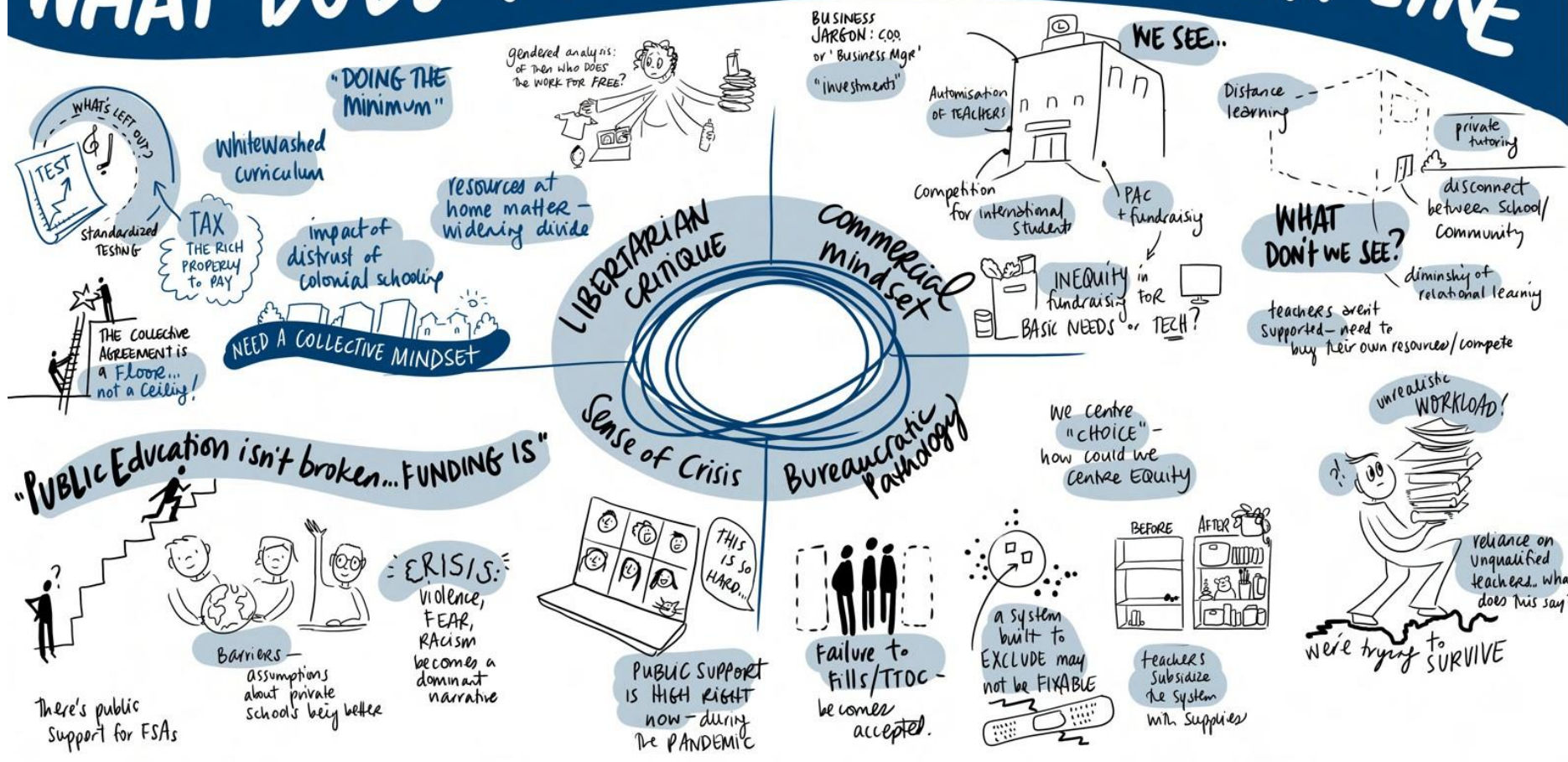


A crisis in public education?


