainable shelter technology (10-month program).

March – Minister announced province will not proceed with a review of school division boundaries.

March – Francophone governance implementation plans announced with legislation expected to pass in winter/spring 1993, elections to be held in fall 1993, and transfer of responsibilities scheduled for September 1994.

March – The Core Area Initiative was concluded.

April – RRCC opens Interlake Regional Centre in Riverton (5th regional center … Steinbach, Portage la Prairie, Selkirk and Winkler).

Spring – Community dispute related to Cartwright School which was experiencing declining enrolments. The Division wanted to close the school, but the community fought against closure. After a protracted bitter dispute, the school was transferred from Turtle River to Pembina Valley School Division and remained open.

Spring – In response to Strategy 64 of Answering the Challenge, a working paper was released that describes the conditions that place students at risk and explores a number of program options identified in the research to improve academic success of students.

Spring – A national task force was established to determine how learning-disabled and other special-needs children and their parents can use the Charter of Rights and human rights codes to advance the fight for these children’s education. The task force, the first of its kind, was established by the Learning Disabilities Association of Canada in association with the Bronfman Foundation Six lawyers from across Canada make up the task force.

May – A multicultural policy aimed at guiding the development of multicultural education programs in Manitoba schools was released by the Department. The new policy, called “Multicultural Education: A Policy for the 1990s”, complements and supports “Manitoba’s Policy for Multicultural Society”, released in May 1990. There are 3 important objectives in the new policy (1) to ensure that all Manitobans are allowed full participation in society (2) to provide opportunities for the cultural and linguistic development of all students (3) to promote intercultural understanding and harmony among all citizens.

June – Manitoba Access Program received $1.1M from provincial government to facilitate continuation when federal funding (Northern Development Agreement in Training) expired in March 1992. The program was introduced in 1970 to provide meaningful education and employment opportunities for Aboriginal Manitobans. There are now 16 programs available that provide special academic, financial and personal supports.

June – A review of university education was announced … the first of its kind in over 20 years.

June – The Student Financial Assistance Branch Westman Regional Office was officially opened in Brandon.

September – Skills for Independent Living course (one-credit for S2) piloted with full implementation planned for 1993-94.

June – U of M’s Faculty of Education approved changes to its admission and teacher training policies that are aimed at raising the standards of education in the province (originated from a Senate-mandated review in the 1980s that established a Task Force on Initial Teacher Education Programs – TITEP). Starting 1994-95 school year, students can only enter the faculty after completing 3 years (90 approved credit hours) of undergraduate study in other faculties, replacing the existing 4 year program with a 3 plus 2 year program for a B.Ed. Another change is the shift from the current 2-stream system to a 3-stream system to correspond with the Department’s early, middle and senior year divisions.
August – The Court of Queen’s Bench of Manitoba ruled that mandatory religious exercises were an infringement of sections 2 and 15 of Canadian Charter of Rights and Freedoms and ordered an end to the practice. Most of the relevant provisions of The Public Schools Act (section 84) were struck down … now stating that public schools shall be non-sectarian, but religious exercises can be conducted if requested by petition and only for children who receive parental consent.

September – A new public school funding formula implemented provincial funding will be aligned with specified programs and services; funding will be provided only after the taxing capacity (assessment) of each school division has been taken into account; and, the funding level for each school division is not guaranteed, but will change from year to year as enrollment, assessment and expenditures change.

September – CMEC ministers released a draft mission statement concerning education and training in Canada. It is the first time that ministers have stated collectively what their vision of education is for the country. Emphasis in coming years will be on increasing public understanding, implications of changing global realities, changing interrelationship between education and the world of work, environmental education and sustainable education, responding to the social and cultural needs of a changing society, the continuing impact of new ITC on education and the workplace, new demands on PSE (accessibility, resources and performance), and achieving equity for all Canadians.

October – Faculty of Education at Brandon University conducted a survey of graduates from the past five years (1986-87 to 1990-91) as part of its periodic internal and external reviews.

October – Department sponsored a public seminar entitled “Assessment and Evaluation: Issues, Trends and New Realities”.

Fall – An annual career-planning newspaper was launched called “Manitoba Prospects: A Guide to Training and Employment”. The tabloid will be distributed free of charge to all high school students in Manitoba.

Fall – The “Canadian Active Living Program” was introduced to Manitoba schools. The program is a new initiative promoted by governments across Canada and supported by physical education teachers.

Fall – A consortium was formed with Saskatchewan, Alberta and British Columbia to develop computer courseware to support high school mathematics.

Fall – Unit credit funding introduced for vocational/industrial education permitting students to take stand-alone courses without committing to an entire vocational program.

Fall – A K-12 action plan for implementing sustainable development in Manitoba schools was developed with workshops and resource packages to be available in early 1993.

Fall – A set of guidelines were developed in consultation with Manitoba Teachers’ Society (MTS), Manitoba Association of School Trustees (MAST), Manitoba Association of School Superintendents (MASS) and Home and School-Parent Teacher Federation (HSPTF) related to religious exercises in school.

Fall – Within the department, a comprehensive database system was initiated and a consolidation of province-wide skills training programs was introduced.

Fall – The Mokakit Education Research Association on behalf of the National Native Alcohol and Drug Abuse Program of Health and Welfare Canada developed a “First Nations Freedom” curriculum for Canadian schools to use with Aboriginal students. It employs an interdisciplinary, proactive approach to drug, alcohol and substance abuse prevention.

November – Premier unveiled a series of initiatives aimed at charting a new course to equip Manitobans with the knowledge and skills needed to compete in the next century: (1) examining options to improve standards and increased province-wide testing and evaluation of students in critical areas such as LA, math and sciences (2) examining options to offer parents more flexibility in choosing the public school best suited to the needs of their child (3) placing greater emphasis on policies and programs to produce sound reading, math and learning skills (4) establishing an “Excellence in Manitoba” program to recognize the vital role played by teachers in shaping our youth for tomorrow’s challenges (5) hosting a Manitoba Education Innovation Forum to provide leadership in implementing important education reforms (6) completing a new Canada-Manitoba Labor Force Development Agreement to improve coordination of federal and provincial skills training programs (7) implementing a made-in-Manitoba approach to the structure of training boards through consultation with business, industry and labor (8) working cooperatively with the federal government to create a tax-advantaged savings plan to encourage Manitobans in invest in lifelong learning.
November – Six-person interim advisory boards for Manitoba's 3 community colleges were named to assist the colleges in making the transition from provincial government control to a more independent system of governance. Interim boards will serve until the boards of governors are appointed in April 1993.

November – Winnipeg School Division opened a store-front school to get street kids re-involved in school.

November – Department sponsored a public forum on sustainable development education to promote awareness and understanding of the need to integrate SD concepts in the K-S4 curriculum.

1993

January – A new teacher ID system was implemented called the Professional School Personnel (PSP) number. This new number will become the teacher's certificate number.

February – A 2% reduction in public school funding was announced for 1993-94.

February – A 2% reduction in university operating funds was announced for 1993-94. Universities were asked to restrict tuition-fee increases to 5% for 1993-94 and to examine their spending to ensure potential cost savings are realized.

February – The “Report of the Panel on Education Legislation Reform” was released.


April – Education Legislation Reform report released. Major issues addressed in report include: powers and responsibilities of school boards and the minister, public access to information, school attendance, home schooling, choice of schools, rights and responsibilities of teachers, rights to a basic education, language of instruction, role of parents, and evaluation and standards. There were 106 recommendations.

April – Skills training programs within government were consolidated and a comprehensive database system was initiated.

April – The Colleges Secretariat was established in order to provide leadership as the colleges covert to board-governed system of governance.

April – Manitoba participated in the first School Assessment Indicators Program (SAIP), a pan-Canadian initiative administered through CMEC. SAIP content reflects typical curricular learning outcomes. It is administered to samples of schools and students aged 13 and 16 years, cycling through math, reading, writing and science.

April – As part of the consolidation of skills training programs within government, Youth Programs of the Department of Family Services became part of the Workforce2000 and Youth Programs Branch.

April – The Public Sector Reduced Work Week and Compensation Management Acts were amended by government (Bill 22) to allow school boards to implement government’s 10-day-leave-without-pay plan for two years. For teachers the days that could be used would have been for teacher in-service, parent-teacher conferences, or administration and pupil evaluation.

Spring – ACC introduced a new rural initiatives course to assist men and women to become better planners in the changing rural environment.

Spring – A review of the tri-college student appeals policies was completed with policies revised in the 3 community colleges.

Spring – A $142,000 Social Sciences and Humanities Research Council (SSHRC) grant was awarded to a Winnipeg interdisciplinary research team to evaluate the effectiveness of changes in special education designed to ease the transition to employment of young adults with disabilities.

May – Manitoba Youth Job Centres program launched with doors opening at 34 centres which provide students, youth and employers access to summer job referral and placement services. In addition, 10 Student/Youth Employment Centres opened.

May – Government’s booklet on the creation and operation of a new Francophone School Division “Francophone Schools Governance” was released.

June – Manitoba joined other provinces in moving to a guaranteed loan program (result of 6 year freeze in funds from Canada Student Loans Program that was not keeping up with demands). The new program replaces provincial bursaries. The secondary school program assistance and loan rebate assistance were discontinued.
July – Department announced a comprehensive review of Manitoba school/division/district boundaries.

July – Government amended the Public Schools Act (Bill 34) to establish a Francophone School Division that would be under the exclusive management and control of the French-language minority in Manitoba. The Bill provided the framework for a tri-level governance structure.

September – Education ministers (CMEC) set a national agenda for education (referred to as the Victoria Declaration). Priority areas include: (1) informing the public on the quality of learning in Canada. To achieve this SAIP will become a permanent activity and be expanded beyond math, reading and writing to include science. (2) initiating discussions with Statistics Canada on a program to develop better measurements of the performance of the education systems, such as completion rates, follow-up of graduates and public satisfaction (3) establishing a national work group to examine curriculum comparability and joint initiatives in curriculum development (4) encouraging lifelong learning by investigating areas for cooperation in open learning and distance education. Telecommunications, transfer of credits and recognition of prior learning, particularly at the post-secondary level, will be given special attention (5) developing new and more effective alliances with partners. The Western Canadian Protocol (WCP) for Collaboration in Basic Education was signed as a follow up to the Victoria Declaration. The consortium involving BC, AB, SK, MB, YK and NT led to WCP curriculum projects.

Fall – Statistics Canada released report “Leaving School: Results from a National Survey Comparing School Leavers and High School Graduates 18 to 20 Years of Age”.

Fall – 23 Manitoba schools joined SchoolNet, a nation-wide pilot project of Industry and Science Canada, was established to promote cross-Canada networking and electronically based learning materials.

Fall – “The Parent Guide to the New High School Model” distributed to schools. The guide covers such areas as new numbering system, course designations, examination, requirements for graduation, school organization and local responsibilities.

October – The Rural Economic Development Initiative (REDI) program was announced jointly by Rural Development and Education & Training ministers. A 5-year funding agreement enables Junior Achievement to provide rural youth with practical business education programs.

October – $10M over 5 years announced by Minister to renovate building at BU (building houses Central Admin, Faculty of Arts, Rural Dev Institute, Alumni Relations, print shop and mail room).

October – “Canadian Choices”, a drop-out prevention program for grade 9 students designed to help them think through academic and career choices, was introduced in Manitoba schools.

November – The final report of the Task Force on Distance Education and Technology was released. The report sets out directions and strategies for the creation of a more responsive, community-based system which makes better use of technology and distance education.

December – The first Western and Northern Canadian Protocol (WNCP) was signed which facilitated provincial/territorial cooperation and sharing for curriculum development.

December – Results of Canada-wide SAIP in math were released (conducted April 1993 in all provinces except Sask). Manitoba students performed poorly. Minister announced that major revisions to the math curriculum have already been introduced at the early levels and the Department is in process of revising curricula at the middle and senior years to promote higher level thinking skills.

1994

January – The Francophone School Division was inaugurated.

January – Report of the University Education Review Commission “Doing Things Differently” was released.

January – A 2.6% reduction in public school funding was announced for 1994-95. Minister urged school divisions to use surplus funds and the reduced work week to maintain the quality of education in Manitoba (exceptions continue).

March – The provincial government and the Manitoba Federation of Independent Schools agreed to freeze funding at 63.5% of public school per-pupil funding for 3rd consecutive year.

Spring – Department launched new resource for schools called “Automated Library Systems in Manitoba Schools” which gives schools electronic access to dept’s library holdings.
Spring – Camp Shilo Special Revenue District was dissolved and became part of Brandon School Division.
April – University operating funding to be reduced by 2.7% for 1994/95 with capital funding increased by 66%.
April – A Parents’ Forum on Education was in Winnipeg to assist Department in designing a blueprint for education reform.
Spring – The Distance Education and Technology Council was appointed (as recommended by the Task Force on Distance Education and Technology). 1994/95 was the first year of a multi-year program to provide Distance Education Pilot Project grants to a maximum of $65,000 per project to schools, school divisions, and post-secondary institutions for innovative approaches to distance delivery and instruction.
June – Government released its response to the University Education Review Committee report “Doing Things Differently”, and began work on implementation with the goal of rebuilding Manitoba’s education institutions to face current and future challenges.
July – New education reform was announced with release of “Renewing Education: New Directions” – A Blueprint for Action, followed by “Renewing Education: The Action Plan” in January 1995. Future policy will focus on the following 6 key directions: essential learning, educational standards and evaluation, school effectiveness, parent and community involvement, distance education and technology, and teacher education. Manitoba’s high school years were now to be labeled Senior 1 to Senior 4 instead of grade 9 to grade 12.
July – All Canadian labour market ministers signed the Labour Mobility Chapter of the Agreement on Internal Trade.
Summer – Collaboration continued with the Western Canadian Protocol in the development of common curriculum outcomes in core subject areas which provide assistance in ensuring that educational content is relevant and rigorous (Manitoba worked on K-S1 math).
September – The Canada Student Loan Program increased its weekly limits (which was then complemented with provincial increased limits). Until January 1995, the province guaranteed Manitoba Student Loans, but starting January 1995 the province changed to a risk premium financing arrangement whereby lending institutions take over the loans as regular consumer loans after the 6-month grace period.
September – Reading Recovery Program implemented in Manitoba as a pilot in Morris-MacDonald School Division. Program is designed to accelerate the literacy development of children in grade 1 who are having the most difficulty making the transfer into early literacy (first developed in New Zealand in 1976).
Fall – KidSport, a national charity, was initiated in Manitoba. The initiative helps disadvantaged youth participate in sports by paying for registration and program costs and by supplying recycled and new equipment. The program is supported by Sport Manitoba.
Fall – Department released “Guidelines: Advisory Councils for School Leadership” which paves the way for the establishment of these bodies to enable effective parent and community involvement at the local level.
Fall – Department was restructured to formally separate elementary/secondary and training/advanced education (ie, 1 Minister with 2 Deputy Ministers).
Fall – Manitoba signed a MOU with the federal government that initiated “Taking Charge!”, a strategic initiative for single parents, in the province.
Fall – Stevenson Aviation Technical Training Centre successfully concluded negotiations with Seven Oaks School Division to commence a federally funded Aviation Maintenance Youth Internship Program to prepare up to 60 high school students for careers in the aviation industry. The 3-year program is to commence in 1995.
October – Department released an information brochure “Outcomes, Standards and Standards Testing” for the general public.
Fall – Department developed procedures for ensuring that Aboriginal perspectives and independent learning skills become integral components of all curriculum documents.
December – “A Manitoba Perspective on the Federal Government’s Proposals for Social Security Renewal” was released by the Government of Manitoba. It was the province’s response to a
Federal Government proposal related to social security reform. Manitoba Education and Training participated on an interdepartmental task team to develop the response.

1995

January – “Renewing Education: The Action Plan” was released. It maps out implementation details and time frames for moving education renewal forward. Four foundation skill areas are emphasized (literacy and communication, problem solving, human relations and technology) as the defining feature for improvement.

March – Legislation was introduced for the incorporation of the Louis Riel Institute, which would promote education and training for Manitoba Métis people and will serve as a centre for research into Manitoba history.

April – Multimedia technologies were integrated into S2 Science (20S) curriculum. The Curriculum-Multimedia Integration Project is designed to build technology, as one of the 4 foundation skill areas, into the provincial curriculum as it is developed.

April – The Student Financial Assistance Appeal Board was dissolved following a federal ruling that Canada student loans (CSLs) can not be appealed. Manitoba’s SFA Program created an Appeal Committee to consider appeals outside the scope of the established review criteria.

April – The Gateway program was eliminated.

Spring – The Public Schools Act was amended by government (Bill 6) to articulate criteria on who can be on school property and for what purpose, and allowable procedures for dealing with disturbances.

Spring – The Education Administration Act was amended to give the Minister the right to make regulations related to: (a) the establishment and operation of school advisory councils, and (b) authority for teachers/principals to suspend students.

May – Government responded to School Divisions/Districts Boundaries Review Commission report saying 21 recommendations are supported, 4 are not supported, 5 are subject to further review by government, and the remaining 13 will be referred back to the Commission to seek further input from school boards and other education stakeholders.

June – “A Foundation for Excellence” was released which articulates the underpinnings for all future curriculum development.

June – Manitoba Textbook Bureau officially opened in Souris.


September – The Department introduced a 9-digit provincial student number.

September – The Senior Years Apprenticeship Option was introduced in senior high schools.

November – Education ministers across Canada released "A Report on Education in Canada", the first such publication of the Council of Ministers of Education, Canada (CMEC). The report provides significant information from a national perspective on how well Canada's education systems are preparing students for life, work and the challenges of the future, and is organized under three themes: accessibility, quality and relevance.

November – Announcement of an $8 million distance education project, funded under the Canada-Manitoba Infrastructure Works Agreement, to provide an increased range of courses through interactive television to over 80 Manitoba rural schools.

November – A government document "Manitoba Options - A Guide to Post-Secondary Education and Training" was launched. It will be produced annually for high school and adult learning center students. It provides information on Manitoba's universities, community colleges, registered private vocational schools and apprenticeship programs.

November – An Adult Education Unit was formed in the Department to provide policy input with respect to field activities.

December – An eight-member Interim Transition Committee was created to develop the policy framework for the formation of the Council on Post-Secondary Education (COPSE).

December – A kit called the "Employability Skills Portfolios" was announced by the Department to be distributed to all senior years schools in Manitoba. The kit was designed to help senior years students organize for their first job search.
December – “Reading Recovery” program introduced into Manitoba. Grade 1 children who are experiencing reading and writing difficulties will receive intensive, one-to-one instruction for 30 minutes a day for approximately 12 to 20 weeks from a trained Reading Recovery teacher.

1996

January – Government announced a 2.0% reduction in public school funding for 1996/97. Changes to the funding formula now give divisions flexibility in moving a portion of funds among four specific areas: special needs, professional development, guidance and counseling, and libraries.

January – The first Senior 4 English Language Arts (ELA) provincial exam in 25 years was piloted.

January – Red River Community College received a grant from the Sustainable Development Innovations Fund (SDIF) to develop a training and certification program for sewage disposal contractors, haulers and system installers.

January – Department released a discussion document titled "Enhancing Accountability, Ensuring Quality" to launch a review of the collective bargaining and compensation system for teachers. The review is a follow-up of a recommendation from the 1993 report of the Panel on Education Legislation Reform for government to become active in discussions with the Manitoba Association of School Trustees (MAST) and the Manitoba Teachers Society (MTS) with a view to updating the provisions respecting the collective bargaining process.

March – Employment Youth NOW (New Opportunities to Work) program announced to help young Manitobans (18-24 years) on social assistance to gain independence and make a successful transition to work.

April – The University of Manitoba Act was amended to guarantee a minimum of 6 students on the Board of Governors (3 graduates elected by graduate students, and 3 students appointed by the Student Union). Government was also reviewing student representation on the boards of the University of Winnipeg and Brandon University. Students of Manitoba's community colleges already had a presence on college boards through self-governance legislation passed in 1993.

April – Summaries of the January provincial Senior 4 mathematics and English and Français language arts exams were distributed to schools. Results indicate students require more practice with questions requiring analysis/synthesis/evaluation with a weaker performance overall on long answer material.

Spring – The Education Administration Act was amended by government to allow the Minister to prescribe methods, procedures and reporting of student assessments. Royal assent was granted in April 1998.

May – The "Teacher Collective Bargaining and Compensation Review Committee Report" was released. Government accepted the recommendations related to collective bargaining and plans to introduce legislation accordingly. In regard to compensation, government accepted the recommendation in principle but plans to consult more with the Manitoba Association of School Trustees and the Manitoba Teachers' Society using the report as a guide.

June – Government announced a response to the Manitoba School Divisions/Districts Boundaries Review Commission that supports the concept of fewer divisions, but believes the best method is through voluntary rather than legislated amalgamation.

June – The first provincial standards test for Grade 3 Mathematics was piloted.

June – Common curriculum frameworks documents for English language arts (K-Senior 4), English and French mathematics (Senior 2-4), French language arts and Français (K-Senior 4) were released through the Western Canadian Protocol.

