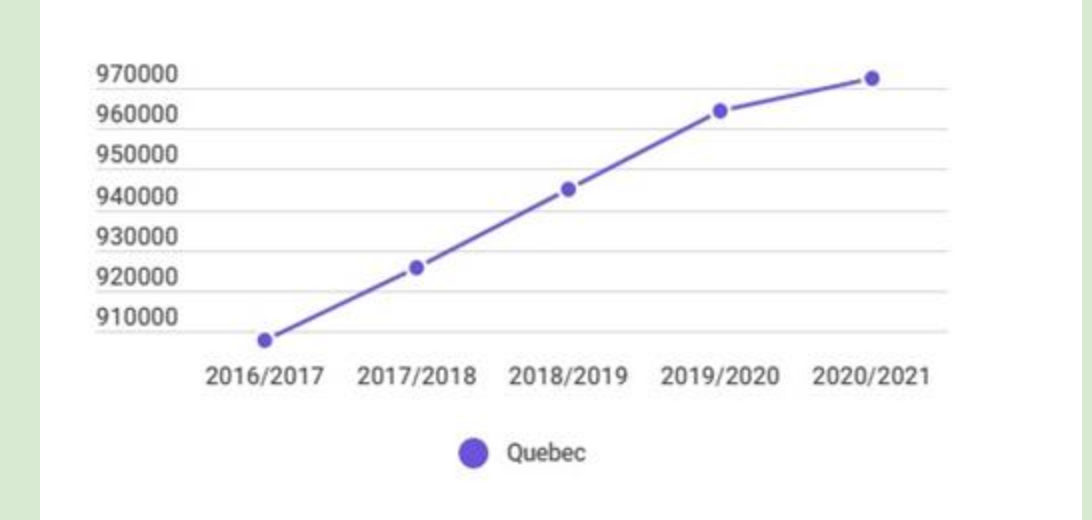
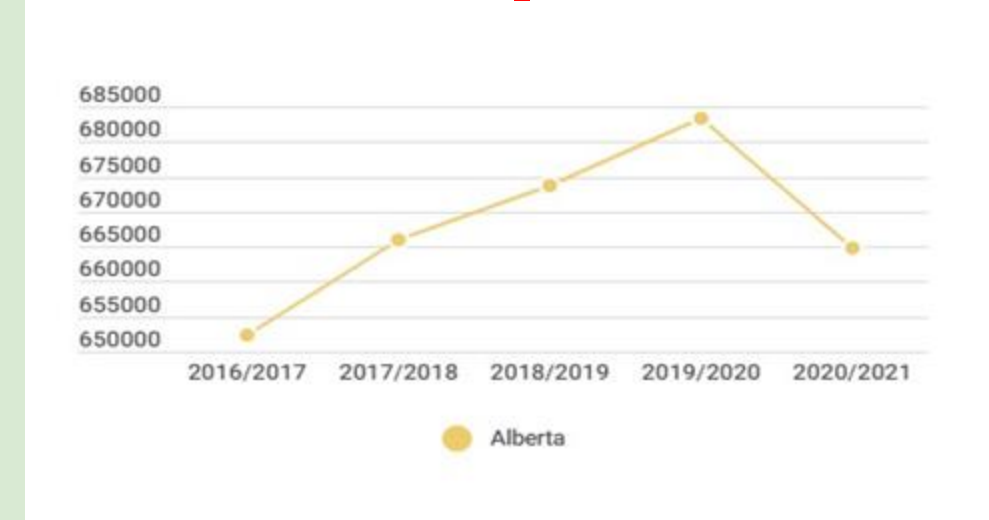