Presentation to the Institute of Public Education

March 2, 2023

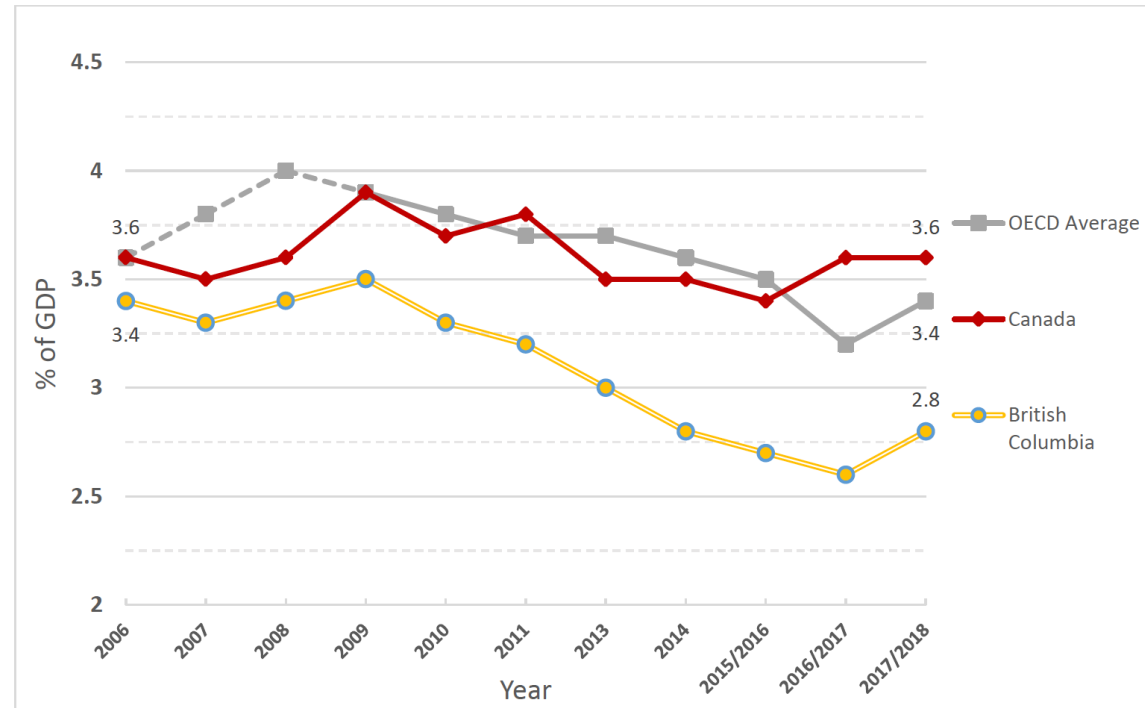
WHAT DOES PRIVATIZATION LOOK LIKE



Public education isn't broken...funding is

- Key driver of underfunding of BC public education is the incentive toward excessive cost-control baked into the very structure of the funding formula.
 - The two-decade legacy brought about by this funding model is one of austerity and cutbacks—as districts tried their best to make do with provincial funding that was never sufficient to enable local visions for what a quality education could look like.
 - While Canada has maintained funding for primary and secondary education in line with OECD averages since 2006, British Columbia has only lagged further behind most other Canadian jurisdictions.
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Spending on education as a % of GDP: comparing of OECD, Canada, and BC



Notes: OECD average figures for 2006, 2007, 2008, and 2009 include post-secondary non-tertiary for some countries. This should not affect international comparability, as noted within the source technical notes (see associated footnote). Additionally, data for 2012 were not available.

Kindergarten is grouped under primary education in Canada (which is not the case for some OECD countries).

Public education isn't broken...funding is

- For example, an investment of provincial wealth in line with BC's 2006 figure (3.4% of GDP) would have added an additional \$1.7 billion to BC's educational system in 2017-18.
 - If funding for that school year had instead been equal to the national figures (3.6% of GDP), our provincial educational system would have been strengthened by an additional \$2.3 billion.
 - Will this change with the most recent budget?
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No real increases to funding

Year	Projected BC GDP (growth %)	Projected Funding for K-12 Public School (Operating + Capital Funding)	% of Provincial GDP	Comparison: Canadian Average 3.4%
2023/24	\$291.2B (+0.5%)	7,391,494,000 864,898,000 Total: \$8,256,382,000	2.84%	\$9,900,800,000 OR +\$1,644,418,000 more of BC schools
2024/25	\$295.7B (+1.6%)	7,616,098,000 994,695,000 Total: \$8,610,793,000	2.91%	
2025/26	\$302.8B (2.3%)	7,655,435,000 1,093,737,000 Total: \$8,749,172,000	2.88%	