September – The French Immersion Curricular policy was released.

September – A new baccalaureate nursing education program for Norway House was announced that involves placing a section of the University of Manitoba's Faculty of Nursing in the North.

September – The responsibility for school bus purchases was transferred from the Department to school divisions and districts to increase flexibility of fleet management.

September – Commencement of the “New Directions” Implementation Partnerships initiative, the School Plans initiative, and the Distance Education and Technology Regional Consortia Implementation Grants Initiative.

September – Implementation of the Interdepartmental Protocol Agreement for the coordination of service for children and adolescents with severe to profound emotional/behavioral disorders.
September – The “CHOICES Youth Program” was initiated in Winnipeg School Division No.1. The program’s goal is to deter youth from substance abuse, academic failure, gangs and criminal involvement. The program has the following components: classroom projects, tutor/mentorship, wilderness activities, after-school activities, and parent skill development.

October – A review of Special Education in Manitoba was announced. The review will examine the application and effectiveness of services in order to maximize student opportunities for graduation and successful transition to employment, post-secondary education or community living.

October – Manitoba launched “Born to Read and Write” program, a nationwide drive to encourage literacy among Canadian children. It features a new book, "Born to Read and Write", by Canadian author, cartoonist and journalist Ben Wicks. The book helps parents to help their children with reading skills.

Fall – A bibliography of Manitoba-based Aboriginal language resources was distributed to schools.

Fall – 25 Technology and Science Resource Centres (TSRCs) were established in schools throughout the province. These centers provide fundamental high technology applications to traditional vocational and industrial arts education.

Fall – The Department started funding programs for adults located in separate facilities outside of secondary schools (ie, Adult Learning Centres).

Fall – CMEC and Statistics Canada created the Pan-Canadian Education Indicators Project and jointly released the first “Education Indicators in Canada” document. In following years, the report was enhanced and released every 2-3 years under a variety of names.

Fall – Several new youth programs were initiated in 1996-97. Partners include Industry Canada, Human Resources Development Canada, the Department of Rural Development, and Junior Achievement.

November – The Public Schools Act (Bill 47) and Education Administration Act were amended by government to: (a) facilitate schools of choice whereby parents/guardians could now enroll their children in a school within any Manitoba division/district, even if the desired educational program is offered in their home division/district, with parents having the right to be a member of the school’s Advisory Board; (b) use of student data whereby each school division/district was now required to have written procedures on collection, storage, retrieval and use of student level data; (c) giving principals the authority to ensure that the safety of the school and its students is not compromised; and (d) giving teachers authority to suspend a pupil from the classroom. Royal assent was granted in April 1998.

November – The Public Schools Act was amended by government (Bill 72) to tighten teacher collective bargaining procedures (e.g., criteria on mediation, conciliation, arbitration processes, issues eligible for negotiation, etc.). Note: teachers still did not have right to strike, and Boards did not have right to lockout.

November – The Council on Post-Secondary Education Act was passed by government which merged the Universities Grants Commission (UGC) and Colleges Secretariat into a new Council that was responsible for articulating and coordinating both university and college program delivery. Royal assent was granted in April 1997.

November – Government appointed a task force to review the future of apprenticeship training in Manitoba with the intent to develop a self-sustaining provincial apprenticeship program aimed at meeting the needs of Manitoba employers and workers.

November – Responsibility for the Inter-Universities North (IUN) program transferred to Keewatin Community College (KCC) in the Pas.

December – Over $500,000 in funding announced for 7 ACCESS projects (U of M: Aboriginal Business Education Program, Aboriginal Student Centre, Director of Accessibility and Transition Programs, and Development Curriculum Projects; and U of W: Writing Program Staff Support, Special Needs Program, and Integrated Student Services).

1997

January – The Manitoba Education and Training website was launched.

January – 0% funding increase announced for public schools in 1997/98.

January – The Learning Tax Credit was introduced that allows Manitobans who pay tuition fees to a university, college or a technical training centre to claim 10% of tuition fees, plus 10% of the allowable education expense deduction.
January – Premier announced the first “Premier's Reading Recognition Certificate” to encourage reading and recognize the individual progress of Manitoba school children in grades 2 and 3 during I Love to Read Month.

January – A $2.7 million distance education initiative was announced by the governments of Canada and Manitoba under the Canada-Manitoba Infrastructure Works Agreement to deliver university and college programming into rural and northern communities.

February – A Manitoba Sustainable Development Awards of Excellence Scholarship was announced that will assist post-secondary students studying or researching areas consistent with the principles and guidelines of sustainable development.

February – An impartial third party was hired to examine teacher compensation issues (follow-up to the Teacher Collective Bargaining and Compensation review). Mr. Scurfield was asked to examine the classification system, currently based on a teacher’s education and years of experience, and recommend back to government a model that best reflects the nature of teaching in today’s world. Report was submitted February 1998.

April – Manitoba School for the Deaf opened at new location 242 Stradford Street in Winnipeg.

April – The Canada-Manitoba Labour Market Development Agreement was signed (to come into effect in November 1997). This agreement transferred responsibility from the Federal Government to Manitoba for Employment Insurance (EI) funded employment and training, labour market programming, and delegated certain functions of the National Employment Service (eg, employment counseling and labour exchange) to Manitoba. Over the course of this agreement, the Government of Canada was to contribute a total of $144.5 million and 118 FTEs from the Employment Insurance (EI) Account to the Government of Manitoba to support employment benefits and active employment measures. A review of the agreement was required to take place at the conclusion of 3 years.

April – An Employment Development Centre opened in Thompson (others exist in Brandon, Portage la Prairie, Gimli, the Pas, and Beausejour).

Spring – Manitoba Teachers’ Society submitted a proposal to government recommending that they become a professional self-governance body that would address teacher education, certification, teacher evaluation and professional development, discipline, etc. The proposal was not acted upon.

Spring – An Integrated Case Management computer system in development with Family Services to facilitate delivery and coordination of training programs.

Spring – Changes were made to funding formula for 1997-98 school year (called the Student Support Formula Grant Program) which targeted at-risk student support to schools with the greatest need based on the incidence of socio-economic indicators (low income, migrancy and single parent). 232 schools were identified as having high concentrations of at risk students.

May – Divisions/districts and schools were requested to report on student transcripts the mark of January and June 1997 Math 40S and 40G provincial examinations as well as the overall final subject grade. Effective for the 1997/98 school year, separate disclosure of provincial examination marks will be required for S4 mathematics/mathematiques 40S and 40G, S4 English language arts, and S4 Français-langue maternelle.

June – The standard provincial graduation diploma must now be issued by all public Senior Year schools and funded independent Senior Years schools. Schools/divisions can also issue their own diploma if they desire so long as a minimum of 28 credits is met.

June – A new 3-year “Partners for Careers” program was announced. It is a joint federal/provincial government partnership with business/industry which matches Aboriginal high school, college and university graduates with entry level career positions. Aboriginal youth participants receive mentorship from industry leaders and are placed in new entry level positions in the private sector.

June – Manitoba Education and Training announced a new Technology Learning Resources for Schools Initiative (TLRSI) to improve technology resources for schools with an emphasis at the senior years level.

September – A new RRC two-year Child and Youth Care Worker diploma program was launched that is accessible throughout the province by distance education. The program provides training to workers dealing with high-risk children and youth in their care.
September – A Manitoba Scholarship and Bursary Initiative was launched whereby the Manitoba government will contribute up to one dollar for every two dollars of eligible new funds raised by universities and colleges.

September – Schools Education Information System (EIS) was successfully implemented across province with all school divisions submitting enrolment data in a common data file format.

October – A ‘Common Framework of Science Learning Outcomes, K to 12’ was released by the Council of Ministers of Education, Canada. The pan-Canadian framework established a set of targets for science education and will be used to guide the future development of science curriculum in Manitoba.

October – School results of the spring Grade 3 mathematics standards test, and S4 language arts and mathematics examinations were released together with the Division and School-by-School Report, Provincial, Divisional and School Summary Reports.

Fall – The Public Schools Act was amended by government to change the compulsory school age and the age parameters related to right to attend school. The Act now stated that a child who is 7 years or older, or under the age of 16 on December 31st in a year must enter in the fall session, while a child who is 6 years of age or older by December 31st of year of entry until last day in June in year child turns 21 or receives a graduation diploma has the right to attend. Previously (from 1979) a child had to attend if he or she was 6 years of age or would turn 6 years old within 12 weeks after September 1st. This made December 1st the cut-off date.

Fall – The Department provided credit recognition for International Baccalaureate (IB) and Advanced Placement (AP) courses in meeting graduation requirements.

Fall – CMEC and Statistics Canada jointly created the “Pan-Canadian Education Research Agenda” which organized forums to bring researchers, education policy makers, and funders together to facilitate timely and relevant research projects.

November – An expanded and enhanced Practical Nursing Program and renovated facilities were officially unveiled at Brandon's Assiniboine Community College (ACC).

December – A Memorandum of Understanding (MOU) was signed by the 4 western provinces and 2 territories to establish a process for inter-jurisdictional collaboration in the development, delivery, and exchange of distance learning resources and related technology products.

1998

January – A 2.2% increase in public school funding was announced for 1998-99 school year. The funding formula was changed to provide a more equitable distribution of funds. A new early years literacy grant and a new technology grant ($10/pupil) were introduced. Additionally, multi-year funding was introduced in order to help school divisions with their planning processes.

February – The Scurfield Report on teacher compensation practices (follow-up to May 1996 Task Force report) was released. The report proposed changing the current 7 class system into 3 categories and to make obligatory many activities teachers currently perform voluntarily. The report’s recommendations were not acted upon.

March – Government announced $15 million for early intervention and healthy child development programs and supports for children in lower income families this year (combination of federal National Child Benefit program and provincial initiatives). Through the Children and Youth Secretariat, funding will support programming in parenting, children nutrition, job placement, child care, and early literacy programs.

March – English Language Arts common curriculum framework was released by Western Canadian Protocol partners that will bring consistency to Kindergarten to Senior 4 (Grade 12) classrooms in Western Canada and the territories.

March – Provincial government released policy statement on “Children First--A Statement of Government Policy on Manitoba Children and Youth” which emphasizes the role of families in providing the safety, dignity, respect and love that children and youth deserve and require. Four major areas of direction are: focusing on the early years of a child's life to provide a good start; strengthening families and the community; recognizing and respecting Aboriginal culture; and reducing barriers to providing coordinated, outcome-based services for children and youth.

March – A 3-year department-wide Aboriginal Education and Training Strategy and Action Plan was released.

March – A Manitoba Teachers’ Society commissioned poll showed 76% of Manitobans think
government should increase spending on public schools. Other issues surveyed were teacher salaries, student assessment, role of principals, etc.

Spring – The Public Schools Act was amended by government to say that a Trustees’ term of office was changed to four years in length with elections to coincide with municipal elections (prior to this change, the term was two-to-three years on a staggered basis). Royal assent was granted in June 1998.

Spring – Voluntary school division amalgamations occurred with (a) Norwood into St. Boniface, and (b) Pembina Valley and Tiger Hills into Prairie Spirit.

Spring – The foundation skill of technology has been integration into all subject areas across early, middle and senior years.

Spring – The Manitoba Prior Learning Assessment (PLA) Centre was established for a 2-year period to develop and expand the use of prior learning assessment in Manitoba’s post-secondary institutions, businesses and industry.

Spring – Universities received a 4.3% increase in operating grants, and colleges a 2.0% increase for 1998-99.

May – Department announced a revitalization to apprenticeship training in Manitoba Education with a commitment to double the number of apprentices to meet Manitoba’s industry needs. Linkages will be enhanced with the Senior Years Apprenticeship Option in high schools, colleges, industries and businesses.

May – Standards tests conducted at grades 3, 6, S1, and S4. Tests at grades 3, 6, and S1 are to improve classroom instruction, student learning, and school effectiveness, while at grades 6, S1 and S4 they are to certify student achievement.

June – The Public Schools Act was amended by government (Bill 34) to outline revenue generation practices for amalgamated school divisions.

June – Phase 1 of School Planning Initiative was completed.

June – The federal government established the Canada Millennium Scholarship Foundation (Bill C-36) which provides bursaries to post-secondary students.

July – The Brandon University Act and the University of Winnipeg Act were proclaimed, providing these institutions with their own legislation (previously UW and BU were established by regulation under the Universities Establishment Act, and had made long-standing request for their own legislative acts).

July – The Mennonite College Federation Act was proclaimed bringing together 3 existing institutions (Menno Simons, Concord and Canadian Mennonite Bible). This Act establishes a new Mennonite university in Manitoba (the first university of its kind in Canada).

September – 3 new programs announced to help post-secondary students access part-time employment during the school year. The programs being piloted by Manitoba Education and Training are The Business Mentorships program, Youth Serves Manitoba, and part-time STEP.

September – Film training initiatives in Manitoba receives government funding support.

September – Changes were introduced in the schools funding formula related to special needs categorical levels 2 and 3. Annual Divisional Action Plans (ADAPs) would no longer be required at the completion of each school division’s participation in the first round of a 3-year audit cycle.

September – Locally Developed / Acquired Department-Approved Curricula (LDA) mechanism now available to schools to facilitate enhanced flexibility related to local programming. This new mechanism will allow a maximum of 10 credits towards graduation using LDA curricula.

September – COPSE approved four new or expanded programs which will be in place for the 1998-99 academic year: Geographic Information Systems (GIS) at RRC, Information Systems Technology at RRC, Health Care Aide at ACC, and Transition Year Program at KCC.

September – The Department created a new branch called the Education Indicators Unit.

September – Initial implementation of a 3-year Learning Technologies plan to fully integrate use of information networks into Training and Continuing Education programs.

September – “Technology as a Foundation Skill Area: A Journey Toward Information Technology Literacy (1998)” was released to help schools successfully integrate information technology into all core curricula, K-S4.

September – A post-secondary Program Articulation and Credit Transfer Committee was created to review existing credit transfer arrangements and to seek ways to make more programs transferable.
October – Manitoba’s first "smart park" for high technology research and development planned for University of Manitoba site.

October – Division and School-by-School exam results for the 1997-98 school year were released.

Fall – Mature student diploma requirements officially aligned with New Directions.

Fall – The College Growth Plan was initiated to enable more people to attend colleges in Manitoba (i.e. lever 1,000 new seats). Priority areas include new and expansion of programs that respond to wait lists and labour market demands, participation of Aboriginal people, and programs that use distributed learning technologies.

Fall – A new funding process for the post-secondary education system was developed and implemented by COPSE, that includes (a) a block grant to assist institutions with their regular operating expenditures, and (b) a 3-prong envelope for Strategic Programs (to support the operating costs of new programs), System Restructuring (to address system changes such as the use and application of technologies in the education process), and Capital (to assist in meeting the financial demands of major capital projects). COPSE is pursuing the development of a multi-year funding model.

Fall – COPSE implemented a new process to approve new programs at both college and university levels that are based on institutions first submitting a statement of intent, and if approved then a program proposal.

Fall – COPSE requested universities and colleges to participate in the MET# initiative.

December – Government announced a 5-year $25 million commitment to the Manitoba Scholarship and Bursary Initiative (first introduced in 1997) whereby government matches public contributions made to universities and colleges. Additionally, new interest relief and debt reduction programs totaling $1.6M were introduced to help post-secondary students.

December – A second 5-year MOU was signed by the governments of Manitoba, Canada and the Manitoba Aerospace Human Resources Coordinating Committee for aerospace training in Manitoba.

December – “The Manitoba Special Education Review: Final Report” was submitted to government.

1999

January – A 2.3% increase announced for 1999/2000 funding to public schools (later increased to 2.6% due to unanticipated increase in adult and special needs enrolments). Increases were targeted to base support, technology in the classroom, early literacy intervention, teacher professional development, school buses, and programming for at-risk students.

March – Manitoba Association of School Trustees (MAST) joined Manitoba Teachers’ Society (MTS) in lobbying government to rescind standards testing at grade 3.

March – Government announced a one-time $1 million for computer system upgrades at both Assiniboine Community College and Red River College.

April – Government announced $2 M in additional support for special education students.

April – A new child care in schools policy was announced by government to accommodate the development of child care centres in new and renovated schools.

April – The University of Manitoba is participating in a nationwide study to research the impact of physical education on children. The Canadian Longitudinal Study on the Impact of Quality Physical Education will investigate the impact of the quality and quantity of physical education on school age children and youth across the country.

April – Two new types of aircraft are being purchased for Stevenson Aviation Technical Training Centre which will broaden students’ knowledge base and skills.

April – University of Winnipeg to expand into the Salvation Army Citadel building to enhance theatre, drama and film production/communication programs.

April – A 4.3% increase announced for post-secondary institutions.

April – Government’s 1999-2000 budget announced a focus on early years intervention, core subject curriculum development, standards testing, technology in the classroom (increasing funding from $10 to $40 per pupil), student-at-risk programming, special needs programs and services for pre-and school-age children.
Spring – Introduction of the “GrassRoots” Program which was a partnership between the department, MERLIN, and Industry Canada to promote the integration of information and communication technologies in classrooms. Note: program was discontinued in March 2004.

Spring – A Manitoba Teachers’ Society survey of members found that 73% said they were exhausted at the end of the school day.

Spring – The First Year Distance Education (FYDE) program was officially renamed “Campus Manitoba”.

May – The Apprenticeship and Trades Qualifications Act was proclaimed. The Act accords apprenticeship the same status as other post-secondary educational systems, providing a governing structure more representative of, and responsive to industry in addressing skill needs in the economy.

May – The new Mennonite College Federation (MCF) purchased the former Manitoba School for the Deaf with the intent to transform it into the Mennonite University campus.

June – For the first time, grade 6 and S1 teachers marked their students’ provincial standards exams. In the past, teachers administered the exams, but the tests were marked centrally.

June – A joint Family Services and Education and Training policy and procedure manual entitled “Unified Referral and Intake System” was released which articulated a variety of medical procedures that teachers should perform in the classroom.

June – A report on apprenticeship training for Aboriginals in Canada was released saying an essential requirement for creating jobs for Aboriginals is to increase awareness of the apprenticeship option among potential employers and Aboriginal people. The report recommends that Aboriginals considering apprenticeship training receive support in the form of employment counseling, child care and transportation expenses.

June – Manitoba signed the Canada-Manitoba Protocol on youth employment with HRDC to share information in a more effective way and work more collaboratively to provide services to youth.

July – The Public Schools Act was amended by government to allow school divisions the right to acquire property.

August – Government announced “Framework for: Active Kids...Healthy Future” program will be supported on a 50/50 basis from the departments of Education and Training and Health. The project will focus on promoting physical activity, healthy choices and positive lifestyles. It aims to increase the activity levels of Manitoba school children by 10%.

September – A mature student program for adults of First Nations, Métis and Inuit ancestry was initiated through a partnership between government, Morris-Macdonald School Division, and Anokiwiin Training Institute. Adults will be registered as students with Morris-Macdonald School Division with their education provided by Anokiwiin at their Winnipeg site.

September – A mentoring project was implemented in Manitoba elementary and middle schools to address high-risk behaviors related to truancy. The project is based on the Big Brothers Big Sisters In-School Mentoring Initiative. It was first piloted in Manitoba out of Isaac Newton School during the 1998-99 school year.

September – New requirements for high school graduation came into effect (refer to “New Directions” summary in appendix).

September – all school divisions/districts are participating in the ADAP process.

October – Federal-provincial partnership established to fund the SMARTPark project at University of Manitoba.

October – Department announced that schools can no longer enter into contracts with Athena Educational Partners for the purpose of broadcasting its Youth News Network (YNN) into Manitoba classrooms.

Fall – A pilot project was initiated in 39 school divisions whereby school buses had a white flashing strobe light on the roof to increase their visibility.

November – COPSE released the first edition of the Manitoba Graduates Follow-Up Survey.

November – Government received an interim report on adult education centers (Deloitte and Touche) that found expenditures to be over budget.

December – An evaluation of the CHOICES Youth Program by the University of Manitoba found criminal involvement by students taking part in the program dropped from 60% to 38%, and the number of students reporting gang related ties dropped from 38% to 13%. The program has operated in Winnipeg School Division No. 1 schools since 1996.
December – The Public Schools Act was amended by government to reflect graduation requirements associated with New Directions whereby all schools were required to phase out, by the end of the 2000-2001 school year, “Answering the Challenge” and “Revised High School Program” graduation requirements, for all students who entered S1 during or prior to the 1994-95 school year. Effective the 2001-2002 school year, all students must graduate under “New Directions” graduation requirements, including any returning students who may have begun their Senior Years under an earlier set of graduation requirements. The amendment stated that in order to obtain Senior 4 standing and be eligible to receive a provincial high school diploma, students must complete a minimum of 28 S1-S4 credits and meet all program requirements determined by the Minister (previously students required 20 grade 10-12 credits). Schools and school divisions have the option of awarding a local high school diploma if (a) meets requirements of provincial diploma, and (b) meets additional local program and credit requirements of the school board or the private school.

2000

January – Canada Millennium Scholarship Foundation announced the provision of 3,600 annual scholarships over the next 10 years (totaling $108M) to students who have successfully completed 60% of a year of post-secondary studies, were enrolled as a full-time student in an eligible post-secondary institution and was in good standing at the time of the award.