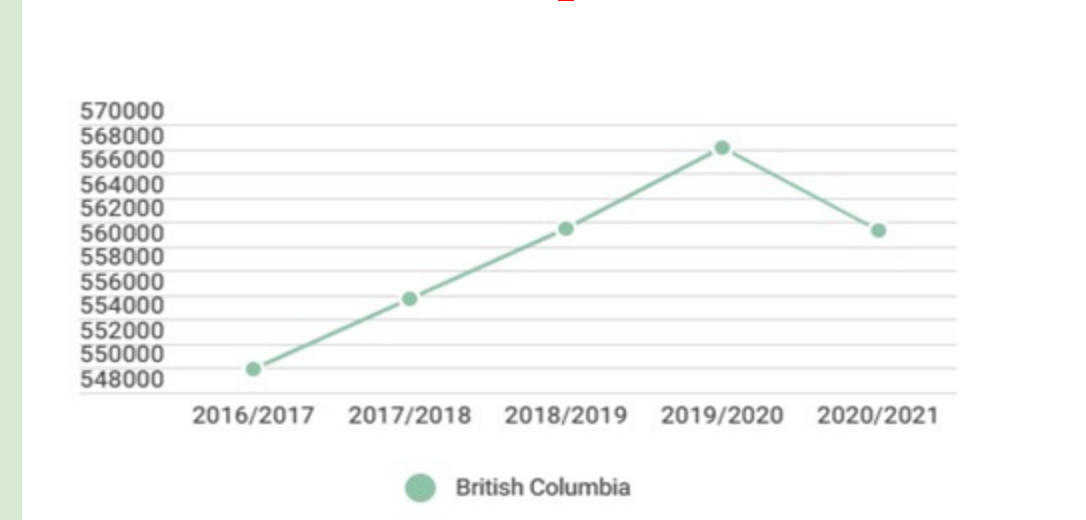
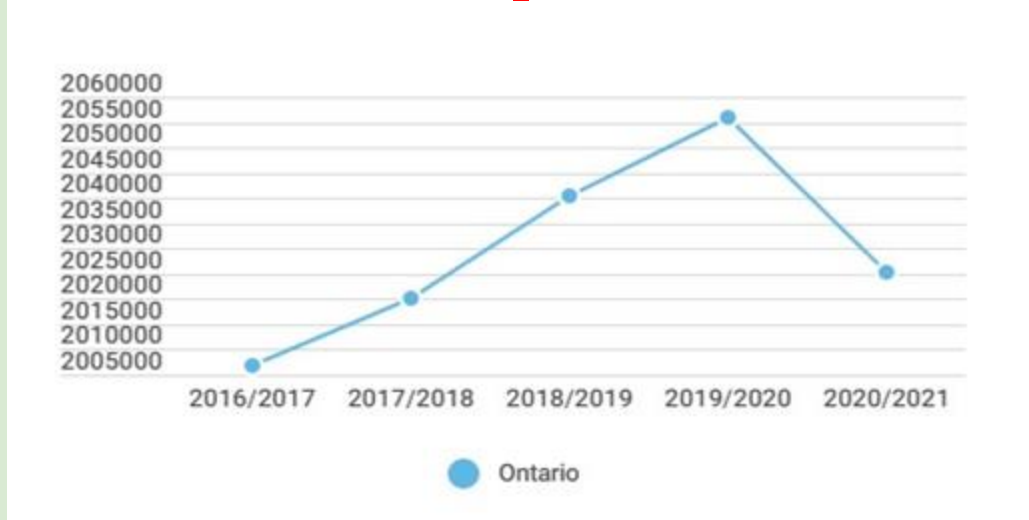