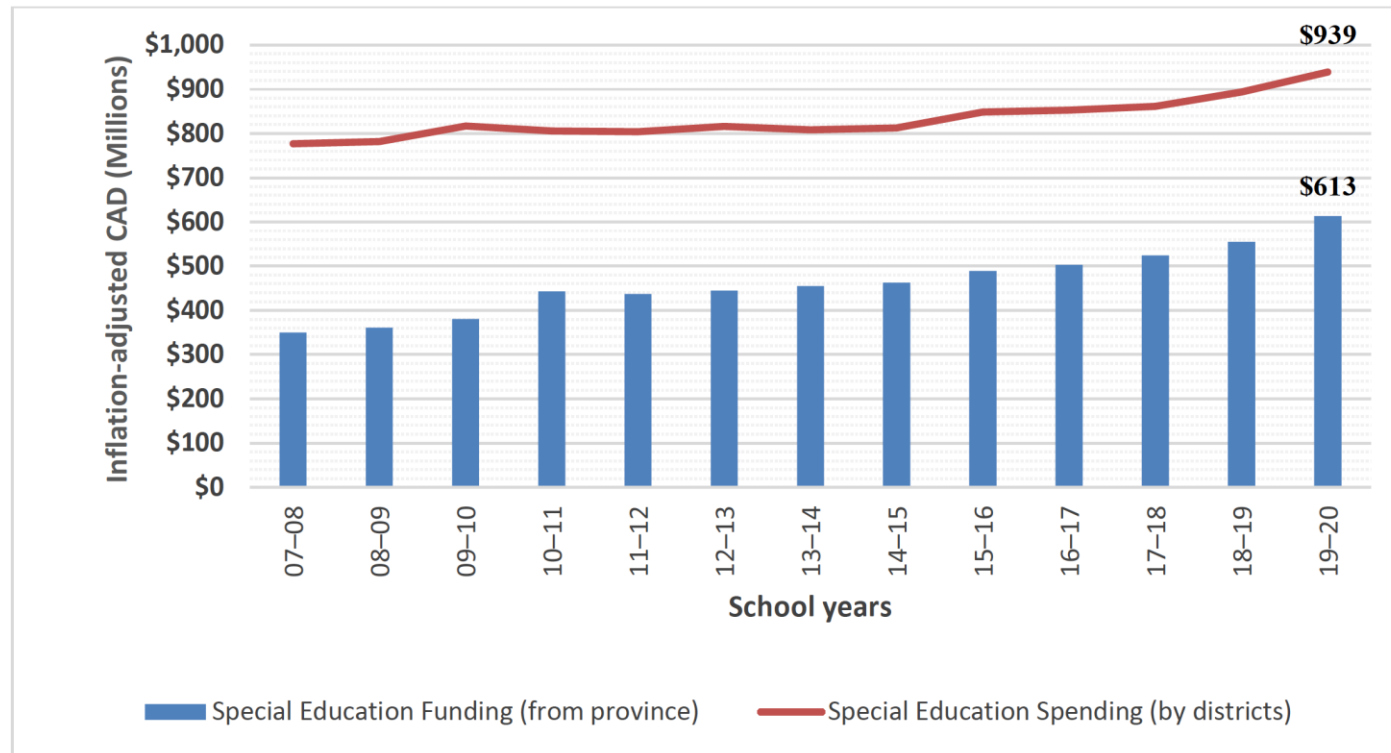
An acute teacher recruitment and retention challenge

- In a 2021 study conducted by Human Early Learning Partnership (HELP) at the University of British Columbia (UBC), in partnership with BCTF research, 40.3% of teachers said that they were more likely to leave the profession in the next few years.
- Reflects the lived realities of an intensifying workload (lack of supports, overcrowded classrooms, lack of in-service for new demands).
- Working within a vulnerable infrastructure - health and safety challenges
- Experiencing worsening mental health and wellness - 80.5% of the surveyed BC teachers reported that their mental health was worse than before the pandemic and the majority of their sample displayed the characteristics of either “moderate mental distress” (56.5%) or “serious mental distress” (22.9%) (HELP, 2021 Survey).