February – A 3.8% increase to public school funding for 2000/01 was announced. Enhancements included increased funding for special needs, counseling and guidance services, library services, and early literacy programming.

February – The Department of Education and Training initiated a consultation process with adult learning centers to determine methods to ensure that adult learning centres will make the best use of existing financial resources available.

March – A research study conducted in 1999 by the Department titled “Student Transitions: Intentions of Manitoba S4 Students” was released. It was the first phase of a longitudinal study that examined students’ plans for their future, influences on making future plans, barriers to achieving their future plans, preparation received from high school, and future educational aspirations. The 2nd phase was to take place in 2001 and the 3rd in 2003. In 2001, Government cancelled the project.

April – Access and privacy legislation officially extended to educational bodies, including school divisions and districts under the Public Schools Act, colleges under the Colleges Act, the University of Manitoba, University of Winnipeg and Brandon University.

April – Brandon University receives provincial funding to extend research and study of rural issues in the province.

April – University of Manitoba receives provincial funding to construct a new computer lab.

April – Government announced increased funding to provide employment and training initiatives. The projects will provide individual vocational assessments, employment preparation, job search skills, work placement, job referrals, as well as follow-up supports to ensure the continued success of the participants.

April – The Special Education Review Initiative (SERI) was created within the Department to initiate action related to the Special Education Review.

Spring – Manitoba students participated in OECD’s “Programme for International Student Assessment (PISA)”, and “Youth in Transition Survey (YITS)” … 15-year-olds.

Spring – New Manitoba provincial highways signs introduced to raise driver awareness and enhance the safety of students getting on or off the vehicles.

Spring – Post-secondary tuition fees to be reduced by 10% from 1999 levels for 2000/01.

Spring – The College Expansion Initiative (CEI) was established with a mandate to double college enrolment in career/technical programs in 4 years (meant the creation of more than 4,000 new spaces).

June – Western Canadian Protocol “Curriculum Framework for Aboriginal Languages and Culture” was released.

July – A provincial government licensing agreement signed with WebCT (Web Course Tools) that gives school divisions and post-secondary institutions a cost reduction for a WebCT license, the
opportunity to share training resources and a way to share information regarding distance learning and instructional technology programs.

Summer – Work was completed on the Western Canadian Protocol’s “The Common Curriculum Framework for Bilingual Programming in International Languages”.

Summer – Manitoba Association of Principals (MAP) was dissolved and re-created as the Administrators Council to operate under the aegis of the Manitoba Teachers’ Society.

August – Introduction of a new Manitoba Bursaries Program (the first bursaries available since 1993).

August – The Public Schools Act was amended by government (Bill 42) whereby restrictions imposed on the teach collective bargaining system in November 1996 were rescinded, with the exception of class size and composition, which would remain excluded from the scope of arbitration. To ensure that there is no disruption to children’s education, the ban on strikes and lockouts would continue. The amendments also allowed for a commission to be established for reviewing the issues of class size and composition in Manitoba schools.

August – The Public Schools Act was amended by government (Bill 12) related to home schooling whereby parents who now choose to home school must register with the province and provide periodic progress reports.

September – A new diploma registered nurse program launched at RRC.

September – Grade 3 standards tests were replaced with a start of the year in-school assessment of literacy and numeracy skills. Standards tests for Grade 6, Senior 1, and Senior 4 continued without change.

September – The Department released a new combined Physical Education/Health Education curriculum “K-S4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles”. The curriculum focuses on physical activity, healthy eating, substance use, sexual reproductive health, and injury prevention. Within the framework, Physical Education/Health Education is compulsory only for K-S2 students. Recommended minimum time allotments are: ½ day K (16 minutes/day), grades 1-6 (33 minutes/day), grades 7-8 (30 minutes/day), S1-S2 (1 credit = 110 hours), and S3-S4 (optional).

September – Prior Assessment and Recognition (PLAR) introduced at University of Winnipeg as a pilot.

September – A federal/provincial Early Child Development Accord was signed.

September – The Accelerated Diploma Nursing Program was introduced at RRC.

September — The Medical Student/Resident Financial Assistance Program was introduced by the Department of Health whereby Manitoba medical students receive financial support for their education in return for a promise to provide physician services in the province after graduation.

September – A 3-year pilot project in Winnipeg School Division aimed at improving the school experience for students with Fetal Alcohol Syndrome (FAS) and Alcohol Related Disorders was announced. The highest need grades 3 to 6 students with FAS in the inner-city school area will receive specialized programming from a team including a teacher, teacher assistant and clinical/therapy support professionals.

October – Permanent and expanded programming in the areas of health care, agriculture and business now offered at Assiniboine Community College. The programs include comprehensive health care aide, practical nursing (LPN), practical nursing refresher, early childhood education, precision agriculture, labour market analysis, and business administration diploma by distance.

Fall – The Western Canadian Protocol document “Curriculum Framework for Aboriginal Languages and Culture Programs (2000)” was completed and released.

November – Two labour disruptions occurred within Manitoba school divisions: (a) River East School Division – bus drivers and mechanics went on strike November 10th to mid-December; and (b) Transcona/Springfield School Division – bus drivers and mechanics went on strike November 24th to mid-December.

November – $100 million capital investment announced for University of Manitoba.

November – Downtown Winnipeg Red River College Campus announced. The building on Princess Street is expected to be ready for first phase occupancy in September 2002.
January – The Department of “Education and Training” was separated into two separate departments: “Manitoba Education, Training and Youth”, and “Manitoba Advanced Education”. There were now two ministers but still one deputy minister who served both departments.

January – At the request of the Division scolaire franco-manitobaine (DSFM), government announced an independent review of the division’s governance structure.

January – A 2.8% funding increase announced for public schools.

January – A unique, 3-year pilot program “COACH” was launched by Healthy Child Manitoba to help children with extreme behavioural and emotional problems. A key component of the pilot program is the matching of an adult, or coach, to mentor and tutor children aged six to 11.

February – Health Care Aide Program at KCC made permanent offering with reduced cost to students.

February – Two new employment and training programs announced for northern/rural Manitobans: (a) a health care aide training program that will allow participants to take the Manitoba Grade 12 GED test, learn generic skills and attitudes required by employers, and obtain a Health Care Aide certificate from KCC; and, (b) employment-related skill and academic upgrading programs at the Portage Plains Employment Centre.

February – Split Lake provided government funding to provide job skills and employment for 58 unemployed adults and training for an additional 36 people.

February – Manitoba Student Financial Assistance launched an Internet Web site, one of the first of its kind in Canada that allows Manitobans to apply for student loans and obtain information for bursaries online.

February – Department conducted a survey of Aboriginal languages being taught in Manitoba.

February – The “Adult Learning Centres: Policy Handbook” and “The Accountability Framework for Adult Learning Centres” were released which detail the definition, funding processes and accountability measures for adult learning centers.

March – Apprenticeship training at ACC approved for pork production industry.

March – Government announced a commission to study the size and composition of classes in Manitoba schools and make recommendations for a provincial policy.

March – A Manitoba Safe Schools Council was established to enhance student safety and address concerns with violence, bullying and gang activity in the school system. The council will build on the work of schools and school divisions to promote safe and secure learning environments in Manitoba schools through the development of crisis response plans and codes of conduct; develop co-operative relationships with police and family services; expand conflict resolution and violence prevention programs; enhance classroom safety initiatives; ensure ongoing training and professional development; introduce safety audits to assess the safety conditions of physical environments; assist students at risk of engaging in disruptive behaviour and those victimized by such behaviour; promote effective sharing of criminal record information in accordance with the law; ensure child online Internet safety; and, identify policies and best practices currently in use in schools and a means to support the sharing of such information across the province.

March – A one-day training and education summit was held that brought together representatives of Manitoba’s college system, business, labour, community stakeholders and government to discuss the Manitoba Training Strategy and the College Expansion Initiative.

March – Consultation sessions with parents, students, teachers, school boards, administrators and communities were announced to take place over the summer to review and enhance a draft policy document called “Education Agenda for Student Success”.

March – There was a public launch of a new 3-year initiative to provide Aboriginal Education Awards funded through the Manitoba Scholarship and Bursary Initiative in partnership with the Business Council of Manitoba and the government of Canada.

April – A Commission was established to investigate and recommend options related to class size and composition.

April – WORKFORCE2000 became part of a new branch in the Department called Industry Training Partnerships, in order to provide business and industry with more integrated and coordinated single window access to human resource planning and skills training.
April – COPSE released a CD-ROM version of their Statistical Compendium which provides university and college-related statistical data.

April – University of Manitoba’s Faculty of Physical Education and Recreation to participate in the Canadian Longitudinal Study on the Impact of Quality Physical Education. The ultimate goal of the 3-year research study is to determine the extent that school-based physical education affects health, lifestyle and fitness in adult life. The study is the first of its kind to objectively provide data to assist in school-based physical education policy development.

April – As many as 21 new after-school Lighthouse Centres will open their doors in Manitoba to provide youth with alternatives to gang and other activity.

Spring – Department partnered with Aboriginal communities to commission a study for developing an Aboriginal Apprenticeship Strategy.

Spring – A new Aboriginal Academic Achievement grant was introduced for school divisions to replace the English Language Enrichment for Native Students grant that existed since 1993.

Spring – Post-secondary tuition fees to remain at 10% below 1999 levels for 2001/02.

May – The governments of Canada and Manitoba announced an expansion in aviation/aerospace training in Manitoba operated by Stevenson Aviation Technical Training Centre and RRC.

May – 43 Adult Learning Centres allocated $14M to help adult learners improve life, literacy and employment skills.

May – The Manitoba government announced $3M in funding to support the following five health research centres under its Health Research Initiative (HRI): University of Manitoba, St. Boniface General Hospital Research Centre, Health Sciences Centre Research Department, CancerCare Manitoba, and Children’s Hospital Foundation.

May – All Manitobans encouraged by government to participate in Health Canada’s “SummerActive 2001” as a means of becoming more physically active. Almost one-third of Canada’s population is considered to be physically inactive.

May – A study by the Manitoba Council on Child Nutrition and Manitoba Association of School Trustees (MAST) found that most children are eating burgers and fries at school cafeterias.

June – “Take Action in Schools” program was announced under the Winnipeg Development Agreement. Six full-time Winnipeg Policy Service officers will visit schools providing information that will allow Winnipeg’s youth to "take action" against the many concerns they face each day. The program focuses on prevention, intervention and suppression.

June – Department initiated survey of parents and teachers confirmed the merit of early assessment for Grade 3 English and Français students and Grade 4 French Immersion students.

July – The Student Aid Act was passed which established the Manitoba Student Aid Program (formerly the Student Financial Assistance Program), consolidated existing regulations of the Education Administration Act, legislatively established the Manitoba Bursary, provided a higher level of program accountability, and promoted key principles of accessibility and affordability of post-secondary education for Manitoba students.

July – The findings from an independent review of the governance structure of the Division scolaire franco-manitobaine (DSFM) were released. Recommendations provided suggestions for governance improvement.

Summer – The International Education Branch was formed within the Department to address needs of Manitoba’s International Education Strategy. An International Education Incentive Loan Fund was created in the amount of $250,000 whereby public school divisions and post-secondary institutions access 2-year, interest-free repayable loans for revenue-generating international education projects.

August – As a pilot program, Manitoba Youth Job Centres (MYJC) was expanded into northern communities.

August – The Manitoba Student Loan Service Bureau was established. It was created in response to the national banks terminating their service agreements with the province. The Bureau provides student loan administration services to Manitoba post-secondary students.

September – A French Language Nursing Diploma Program launched at Collège universitaire de Saint-Boniface (CUSB).

September – Brandon University will be developing Canada’s first post-secondary Applied Disaster and Emergency Studies program.

September – A discussion document on class size and composition in Manitoba’s school system was released.
September – A discussion paper was released by the Department entitled “Follow Up to the Special Education Review: Proposals for a Policy, Accountability and Funding Framework”.

September – The Dual Credit option was first introduced as a 3-year pilot.

September – “Kindergarten to Grade 4 Physical Education/Health Education: A Foundation for Implementation” was released. Full implementation was scheduled for Fall 2003.

September – Wapanohk Community School in Thompson became Manitoba’s first dual-track Cree language and community school in northern Manitoba.

September – University of Manitoba will receive increased government funding to expand its occupational and physical therapy programs.

September – Prior Learning Assessment (PLA) services to be expanded at Red River College.

September – The “Transition Year Program (TYP)” was initiated as a joint initiative between Winnipeg School Division and University of Winnipeg. TYP gives Aboriginal students the opportunity to acquire 24 credit hours of first-year university programming at Children of the Earth High School (professors come to the high school) as a means to reduce the academic and cultural barriers that Aboriginal students face in making the transition from studies in secondary to post-secondary institutions.

September – Manitoba’s Northern Development Strategy released. As part of the strategy, five priority areas have been identified: housing, health, transportation, employment and training, and economic development. As part of the strategy KCC will offer a first year program Civil Technology, and a fourth year nursing program.

October – Department received the recommendations of the provincial auditor’s review of Adult Learning Centres (ALCs) in the Morris-Macdonald School Division. The school division was banned from further involvement in ALC operations until all problems described in the provincial auditor’s report have been fully resolved.

Fall – The Department reduced the number of competencies in the grade 3 assessment from 14 to 8 for math and 7 to 3 in reading.

Fall – The Manitoba Training Strategy was released.

Fall – “Planning in Education” was circulated to field. School and Division Plans were completed with a division roll up submitted to the department

Fall – Broadcast Arts and Digital Multi-Media launched as first programs offered by RRC downtown campus.

Fall – A “Statistical Profile of Education and Training in Manitoba (1995/96 to 1999/2000)” was released. It provided statistical data on elementary/secondary and post-secondary education systems.

Fall – School divisions were now required to submit a Student Services Plan to replace the ADAP.

Fall – Funding for levels 2 and 3 special needs students was expanded to include autism spectrum disorder.

Fall – COPSE approved the deregulation of differential tuition fees for international students, allowing post secondary institutions greater flexibility in determining appropriate fee level. Institutions previously charged an international differential of 1.75 times the regular tuition fees.

Fall – Negotiations related to training for the proposed new Hydro developments in northern Manitoba began.

November – The provincial and federal governments announced a $25 million state-of-the-art integrated research and development centre to be built at U of M’s SmartPark to support research into nutraceutical and functional foods.

November – Government announced that it will reduce the number of school divisions in the province from 54 to 37, or one third fewer, by merging various divisions and creating new division boundaries throughout the province. The new divisions will be in place in time for elections in October 2002.

November – The Board of Morris-Macdonald School Division was replaced with a government appointed trustee. Dispute was turned over to the RCMP. Division taxpayers were expected to repay ~$4.0M to government.

November – Agassiz School Division was found to have been $450,000 overpaid by government for non-existent adult learners (same issues as for Morris-MacDonald).

November – Healthy Child Manitoba introduce new program for teenagers called “A Real Future”. In partnership with Transcona-Springfield, St. James-Assiniboia and Evergreen school divisions, the program offers at-risk students with mentorship, training and employment opportunities.
November – The Collège universitaire de Saint-Boniface (CUSB) will receive government funding for an English as a second language (ESL) program to assist French-speaking international students attending school in Manitoba.

November – “Roots for Empathy” program introduced in K-G8 schools within Seine River School Division as a pilot project. The innovative program helps prevent student violence and bullying by teaching respect and problem solving. (In later years the program was expanded into other school divisions).

November – Advanced Education released a new Prior Learning Assessment and Recognition strategy that emphasizes its application in post-secondary institutions, training centers and industry-based activities.

December – A new Allied Health Program announced for Red River College.

2002

January – The Bureau de l’éducation française Division released a report titled “Survey of 1998 and 1999 Manitoba French Immersion Graduates”. Survey was similar to an internal study conducted in February 1991.

January – RRC and Stevenson Aviation amalgamated to form the Stevenson Aviation and Aerospace Training Centre.

January – Government announced a five-year phased-in property tax plan for the province’s four universities that brings Manitoba in line with most other Canadian jurisdictions on university taxation.

January – A 3-year community-based safety initiative was announced that is intended to improve education and awareness about farm workplace injuries. The project involves Farmers with Disabilities in Manitoba, Farm Safety 4 Just Kids and Manitoba ABC (Always Be Careful) on the Farm.

January – Manitoba became the first Canadian province asked to take part in UNESCO’s Associated Schools Project Network (ASPNet). Participating schools will be encouraged to conduct pilot projects related to world peace.

January – The Bureau de l’éducation française Division published the results of a survey conducted among Manitoba French Immersion graduates. The topics of the survey included French-language skills and use of French today, the French Immersion high school and its value, the transition from secondary school, and post-secondary studies.

January – The Designation Policy for Student Aid was approved by Cabinet to strengthen student consumer protection, reduce default rates of student loans and help students make informed choices about post-secondary education. Now all educational institutions and programs of study must be approved by government in order for students to be eligible to receive student aid.

January – Announcement that Intermountain School Division, Dauphin Ochre School Division, and a portion of Duck Mountain School Division are voluntarily amalgamating.

January – Provincial funding to public schools announced to increase by 2.2% in 2002/03. Additional funding was targeted toward program areas such as special needs, professional development, Aboriginal students, northern and remoteness allowances, and English as a second language (ESL).

February – A new two-year Technical Communications diploma program was announced for RRC downtown campus.

February – An Aboriginal Youth Conference was held in Thompson to solicit youth input to help improve existing youth programs and create new ones that are directly attuned to northerners’ needs.

February – Government outlined a plan to facilitate the amalgamation of the Springfield portion of the Transcona-Springfield School Division with the Agassiz School Division while addressing concerns raised by Springfield residents.

February – A new bursary was established to be delivered through the Helen Betty Osborne Memorial Foundation to assist northern students pursuing a future in engineering and civil technology.

March – A new 2-year Business Information and Management diploma program at Brandon’s ACC was announced that will address labour market shortages in the information management sector.
March – A new 2-year Restorative Justice and Conflict Resolution diploma program at KCC was announced. The program is in response to the 1991 Aboriginal Justice Inquiry report which identified the need for alternative approaches, including community justice, within Aboriginal communities.

March – “Teacher Supply and Demand in Manitoba: Report of the Interorganizational Committee” was released. The study found that at the provincial level there is a surplus of new teachers each year, but shortages continue to exist in rural and northern areas in specific subject areas and position types. This study parallels findings from a 1991 task force study “Teacher Supply and Demand for the Public Schools of Manitoba (1989-2000)”.

April – A new government MB4Youth Web site was launched which will showcase opportunities and services for Manitoba youth.

April – RRC to receive government funding to expand distance education programming in order to roughly double its distance education enrolments during the next four years.

Spring – Post-secondary tuition fees to remain at 10% below 1999 levels for 2002/03.

May – The Report of the Commission on Class Size and Composition was released. The report strongly states that determining optimal class size depends greatly on children’s varying needs and abilities, especially for ‘at risk’ students or those with high special needs.

May – Government is strengthening its student aid designation policy to help protect students considering post-secondary education loans. Under the policy change, all new educational institutions will be required to meet more rigorous criteria before being designated as an institution whose students can receive financial assistance through Manitoba Student Aid.

June – The Private Vocational Institutions Act (Bill 33) was enacted. The legislation better protects students and increases accountability for private vocational institutions. It replaces the Private Vocational Schools Act established in 1988.

June – A new initiative call “Achieving Outcomes: Reporting to Families and Communities” was announced by the Department. The initiative is designed to increase accountability and provide more information on the public schools system to parents and the community. The initiative calls for development of a province-wide annual report (prepared by Department) and a school-based report prepared by schools/divisions for local release. The first province-wide report will be released in the fall of 2002.

June – Transcona-Springfield, River East and Agassiz school boards established a shared services agreement.

June – The report “Increasing Choice and Flexibility: Changes to Senior Years Graduation Requirements: A Status Report” was released. Major changes revolved around: (a) categories of credits – simplified from 4 to 2 (compulsory and optional); (b) school-initiated courses and student-initiated projects – SICs increased from 8 to 11, and SIPs from 2 to 3; (c) distance learning courses – students have option of taking courses in print or online format, including those from outside the province; (e) challenge for credit option – students have opportunity to apply prior knowledge in a subject area by demonstrating achievement in the learning outcomes of that course and receiving credit; (f) dual credits – students have opportunity to take college and university courses for Senior Years graduation credit as well as university/college credit, to a maximum of 5 credits; (g) community service (SIP) – students have opportunity to earn 1 credit within the 28 credits required for graduation by volunteering; and (h) substitution of credits – principals have the flexibility to substitute a maximum of 2 Optional credits for 2 Compulsory credits within S1-S4.

July – The Public Schools Modernization Act (Bill 14) received final reading in the Legislature. The amendments to the Public Schools Act supported school division amalgamation. They also limited the size of school boards, placed a cap on administration costs for the divisions and clarified the division of assets for amalgamating boards. Beginning immediately, 54 school divisions were informed they had to amalgamate into 38 divisions. In a few situations, the plan caused existing divisions to split (eg, Duck Mountain and Transcona/Springfield).