Impacts of COVID-19 on the Canadian Education System

A Comparative Policy Analysis of BC, AB, ON & QC



In 2020/2021, Ontario, Alberta and British Columbia (BC) saw a light decline in their Public Elementary and Secondary School Population, while Quebec observed an increase



Insufficient distribution of funding towards education caused untenable class sizes and learning challenges

BC survey study reported 40.3% of teachers are more likely to leave their profession due to lack of support

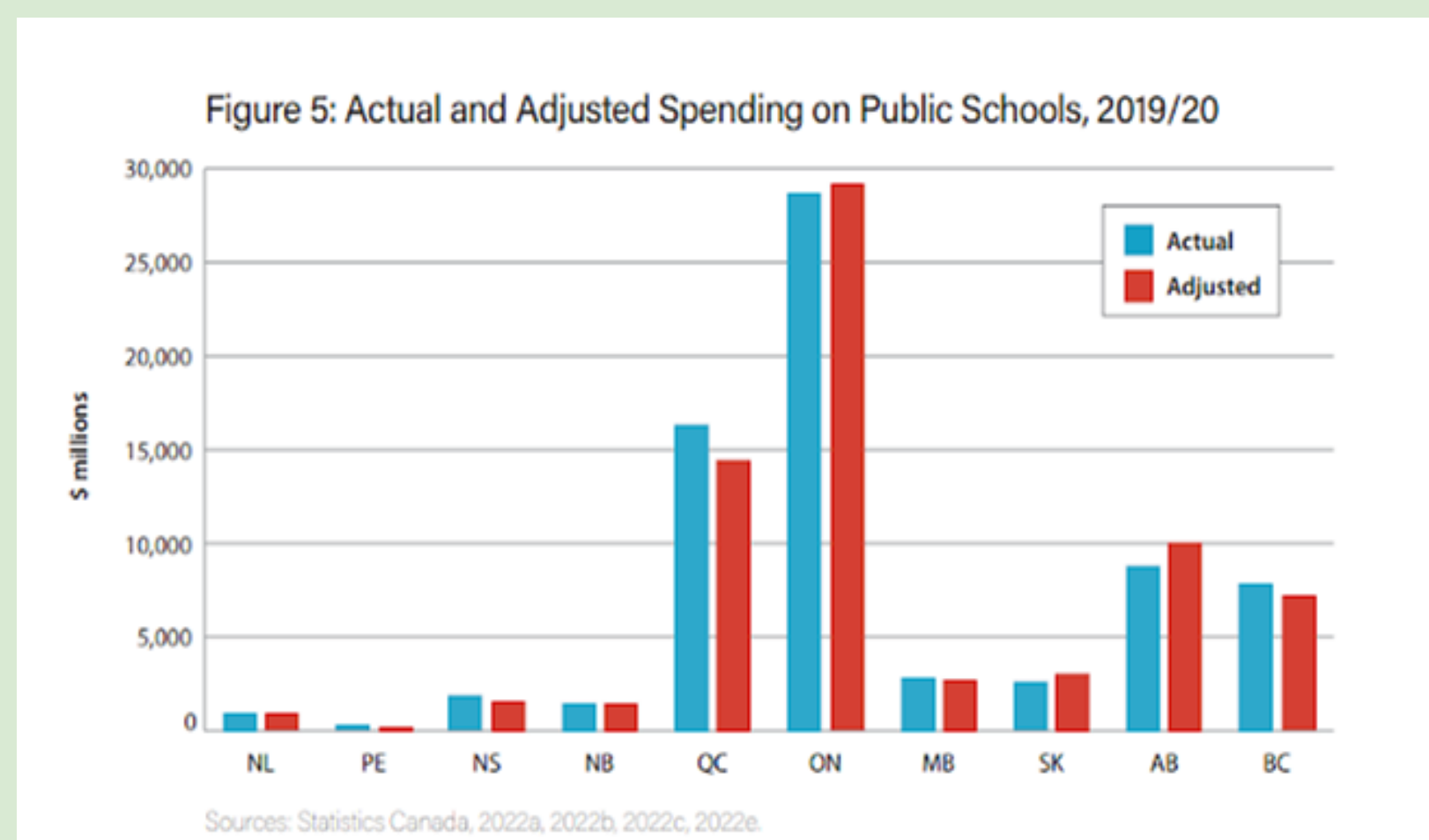


Figure 4. A support gradient: percentage breakdown of teachers more likely to leave the profession based on the number of support assets they reported (support assets scored ≥ 3)

