

NewsLetter



BRITISH COLUMBIA
**Human
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Development
Project**

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Consensus Beginning To Build

There is agreement on many aspects of the major issues involved in developing a successful human resource development system for British Columbia, according to 600 people answering two recent questionnaires.

The questionnaires were circulated to people on the Project mailing list, as well as participants at Regional Update Workshops, and a variety of special interest groups and post-secondary institutions. One of the surveys asked people whether they agreed with the issues identified by the nine Planning Committees, and the second asked them how the issues might be resolved.

Respondents' views, provided through discussion sessions and written submissions, were analyzed by Charise Karjala to determine the level of agreement with the work of the Planning Committees.

"Sixty-eight per cent of those responding agreed with the issues as identified and another 29 per cent at least partially agreed," Karjala said. "There were very few people who expressed disagreement with the issues to be addressed."

Analysts assigned to each of the nine policy areas were asked to record the range of suggested solutions, compare responses with relevant literature, and pay particular attention to areas of agreement in their reports.

In summarizing their work on the **Characteristics of a Successful Human Resource Development System**, Marvin Lamoureux and Michael Old reported, "There is consensus that greater levels of coordination are necessary among public institutions and agencies and that partnerships between educational institutions and business, labour and community organizations are required if the human resource development system is to appropriately prepare people for the 'technological age'."

Responses also indicated that a shared vision is emerging for the future of education and training in B.C.

There is broad agreement on the appropriateness of the complementary dual roles (*empowering individuals and energizing the economy*) for human resource development; on the importance of learning, education and training to society and the viability of the economy; on the need for system-wide planning and coordination to make the best use of scarce education and training resources; on the importance of building on existing strengths within B.C.'s education and training systems; and, on the need for education and training to adapt to rapid social and economic changes.

More specific areas of agreement include the need to:

- improve public attitudes about the importance of learning;
- improve information and counselling systems regarding the range of learning opportunities available for people;
- renew efforts and leadership at senior levels of business and industry to support retraining and upgrading initiatives;
- develop a greater sense of individual responsibility for personal learning, education and training;
- recognize that the traditional idea of "lifetime employment" is probably obsolete, and that no technical skills last a lifetime;
- increase the amount of technical, technological and other forms of applied learning in B.C.;
- place new value on providing responsive and flexible learning opportunities for part-time learners of all ages;
- enhance the mobility of learners through improving systems of articulation, coordination, bridging, laddering and transfer of credit;

"The next stage of the Project will build on these areas of agreement," said Project Director, Paul Gallagher. "We must now go beyond the identification of issues to resolving them."

The Working Forums -- What Policies? What Actions?

The HRD Project is about to enter the stage of issue resolution.

In February 1991 the Steering Committee began the work of the project with a commitment to the consensus-building process. Involvement was expanded to a series of nine Planning Committees during the summer and fall of 1991.

Issues identified by the Planning Committees in each of nine policy areas have been confirmed and fine tuned as a result of input from surveys and the Regional Update Workshops.

In order to increase ownership and commitment to the results of the Project, two additional consultation stages are now planned.

The first stage involves a series of **Working Forums** scheduled between March and June 1992 in the Lower Mainland area. (see box over page)

Consistent with the goal of building consensus among increasingly larger circles of stakeholders, the Working Forums will bring together a cross section of British Columbians. These will include people who are the designers, providers, users and funders of education and training.

A balanced participant mix will be ensured through input from the Steering

"When you think about it, there's something terribly negative about 'the bottom line.' ...The bottom line is what's left over. ...Have you ever thought about turning the whole thing around and working for a top line?"

from: *How to Soar with Eagles* by Peter Legge
Eaglet Publishing, Burnaby, 1992.

committee, the Equity Participation Advisory Committee, the Planning Committees and from respondents to Project questionnaires.

The Working Forums will address the full range of interests in each of the policy areas. Participants will be expected provide their perspectives and to work towards agreement on specific policy and action recommendations regarding major issues.

Recommended policies and actions will be integrated into a draft preliminary report which will form the basis of the second consultation stage of **Public Policy Forums** in the Fall of 1992. These province-wide Public Policy Forums will provide opportunity for input and amendment to the draft report and will encourage broad public involvement in the consensus-building process.

Working Forum Schedule

Sessions will commence Thursday evening, run all day Friday, and through mid-afternoon Saturday.

March 26, 27, 28	- The Academic Enterprise
April 2, 3, 4	- Workplace Training
April 9, 10, 11	- Foundation Education
April 30, May 1, 2	- Applied Studies
May 7, 8, 9	- Non-Formal/ Informal Learning
May 21, 22, 23	- Enabling Innovation
June 4, 5, 6	- School/Community Transitions
June 18, 19, 20	- Apprenticeship
Fall '92	- Characteristics

School-Community Transitions Issues Identified

An issue area of extensive interest is the one formerly entitled "Transitions from School". The Planning Committee's work in this area was unavailable for the Project Update document in November, but is now completed.

The scope and theme are as follows:

SCOPE:

For purposes of this project "School-Community Transitions" refers to all formal and informal processes by which individuals move through the school system (public or independent), post-secondary education, training, and work.

THEME:

How can schools, post-secondary institutions, employers and other agencies collaborate to ensure successful transitions through school, and post-school experiences in training and work, so as to enhance continuous learning?

Further details regarding the specific issue questions developed by the Planning Committee are available through the Project office.

The Planning Committee identified the following key issues:

INFORMATION -

Feedback to schools and information for student decision-making.

ARTICULATION -

Coordination of courses and curriculum among secondary and post-secondary institutions.

REPORTING STUDENT PERFORMANCE -
Common understandings of evaluation and reporting of student performance.

INDIVIDUAL RESPONSIBILITY -
Ensure students leaving school are able to set goals, develop self management attitudes and skills, and accept responsibility for lifelong learning.

SPECIAL NEEDS -
Ensure services for students with special needs.

TEACHER/COUNSELLOR EDUCATION -
Cooperation to ensure quality teacher preparation and updating.

ROLES AND RESPONSIBILITIES -
Encouragement of partnerships for more effective transitions and meeting employer needs.

FEDERAL/PROVINCIAL ARTICULATION -
Coordination of government initiatives.

The complete work of this Planning Committee is available through the Project office.

B.C. Human Resource Development Project Steering Committee

Gary Mullins (Chairman)

Deputy Minister
Ministry of Advanced Education, Training and Technology

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Past President
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Kathryn Teneese

Executive Director
First Nations Congress

Ron Woodward

Assistant Deputy Minister
Science and Technology
Ministry of Advanced Education, Training and Technology

British Columbia Human Resource Development Project Secretariat

Paul Gallagher, Project Director

Jeannette Matson, Project Co-ordinator

Eleanor Joughin, Administrative Assistant

Mailing Address:

c/o Simon Fraser University at Harbour Centre
Room 2000 - 515 West Hastings Street
Vancouver, B.C. V6B 5K3
Tel.: 775-0285 FAX: 775-0291

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