Severe gaps in meeting student needs


- The Province's stated commitment to inclusive education has yet to be matched with the requisite funding or a full understanding of what inclusive school communities need.
 - In the 2019–20 school year, BC's school districts received only 65%—from supplemental special education grants from the province—of what they later ended up spending province-wide on special education.
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Special education provincial funding vs. actual district special education spending

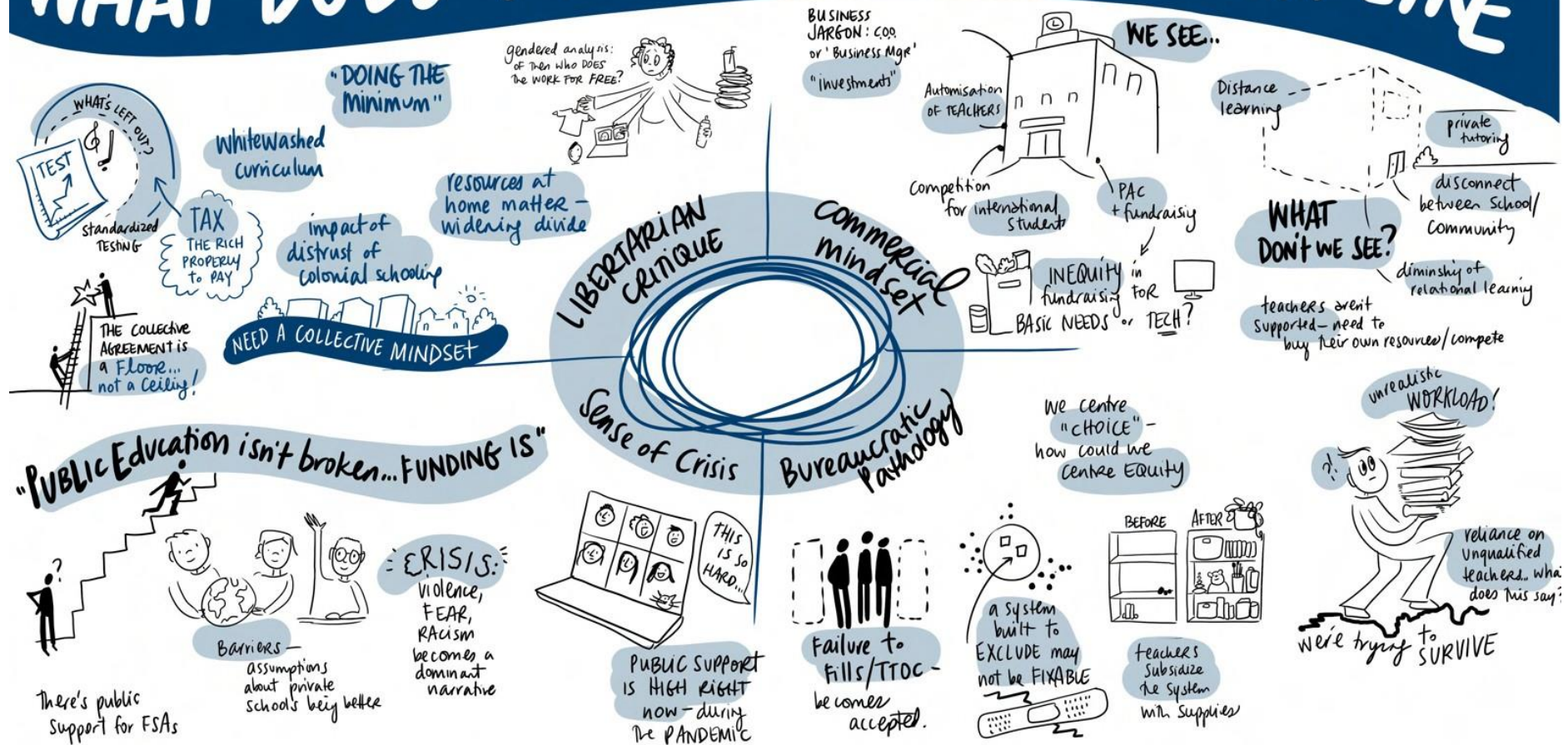


Ministry of Education. Operating Grants Tables (2008-2020); Ministry of Education. BC School District Revenue and Expenditure Tables (2008-2020).


Severe gaps in meeting student needs

- Creates austerity pressures to ration special education services and redirect funds from other areas with their own pressing needs in localized efforts to patch-up inclusive education.
 - Lack of specialist supports and assessments.
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WHAT DOES PRIVATIZATION LOOK LIKE



What we need

- Funding must meet the real, identified needs of classrooms, schools, and school districts.
 - Teachers believe that a new education funding paradigm is needed—one that is derived from a strong collective vision of what public education should be and firmly connected to the actual identified needs of students.
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Asking different questions

- What would an abundantly funded system look like?
 - What values and principles of public education would be needed to make this possible?
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Thank you

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