August – The Public Schools Act was amended by government to modernize the management of Division scolaire franco-manitobaine (DSFM). The proposed legislative amendments were a result of a review undertaken at the request of DSFM in 2001.

August – The Adult Learning Centres Act was passed by government (became effective in July 2003). The Act and its regulation address the recommendations made by the Provincial Auditor in
the September 2001 report about the Morris-Macdonald adult education programs. The Act legislates a registration and governance process for adult learning centers and provides a framework for their education and fiscal accountability.

August – The first of an annual series of reports "A Profile of Student Learning: Outcomes in Manitoba" was released. The report addressed a set of 6 outcome measures: performance on international assessments, performance on national assessments, performance on Manitoba assessments, performance on high school courses, grade promotion and retention, and high school completion.

August – A program "Youth Transition: From Work to Post-Secondary Education" was announced that will provide high school graduates with work experience and bursaries for post-secondary education. The initiative is supported by 11 government departments and is to be renewed annually.

August – Release of “Manitoba K-S4 Education Agenda for Student Success: 2002-2006” which outlines the Department’s education reform plans for the next five years.

August – CMEC and FLMM/PT jointly tabled a paper titled “Working Together” at the August 2002 Premiers’ Conference. The paper articulates 4 action priorities to further education and training in Canada: post-secondary capacity and on-line learning (CMEC to take the lead), and workforce development and labour-market participation of under-represented groups (FLMM/PT to take the lead).

September – “Planning in Schools Initiative” was launched as a pilot initiative.

September – “Grades 5-8 Physical Education / Health Education: A Foundation for Implementation” was released. Full implementation was scheduled for Fall 2004.

September – In an effort to create a culture that embraces diversity (inclusion), all students at Grosvenor School (Winnipeg) are to receive a half-hour per week instruction in American Sign Language (ASL). Currently there are 10 students in the school’s Deaf and Hard of Hearing Cluster Program who are fully integrated in classes with hearing students.

September – 3 new college programs were approved: (a) Computer Analyst/Programmer and Information Systems Technology at Red River College’s Princess Street Campus, (b) Civil/CAD Technology Common First Year program at KCC, and a Fundamentals in Human Services Certificate at ACC.

September – A set of public consultations were announced to take place in northern Manitoba to hear the views of northerners on the improvement of post-secondary services in the North.

September – The Elmwood Teen Health Clinic was opened. The 2-year pilot project provides after-hours, primary health care to teens at Elmwood High School.

September – University of Manitoba receives government funding over the next three years to allow the Faculty of Architecture to develop and maintain linkages with various professional and community groups for supporting delivery of relevant program content.

September – The Interdisciplinary Middle Years Multimedia (IMYM) project is being implemented Park West, Brandon, Mountain View, Evergreen, Flin Flon, Lord Selkirk, and Rolling River. The program provides an instructional model to support learners (to develop knowledge, ability and responsibility in their use of ICT) and teachers (to differentiate instruction, restructure classrooms to support collaborative learning, and to design constructivist learning environments).

September – The department released “Outcomes-Based Planning and Reporting in Education” to assist schools/divisions/districts with using data for school planning.

September – An Aboriginal Identity Field in the EIS data collection system became operational across schools

September – The Departments of Manitoba Advanced Education and Manitoba Education, Training and Youth were realigned to become, respectively, Manitoba Advanced Education and Training, and Manitoba Education and Youth. There were still two ministers and one deputy minister.

September – The Apprenticeship and Trades Qualifications Board established a new policy for the delivery of apprenticeships technical training in First Nations and Métis communities. In November, the Board established an Advisory Committee for the Aboriginal Apprenticeship Program.

September – STAPLE was introduced as a pilot project with grade 5 teachers.

October – Government is developing a strategy (Labour and Immigration Department) to remove qualification recognition barriers in order to attract and keep highly skilled and experienced immigrants.
Fall – The Canadian Education Statistics Council (CESC) and the Social Sciences and Humanities Research Council (SSHRC) established a 4-year “Education Research Initiative” that will provide $3.2M for policy-based education research in Canada.

Fall – A document to help curriculum developers integrate Aboriginal perspectives into all curricula was released.

Fall – In the fall 2002 Throne Speech, government announced the introduction of new legislation that will work towards providing a safe and secure learning environment for Manitoba’s children.

Fall – During 2002-03, seven divisions/districts are piloting a Student Services Grant which replaces previous funding sources for students with diverse needs. Because previous funding sources are combined into a single grant, divisions/districts have greater flexibility in deciding how to improve programming and match services to local needs. An evaluative report will be released in spring 2004.

Fall – A new website that informs parents and community members about what children learn in compulsory subject areas in K-G8 was launched. A similar site for Senior Years will be launched in March 2003.

Fall – The provincial government undertook a review and assessment of the effectiveness of programming designed to support industry-training initiatives. The review concluded (1) sectoral training is the most cost-effective way to meet the objectives of the Manitoba Training Strategy (2) funding through sectoral partnerships has resulted in insignificant leveraged investment by industry (3) ITP is the only activity in the province designed to support existing workers' training needs, an issue that is receiving increased global recognition.

November – Government hosted a “Forum on Accessibility to Post-Secondary Education” in Winnipeg to discuss current initiatives and explore ideas and strategies for furthering accessibility in the future. Key discussion points that evolved in response to questions were featured in a “Final Report on the Accessibility Forum”, March 2003.


November – A student forum was held Winnipeg by Safe School Manitoba that brought together young people from across the province to discuss a range of issues concerning school and community safety.

December – The "Think Again" initiative was launched which is aimed at preventing teen pregnancy. The initiative includes a provincial multi-media campaign supported by Healthy Child Manitoba with youth and teacher workshops and a facilitator's handbook to be distributed province-wide.

2003

January 2003 – Manitoba Education and Energy, Science and Technology announced the introduction of the CyberSchools Manitoba Internet Portal for all educators and students in Manitoba public schools.

January – Red River College’s Early Childhood Education Program was expanded to include a workplace delivery model that allows child care staff to upgrade their qualifications while continuing to work.

January – A 2.8% increase in public school funding was announced for 2003/04. As part of the funding is a new $1M Class Size Fund to support divisions where class size and composition are a concern, particularly in situations with high special needs and at-risk youth, and close to $1M to assist divisions in the implementation of strategies designed to improve the mathematical skills of students in K to Grade 4.

February – The MB4Youth Division was created within Manitoba Education and Youth. It is responsible for delivering the youth employment and training programs, youth leadership initiative, and career development activities. As part of the Department’s focus on youth, a youth advisory council will be created to help develop, evaluate and revise government programming that focuses on the needs of young people.

February – University of Manitoba partnered with Louis Riel School Division to study children’s anxiety (grade 4).
March – The new “Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes” was released. Its origin is through a Western and Northern Canadian Protocol cooperative effort. The Framework identifies the skills, knowledge, and values that students need to be active democratic citizens. It identifies 6 general learning outcomes: (1) identity, culture and community, (2) the land: places and people, (3) historical connections (4) global interdependence (5) power and authority, (6) economics and resources.

March – An agreement between Steinbach Regional Secondary School and RRC allows students in the high school Industrial Design program to transfer credit between the Industrial Design program at the school and the Civil/CAD program at RRC. Advanced credit in designated high school courses allow students direct access to the Civil/CAD program without having to complete the first 6 months of the RRC program.

March – The Canada Millennium Scholarship Foundation released a national report “The Role of Guidance in Post-Secondary Planning”. The study was conducted in spring 2002 to small samples of students in four Canadian provinces (including Manitoba). The study found guidance services to be lacking. A report on Manitoba findings was released in 2004.

March – Government announced $10M for pre-project training initiatives for northerners in preparation for construction of the proposed Manitoba Hydro generating stations in Northern Manitoba. The $10 million is a component of a proposed $60M pre-project training initiative that is being negotiated between the Government of Canada, the Province of Manitoba and Manitoba Hydro.

March – Neighbourhoods Alive! Program is providing funding to train inner city youth and adults for health and social services careers. Major programs are offered through Red River College including Youth Recreation Activity Worker, Family Support Worker, and Health Care Aide training programs.

April – A new wireless telecommunications diploma program was announced for Assiniboine Community College.

April – Energy, Science and Technology announced $3M to support health research at University of Manitoba, CancerCare Manitoba, St. Boniface General Hospital Research Centre, Health Sciences Centre Research Department, and Manitoba Institute of Child Health.

Spring – As a follow-up to recommendations from a review of COPSE (November 2002), a “Joint Response by the Government and the Council to the Review” was released outlining detailed actions for Council’s future activity.

Spring – A sample of Manitoba 15-year-old students participated in OECD’s PISA assessment and Canada’s Youth in Transition (YITS).

Spring – Departmental student assessment data analyses found that French Immersion students perform at least as well as in language arts and mathematics as students whose studies are entirely English, while developing proficiency in the French language along the way (analyses looked at G3, G6, S1, and S4 provincial assessments as well as SAIP results).

Spring – Post-secondary tuition fees to be maintained at 10% less than 1999/00 levels for 2003/04.

May – The early childhood education diploma program at ACC is to be expanded to include a workplace model. Students will undergo a prior learning assessment, receive recognition for existing skills and remain employed while completing the program.

June – A new Canada-Manitoba Immigration Agreement was signed. A new feature is a collaborative approach for determining Provincial Nominee Program (PNP) participants.

June – Manitoba Education, Citizenship and Youth acquired the rights to a provincial site license for the ESRI Canada Ltd. GIS software ArcView, ArcVoyager, and ArcCanada for use by students and educators.

September – Development of a University College of the North (UCN) was announced with a steering committee and implementation team named to support development.

September – Brandon University opened a new nursing program facility.

September – High school credit requirements for graduation came into effect to increase choice and flexibility for students. Changes include: simplifying categories of compulsory and optional credits, greater recognition for distance learning courses as compulsory or optional credits, recognizing post-secondary credits taken by high school students (to be implemented over a trial three-year period), and offering credits for community service beginning in the 2002-03 school year.
September – The new K-S4 physical education/health curriculum was implemented.  

September – The Aboriginal Languages of Manitoba (ALM) was allocated government funding to assist in promoting the preservation and retention of Manitoba’s seven Aboriginal languages. ALM is a non-profit organization that was incorporated in 1984 to preserve Aboriginal languages with the help of the Council of Language Elders, community members and educators.  

October – Manitoba sponsored the fifth international prior learning assessment and recognition (PLAR) forum.  

October – Manitoba’s post-secondary institutions signed memorandums of agreement with the province to begin implementing a two-year pilot program allowing international students to work off campus. Under existing rules, international students can only work on campus at the post-secondary institution they attend.  

October – The two education departments jointly hosted regional dialogue sessions on “Preparing for After High School: Linking Education, Career and Financial Planning”. The focus was on financial planning.  

October – “Diversity and Equity in Education: An Action Plan for Ethnocultural Equity” was released. The Plan comprises 18 actions aimed at enhancing departmental and school division policy and capacity building, and building a more inclusive teaching force. Consultations with partners followed release, with a final implementation plan to be released in the future.  

Fall – Department launched as study in G7–S4 schools and adult learning centres to determine the educational needs of adolescent and young adult refugee learners with English as an additional language. The study found the number of these types of students growing. Schools reported the need for more resources, more intense support, additional expertise, longer durations for support, and more enhanced literacy programming to include both academic and socio-emotional needs.  

Fall – Department introduced a 3-year Class Size Grant whereby schools could receive financial research support related to their class size environments.  

Fall – The Manitoba Education Research Network (MERN) was created in partnership with education stakeholders.  

Fall – Department released “A Self-managed Career Portfolio Guide” to senior high schools to serve as a tool to assist students in achieving success in planning their future. Once completed, the student can receive an employability skills certificate.  

Fall – An internal government review of ACCESS programs was conducted.  

November – Department of Manitoba Education and Youth enhanced its mandate by adding the MB4Youth Division and renaming the department Manitoba Education, Citizenship and Youth.  

December – Manitoba Education, Citizenship and Youth along with Manitoba Culture, Heritage and Tourism and the Manitoba Arts Council announced a partnership with the J.W. McConnell Family Foundation to initiate a provincial ArtsSmart program for Manitoba schools. This program assists in the infusion of arts into all curricular areas that in turn will enhance teaching and learning in the classroom.

2004

January – “Supporting Inclusive Schools: School-Based Planning and Reporting: A Framework for Developing and Implementing Annual School Plans and Reports” was released to assist school communities with the preparation and implementation of effective annual school plans, planning reports, and community reports. By June 2004 all schools should be reporting annually to their communities, with school divisions doing so by June 2005.  

January – The Aboriginal Apprenticeship Program Advisory Committee was established to promote training and employment opportunities in the skilled trades for Aboriginal peoples.  

January – Public school funding for 2004/05 to be increased by 2.0%. Highlights included increased funding for the senior years technical-vocational education program ESL, Aboriginal academic achievement, and special needs programming.  

January – The “Sustainability Guidelines for Local Governments, School Divisions, Universities, Colleges and Regional Health Authorities Regulation” was released.  

February – Environmental Youth Corps projects receive government funding. Projects are community-based and must relate to environmental protection, enhancement, rehabilitation, conservation and resource management.
February – COPSE passes a Conflict of Interest Bylaw.

March – The Canadian Learning Centre (CCL) was established by the Federal Government to enhance education information dissemination and promote education dialogue across the country. Five knowledge centers will be located across Canada, each addressing one of the following key learning areas: adult learning, early childhood learning, health and learning, work and learning, and Aboriginal learning. Additionally, CCL has created a “composite learning index” (composed of ~12 indicators) to examine developments (first release expected in May 2006).

March – “Partners in Learning Initiative” was introduced to Manitoba schools (the first in Canada). Through the program, Microsoft will make strategic investments in K-12 education programs by providing teachers and students with the latest computer technologies and training.

March – Manitoba and New Brunswick announced an exchange program whereby selected students will be hired to work for the other’s government in order for them to learn about the social and cultural life of another Canadian province and have the opportunity to improve their French or English language skills.

March – A 3-year funding agreement was announced to enhance BU’s Rural Development Institute’s ability to undertake research and related activities designed to increase the base of knowledge and skills required to support community economic development in rural Manitoba.

April – University of Manitoba and Government established Manitoba’s first ever graduate scholarship fund. This scholarship will support research-based graduate studies to help attract and retain the highest quality students from within and outside the province. The funding provides for 15 masters and 12 doctoral scholarships.

April – The Young Entrepreneurs Program (YEP) was transformed into two new initiatives: Skill Development for Young Entrepreneurs, and Aboriginal Youth Mean Business.

April – Brandon University, Assiniboine Community College, the Brandon School Division and the regional health authority are now able to access CA*Net, Canada’s Research and Education Network.

April – The Public Schools Act and the Education Administration Act were amended by government to clarify roles and responsibilities, and streamline administrative procedures.

April – The Technical Vocational Initiative (TVI) was implemented as a 3-year joint initiative to revitalize technical vocational education in Manitoba. The initiative is based on the following six Action Pillars: (1) improving the image of vocational careers, (2) enhancing awareness of technical vocational programming and trade related opportunities, (3) ensuring relevance to labour market needs, (4) facilitating program articulation between high schools and colleges, (5) developing strategies to address technical vocational teacher currency and shortages, and (6) increasing funding to support technical vocational equipment upgrades. The expected outcomes of the TVI are to have increased student enrollment rates in high school and college technical vocational programs, increased graduation rates from high school and college technical vocational programs, increased transition rates from high school and college technical vocational programs, increased employment rates into technical vocational careers, and increased community capacity to address skilled labour shortages, allowing for greater provincial competitiveness in industry sectors.

Spring – The “Youth Transition: From Work to Post-Secondary Education” initiative was introduced. It provides 25 annual awards to S4 graduates between the ages of 16 and 21 who want to pursue post-secondary education but lack the financial means, to have meaningful paid employment, mentorship support, informative presentations, and a $3,000 bursary.

Spring – The Public Schools Act was amended by government to: (a) allow school boards the right to meet in camera to decide whether a student should be expelled; and (b) clarify a process for parents to petition for religious exercises, stating they can petition if they represent 75% of pupils when the school has less than 80 students, or if they represent at least 60 pupils if school has over 80 students.

Spring – Post-secondary tuition fees for 2004/05 to remain at 10% below 1999/00 levels.

May – The federal government announced commitment of up to $22 million to support economic development in Northern Manitoba and ensure Aboriginal residents have the training for skilled jobs generated by proposed hydro developments.

June – The Teachers’ Pensions Act was amended by government.

June – The Public Schools Act was amended by government (Bill 13 – Appropriate Educational Programming) to ensure all children, especially those with special needs, receive the appropriate
educational services that they require, thus addressing recommendations of the 1999 Manitoba Special Education Review. Royal assented was granted in October 2005.

June – The Public Schools Act was amended by government (Bill 30 -- Safe Schools Charter) to ensure schools provide appropriate and current plans and policies related to codes of conduct and emergency planning. The code of conduct must include statements about unacceptable behaviour (eg, bullying or abusing); discrimination; using, possessing or being under the influence of alcohol or illicit drugs; non-tolerated behaviour (eg, gang involvement, possessing a weapon); respectful use of electronic mail and the Internet; and, disciplinary consequences.

June – The Public Schools Charter was amended by government (Bill 19) to clarify school trustee qualifications, facilitate First Nation reserves becoming division wards, and provide criteria related to teacher agreements/contracts.

July – The University College of the North Act came into effect. For the first two years of UCN’s existence, an interim council will operate with the duties and powers of both an academic and a governing body. The final governance model will have both a learning council and a governing council as defined in the legislation as well as an elders’ council that will function in an advisory capacity.

August – An all-party Healthy Kids, Healthy Futures Task Force was named to seek public input on how to keep children and youth active and healthy now and into their adult lives.

September – As part of the Technical-Vocational Education Plan, government announced funding for schools to upgrade and purchase equipment, provide corresponding professional development to teachers, and support school/community-based demonstration projects.

September – The “Review and Rate” project was initiated by government to help Manitoba teens make informed decisions on tobacco use.

September – “Senior 1-Senior 4 Physical Education / Health Education: A Foundation for Implementation” was released. Full implementation was scheduled for Fall 2005.

September – Provincial/territorial governments, along with the federal government, began the operation of a pan-Canadian Designation Framework. This national strategy is intended to strengthen student consumer protection, improve student loan repayment rates, and help students make informed choices about post-secondary education.

September – 3 new educational resources were introduced by Manitoba Healthy Living to help develop reading skills for those most at risk with fetal alcohol spectrum disorder (FASD).

September – The “Healthy Schools” project was introduced that brings students, schools, regional health authorities and community organizations together to enhance the physical, emotional and social health of students, their families, school staff and school communities.

September – The Norway House Cree Nation the Helen Betty Osborne Ininew Education Resource Centre. It will serve students who formerly attended Rossville School, Norway House High School and Jack River School.

September – “YouthSafe Manitoba” was released by government as a resource document for student supervision and safety on school field trips. This document was prepared in response to one of the recommendations in the Joshua Harder Inquest report released in July 2003.

September – The two education departments were each appointed their own deputy minister. Prior to this point they shared a single deputy minister.

October – The Red River Technical Vocational Area (RRTVA) received government capital funding for a new welding technology center. RRTVA is a consortium of school divisions and programs serving students from Western, Garden Valley, Border Land and Red River Valley school divisions and the division scolaire franco manitobaine (DSFM).

October – The two education departments jointly released the province’s new Aboriginal Education Action Plan. The plan is intended to facilitate increased parental/community involvement and increase Aboriginal student graduation rates.

October – Government announced the availability of a CD-ROM “Partnerships in Action” educational resource to help professionals reach out to sexually exploited children and youth or those who may be vulnerable to exploitation.

Fall – Manitoba partnered with New Brunswick to participate in a Canada Millennium Scholarship Foundation 6-year research project called “Future to Discover”. This project will examine the impact of enhanced post-secondary planning and career guidance services.

Fall – “Innovation in Citizenship Grants” project was introduced whereby K-S4 students can receive funding for school-based projects that study/promote citizenship.

Fall – Manitoba agreed to participate in the CMEC Pan-Canadian Joint Consortium on School Health which brings together provincial/territorial health, education and federal departments and agencies for the purpose of developing a comprehensive and coordinated approach to health programs and services delivered in schools.

Fall – Department released an Education for Sustainability Action Plan that focused on supporting educators to help students acquire the knowledge, skills and values required to contribute to a sustainable future.

Fall – Department conducted consultation sessions across the province concerning the K-S4 Agenda. Suggestions for improvement were articulated in “Taking Stock: Reviewing the Progress of the K-S4 Agenda for Student Success”.

November – A joint federal/provincial “Employer of Choice” pilot project was announced. Twelve companies from all sectors of the economy are creating workplaces where people want to work and excel at what they do. The project will conduct comprehensive assessments to determine what the companies are doing well.

December – Government sponsored a summit to explore Manitoba’s strategies and developments in foreign qualifications recognition.