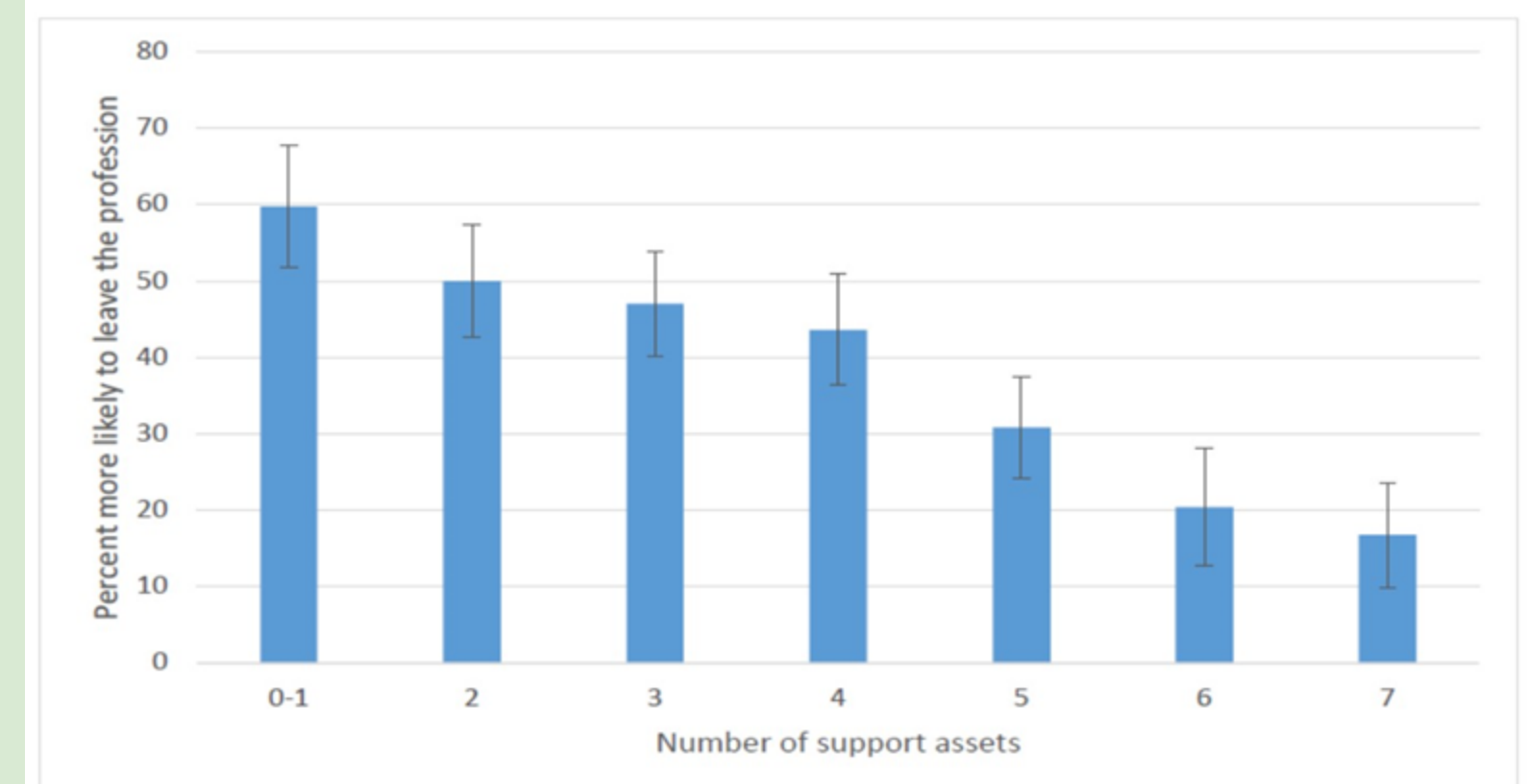
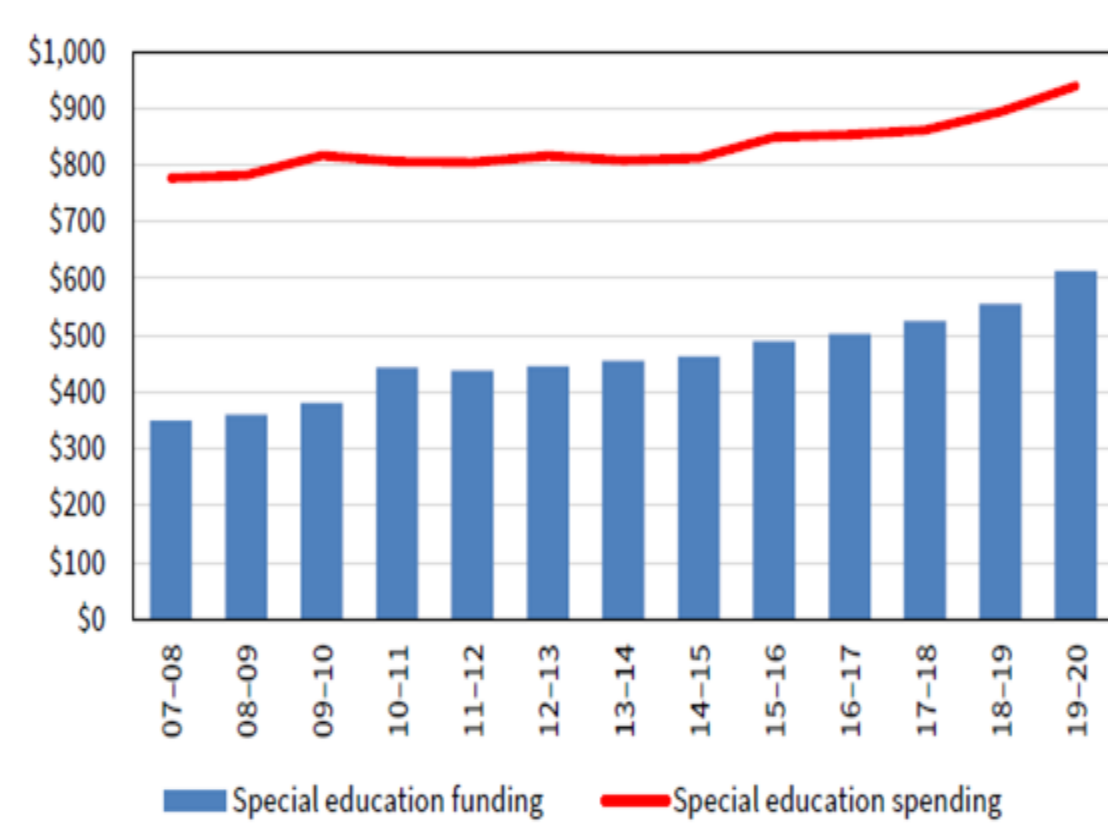


Figure 9: Special education spending vs funding by school year, inflation-adjusted millions of dollars



School-Age Funded FTE Enrolment Forecast December 2019 vs. December 2020 Forecasts



Figure 13: School-age funded FTE enrolment growth actuals and forecast, BC public schools.

In BC, required spending on special education was extensively higher than funding

Indigenous students were heavily impacted and have had higher absences amongst all students in British Columbia

Comparative Analysis

- Macro perspective: Provinces' objectives were focused on prioritizing safety of the staff and students while balancing them with the need for student education, based on the recommendations that have been guided by public health authorities
- Micro perspective: As the pandemic went on, they began deviate away from one another and implemented provincial level online learning approaches

Recommendations

- Policy must be developed that considers pre and post-pandemic well being of educators where a strong recovery plan is developed nationally
- Federal and Provincial governments need to be more proactive in initiating the development of a realistic recovery plan
- More investment on recruiting more teachers is needed