December – 8 new Lighthouse sites, including two in remote northern communities, were opened. December – An Aboriginal Midwifery Education Program was announced for development in Manitoba. The training program will provide culturally appropriate, community-based education and will be the first Aboriginal midwifery education program in Canada to prepare its graduates for registration with their provincial regulatory body.

December – Government announced funding for two Cree language development projects in order to study when and how children learn Cree and English at a young age. Mystery Lake School Division will implement a demonstration project called Toward Language Mastery.

2005

January – Government announced a 2.8% increase in public schools funding for 2005/06. Key highlights include increased funding for community-based early childhood development initiatives, the Healthy Schools initiative, the Aboriginal Academic Achieve ment grant, English as a Second Language programs, and special needs programming.

January – The Community Schools Partnership Initiative was introduced to support low socio-economic status communities. In September 2005, 15 schools were selected to pilot the initiative that is intended to foster and enhance community involvement in education.

February – “Sustainable Communities: Linking Education to Action” forums were held with almost 300 middle and senior years students and teachers (from 35 schools) joining government, business and community organizations to heighten awareness of sustainability success stories and develop local action plans”.

March – The Manitoba government and the Canada Millennium Scholarship Foundation signed a 6-year, $3-million memorandum of understanding to support a pilot project that will provide information about how communities and schools can better work with Aboriginal students to prepare them for post-secondary education. The project is called “Making Education Work March – Amendments to Le Collège de Saint-Boniface Incorporation Act were that will align operating practices with those of other post-secondary institutions in Manitoba. The proposed legislative changes respond to recommendations made by the Manitoba auditor general in his 2003 report regarding Le Collège de Saint-Boniface.

March – The Positive Parenting Program (Triple P), a world-renowned parenting program, was introduced into Manitoba schools.

April – A new Municipal Councils and School Boards Elections Act was introduced that would modernize and streamline the local election process (replacing the outdated Local Authorities Election Act). The Act would be in effect for the 2006 elections.
Spring – Pembina Trails School Division collaborated with parents and stakeholders to create a policy document “Creating a Safe and Caring School Community: A Standard of Behaviour for the Pembina Trails School Division”. The document addresses the rights and responsibilities of students, teachers and community.

Spring – Post-secondary tuition fees for 2005/06 to be maintained at 10% below 1999/00 levels.

Spring – A report on Manitoba’s graduates who participated in the 2002 National Graduates Survey was released.

May – Pine Falls Special Revenue District voluntarily amalgamated into Sun Rise School Division.

May – Red River College began operating a 24-seat diploma nursing program at Portage la Prairie, Winkler and Dauphin that allows licensed practical nurses to receive their registered nurse designation.

May – A provincial curriculum and guidelines for teaching English as a Second Language (ESL) was released as part of a multi-year education plan entitled “K-S4 ELA Action Plan 2006-2008”.

May – The Safe Schools Charter regulations in the Education Administration Act were approved, providing specific direction to schools and school divisions in meeting the requirements of the 2003 Safe Schools Charter legislation.

May – The International Report on the 2003 International Adult Literacy and Skills Survey (IALSS) was released. The intent of the study was to find how well adults used printed information to function in society. The National Report was released in November 2005. Note: Manitoba had purchased an urban Winnipeg over-sample.

June – The Manitoba government and Aboriginal education stakeholders sponsored the province’s first Aboriginal Education Research Forum. Information obtained will help to guide Aboriginal education planning from early years to post-secondary levels.

June – The Manitoba government announced establishment of the Murdo Scribe Centre in Winnipeg to help meet the education, training, career development and employment needs of inner-city residents.

June – A first-ever Safe Schools Forum was held in Winnipeg with participation of students, parents, teachers, trustees, superintendents and administrators from school divisions across the province.

June – The Department released “Report Respecting a Review of the Financial and Legal Implications of Land Transactions in the Swinford Park Subdivision” outlining events related to Seven Oaks School Division purchasing land in 2001 and spending close to $2M between 2002 and 2004 to develop it as a residential community. Such development is not sanctioned by the Public Schools Act.

June – The report from the all-party task force “Healthy Kids, Healthy Futures” was released with 47 recommendations. Working in partnership with other government departments, Education, Citizenship and Youth implemented the Healthy Schools in Motion Initiative whereby schools are challenged to build physical activity into students’ daily lives.

June – In keeping with recommendations from the “Healthy Kids, Healthy Future” Task Force, the Department announced that time allotments for physical education/health education will be mandated rather than recommended for K-S2 by 2007 and for S3 and S4 by 2008.

September – A K-G8 Technology as a Foundation Skill (TFS) initiative was initiated as a pilot program in a selection of Manitoba schools.

September – Manitoba is piloting the first in a series of Senior Years EAL/ESL (English as an additional/second language) courses called “English as a Second Language for Academic Success: A Course for Senior 4 ESL Learners”. The courses are for advanced-level EAL students who wish to further develop their academic English language skills for success in Senior Years and post-secondary education.

September – A new curriculum framework for Senior Years ICT courses was released called “Senior Years Information and Communication Technology: Manitoba Curriculum Framework of Outcomes”.

September – University of Manitoba began offering a new master’s degree in school psychology. The program is jointly delivered by the department of psychology faculty of education.

September – All Manitoba school divisions now have safe school codes of conduct emergency response plans in place.
September 2005 – Red River Valley School Division introduced a Mentorship Program paired six novice teachers in the division with six experienced teachers. The mentorship is intended to improve program delivery and staff retention in the division.

October – Louis Riel School Division opened a Newcomer Family Reception Centre to provide coordinated support to new refugee and immigrant families. The center provides a multi-step process to prepare new students for school.

October – Education, Citizenship and Youth and Manitoba Hydro introduced a new 2-year grant for initiatives that support school-based professional learning for teachers who will plan, develop and implement sustainability-focused materials for students.

Fall – Department released “Working Together: A Handbook for Parents of Children with Special Needs in School”. It serves as an information resource of services available, strategies for helping children make transitions, etc.

Fall – Morris School opened an outdoor classroom project which was created by their students as part of an environmental studies project. The newly developed area has a math grid, blackboard and an amphitheatre-like structure with some seating.

Fall – Pembina Trails School Division is taking steps to improve health of students by implementing a number of division-based initiatives (eg, 150 minutes of physical education per cycle, provision of nutrition information, training on the new Human Sexuality resources, piloting a tobacco reduction program, endorsing the “Kids in the Know” Child Find Manitoba program, and revising policies to accommodate recent development in the areas of field trips, risk management, and physical activity safety.

Fall – RRC’s Portage la Prairie campus located at Southport introduced a new introductory welding course.

Fall – The Department partnered with the Canada Millennium Scholarship Foundation to launch a “Future to Discover Pilot Research Project” whereby approximately 1,000 S2 students from 21 high schools participate in the project for 3-4 years … half the students (and their parents) will be provided with career choice and PSE information, the other half will not. The intent is to determine the extent to which career programming encourages students to complete their Senior Years studies and successfully pursue their choice of PSE.

Fall – The Manitoba government and the Winnipeg Foundation established a Manitoba Community Foundation Scholarship and Bursary Building Incentive Program aimed to support rural and northern students wanting to attend college or university. Government committed up to $500,000 over 5 years to match donor supports as an endowment fund.

November – A labour disruption occurred in Turtle River School Division – Bus drivers, cleaners, school secretaries, library technicians, teachers’ aides and custodians went on strike from November 4th to January 28th, 2006.

November – Regulations associated to the Appropriate Educational Programming Act came into effect. The new regulations formalize the existing practices of school divisions and schools across the province when it comes to inclusion of students with a variety of support needs. It also reaffirms what is already good practice and builds on the progress made toward inclusion in recent years. The legislation allows for setting province-wide programming standards. There is also a dispute-resolution mechanism for parents.

November – Government announced that school divisions across Manitoba will receive an additional $400,000 in 2005/06 fiscal year through Healthy Schools Initiative.

November – Government announced the provision of new classroom supports to help students remember the sacrifices of war veterans.

November – Department announced a “Manitoba Rocks!” music mentorship program aimed to assist Manitoba middle and senior student rock bands to work with music industry professionals to learn more about the music industry and how to perfect their craft.

November – An Early Learning and Child Care in Schools Policy was announced that will allow surplus school space to become a first-choice location for child-care centres in the province.

November – Support staff at the Turtle River School Division went on strike (included bus drivers, cleaners, school secretaries, library technicians, teacher’s aides and custodians). In late January 2006, both sides agreed to mediation with workers returning to their jobs.

November – A Canada–Manitoba Labour Market Partnership Agreement (LMPA) was announced for $128.9 million, representing new federal funding to come into effect in 2005 and extend over the next five years. The agreement is intended to achieve the following goals: (a) expansion and
enhancement of apprenticeship; (b) labour market integration of recent immigrants; (c) literacy and essential skills; (d) workplace skills development (for instance, incentives to upgrade skills of existing workers); (e) increased workplace participation by Aboriginal Canadians; and, (f) assistance to others facing labour market barriers (eg, low income individuals persons with disabilities and youth-at-risk). [Note: The Federal election in 2006 put this agreement on hold.]

December – University of Manitoba’s Senate agreed to drop the S4 math requirement for entry to University One (first year).

December – The province, in co-operation with several First Nations communities and stakeholders, is developing a land-based learning program for youth called “Reconnecting with the Land, Conservation”.

December – A report released by Statistics Canada showed that more students are staying in school, although the increase was the lowest in the prairie provinces.

December – Garden Valley School Division held the official grand opening of its new technical education campus, GVC TEC, which is home to their alternative education program, as well as the new manufacturing engineering and agriculture technology courses.

2006

January – Government announced support for a new school and community arts program that will support the artistic development of students and communities with limited access to arts education.

January – Government funding of public schools was announced to increase by 2.8% in 2006/07. Increases will go toward special needs, transportation, English as an additional language, sustainable development, and improving middle-years students’ connections to school.

January – Government announced that Manitoba school divisions will have to start tracking and publicly reporting school-based fundraising by 2008.

January – Province launched a “Reaching Beyond our Borders” strategy that targets 12 key areas including international education programs to attract more international students through innovative projects such as Manitoba’s off-campus work pilot project.

January – OECD study found that students who have regular access to computers at home and at school perform better in core subjects than students with limited computer experience and skills.

January – RRC unveiled a state-of-the-art laboratory that will host 5 new pharmaceutical programs aimed at keeping pace with the province’s growing biotechnology industry.

January – The University of Manitoba announced it would eliminate its restrictions on voluntary withdrawals starting fall 2006. It had been found that U of M students drop out of classes at twice the rate of students at several other universities in Western Canada.

January – A new Innovation Centre opened on the Sioux Valley Dakota Nation that gives young and mature students a chance to improve their reading skills and get a Grade 12 education. The centre is a result of an agreement between IBM Canada and the Manitoba government signed June 2005 whereby IBM Canada partially funds the installation of 36 Internet-connected computers to act as a virtual classroom for students both at the centre and in their homes.

January – MECY began conducting action research on the developmental continuum for Literacy with Information and Communication Technology.

February – The Hanover School Division developed a handbook in English and German for new parents in the community that introduces education strategies for teaching ESL.

February – The Crocus Plains Regional Secondary School in Brandon reported it serves 12 to 25 pupils each day from its on-site food bank.

February – The Bill Gates Foundation announced a $6.8M grant for University of Manitoba’s research into HIV/AIDS in India.

February – University of Winnipeg received $1M donation from a Chinese businessman who studied in Winnipeg as a teen.

February – The Council of the Federation held a summit on post-secondary education and skills training. The provinces are leading on the idea of wanting a pan-Canadian strategy on post-secondary education and a skills training.

February – MECY announced provision of 10 grants of $1,000 each for middle-years teachers to make science more relevant, interesting and appealing to students, and as a means to encourage a dialogue between students and Manitoba scientists.
February – RRC’s Portage la Prairie campus located at Southport Aerospace Centre campus began to offer a new agriculture management certificate program.

March – Government’s 2006 budget announced the education support levy (ESL) on residential property would be eliminated (a tax that was first introduced in 1972).

March – A 3-year funding commitment for Manitoba’s post-secondary education system was announced. There will be funding increases of 5.8% in 2006/07, 5.0% in 2007/08, and 5.0% in 2008/09. Additionally, post-secondary student tuition fees for 2006/07 will remain at 10% below 1999/00 levels.

March – Canada’s Indian Affairs Department announced that increasing high school graduation rates for First Nations students is a top priority. A Fraser Institute report noted in a 2002 Manitoba study that 63% of non-native Manitobans aged 15 to 29 graduated from high school, compared with 34% of Aboriginal people.

March – University of Winnipeg in partnership with the Wii Chiwaakanak Learning Centre and Winnipeg school divisions announced a new program that will provide Aboriginal students with paid work in elementary or junior schools as paraprofessionals, while studying for a teaching degree.

March – A study released jointly by the Canadian Apprenticeship Forum and Skills Canada found that less than two in ten employers (18%) in the manufacturing, transportation, construction, and services sectors currently employ apprentices in Canada, and that 55% of employers had never hired apprentices. These findings are a concern as apprenticeship training is the primary point of entry for careers in skilled trades and so many employers in key industries are having trouble filling positions due to the lack of suitable skilled workers.

March – Starting fall 2006, a new Millennium Manitoba Opportunities Grant will be available to first-year PSE students who qualify for Manitoba student aid. 750 grants of $4,000 will be awarded annually to dependent students from low-income families replacing a portion of their loan with a cash grant that does not have to be paid back.

March – Winnipeg’s Tech Voc high school announced that it will offer a new 3-year aerospace program starting September 2006. The school has had a 1-year aerospace program for nine years which mainly attracted S4 graduates.

March – A “Degree Granting Act” was introduced into the legislature. The Act, when passed, will control the granting of degrees from institutions that currently do not have degree-granting authority and restrict the use of the terms ‘university’ and ‘varsity’ in Manitoba to those entities approved by government.

March – A Statistics Canada study “Does it Pay to Go Back to School” found that adults who return to school to get a post-secondary certificate make more money on average than their co-workers who don’t.

March – A new Statistics Canada survey found that Manitoba lost more people to other provinces in 2005 than in any other year since 1990, yet managed to have a total population gain thanks to the biggest influx of immigrants in more than 34 years and a rising birth rate.

March – The Manitoba Medical Association urged provincial school boards to provide daily phys ed classes for all children up to grade 8, mandatory phys ed for grades 9 to 12, walk-or-cycle-to-school programs, community use of gyms evenings and weekends, and restrictions on junk food.

March – University College of the North (UCN) announced a 4-year degree program starting in September 2006 in midwifery targeted specifically for Aboriginal people.

April – The Manitoba government and Safe Schools Manitoba co-hosted regional safe schools forums and youth conferences across the province. The Manitoba government has funded Safe Schools Manitoba since its inception in 2001.

April – Changes to the Public Schools Finance Board (PSFB) were introduced in the legislature to strengthen financial coordination and reporting procedures, and to formalize a policy of considering factors such as costs, enrolment projections, efficient use of existing schools, safety and health concerns, energy efficiency, heritage preservation, geographic character and the special needs of children in project review and approval processes.

April – The Manitoba government approved a new one-year advanced diploma in digital multimedia 3-D animation at the Red River College Princess Street Campus.

April – Assiniboine Community College launched a new 8-month Police Studies program that will be unique in Western Canada combining college-based training (in subjects like the Criminal
Code and provincial statutes, physical education and military-style drills) with police services that hire the ACC grads to then provide further instruction, such as officer safety and firearms training.

April – A Statistics Canada study on overqualification found that about 20% of university graduates who were working in 2001 had a job that required only a high school diploma.

April – Statistics Canada reported that in 2004, one in five children in Manitoba lived in poverty—an improvement over years past in the province.

April – Springfield Collegiate received the 2006 Premiers Innovation Award for its Gakina Awiyabiindegeg program that offers diverse on-site and off-site aboriginal culture activities to students.

April – Manitoba and South Australia signed an agreement to develop biotechnology, renewable energy and early childhood education.

April – Interlake School Division announced a plan for 5 elementary schools to launch a new school day system starting September 2006 that would replace recess and lunch hour with longer learning and exercise periods.

April – A pilot ‘regenerative leave’ policy was announced by Seine River School Division that will annually allow teachers to take a year off with half pay. The pilot program will run for three years and then be re-evaluated.

April – Manitoba announced that international students enrolled in Manitoba post-secondary institutions will be able to work while studying. After a two-year experiment in the province, the program is now considered permanent.

April – MECY released a variety of guideline documents for schools (eg, improving boys’ literacy skills, addressing needs of students from refugee/war-affected backgrounds, and experiential learning opportunities).

May – A variety of policy documents were released by MECY specifically related to appropriate educational programming (eg, A Formal Dispute Resolution Process, and Standards for Student Services).

May – MAET announced two pilot initiatives for fall 2006 to strengthen the alignment between adult learning centres and adult literacy programming (ie, one to introduce programming at lower literacy levels, and the other to provide blended funding).

May – Construction of a new K-G4 English/Ukrainian immersion middle-years school began in East Selkirk.

May – The Atoskiwin Training and Employment Centre of Excellence (ATEC) was opened in Nelson House. It is a non-profit, community-based post-secondary training facility that will serve northern Manitobans who want to upgrade their education and employment skills.

May – The Manitoba government and Aboriginal education stakeholders sponsored the province's second annual three-day Aboriginal Education Research Forum.

May – Canadian Council on Learning (CCL) released:
- An innovative and powerful tool “Composite Learning Index” that examines factors that contribute to learning, from youth through to adults, both in and out of the workplace. With the index, Canada received a B grade (73%) for overall learning, landing bonus marks for school achievement but "can do better" for adult learning.
- Evidence that suggests the lack of oral English proficiency may not be the main impediment to successful literacy learning for young ESL students.
- Findings of a poll they commissioned that found Canadians believe that lifelong learning is key to Canada's success, but feel that our population is not making the grade in key areas of learning.

May – Teen Touch launched a second annual online bullying survey for kids under 18. Manitoba is the first province to initiate such a broad survey. Out of last year’s 814 respondents, 76 per cent reported they had been victims.

May – Portage School Division announced that French Immersion will be introduced at the high school level (starting at S4 level) in Portage starting September 2006.

May – University of Winnipeg's Wesley Hall was announced to become the future home of the Canadian Centre for the Study of History.

May – The Federal and Manitoba governments reached a 4-year agreement that will see increases coming to Manitoba to support Français programming in the Division Scolaire Franco-Manitobaine and at St. Boniface College, and French immersion and French offered as a basic course in English-language schools.
May – A survey developed by Accountemps showed that 38% of executives said their firms are more active in recruiting university and college graduates now than they were five years ago.

May – Using data from the National Longitudinal Survey of Children, researchers from Dalhousie University found that children performed better on a range of tests (including cognitive, behavioural, and physical health) as their family’s income rose.

May – A new organization called Manitoba Network of Internationally Trained Professional and Skilled Workers was launched to help new immigrants translate their skills to meet Manitoba requirements.

May – An OECD study found that immigrant children in Canada perform far better in mathematics than in any other developed country with high immigration numbers. Additionally, it was found that second-generation Canadian immigrant children performed better in math than did native-born Canadians, and first-generation Canadian immigrants were not very far behind their native-born classmates.

May – A Canadian Teachers’ Federation study found that 16% of Manitoba schools sell ad space in their local publications to subsidize public education costs.

May – Garden Valley Collegiate announced it will offer a Fine Arts Diploma starting fall 2006.

May – Seine River School Division approved a unique professional development program for educational assistants that will provide enhanced training and correspondingly higher salaries.

May – University of Manitoba’s Richardson Centre for Functional Foods and Nutraceuticals was officially opened.

May – The Eastman Education Centre in Steinbach was announced to open in September 2006 offering college and university level courses.

May – University of Manitoba announced a 42% increase in undergraduate international student differential fees, and an increase in student service fees for all students for 2006/07.

May – Manitoba’s aerospace industry agreed to contribute $500,000 to support the engineering program at the University of Manitoba.

May – An Aboriginal preschool called Aboriginal Head Start opened in Portage.

May – Canada scored a near-failing grade of D for the second year in a row on an Active Healthy Kids Canada report card designed to assess physical activity levels in children and young people.


May – MECY released a revised S4 language arts course designed for advanced-level English as an additional language (EAL) for students who wish to further develop their academic English language skills.

May – The Canadian Council on Learning released a report that examined the link between quality child care and early learning. Studies have found that children who experience high quality care have higher scores on achievement and language tests, show better social skills and fewer behaviour problems.

June – In response to the June 2005 Healthy Kids, Healthy Futures Task Force recommendation, the Government of Manitoba announced a pilot project, to begin in the 2006-07 school year, that will provide healthier vending options in Manitoba schools.

June – Manitoba, in conjunction with its Western and Northern Canadian Protocol (WNCP) partners, completed a revised Common Curriculum Framework for K-12 Mathematics. Implementation will begin in 2006-07 (voluntary at the K-8 level), with system-wide K-S4 implementation in place across the province by 2012-13.

June – IBM and the Province of Manitoba announced a plan to work together to expand technology training and education in Aboriginal communities to increase their participation in economic development.

June – Thirty First Nations teachers were the first graduating class to receive a post baccalaureate diploma in special education. The program is a partnership between the Manitoba First Nations Education Resource Centre (MFNERC) and U of M’s Faculty of Education aimed at providing better service to northern communities.

June – MECY launched a Youth Making a Difference booklet and website to recognize students, teachers and mentors from across Manitoba who make significant “citizenship” contributions to their communities.

June – Starting September 2006, Manitoba will re-label its senior high school years as Grades 9 through 12 rather than Senior 1 to Senior 4 (reversing a policy that came into effect in 1994).
June – The Manitoba government announced almost $1.4 million for graduate scholarships in 2006-07, an increase of $657,500 over the previous year’s funding.

June – Researchers at the University of Victoria found that even though girls consistently outscore boys on school standardized tests for reading and writing, boys exhibit high-level literacy skills while engaged in video game playing.

June – The 2005-06 provincial report on Grade 3 assessments showed that Manitoba students have slipped slightly in reading and math comprehension.

June – University of Winnipeg’s 2006-07 budget was approved to include a $100 fee increase for all students and a 35 per cent tuition increase for new international students. The moves brings UW into line with the University of Manitoba, Brandon University and College universitaire de St. Boniface.

June – The Canadian Council on Learning released a report related to university and college costs. It found that employment income is the single most important source of funds for a majority of post-secondary students, but since 1990 tuition fees have risen at a higher rate than student earnings.

June – The Canada-Manitoba Economic Partnership Agreement (EPA) announced it will contribute $1.24 million for the expansion of University of Manitoba's Nano-Fabrication Laboratory.

June – Starting September 2006, ten school divisions will receive provincially funded Intensive Newcomer Support grants totaling $188,500 to support programs for war-affected students (Border Land, Brandon, Division scolaire franco-manitobaine, Louis Riel, Pembina Trails, Portage la Prairie, River East Transcona, Seven Oaks, St. James-Assiniboia and Winnipeg).
### Elementary-Secondary Governance and Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Public Divisions/Districts</th>
<th>Number of Special Revenue Districts</th>
<th>Number of Independent Schools</th>
<th>Net Public School Openings &amp; Closures</th>
<th>Public School Funding Percent Increase/Decrease from previous year</th>
<th>Number of Teaching Days</th>
<th>Number of Board of Reference Hearings *</th>
<th>Public &amp; Spec Rev N-S4 Enrolment</th>
<th>Independent and Home School Enrolment</th>
<th>Total N-S4 Enrolment</th>
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Notes:

a) The Board deals with requests for land transfers between divisions, creation of wards within divisions/districts, trustee representation, dissolution of school divisions and districts, and enactment of regulations defining school division/district boundaries.

b) Enrolments do not include students attending Band/Tribal operated schools that are funded by the Federal Government.

### Dates of Provincial Elections

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### Dates of Federal Elections

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<th>Date</th>
<th>Year</th>
<th>Winning Party</th>
</tr>
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<tbody>
<tr>
<td>November 21</td>
<td>1988</td>
<td>PC majority</td>
</tr>
<tr>
<td>October 25</td>
<td>1993</td>
<td>Liberal majority</td>
</tr>
<tr>
<td>June 2</td>
<td>1997</td>
<td>Liberal majority</td>
</tr>
<tr>
<td>November 27</td>
<td>2000</td>
<td>Liberal majority</td>
</tr>
<tr>
<td>June 28</td>
<td>2004</td>
<td>Liberal minority</td>
</tr>
<tr>
<td>January 23</td>
<td>2006</td>
<td>Conservative minority</td>
</tr>
</tbody>
</table>
Summary of Manitoba Assessments, Provincial Exams and Standards Tests

A. CURRICULUM ASSESSMENTS (centrally developed and marked)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Date</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>May, 1979</td>
<td>3, 6, 9, 12</td>
</tr>
<tr>
<td>Reading</td>
<td>May, 1980</td>
<td>3, 6, 9, 12</td>
</tr>
<tr>
<td>Science</td>
<td>November 1980</td>
<td>5, 8, 11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>May, 1981</td>
<td>3, 6, 9, 12</td>
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<tr>
<td>Chemistry</td>
<td>June, 1981</td>
<td>200, 300</td>
</tr>
<tr>
<td>Health</td>
<td>February, 1982</td>
<td>5, 10</td>
</tr>
<tr>
<td>Writing</td>
<td>May, 1982</td>
<td>3, 6, 9, 12</td>
</tr>
<tr>
<td>Art</td>
<td>February, 1983</td>
<td>5</td>
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<tr>
<td>Music</td>
<td>May, 1983</td>
<td>5</td>
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<tr>
<td>Social Studies</td>
<td>April, 1984</td>
<td>3, 6, 9, 12</td>
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<td>Reading</td>
<td>May, 1985</td>
<td>K, 3, 6, 9, 12</td>
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<td>Science</td>
<td>May, 1986</td>
<td>3, 6, 9</td>
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<tr>
<td>Mathematics</td>
<td>May, 1987</td>
<td>3, 6, 9, 12</td>
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<tr>
<td>Writing</td>
<td>May, 1988</td>
<td>4, 8, 11</td>
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<tr>
<td>Social Studies</td>
<td>May, 1989</td>
<td>4, 8, 10</td>
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<td>Physics</td>
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<td>Biology</td>
<td>May, 1990</td>
<td>11 (200)</td>
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<td>Science</td>
<td>May, 1990</td>
<td>10 (100)</td>
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<td>Sciences humaines</td>
<td>May, 1991</td>
<td>8, 10</td>
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<td>Health/Hygiène</td>
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<td>Reading</td>
<td>May, 1992</td>
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<td>Physical Education</td>
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<td>4, 8, 11</td>
</tr>
<tr>
<td>Science</td>
<td>May, 1994</td>
<td>4, 8</td>
</tr>
</tbody>
</table>

B. PROVINCIAL EXAMINATIONS at Senior 4 (Grade 12): (centrally developed and marked)

- January & June, 1991 - Mathematics/Mathématiques 300 & 301 (pilot)
- January & June, 1992 - Mathematics/Mathématiques 300 & 301
- January & June, 1993 - Physics/Physique 300 and Biology/Biologie 300
- January & June, 1994 - Chemistry/Chimie 300
- January & June, 1995 - Social Studies (World Issues, World Geography, Le monde contemporain)
- January & June, 1996 to 2000 - Mathematics/Mathématiques 40G and 40S
- January & June, 1996 to 2000 - English Language Arts (first credit)

C. STANDARDS TESTS (centrally developed … locally marked with exception of grade 3)

- June 1999 - English Language Arts – Grade 3 (mandatory)
- June 1999 - English Language Arts – Grade 6 (mandatory)
- January & June 1999 - Mathematics/Mathématiques – Senior 1 (mandatory)
- June 2000 - Mathematics/Mathématiques – Grade 6 (optional)
- January & June 2000 - English Language Arts – Senior 1 (optional)
- June 2001 to 2004 - English Language Arts – Grade 6 (optional)
- January & June 2001 to 2004 - Mathematics/Mathématiques – Senior 1 (optional)
- January & June 2001, ... - English Language Arts – Senior 4 (mandatory)
- January & June 2001, ... - Mathematics/Mathématiques – Senior 4 (mandatory)
D. PROVINCIAL ASSESSMENTS

Fall 2000, 2001, … Grade 3 Assessment in Reading, "Lecture", and Numeracy, and Grade 4 Assessment in French Immersion "Lecture"

2006-2007 Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement with School (Pilot)

E. NATIONAL AND INTER-NATIONAL STUDENT ASSESSMENTS

**SAIP**

**IAEP**
- Science: Spring 1991 13-year-olds

**PISA**
- Reading (major): Spring 2000 15-year-olds
- Science (major): Spring 2006 15-year-olds
SECTION 2

Summaries of

Major Province-Wide Policy Initiatives

(a) System-wide

(b) Elementary-Secondary

(c) Post-Secondary and Training
SYSTEM-WIDE

1990  Training Skills in Manitoba
1991  Strategic Plan
1993  Distance Education and Technology
2004  Aboriginal Education Action Plan
Skills Training in Manitoba  
(1990)

Background:
In January 1989, an external review of provincial employment-related training programs (conducted for the Minister of Finance) identified the need for a comprehensive assessment of the training needs of various market segments and recommended that training priorities be established and coordinated within a common strategy.
In April 1989, Premier Gary Filmon announced the reorganization of government departments and the creation of the Department of Education and Training which was to be responsible for education, training, and labour market matters.
In May 1989, government established a Skills Training Advisory Committee to undertake an assessment of existing skills training programs and delivery methods, identify priorities, and suggest ways in which labour market partners can better work together in developing the province’s human resources.
In August 1990, “Partners in Skills Development: The Report of the Skills Training Advisory Committee” was submitted and then released in September 1990.

Advisory Committee’s Report:
The report stressed the importance of partnerships to develop and improve skills of the labour force and makes recommendations for the development of a provincial labour force strategy. Major recommendations included:

- Develop a Provincial Labour Force Strategy
  - The strategy should have partnership as central theme, be developed in conjunction with the federal government, and establish key priorities including the appropriate balance between economic and social objectives.

- Improve the Public School System
  - The public school system should better meet the needs of 75% of students who do not attend university or college by providing a strong basic education and entry-level vocational training to youth and adults. Some recommended changes include: the integration of training with foundation studies, the extension of the full scheme of vocational education to a larger number of students, the provision of vocational training at both schools and workplaces, regular inclusion of general subjects for all students, and increased cooperation between schools and employers. It identifies the need for clear policy direction to achieve certain objectives: the improvement of basic skill levels and reduction of illiteracy, reduction of dropout rate and development of return-to-school programs for both youth and adults, and the establishment of an accountability framework.

- Strengthen the Community Colleges
  - In order to improve the performance of the college system, government should establish Board Governance to improve institutional flexibility and responsiveness; increase the number of high school graduates who directly enter the college system and develop the institutions as centers of lifelong learning; improve access to college programs in rural and northern Manitoba; make additional investments in curriculum development, especially using competency-based training and cooperative education models; expand extension programs, especially those leading to accreditation or designed for the working poor; and build stronger links between the colleges and the private sector and improve capacity to develop tailor-made programs.

- Facilitate Human Resource Planning and Training
  - Government should facilitate human resource planning and training by a larger number of employers by focusing on key sectors and industries through industry human resource planning agreements, and providing a training advisory service to small and medium business and make available a number of programs designed to improve the skills of the existing workforce (including training incentives to offset institutional and development costs, “training the trainers” courses, workplace literacy
programs, and information on public and private training programs and services through a computerized “Skills Bank” inventory).

- **Revitalize the Apprenticeship System**
  - Government should ensure that sufficient resources are available to improve curriculum quality by ensuring that strong Trade Advisory Committees review industry requirements in all trade areas and that vocational schools and colleges follow the established core curriculum; utilize more innovative delivery methods including day release, distance education, and on-site classroom training; shift to a competency-based training model rather than the current time-based approach; develop a high school apprenticeship program on a pilot basis; develop a recruitment plan for new apprentices, including targets for under-represented groups; and provide trades updating programs in areas impacted by technological change.

- **Address the Education and Training Needs of Natives**
  - Government should develop a strategy to address the education, training and employment needs of Native individuals and communities. This will require the commitment and resources of government and the private sector together with leadership and ownership by Native communities.

**Government Action:**

Government created two mechanisms will facilitate ongoing advice from labour market partners:

- Community Training Committees to report to both levels of government to identify local skill needs and priorities,
- The Manitoba Skills Institute to advise on public policy, assess training activities, and promote a training culture within Manitoba, as well as to serve as an information broker on sources of specialized work-based training.

**Information Source:**

Departmental Strategic Planning
(1991)

Background:
On April 26, 1991 the Minister of Education and Training released a 5-year strategic Departmental plan “Building a Solid Foundation for Our Future”. The paper provided the department with a framework for effective and efficient planning and resource allocation. The goals emphasize quality education for students throughout the province relevant to society’s needs and range from early years through the post-secondary levels.

The plan was developed with the following principles in mind: excellence, equity, openness, responsiveness, choice, relevance, integration, and accountability.

Highlights of the Strategic Plan:
- Foundations Learning K-S4 – goal is for student to develop broadly based knowledge skills and values. To support that goal the department will embark on the following:
  - Legislative reforms (Public Schools Act)
  - Implementation of high school reform as outlined in “Answering the Challenge” S1-S4
  - Review of early and middle years (K-8)
  - Special needs
  - Governance of francophone schools
  - Education finance reform
  - School division/district boundaries review

- Advanced Education, Training, Skills – development of a labor market strategy
  - Workforce2000 – a skills training program
  - Rural development strategy – regional training initiatives
  - Community college governance
  - Adult literacy
  - Basic education for adults
  - An education strategy for northern Manitoba

- University Education
  - improved articulation among high schools, colleges and universities
  - linkages between universities and business, industry, labor and the department
  - review of university education

- Department-wide Initiatives
  - Aboriginal education, distance education, students at risk
  - Sustainable development, multiculturalism

Expected Observable Outcomes:
- increased levels of literacy
- increased number of graduates
- increased numbers of graduates with marketable skills and the ability to be enterprising; greater levels of knowledge and skills in science and technology; greater knowledge of, and concern for, the environment
- increased respect among students and teachers
- increased student understanding and demonstration of fundamental values such as fairness, honesty, respect, aesthetic appreciation and social responsibility
- greater integration of components of the education and training system – more articulation and collaboration among educational institutions, more involvement of all partners in education and training, and more integration of subject disciplines
- increased public confidence in the system
- improved standards of student performance
- increased participation of all partners in education and, in particular, increased participation of women, aboriginal people, immigrants and other under represented groups.

Information Source:
Distance Education and Technology

(1993)

Background:
In April 1992, the Minister of Manitoba Education and Training established a Task Force to examine and make recommendations for the future development of distance education for Manitoba. The mandate of the Task Force was to define the role of distance education programs and the types of technologies to be employed for Kindergarten to post-secondary levels. In October 1993, the “Task Force on Distance Education and Technology: Final Report” was released.

Recommendations of Task Force:
The Task Force put forward a vision for distance education and technology in Manitoba to involve “The establishment of community-based infrastructures for lifelong learning which provide high quality education and training programs for all Manitobans.” The report put forward a set of 14 recommendations. The primary focus was on:
- a) developing a community-based administrative structure that is more responsive to the needs of specific regions,
- b) establishing a provincial council to deal with overall coordination of distance education and technology development and delivery,
- c) using technology to improve linkages between school, college, university and public libraries,
- d) developing province-wide videoconferencing capabilities for educational use, and
- e) encouraging Manitoba colleges, universities and school divisions to fully integrate technology into their operations.

Government Action:
In 1994, the Distance Education and Technology Council was appointed. 1994/95 was the first year of a multi-year program to provide Distance Education Pilot Project grants to schools, school divisions, and post-secondary institutions for innovative approaches to distance delivery and instruction.

Information Source:
- “Task Force on Distance Education and Technology: Final Report”, October 1993.
Aboriginal Education
(2004)

Background:
The plan was developed in response to low high school graduation rates of Aboriginal students and low employment participation rates of Aboriginal youth and adults.

The Action Plan:
The Plan features the following four objectives:
1. Increase high school graduation rates
2. Increase access to and completion of post-secondary education
3. Increase successful entry and participation in the labour market, and
4. Improve the research base for Aboriginal education and employment.

The plan involves a number of steps including:
- working with partners to establish Aboriginal graduation rate targets;
- incorporating Aboriginal perspectives into the curriculum and student teacher training;
- increasing Aboriginal parent and community involvement in education via demonstration projects, school activities and the development of promotional materials;
- increasing the number of Aboriginal teachers through the enhancement of community-based bachelor of education programs in Winnipeg and northern Manitoba, and mentoring programs to encourage Aboriginal high school students to explore teaching career possibilities;
- developing Aboriginal perspectives in career education programming and building various partnerships to increase post-secondary education participation for Aboriginal students;
- establishing the University College of the North and continuing implementation of the Hydro Northern Training Strategy to increase Aboriginal apprenticeships; and
- establishing baseline information on Aboriginal teachers, student teachers and students to facilitate research and monitor outcomes.

Government Action:
The activities of the Action Plan are being addressed in concert with the K-S4 Agenda for Student Success.
Annual progress reports are made public, posted on the Department’s website.

Information Source:
ELEMENTARY-SECONDARY EDUCATION

1989  Special Education

1990  Answering the Challenge
       1993  Francophone School Governance
       1993  Legislative Reform

1994  Renewing Education: New Directions
       1995  Manitoba School Division Boundaries - Review
       1996  Teacher Collective Bargaining and Compensation
       1998  Special Education Review

2002  K-S4 Education Agenda for Student Success
       2002  Class Size and Composition
       2004  Education Finance
       2004  Student Assessment
       2005  Healthy Living
**Special Education in Manitoba**  
(1989)

**Background**
Special education programming was introduced in Manitoba in the mid 1960s. In 1967, the Manitoba government enacted legislation that required schools to program for students with special needs. In early 1998, an advisory committee was established to examine developments within school divisions related to special needs programming. In September 1989, Manitoba Education and Training published “Special Education in Manitoba: Policy and Procedural Guidelines for Education of Students with Special Needs in the Public School System” to serve as a framework to ensure that children with special learning needs can take greater advantage of educational opportunities. The Guidelines were based on recommendations of the advisory committee.

**Government Action**
The report highlighted the following:
- The goal of special education is consistent with the goal of regular education.
- The majority of students with special learning needs can benefit from placement in the regular classroom setting, with the provision of special supports.
- Alternatives to placement in the regular classroom can be considered for all or part of the school day if the student’s individual program planning indicates needs cannot be met in the classroom, or if the student’s behavior seriously affects the safety or learning of the other students in the classroom.

Guidelines called for school divisions to:
1. Develop a process for programming and placement of children that is consistent, yet sufficiently flexible to enable educators to respond to individual needs in meaningful ways.
2. Increase involvement of parents in program decisions and consideration of their concerns in the placement of children.
3. Develop a clear path to resolve disagreements about students’ educational arrangements.
4. Develop an annual school division action plan for special education.

The guidelines were to be phased in by May 30, 1990. On an annual basis, school divisions/districts were to submit to Manitoba Education and Training an Annual Division Action Plan (ADAP) which included their planning process, philosophy/policies, survey of special education needs, listing of available special education program options, personnel and divisional resources, PD plans, and a review of previous year's ADAP.

**Information Source:**
- “Special Education in Manitoba: Policy and Procedural Guidelines for Education of Students with Special Needs in the Public School System” (September 1989).
“ANSWERING THE CHALLENGE” MANITOBA HIGH SCHOOL REVIEW
(1990)

Background

An initiative was announced by the Minister of Education and Training in summer 1989 to move high school education into the 1990s and beyond by ensuring all students have the opportunity to acquire the knowledge, skills and attitudes required to meet the challenges of a changing society. A review panel was named to study the issue.

The Panel’s consultation paper was released in March 1987.

The Panel’s final report “High School Education: Challenges and Changes” was released in September 1988.

Government’s response “Answering the Challenge: Strategies for Success in Manitoba High Schools” was released in June 1990.

Panel’s Report

There were a total of 90 strategies recommended in the Panel’s final report including revising the school curriculum with a special emphasis on literacy, ensuring quality through province-wide standards, improving the learning environment and addressing ways to keep at-risk students in the school system.

Government Action

Government’s response was outlined in “Answering the Challenge: Strategies for Success in Manitoba High Schools”. This became the department’s blueprint for the future development of high school curriculum, student assessment, evaluation and reporting over the next decade. Highlights of major strategies included:

Program Model

- Grade 9 to become part of high school system with grades renamed S1 - S4
- Increase language arts requirements in S2, S3 and S4
- Systematic curriculum review to ensure quality, scope and rigor
- Introduction of new S1 and S2 course “Skills for Independent Living” to emphasize critical thinking, decision making and money and time management
- S2, S3 and S4 courses to be developed and categorized into 3 groups: general, specialized, advanced
- Adapt the curriculum to meet the requirements of special needs students
- Minimum of 28 credits required for graduation
- Introduction of a Manitoba Education and Training graduation diploma
- Introduction of a Vocational Education program model

Achievement Standards/Assessment

- S3 and S4 students to be required to write summative school division level exams in all core subject areas
- Graduation diploma requirement -- province-wide exam in one major subject area per year at S4, beginning with math in 1990-91.

Students at Risk / Drop Outs

- Schools required to prepare annual action plans to identify programs, strategies and services
- Involvement of aboriginal people in the planning and delivery of native programs
- Preparation of a parent’s guide to high school education
- Introduction of Parents Councils as method to involve parents and the broad community in education

Gifted Students

- Establishment of an Advisory Committee to the Minister to identify teaching strategies, models, courses – report to Minister by June 1991
- Investigation of the concept of magnet schools in areas such as Arts, Music, Athletics, Languages. Commitment to pilot one such school by 1992

Special Needs Students
Guidelines (as outlined in Special Education in Manitoba Report 1989) to be translated into regulations

Professional development opportunities for classroom and subject area teachers on special needs students

By 1992, minimum of one course in special education required for teacher certification in Manitoba

**Vocational Education**

- Generic approach in S1 and S2
- Move to unit credit funding in addition to 10-credit funding
- School-based action plans for shared use of facilities
- Coordination with colleges and Department of Labour

Timelines for implementation were as follows:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>S1 and S2</td>
<td>Sept 1991</td>
</tr>
<tr>
<td>S3</td>
<td>Sept 1992</td>
</tr>
<tr>
<td>S4</td>
<td>Sept 1993</td>
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**New graduation requirements:**

The new model required a minimum of 28 credits, comprised as follows:

- S1 – 8 credits – compulsory (6) complementary (2)
- S2 – 8 credits – compulsory (6) complementary (2)
- S3 – 6-8 credits – compulsory (5) electives (minimum of 1)
- S4 – 6-8 credits – compulsory (3 ½) electives (minimum 2 ½)

The Vocational Education model calls for:

- S1 – 8 credits – compulsory (6) vocational (minimum of 1 credit out of 2)
- S2 – 8 credits – compulsory (6) vocational (2)
- S3 – 6-8 credits – compulsory (3) vocational (3 plus 0-2 additional)
- S4 – 6-8 credits – compulsory (3) vocational (5 plus 0-2 additional)

**Information Sources:**

Francophone Schools Governance
(1993)

Background:
Initiative was announced by Minister of Education and Training in August 1990 as a result of a Supreme Court of Canada ruling in March 1990 that required Manitoba to establish a school governance system for citizens of Manitoba eligible under Section 23 of the Canadian Charter of Rights and Freedoms.
The “Report of the Manitoba Task Force on Francophone Schools Governance” was received in May 1991 and subsequently released in June 1991.
Government’s implementation plans were announced in March 1992.
Government’s booklet on the creation and operation of a new Francophone School Division “Francophone Schools Governance” was released in May 1993.

Task Force Report:
The unanimous recommendation was establishment of one francophone division and school board responsible for francophone education Manitoba (immersion schools would not be included). The model would be similar to that of Frontier School Division.
37 recommendations were put forward that addressed the following issues:
- basic principles for establishing a francophone school governance system
- governance structure
- access
- eligibility
- human resources
- financial arrangements
- implementation

Government Action:
The Public Schools Act was amended in July 1993 (Bill 34) to provide the framework for the new Francophone School Division. The amendment meets constitutional and Supreme Court of Canada obligations, giving Franco-Manitobans the choice of where their children will be educated. It defines people who are entitled to have their children educated by the Francophone School Division as “persons whose first language learned and still understood is French; Canadian citizens who have received at least 4 years of primary school instruction in a French first-language program in Canada, or Canadian citizens whose child is receiving or has received at least 4 years of primary or secondary school instruction in a French first-language program in Canada”.
The amendment outlines details of a unique tri-level divisional board structure, and details on how Manitobans can qualify to vote or run for committees. The new francophone school board will be composed of trustees from the elected regional councils. Communities have the choice of joining the new school board or remaining within their current school divisions.
The amendment notes that the new board is not empowered to raise revenues through property taxes (instead a formula will provide resources from existing divisions).
First elections were to take place in fall 1993 with full transfer of responsibilities scheduled for July 1994 and Francophone run schools operational in September 1994.
Government’s May 1993 booklet outlined questions and answers for the public related to establishment and operation of the new school division.

Information Sources:
Legislative Reform
(1993)

Background:
In Spring 1991, the government appointed a panel of four people to facilitate public consultation on possible changes in education legislation (ie, the Public Schools Act and the Education Administration Act). It was noted that the last extensive revision of legislation took place in 1980. In May 1991, the panel released a discussion paper “Creating a Framework for the Future: Education Legislation for the 1990s – Consultation Paper”. In February 1993, the panel submitted “Report of the Panel on Education Legislation Reform”.

Panel’s Report
The panel submitted 106 recommendations related to the following 25 major issues:
1. goals of education
2. powers and responsibilities of the Minister of Education and Training
3. powers and responsibilities of school boards
4. program and financial accountability
5. consultation with the public
6. School Advisory Committees
7. alteration of school boundaries
8. right to a basic education program
9. learners with special needs
10. choice of schools
11. private schools
12. home schooling
13. school attendance
14. individual rights and responsibilities
15. rights and obligations of teachers
16. collective bargaining
17. corporal punishment
18. public access to information
19. investigation of complaints
20. final resolution of disputes
21. French Immersion Education
22. programs for Aboriginal people
23. Heritage language education
24. religious exercises
25. religious instruction

In developing the foundation for the recommendations, the panel considered: analysis of submissions; qualitative information; changes in society; direction of educational change in Manitoba and beyond; parameters and limitations; excellence and a respect for learning; equity; partnerships; fair resolution of disputes; enabling legislation; social responsibility and harmony; accountability; and coordination of services.

Government’s Response
There was no immediate action taken by government.
Over the following years, a number of initiatives were introduced that had their roots founded in the Legislative Reform recommendations. Examples include:
- Implementation of Schools of Choice, Parent Advisory Councils, Freedom of Information, dispute resolution, etc.

Information Sources:
RENEWING EDUCATION: NEW DIRECTIONS
(1994)

Background:
“Renewing Education: New Directions” was a statement of government’s commitment to improve K-S4 education for the next 5-6 years. The initiative outlined specific provincial directions that would serve as the foundation for government’s work with schools and local communities to improve the education system across all of Manitoba.

Thrust of Initiative:
Fifteen specific actions within six priority areas were described in two major Manitoba Education and Training documents: “A Blueprint for Action (July 1994)” and “The Action Plan (January 1995)”:

1. Essential Learning
   Action 1: Define basic or essential learning from Kindergarten to Senior 4

2. Educational Standards and Evaluation
   Action 2: Set educational standards and policies related to student achievement

3. School effectiveness
   Action 3: Designate principals as the primary instructional leaders in schools and state their fundamental responsibilities and roles
   Action 4: Require schools to develop and communicate yearly school plans.
   Action 5: State the fundamental responsibilities and roles of teachers, school boards, and the Minister
   Action 6: Initiate school reviews when necessary.

4. Parental and Community involvement
   Action 7: Require schools to establish Advisory Councils for School Leadership, as requested by parents, comprising parents and community members.
   Action 8: Require schools to include Advisory Councils for School Leadership in developing school plans and budgets
   Action 9: Enable parental choice, within limits, in selecting the public school best suited to their child’s learning requirements in order to increase flexibility of parental choice within the school system.
   Action 10: State fundamental expectations and rights of parents related to their children.

5. Distance Education and Technology
   Action 11: Establish community-based infrastructures for lifelong learning which provide high-quality education and training for all Manitobans.
   Action 12: Establish a Provincial Council on Distance Education and Technology
   Action 13: Proceed with technology and distance education projects which provide professional development opportunities for teachers.
   Action 14: Develop independent study courses in conjunction with curricula so that there are better linkages with curricula and distance education delivery.

6. Teacher Education
   Action 15: Teacher education and certification in the Province of Manitoba will be reviewed and reformed.

Government Action:
- In June 1995, “Renewing Education: New Directions – A Foundation for Excellence” was released to provide details of the initiative.
- Under the initiative, government made amendments to the Public Schools Act and Education Administration Act to allow for the creation and operation of Advisory Councils for School Leadership, schools of choice, clarified roles and responsibilities, and parental rights.
- The curriculum was revised to place a greater emphasis on language arts, mathematics, science and social studies, with an increased focus on Canadian history in social studies. By June 1996, more time became allotted to each of these compulsory core subject areas.
 Provincial standards were developed for compulsory core subject areas and used for testing at the following checkpoints: Grade 3, Grade 6, Senior 1 and Senior 4. Testing was scheduled annually with results forming a part of the final marks at Grade 6 (25%), S1 (35%) and S4 (50%). The first standards testing took place for Grade 3 math classes in June 1996.

**New Graduation Requirements:**

Those student who entered a senior years program of studies before September 1992, but who did not complete the 20 credits required in the Revised High School Program, will have until June 1998 to meet the pre-1995 requirements. Students will be required to take a Canadian history credit at Senior 3 until 1996.

All students who entered a senior years program between September 1992 and September 1995, but who do not complete their program of studies by June 1998, may graduate by meeting the requirements of either “Answering the Challenge” or “New Directions”.

All students who enter Senior 1 in September 1995 will be required to meet the graduation requirements articulated in “New Directions”. This group of students will graduate in 1999, provided they successfully complete the minimum requirements for graduation in four successive years.

New Directions graduation requirements (S1-S4): minimum of 28 credits distributed across compulsory core subject areas, compulsory subjects, compulsory complementary subject area, and optional supplementary subject areas (refer to Appendix B “The Action Plan” for details related to each of the four program streams: English, Français, French Immersion, and Technical Education).

**Information Sources:**

- “Renewing Education: New Directions -- A Blueprint for Action” (July 1994)
- “Renewing Education: New Directions – A Foundation for Excellence” (June 1995)
Manitoba School Divisions/Districts Boundaries - Review
(1995)

Background:
In 1871 there were 24 school districts throughout province. By 1924, the number had grown to 2,094 (each tending to represent a single school).
In 1946 the Public Schools Act was amended to encourage amalgamation.
In 1959 a Royal Commission on Education led to the creation of 46 school divisions (leaving many remote areas as independent school districts).
In 1966 government again encouraged amalgamation. Most districts merged with the 46 school divisions, with ~ 10 left on their own in remote areas.
In the late 1960s a Boundaries Review Commission recommended creation of regional boards, but the commission's recommendations were not acted on.
In July 1993 the Minister of Manitoba Education and Training announced the appointment of a Commission to conduct a comprehensive review of Manitoba school division/district boundaries. In November 1993 the Commission released a “Discussion Document”.
In November 1994 the Commission’s “Final Report and Recommendations” was released. Government requested the Commission to extend their mandate to solicit the public’s response to 13 of the 43 recommendations.
In November 1995 the Commission’s “Supplementary Review and Recommendations” was submitted and released.

The Commission’s Reports
The Commission concluded that there are numerous educational and economic benefits from reducing divisions. It recommended a complete redrawing of the school division map, not simply division mergers, calling for a reduction of school divisions/districts to 21 from the current 53 with geographic area articulated according to municipal boundary lines (4 in Winnipeg, 13 in rural Manitoba, and 2 in the North, leaving the Division scolaire franco-manitobaine and the Frontier School Division as is). The recommended number of divisions was later revised to 22.
In total, 43 recommendations were submitted to government in the original report. Key issues that were addressed included: structure of education governance; permeability of boundaries; residual fees; administration and personnel matters and distribution of assets; taxation and assessment; school closures; and school division restructuring.

Government Action:
The reports were not acted on directly. Instead, the Minister of Education and Training called upon school divisions and districts to explore voluntary amalgamation.
In 1999, two voluntary school division amalgamations proceeded (Norwood merged with St. Boniface, and Tiger Hills with Pembina Valley).
In 2000, under a new NDP government, the Minister of Education, Training and Youth wrote to divisions informing them of the province’s intent to reduce the number of school divisions and asked divisions to consider the benefits of voluntary mergers. Since then a number of divisions did voluntarily amalgamate (e.g., Rhineland with Boundary; Frontier with Churchill; Mountain with Prairie Spirit; and Red River with Morris-MacDonald). School divisions
November 8, 2001 - The minister announced the provincial amalgamation plan that reduced the number of divisions/districts from 54 to 37. The new divisions would be in place in time for October 2002 elections.

Information Sources:
Teacher Collective Bargaining and Compensation
(1996)

Background:
In 1993 the Report of the Panel on Education Legislation Reform recommended that government become active in discussions with its education partners to update provisions respecting the collective bargaining process.
On January 16, 1996, the Minister of Education and Training announced the appointment of a committee to conduct a review of Manitoba’s teacher collective bargaining and compensation processes. A discussion document “Ensuring Accountability, Ensuring Quality” was released by government to initiate dialogue among educators, administrators, the public and government. The discussion document focused on 3 primary issues: the ability to pay/accountability, the effects of strike/lockout, and compensation requirements/economic capacity.
In May 1996, the “Report of the Teacher Collective Bargaining and Compensation Review Committee” was released.

Committee Recommendations:
A set of 8 recommendations related to teacher collective bargaining called for:
- keeping teacher collective bargaining at the local division/district level
- clarifying the rights of each local school board and teachers’ association to conduct bargaining without the direct involvement of MTS or MAST
- changing the contract year to July 1st – June 30th
- incorporating a division’s ability to pay into the bargaining and dispute resolution process
- requiring school boards to provide teacher associations access to all financial records
- recognizing school boards have responsibility to manage in a manner that addresses needs of community as well as teachers (issues were articulated that would be non-negotiable, negotiable but not to be taken forward to arbitration, or negotiable and arbitrable).
- modifying the collective bargaining process related to local negotiations and conciliation/binding arbitration
- requiring costs associated with the services of a conciliator, mediator and/or arbitrator be borne equally by both parties

A set of 7 recommendations related to the teacher compensation process called for:
- developing a compensation structure composed of 3 classification levels
- establishing appropriate remuneration levels while converting to new classification system
- requiring school boards, through consultation with teachers, to develop a policy on effective and fair evaluation and professional development for teachers
- requiring all educators who wish to maintain their teaching certificate to apply for re-certification every 5 years
- requiring all educators who have been absent from the teaching profession for a period in excess of 5 years to apply for re-certification
- providing teachers with appropriate appeal processes when denied increment increases, permanent status, re-classification, or re-certification
- encouraging government to consult with MAST and MTS prior to amending legislation and associated regulations.

Government Response:
Legislation was introduced in November 1996 that implemented the recommendations related to collective bargaining … including the continuation of disallowing strikes/lockouts. In 2000, the new government introduced legislation to reverse many of the 1996 clauses. Government accepted in principle the recommendations on compensation. However, due to the complexities of the issues, it contracted out further study. In February 1998, the Scurfield report was received by government but recommendations were not acted upon.
Information Sources:

Special Education in Manitoba  
(1998)

Background
In January 1995, the provincial government announced The Manitoba Special Education Review. The purpose of the review was to make recommendations that would form the basis for improving the effectiveness and efficiency of education and school-based services for children who require special education in order to strengthen learning opportunities and outcomes. The Review was designed to obtain information on the application, appropriateness, effectiveness and use of special education policies, programs, services and resources.


Recommendations of the Review
A total of 44 recommendations were presented to government. They were categorized within 5 areas of inquiry:

1. Special Education programs and services in Manitoba – 8 recommendations
2. Special Education policies, practices and procedures – 5 recommendations
3. Quality and cost effectiveness of Special Education Programs – 12 recommendations
4. Strengths and Limitations of Costs and Funding Models – 11 recommendations
5. Intersectoral Planning in relation to Special Education – 8 recommendations

The Review noted that improvements were required in the following areas:

- The right to appropriate services – The Review noted that Manitoba was the only province that did not have clearly articulated educational rights of children with special needs within its legislation.
- Funding and programming – The Review noted that the current student-specific funding model labeled students in a way that could be hurtful. It recommended that the three category levels be redefined to focus on the student’s needs, rather than on their disabilities. The Review also noted the need to do better in meeting the needs of students with emotional and behaviour disorders.
- Accountability – The Review noted inconsistency in development and use of Individual Education Plans (IEPs) and Annual Division Action Plans (ADAPs) across the province making it difficult to monitor outcomes.

Government Action
In September 1999, Manitoba Education and Training established the Special Education Review Initiative (a Department unit) to work with school divisions and districts to implement the recommendations of the Review.

In September 2001, the Department released a document “Follow-up to the Manitoba Special Education Review: Proposal for a Policy, Accountability and Funding Framework” which articulated specific action steps and timelines.

In June 2004, The Public Schools Act was amended (Bill 13) to include Appropriate Educational Programming whereby all school boards would now have to provide appropriated educational programming to all enrolled students, including, but not limited to establishing programming standards respecting resources and other support services to be provided by school boards, and a dispute resolution process for disagreements about the appropriateness of programming being provided. In November 2005, Regulations for Bill 13 came into effect to support appropriate education for all students.

Information Sources:
- “Follow-up to the Manitoba Special Education Review: Proposal for a Policy, Accountability and Funding Framework” (September 2001), Manitoba Education and Training.
MANITOBA K-S4 EDUCATION AGENDA FOR STUDENT SUCCESS: 2002-2006
(2002)

Background
Developed in response to educational and other research which identified a highly interactive chain of influences that contribute to student learning, achievement, and attainment. In addition to a positive home environment, primary influencing factors included: a rich and challenging curriculum, experienced, well-trained teachers using effective instructional practices, a positive disciplinary environment with caring relationships between teachers and students, and a collaborative, formal planning process that accurately reflects the needs and successes of school communities.

Public consultations took place during 2001 and 2002, culminating in development of the “Manitoba K-S4 Education Agenda for Student Success, 2002-2006”. The Agenda is intended to improve public education in Manitoba, particularly in student learning and performance. A key consideration within the Action Plan is an emphasis on equity and a respect for diversity in its many forms. Ensuring that all students are able to achieve their best and complete school is an important goal for Manitoba Education, Citizenship and Youth in its work with education communities.

The K-S4 Education Agenda

The introduction to the Agenda provides a review of national and international research on the following issues:
- student success factors
- schools, families and communities
- school planning
- professional development
- learner transitions

The Action Plan articulates 6 priorities and 27 actions that Government is committed to phase-in over a period of five years. It should be noted that 3 overview activities articulated in the plan were later rolled into priority 6. The priorities and actions are as follows:

1. Improving outcomes especially for less successful learners
   - release an annual report on student achievement
   - continue to implement recommendations from "The Manitoba Special Education Review (1999)"
   - share information on successful strategies to increase success for Aboriginal learners
   - review policy and programming with respect to ESL
   - develop an action plan on equity and diversity.

2. Strengthening links among schools, families, and communities
   - enhance the working relationship with the Manitoba Association of Parent Councils and post online descriptions of what students are learning in various grades and subject areas
   - provide information to schools and parents on effective communication strategies
   - enhance professional development related to parental and community involvement
   - develop support materials and resource guide related to conflict resolution.

3. Strengthening school planning and reporting
   - support improvement in school planning process
   - facilitate information exchange about effective school and division planning
   - expect schools and divisions to report publicly on range of student success measures

4. Improving professional learning opportunities for educators
   - focus professional learning on key areas of instructional practice, assessment of learning, differentiated instruction, working with high needs schools and communities
- develop a website that highlights good practice and research related to professional learning
- develop new formats for professional learning
- strengthen professional learning for school leaders including a review of qualifications and credentials.

5. Strengthening pathways among secondary schools, post-secondary education, and work
- explore employability skills credentials to complement the high school diploma
- expand the application of school-initiated courses
- develop an employability skills portfolio
- enhance the articulation between secondary and post-secondary education

6. Linking policy and practice to research and evidence
- link the Department website to national and international resources
- support research partnerships in the province
- assist schools with research and evaluation practices and information
- improve evaluation of policies and practice
- distribute information on promising practices
- share information about successful practices in Manitoba and elsewhere
- support networking around the six priorities.

As articulated actions are completed, new actions are to be articulated and pursued to further the process.

Government Action:
The K-S4 Agenda served as the Departments policy framework from 2002 to 2006. It served as the foundation for all major education reforms across curriculum development, service delivery, student assessment, reporting, etc.
The Department planned to systematically address each and every action with a phase-in approach. Progress on all activities was to be released on the department’s website as well as through a monthly newsletter that was initiated in October 2002.

Information Source:
Class Size and Composition
(2002)

Background:
In 2000, the Government of Manitoba introduced Bill 42 to amend the Public Schools Act. The bill required the minister of education, training and youth to establish a commission to study the issue of class size and composition.
In April 2001, government appointed a Commission on Class Size and Composition. The commission's mandate was to consider whether or not there should be a provincial policy on class size and composition and, if so, to make recommendations as to its content.
In Fall 2001, the Commission released a public discussion paper designed to facilitate public participation and discussion.
In April 2002, “Commission on Class Size and Composition: Final Report” was submitted, then released in May.

The Commission's Report:
The report strongly stated that determining optimal class size depends greatly on children’s varying needs and abilities, and that in many ways, it is more important than class size.
The report indicated the vast majority of class sizes in Manitoba are of reasonable size. However, it noted that academic improvements can be achieved with smaller class sizes at the primary levels.
Recommendations were as follows:
1. Actual class sizes should be reported to by school boards to the department and made public twice a year.
2. The Department, through the Public Schools Finance Board, should update information on the number and size of classroom spaces in all public schools.
3. At the present time, no provincial guidelines on class size/composition should be defined. However, division-level class size and composition advisory committees should be established with meaningful teacher and parent components.
4. The research and planning branches of both education Departments, in co-operation with the Faculties of Education, should undertake continuing research studies as class size reduction initiatives are undertaken in Manitoba.
5. A three-year moratorium on the issue of arbitration should be put in place with the Manitoba government to undertake appropriate procedures to gain approval from the Manitoba Teachers Society and other stakeholders and to respond in the Legislature to Bill 42.
6. During the moratorium, the province should develop a multi-year plan to implement class size at the Kindergarten to Grade 4 levels in the range of 17-22 students, taking into account existing inequities in funding, the need for teachers and teaching assistants and their professional development, and the need for facilities. Variations to allow for compositional factors could be implemented at the local level.
7. The Department should initiate pilot projects in class size reductions in areas of recognized class size/composition concerns, in particular, but not exclusively, at the primary level in situations with high levels of at risk and special education students.

Government Action:
In the January 2003 the announcement for 2003-04 public school funding included a new $1M Class Size Fund to support divisions with K-G4 schools where class size and composition are a concern, particularly in situations with high special needs and at-risk youth.
No legislative changes were introduced.

Information Sources:
- “Commission on Class Size and Composition: Final Report”, April 2002
Background:
In 1989, the Minister of Manitoba Education and Training created a Minister’s Advisory Committee on the Funding of Schools Program to provide annual advice and recommendations concerning (a) the provincial funding formula respecting K-S4 education, and (b) general matters pertaining to the funding of K-S4 education in Manitoba.
In May 2002, a Minister's Working Group on Education Finance was created in response to the 2001 Association of Manitoba Municipalities task force report entitled “Rethinking Education Funding Challenges and Opportunities”. The working group was mandated to research and analyze strategies which would reduce Manitoba’s reliance on property taxation to fund public education and to recommend a detailed strategy to achieve this outcome.

Working Group’s Report:
The recommended funding model called for:
An increase in provincial funding support from the current 56% of divisional operating expenditures to 80%, resources to be derived from provincial general revenues and from taxation levied on farm and non-residential property classes,
A decrease in school division funding requirement from the current 43% to 20%. 15% to be derived from taxation levied on residential property only and 5% from other revenue sources, and
An initial overall decrease in property taxation revenues in support of public education from 51% to 37%.
The report provided a variety of implementation suggestions.

Government Action:
Since 1999, the education property tax credit homeowner advance portion has been increased to $400 annually.
Starting with the 2002 budget, government has been phasing-out the education support levy.
In 2005, increased property tax relief was given to farmers.
In 2005, the resident homeowner portion of the education property tax credit was transferred directly to school divisions.
Recommendations of the Working Group are being studied.

Information Source:
Student Assessment in Manitoba
(2004)

Background:
In June 2004, the Minister of Education asked Dr. B. Levin to prepare a discussion paper, undertake a series of regional meetings and other consultations, and submit a report with recommendations on a provincial policy for student assessment in the years between grades 6 and S1. This request was a result of government’s decision to discontinue the optional provincial standards tests that had been taking place in grade 6 language and S1 math for the past several years.
In December 2004, Dr. Levin’s report “Student Assessment as Public Learning: Report on Consultations and Recommendations for a Provincial Student Assessment Policy – Grade 6 to Senior 1” was submitted.

Review Proposal:
The report proposed a policy that included:
1. The Department organize and support “The Middle Years Provincial Assessment” that assesses all G7 students in two key areas of math, and all G8 students in reading and writing in the main school language and, at local option, in the other official language or in another locally-determined area of study.
2. The assessment not involve a single test or single set of tasks done by all students, but would assess the same skills using the same standards based on teachers’ accumulated knowledge of students over the year.
3. The assessment result in a report to parents or guardians, in a common format across the province, using plain language and a small number of clearly understood rating categories (in mid January to end of February).
4. To ensure comparability in ratings of standards of performance, a set of rubrics or exemplars be developed that illustrate for all parties the kinds and levels of skills and attributes represented by each scoring category.
5. Students be asked to do a self-assessment on the same key competencies which will support a dialogue in the school and community about ways to increase the commitment of students to their own educational success.

Government Action:
In January 2006, the Department released “Rethinking Classroom Assessment with Purpose in Mind”, a collaborative report prepared by the Western and Northern Canadian Protocol for Collaboration in Education (WNCP). The report is to act as a resource for educators.

Information Source:
**Healthy Living**
*(2005)*

**Background:**
Over the years, studies have revealed facts pointing to potentially serious health problems for children and youth. For example:

- In 2000/01, four out of five Canadian youth aged 12 to 19 were not active enough to meet international guidelines for optimal growth and development.
- Obesity creates are increasing most rapidly among children.
- Only 43% of parents are, on average, regularly active with their children.
- Young people who are overweight have increased risks for type 2 diabetes, high blood pressure and other chronic diseases as well as mental health problems.
- In Manitoba, 20% of young people aged 15-19 smoke.

In August 2004, Premier Gary Doer announced the creation of an all-party task force called "Healthy Kids, Healthy Futures" with the intent to develop and promote strategies to improve the health status of all Manitobans, while helping to create an environment where healthy choices are easier to make.

In June 2005, “Healthy Kids, Healthy Futures: Task Force Report” was released.

**Task Force Report:**
A set of 47 recommendations were submitted within the following 10 issue areas:

- Educational health promotion initiatives -- Government should undertake a variety of initiatives to promote healthy living and provide educational resources for families and schools.
- Nutrition in schools -- Government should increase access to nutritious foods in schools.
- Physical activity in schools -- Government should mandate physical education/health education from K-S4.
- Recreation facilities and access -- Government should increase access to recreation facilities through the community use of schools, the innovative design of new facilities, and the promotion of activities that are less dependent on facilities such as walking, cycling and skiing.
- Recreation leadership -- Government should promote the increased use of recreational directors across the province and encourage youth leadership in recreation.
- Active transportation -- Government should encourage active transportation among youth.
- Injury prevention -- Government should undertake a variety of educational initiatives on things such as water safety, bicycle helmets and farm safety to reduce unintentional injuries while maintaining high levels of activity among youth.
- Low-income families -- Government should improve access to good nutrition and opportunities for physical activity for low-income families.
- First Nations communities -- Government should increase accessibility to traditional and nutritious foods, and to culturally-focused physical activity and recreational programs.
- Mental health and wellness -- Government should enhance mental health and wellness education and supports to youth to prevent and address issues such as eating disorders, depression, drug and alcohol addictions and other related concerns.

**Government Action:**
Working in partnership with other government departments, Manitoba Education Citizenship and Youth implemented the following initiatives:

- Healthy Schools in Motion -- a provincial strategy whereby schools are challenged to build physical activity into students’ daily lives.
- Grants to schools for Healthy Living initiatives, as well as additional funding to schools that commit to becoming a "Healthy School in Motion".

**Information Source:**

POST-SECONDARY EDUCATION and TRAINING

1989 Adult Literacy
1994 University Review
1997 Apprenticeship
2000 College Expansion Initiative
2001 Training Strategy
2003 Review of COPSE
2003 University College of the North
**Adult Literacy**

(1989)

**Background:**
In October 1988 a Task Force on Literacy was appointed by the Minister of Education and Training with a mandate to determine the magnitude of the literacy issues among affected groups of Manitobans and to recommend a strategy for continuous programming on literacy in order to meet their needs.

In April 1989 a total of 28 recommendations were put forward within the report “Pathways for the Learner: A Strategy for Literacy for Manitobans: The Report of the Manitoba Task Force on Literacy”.

**Task Force Report:**
The Task Force recommendations suggested strategies to meet the needs of “at risk”, aboriginal and ESL, adult learners as well rural/northerner learners, school drop-outs and learners with special needs.

The report focused on literacy defined in terms of the needs and desires of the learner, rather than in terms of a level of formal education, and advises that a variety of community-based programs are required to meet the needs of different groups.

Recommendations related to:
- **Policy** – Government should develop a literacy policy that is learner centred and community based across Manitoba
- **Funding** – Governments assess need for literacy and provided sufficient funding to enable all who seek literacy to have access
- **Governance** – Government establish a Manitoba Adult Literacy Council that reports directly to the Minister of Education, and a Literacy Office within the department to provide support.
- **Supports** – The Literacy Council review existing services and implement public awareness programs
- **Program Delivery** – To mark 1990 (International Year of Literacy) Government should commit to developing a province-wide, learner-centred, community-based approach to delivery adult literacy programs
- **New Initiatives** – Government develop initiatives to support needs of at-risk students, Aboriginal students, and ESL students.
- **Teacher Support** – Programs be revised to increase number of required course credits for literacy education, schools give priority to professional development activities to literacy and ESL providers.

An Appendix to the Task Force Report (May 1989) provided a summary of background research reports on the following topics: models of adult literacy programming, alternate literacy programming, private institutions delivery language/literacy programming, drop-outs: extent of problem, feasibility study on school divisions delivering adult literacy and ESL programming, women and literacy, Literacy Councils, literacy campaigns, and the case for mother tongue literacy.

**Government Action:**
In response to the Task Force Report, the Department established a Manitoba Literacy Council (to address policy issues) and a Literacy Office (within department’s Continuing Education Unit responsible for allocation of grant and development/support of programs in cooperation with communities and organizations). Both became operational in September 1989.

**Information Sources:**
- “Appendices to the Report of the Task Force on Literacy” (May 1989)
Background:
The University Education Review Commission was established in July 1992 with a broad mandate that included making recommendations on (a) the governance structure for post-secondary education in the province, (b) university management systems, (c) public accountability, (d) accessibility, and (e) cooperation and linkages between universities and community colleges. This review was the first of its kind in over 20 years.

Review Commission’s Report:
The report presented 41 recommendations. Key recommendations included:
- Government focus attention on the community colleges by increasing the range of diploma programs and doubling participation rates over the next 5 years.
- Development of the electronic highway and an effective post-secondary distance education system. Technology was deemed the first avenue of choice for system expansion.
- Universities should make better use of their resources in managing their core functions of teaching, research and service, and that these core functions be made transparent.
- University tuition fees should relate to faculty program costs.
- Create a Cabinet Committee on Post-Secondary Education to facilitate better communication between government and post-secondary education institutions.
- UGC should be revamped to become the Council on Post-Secondary Education, responsible for both universities and colleges.
- Create a First Nations Post-Secondary Education Authority to deal with post-secondary education needs of Aboriginal peoples.

Government Action:
Government acknowledged the timeliness of the Commission’s report and outlined an agenda for change by calling for universities to:
- establish program priorities,
- identify potential centers of specialization,
- explore with new management arrangements,
- explore a process of inter-institutional cooperation to provide greater sharing of resources and program rationalization in the province, and
- invest resources for the broad application of communication and learning technologies;
while themselves committing to:
- through a process of consultation, develop a broad-based accountability system for PSE,
- create a Council on Post-Secondary Education to facilitate long-term integration of the post-secondary system,
- develop a process of credit transfer and program recognition in order to facilitate better movement of students between and among institutions,
- explore inter-provincial program rationalization especially with other Western provinces,
- in consultation with post-secondary institutions, identify areas where new diploma programs could be developed,
- engage in a consultation process to facilitate Keewatin Community College becoming the coordinator of post-secondary education in the North,
- develop a tuition fee policy for post-secondary education, and
- review funding for provincial accessibility initiatives.
Information Sources:
Apprenticeship (1997)

Background:
Apprenticeship in Manitoba had been examined in several studies over the years:
- 1975 – Bain’s Report
- 1977 – Atwell Report
- 1986 – Internal Review
- 1987 – Canada/Manitoba Study on Apprenticeship
- 1990 – Report of the Skills Training Advisory Committee
In November 1996 the Minister appointed the Apprenticeship Task Force to consult with clients and stakeholders and to develop and submit recommendations for future structure, funding, delivery and regulation of Apprenticeship training Manitoba. A made-in Manitoba Apprenticeship System was needed as the direct purchase of in-school training by the federal government will cease as of April 1, 1999.
In May 1997 the Task Force submitted its final report “Apprenticeship: “Made in Manitoba”.

Task Force Report:
The terms of reference for the Apprenticeship Task Force were to:
- develop options for the long-term financial sustainability of provincial apprenticeship programming such as new models for public/private partnership in supporting apprenticeship programs;
- identify options for a variety of flexible and innovative training delivery models which will respond to the needs of Manitoba employers and apprentices;
- assess existing legislation and industry/education governance structures, and consider the desirability and extent of the impact of the federal government's withdrawal from direct training purchases on the provincial apprenticeship program and the needs of business and industry .
A set of 18 recommendations were submitted to Government. Issues addressed included:
- Governance
- Provincial Trade Advisory Committees
- Regulation, Registration, Certification and Licensing
- Funding
- Program Delivery
- Marketing and Promotion
- Journeyperson Upgrading
The recommendations provided a framework for a value-added, sustainable, responsive and accessible Apprenticeship program in Manitoba. Two key recommendations called for:
- Apprenticeship be managed by an Apprenticeship Board that reports to the Minister of Education and Training with activities conducted through a Special Operating Agency that is advised by Provincial Trade Committees.
- Manitoba to adopt a "single wicket" approach to certification and licensing.

Government Action
Government appointed a new Apprenticeship and Trades Qualifications Board to represent a cross-section of industry, labour and community groups. Appointments are for a three-year term and are effective immediately. The board advises the minister on matters relating to apprenticeship training and trades certification.
In May 1999, the Apprenticeship and Trades Qualifications Act was proclaimed and a governance Board established.

Information Sources:
College Expansion Initiative  
(2000)

Background:  
In June 1989 an advisory committee to study the governance of the Manitoba community colleges was established. The existing model whereby the colleges were governed by the Department had been in place since the technical institutes were renamed community colleges in 1969.  
In 1991, “The Colleges Act” was approved allowing Manitoba’s 3 community colleges to begin the process of establishing their own boards to be responsible for their respective college’s ongoing management. Each college would receive an annual government grant and, in turn, would report to the legislature through the minister. As well, colleges would publish an annual academic report including information on enrolment, attrition, graduation and graduate employment placement. The Act provides colleges with operational authority to be flexible and innovative while meeting the community’s needs for results-oriented accountability. Incorporation to be completed by spring 1993, allowing for a two year transition period.  
The 1993 the University Review “Doing Things Differently” recognized a chronic under-development of the college system.  
In March 2000, the College Expansion Initiative was launched. Its launching corresponded to the time of the Manitoba Century Summit which brought together leaders from Manitoba business, labour and government to discuss expanding economic opportunity and building future prosperity in the province.

The Initiative  
The goals of the Initiative’s Operational Framework were to:  
- address labour market needs by reducing important skill shortages  
- pay particular attention to the needs of under-served groups  
- enhance youth participation rates  
- improve student success by concentrating on retention and graduation rates  
- encourage innovative means to make the system more efficient  
- stimulate workplace-based programming that improves the skills of those in existing workforce  
The assumptions contained in the Operational Framework state that the Initiative:  
- will invest in cost-effective programming  
- encourage linkages between colleges, between colleges and universities, between colleges and secondary schools  
- enhance the linkages between colleges, businesses, and industries  
- build upon strengths of the colleges and refine their respective roles  
- recognize that Red River College, because of its size and location, will play a lead role in maintaining the system’s comprehensiveness, and  
- ensure that existing infrastructure will be used as much as possible.  
Government called for the Initiative to double enrolments within the next 5 years.

Government Action:  
Focus of action has been on increasing college enrolments, retention rates, and graduation rates; providing relevant/timely college programs; providing increased access to under-represented groups; and, to enhance delivery efficiencies.  
Through the College Expansion Initiative (CEI), government supported development of RRC’s Princess Street Campus in downtown Winnipeg, University College of the North, and a comprehensive array of new programs at all the colleges.

Information Sources:  
- “Manitoba Training and Education Summit Report”, 2001  
MANITOBA TRAINING STRATEGY
(2001)

Background:
In March 2000, a Manitoba Century Summit brought together leaders from Manitoba business, labour and government to discuss expanding economic opportunity and building future prosperity in the province.
In Spring 2001, a Manitoba Training and Education Summit brought over 250 leaders from large and small business, industry, government, community associations and the post-secondary educational system together to discuss how training could be improved across the province. In order to facilitate discussion a draft 3-year “Manitoba Training Strategy” was developed by Manitoba Advanced Education and Training. The Summit concurred with the draft strategy, which was then released in Fall 2001.

The Strategy:
The goals of the Training Strategy are to:
1. build a skilled workforce aligned with labour market needs and emerging opportunities
2. expand access to relevant learning opportunities for all Manitobans
3. create an integrated and high quality education and training system

The report acknowledged that the effectiveness of addressing training needs in Manitoba is dependent upon:
- innovative working arrangements among government, employers, unions, sector councils, employees, and learners in public and private education and training institutions
- a public education system that will ensure a level and quality of education to access jobs and further education and training
- business and industry human resource planning and practices that identify changing human resource needs
- strong clear linkages with complementary or supporting government initiatives
- articulation between programs and across levels throughout the education and training system to support lifelong learning

The report articulated a set of objectives for each of the 3 goals and puts forward a set of actions to correspond with each objective. The objectives included:
- strengthen labour market information
- make skills training more timely and relevant
- make adult upgrading more responsive
- develop a lifelong learning culture
- maximize benefits emerging from new economic development activity
- increase participation in learning opportunities
- expand opportunities for access to programs
- support income assistance and low income earners
- enhance the inclusion of Aboriginal people into the workforce
- enhance the inclusion and successful transition of youth into the workforce
- enhance articulation and credit recognition
- improve coordination and integration of federal and provincial employment programs and labour market services
- ensure quality programming and continuous improvement of the training delivery system

Government Action:
Over the following years, government introduced a variety of: Sectoral training initiatives; Workplace Essential Skills training programs; Prior Learning Assessment and Recognition services at post-secondary institutions, Adult Learning Centres, Employment Centres, and industries; and, community-based training programs (eg, apprenticeship). Additionally, support was given to training for Hydro development in the north, and development of the dual credit system with Manitoba Education, Citizenship and Youth.
Information Sources:
- "Manitoba Training and Education Summit Report", 2001
- "Manitoba Training Strategy", Fall 2001
Review of the Council on Post-Secondary Education
(2003)

Background:
In November 1996, Government created the Council of Post-Secondary Education to unify the policy direction provided to both Manitoba universities and colleges. Five years later, in 2002, an independent review was conducted to examine how COPSE was organized and structured, and to assess its performance as a corporate body. On November 10, 2002, J.R. Mallea and Associates submitted their report “A Review of the Manitoba Council on Post-Secondary Education”.

In November 2002, Government sponsored a forum in Winnipeg on accessibility to post-secondary education. More than 90 representatives participated from colleges and universities, high schools, government, and community organizations. The purpose of the forum was to discuss current initiatives, as well as explore ideas and strategies for furthering accessibility in the future. Key issues discussed included barriers to PSE education, accessibility strategies, suggestions for positive change, role of institutions and government, and enhancing ACCESS programs.

The Review Report:
The review found that Manitobans want to have a continued voice in the direction of post-secondary education in the province. It further found that COPSE has played a vital role since its creation.

The review presented 21 recommendations suggesting broad areas where COPSE should focus its energies in the coming years. The recommendations were categorized into 5 groupings: relationship with government, transparency in operation, inclusiveness in decision-making, research and policy development, and public awareness of post-secondary education.

Government Action:
Government released a set of 11 articulated actions to address the recommendations of the review. These included:

Relationship with Government:
- Government will examine current roles and responsibilities
- Government will review the working relationship between CEI and COPSE

Transparency
- COPSE will develop a strategic planning process for PSE in Manitoba
- COPSE will develop a policies and procedures manual

Inclusiveness in decision-making
- COPSE will develop a strategy paper outlining methods for improving consultation
- COPSE will consider the creation of task groups to address specific issues

Research and policy development
- COPSE will develop areas for applied research
- COPSE will consider expanding use of funding envelopes to promote changes
- COPSE will establish a process to facilitate greater articulation among institutions

Public awareness of post-secondary education
- Government and COPSE will offer to make presentations to interests groups
- COPSE will develop a detailed communications plan.

Information Sources:
University College of the North
(2003)

Background:
In 2000, the Manitoba Keewatinowi Okimakanak submitted a proposal related to post-secondary education in Manitoba’s north to government titled “University College of the North: A Vision for Our Future”.
In Fall 2002 the Minister of Education and Training established a consultation team to seek input on the future of post-secondary education in northern Manitoba.
In Fall 2002, the team prepared a working document “Post-Secondary Education in Northern Manitoba: A Discussion Paper” for the consultation sessions.
In March 2003, the team’s final report was submitted titled “University of the North: Recommendations and Action Plan”.

Consultation Final Report:
The consultation process found the concept for a University College of the North (UCN) to be well received by citizens.
The report provides a set of 18 recommendations on how UCN could be established and operated. Key recommendations include:
- a Centre for Aboriginal Studies and Research be established
- legislation be enacted to make UCN a full degree granting institution
- partnerships with other institutions be explored
- technical/vocational and IUN programming offered by KC be absorbed into UCN
- UCN Thompson be primarily an academic center, and UCN The Pas a technical/vocational center
- full membership in Campus Manitoba be established
- an implementation team composed of Aboriginal and northern experts be appointed.

Government Response
In September 2003 an Implementation Team and a Steering Committee were appointed by the Minister of Advanced Education and Training to develop a governance model and draft legislation.
As of July 1, 2004, UCN became a legislated entity. An Interim Council was established to guide and oversee ongoing development.

Information Sources: