

# Ministry of Education and Child Care

## 2025/26 – 2027/28 Service Plan

March 2025



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## Minister's Accountability Statement



The Ministry of Education and Child Care 2025/26 – 2027/28 Service Plan was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

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

Honourable Lisa Beare  
Minister of Education and Child Care  
March 4, 2025

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## Strategic Direction

In 2025/26, the Government of British Columbia will continue to prioritize delivering the services and infrastructure needed for people to build good lives in strong communities.

To support this objective, Government will focus on growing the economy, responding to the threat of tariffs, creating good paying jobs, improving affordability, strengthening health care and education, and making communities safer.

Government will also continue deepening relationships with Indigenous Peoples while advancing implementation of the Declaration on the Rights of Indigenous Peoples Act Action Plan.

This 2025/26 service plan outlines how the Ministry of Education and Child Care will support the government's priorities and selected action items identified in the Minister's January 2025 [Mandate Letter](#).

## The Purpose of the Ministry

The [Ministry of Education and Child Care](#) (the ministry) is responsible for the governance and oversight of B.C.'s Kindergarten to Grade 12 (K-12) education system, and for ensuring a strong and accessible child care system is available to families living in British Columbia.

The ministry provides leadership and funding to the K-12 education sector through governance, legislation, policy and standards. The ministry also defines broad accountability, promising practices and expectations. Specific roles and responsibilities are set out under the [School Act](#), [Independent School Act](#), [Teachers Act](#), [First Nations Education Act](#), and accompanying regulations and orders. Through mechanisms such as the [Statement of Education Policy Order](#), the [Policy for Student Success](#), and B.C.'s world class [curriculum](#), the ministry also helps ensure learners acquire the knowledge, skills and attitudes necessary to contribute to a healthy society and a prosperous and sustainable economy.

Core to its work, the ministry also manages the implementation and delivery of all government programs associated with child care. The ministry is committed to making child care more affordable, accessible, inclusive and higher quality for families, and to increasing the number of available child care spaces in public spaces and on school grounds. The ministry also provides leadership and funding to the child care sector, workforce and families through legislation, policy and standards under the [Early Learning and Child Care Act](#) and the [Community Care and Assisted Living Act](#).

The ministry supports both early years and school-aged learners to achieve their individual potential and become independent adults who have a lifelong appreciation for learning, a curiosity about the world around them, and a capacity for creative thought and expression through compassionate and empathetic worldviews.

The ministry is working with First Nations rights holders and Indigenous partners to achieve lasting and meaningful reconciliation. The ministry is committed to a distinctions-based approach in its dealings with First Nations, Métis, and Inuit Peoples and that it be conducted in a manner that acknowledges the specific rights, interests, priorities, and concerns of each, while respecting and acknowledging these distinct Peoples with unique cultures, histories, rights, laws, and governments. Aligned with the [Distinctions-Based Approach Primer](#), the ministry is actively implementing the [United Nations Declaration on the Rights of Indigenous Peoples](#), the *Truth and Reconciliation Commission of Canada's Calls to Action* pertaining to education, and the [Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples](#).

As part of this commitment, the ministry is working with First Nations rights holders and Indigenous partners to implement the 13 education and child care-specific actions within the [Declaration on the Rights of Indigenous Peoples Act Action Plan](#). The ministry also works in partnership with the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada to implement the [B.C. Tripartite Education Agreement: Supporting First Nation Student Success](#).

Investments through the Canada-B.C. Canada-Wide Early Learning and Child Care (ELCC) Agreement 2021 to 2026 and the Canada-B.C. ELCC Agreement 2021 to 2025 are enhancing Supported Child Development and Aboriginal Supported Child Development programs by reducing wait times and increasing the number of families receiving inclusive child care supports. The ministry supports a [distinctions-based approach](#), in partnership with Indigenous Peoples and the Federal Government, to expand access to Indigenous-led, culturally safe child care for First Nations, Métis, and Inuit Peoples. The ministry will continue to co-develop a First Nations Early Learning and Child Care (ELCC) Consultation and Engagement Plan ensuring equity of access to ELCC programs, moving towards jurisdiction over child care for First Nations and Métis.

## Operating Environment

B.C.'s K-12 and child care sectors face continued challenges attracting and retaining qualified employees. These challenges are intensifying some longstanding recruitment pressures in the K-12 system and child care sector, especially in rural and remote areas, at a time when equity, both in terms of access to quality education and of student outcomes, is a key priority for government. Elementary/Kindergarten teachers, secondary school teachers, school principals/administrators and Early Childhood Educators and Assistants were all identified as High Opportunity Occupations in the 2023 edition of the [B.C. Labour Market Outlook](#), and this is likely to continue for a few years. In partnership with the First Nations Education Steering Committee and the Ministry of Post-Secondary Education and Future Skills, the ministry continues to implement targeted initiatives to support teacher recruitment and retention in rural and remote areas of the province, as is committed to in the *Declaration Act Action Plan*.

Population growth, driven by immigration, continues to impact B.C.'s education and child care sectors, though at a lower rate than in 2023/2024. In 2024/2025, K-12 public and independent

school enrolment increased to over 708,000. Public school enrolment increased by 10,131 students over 2023/2024 to 614,869 (+1.7%) while independent school enrolment increased by 2,193 (+2.4) to 93,890. The ministry continues to work closely with school districts in regions of high enrolment growth to build new schools and spaces. It is also implementing new strategies (e.g., providing funding for prefabricated classrooms) to mitigate the cost to districts of purchasing portable classrooms when construction cannot keep pace with the demand.

Growth continues in the child care sector with child care spaces increasing every year since the beginning of the [ChildCareBC](#) plan, from 114,600 child care spaces in 2018-19 to over 159,000 in 2024-25. This is a 39 percent increase of over 44,000 child care spaces.

The devastating effects of climate change, including flooding and wildfires, are also greatly impacting many communities across the province. The ministry will continue to work with schools, districts, and child care providers in emergency situations to ensure that all children, students, staff, and families are safe, and there is minimal disruption to learning and care.

The ministry is committed to working collaboratively with sector and partner groups to remove barriers to student learning and continuously improve educational outcomes. In support of the Minister's January 2025 mandate letter, the ministry will be exploring new early interventions for children struggling with numeracy and literacy. The ministry will also be exploring new ways to prioritize excellence in the B.C. education system by reviewing existing provincial, national and international assessment results, determining options for improvement, and working with education partners to determine how to ensure the global competitiveness of BC student outcomes. New systems are also delivering equitable access to high quality online learning for all students in B.C. In addition, the ministry is working with schools and districts to strengthen school policies and procedures to foster safe, caring and inclusive school communities where every child feels safe, accepted and respected. The ministry is also committed to equity and addressing racism and discrimination in the education system through implementation of the [K-12 Anti-Racism Action Plan](#) in collaboration with racialized communities, Indigenous and K-12 education partners. Making equitable access to inclusive child care a reality by launching the [Inclusive Child Care Strategy](#) and investing in resources to help child care providers build their foundational knowledge in providing inclusive child care is also a priority. Additional priorities include developing mental health and substance use initiatives to support the well-being of students and maintaining our commitment to true and meaningful reconciliation with Indigenous Peoples, which will shape our direction in the years to come.

This year's Service Plan is also informed by a significant organizational change. In the fall of 2024, Ministry of Education and Child Care staff who held capital services responsibilities were moved to the new Ministry of Infrastructure to better support the construction of important facilities needed to support our growing communities and the needs of people living in British Columbia.

## Economic Statement

B.C.'s economy experienced moderate growth last year amid relatively high interest rates, persistent price pressures and ongoing global economic uncertainty. The labour market ended the year on a positive note, supported by high immigration and strong population growth. Inflation in B.C. continued to moderate as the price growth of goods eased, while inflation for services remained elevated. Consumer spending and home sales activity were weaker for most of 2024 in the wake of still elevated interest rates and high prices. Subdued global demand and lower prices for key commodities led to a decline in the value of the province's merchandise exports in 2024. Meanwhile, B.C. homebuilding activity remained relatively strong following record high housing starts in 2023.

The Economic Forecast Council (EFC) estimates that B.C. real GDP rose by 1.2 per cent in 2024. In the near-term, the EFC expects B.C.'s economy to grow by 1.8 per cent in 2025 and 1.9 per cent in 2026, in line with the national average. For Canada, the EFC estimates growth of 1.4 per cent in 2024 and projects national real GDP growth of 1.8 per cent in 2025 and 1.9 per cent in 2026. These projections do not fully include the impact of the evolving U.S. tariff situation.

Restrictive global trade policies, particularly potential U.S. tariffs, pose a risk to the outlook and there is uncertainty over the degree and timing of impacts on B.C.'s economy, and among the province's trading partners. Other risks include lower population growth due to changes to federal immigration policy, as well as the potential for renewed price pressures leading to interest rates remaining elevated for longer, weaker global demand, and commodity market volatility.

## Performance Planning

### Goal 1: All Students Become Educated Citizens

Enhance educational outcomes and experiences for all students to prepare them for achieving their career and life goals, no matter their background, learning needs or where they live.

#### Objective 1.1: Improve Student Learning Outcomes

The ministry is committed to continually improving student outcomes so students can achieve their highest potential. Many processes and assessment points are in place at the provincial, district and school level to ensure every student is on a path to success and to identify supports and resources that may be needed.

#### Key Strategies

- As part of the [Framework for Enhancing Student Learning](#), continue to require Boards of Education to set, create and maintain a strategic plan, annually report on student outcomes, and put systems in place to continuously improve the educational outcomes for all students, particularly Indigenous students, students with disabilities or diverse abilities, and children and youth in care.



- Improve literacy outcomes for B.C. students by: (a) scaling up early literacy screening for all students in Kindergarten to Grade 3; (b) enhancing intervention and outreach programs for K-12 students; (c) providing professional learning for K-12 teachers and support staff and (d) developing resources for educators, parents and caregivers, including the [BC Learning Pathways](#).
- Continue working with the First Nations Education Steering Committee, First Nations Leadership Council and cross-ministry partners (Ministry of Post Secondary Education and Future Skills and Ministry of Children and Family Development) to improve educational outcomes for children and youth in care.
- Implement a comprehensive career development and dual credit expansion strategy for students in K-12 public and independent schools with the goal of increasing graduation rates, transitions to post-secondary and employment in high-demand occupations.

### Discussion

To drive continuous improvement within the K-12 education system, the Framework for Enhancing Student Learning requires Boards to report annually on their use of data and evidence to monitor, assess and address inequities in student outcomes. Improvements to B.C.'s K-12 assessment system will also help achieve this objective by providing timely and reliable data for planning and decision-making and which lead to effective interventions to support student progress to accomplish their goals.

## **Objective 1.2: Deliver upon meaningful Truth and Reconciliation with Indigenous Peoples in alignment with the Declaration on the Rights of Indigenous Peoples Act and the Action Plan**

In partnership with the First Nations Education Steering Committee (FNESC), First Nation rights holders, Métis Nation BC (MNBC), and Inuit and sector partners, work to close the equity gap for First Nations, Métis, and Inuit learners through fully implementing the [Declaration on the Rights of Indigenous Peoples Act Action Plan](#). The province continues to work with the First Nations Education Steering Committee (FNESC) and the Government of Canada to implement [B.C. Tripartite Education Agreement: Supporting First Nation Student Success](#).

### Key Strategies

- Continue to increase Indigenous graduation rates by acting on recommendations from the Office of the Auditor General (OAG)'s [Audit of the Education of Aboriginal Students in the B.C. Public School System](#) report, the [Truth and Reconciliation Commission Calls to Action](#), and actions within the [Declaration Act Action Plan](#).
- Continue to co-develop an approach for implementing key legislative changes, including [Local Education Agreements](#), [Indigenous Education Councils](#), and [First Nations Schools of Choice](#).
- Continue to support the implementation of the [Indigenous-focused Graduation Requirement](#).

- As outlined in the *Declaration Act Action Plan*, develop a systematic approach to ending Indigenous-specific racism and discrimination to further improve educational outcomes for Indigenous students.
- Continue to develop and implement, in partnership with FNEC and close collaboration with MNBC, effective recruitment and retention strategies to increase the number of Indigenous teachers in the K-12 public education system.

**Discussion**

The ministry continues to make tangible progress on the goals outlined in the *Declaration Act Action Plan* and is committed to working with Indigenous partners and First Nations rights holders to focus on the 13 education and child care-specific actions to collectively support Indigenous students in the years ahead.

Amendments to the [School Act \(Bill 40\)](#) to action commitments in the *Declaration Act Action Plan*, including actions 1.6 (Local Education Agreements), 4.3 (Indigenous Education Councils) and 4.4 (School of Choice), and the BC Tripartite Education Agreement (BCTEA), were passed in the Legislature in November 2023. These changes support better education outcomes and attendance for Indigenous students attending provincial public schools. Changes require all Boards to establish an Indigenous Education Council (IEC) in their school district. In addition, the new Schools of Choice provision enables First Nations to decide which schools First Nation’s students living on-reserve, self-governing First Nation lands or Treaty Lands will attend. The changes in legislation also allow First Nations to choose to negotiate a custom Local Education Agreement (LEA) or choose not to have a LEA. Alternatively, First Nations and Treaty First Nations also have the option to apply the [Model Local Education Agreement](#).

**Performance Measures**

Performance Measures	2024/25 Forecast	2025/26 Target	2026/27 Target	2027/28 Target
[1 a] Percentage of non-Indigenous students who complete <sup>1</sup> Grade 12 within five years of first starting Grade 8.	93%	94%	94%	95%
[1 b] Percentage of Indigenous students <sup>2</sup> who complete <sup>1</sup> Grade 12 within five years of first starting Grade 8.	64%	64%	65%	65%

Data source: Ministry of Education and Child Care, <https://catalogue.data.gov.bc.ca/dataset/bc-schools-five-year-completion-rate/resource/e8ecf3ac-2cbf-442c-9280-2bbd7e1dcbff>

<sup>1</sup> Completion rates only apply to residents attending B.C. Public or Independent schools.

<sup>2</sup> Indigenous students refer to First Nations, Métis, and Inuit learners.

**Discussion**

The five-year completion rate indicates the percentage of students who graduate with a B.C. Certificate of Graduation or a B.C. Adult Graduation Diploma within five years of entering

Grade 8 for the first time, adjusted for estimated migration out of B.C. As stated in her January 2025 mandate letter, the minister is expected to work to increase Indigenous graduation rates; the ministry is committed to helping achieve this important goal in collaboration with the First Nations Education Steering Committee and in engagement with Métis Nations BC and Indigenous people throughout B.C.

## **Goal 2: Learning Environments Support Student Well-Being**

The environments in which students learn have a major impact on their success and well-being. The ministry will continue to ensure students learn in environments that are safe, conducive to learning, welcoming and supportive.

### **Objective 2.1: Ensure safe, caring, and inclusive learning environments for all students**

Inclusion is critical for ensuring children and students are supported to be successful from the early years through to graduation. The ministry, in collaboration with K-12 education and Indigenous partners, aims to support all students with a focus on mental health and well-being, while recognizing opportunities to meet the unique needs and diversity of students in B.C.

#### **Key Strategies**

- Provide supports to enhance inclusive and responsive learning environments that value diversity and improve equity of access and outcomes for all students.
- In partnership with the Ministry of Children and Family Development and the Ministry of Health, continue to implement and operate [Integrated Child and Youth teams](#) in school district communities to deliver seamless wraparound mental health and substance use service and support for children, youth and families.
- Deliver on actions within the [Mental Health in Schools Strategy](#) to embed mental health promotion in all aspects of the education system, including culture, leadership, curriculum and learning environments.
- Continue to promote equity and address racism and discrimination in the education system through the implementation of the [K-12 Anti-Racism Action Plan](#) in collaboration with Indigenous and racialized partners and communities.
- Work with key partners to strengthen anti-bullying and inclusivity initiatives to continue to support learning environments free of discrimination for all students.

#### **Discussion**

This objective will be monitored through implementation of resources and strategies to support student mental health and well-being and foster an increased sense of belonging in schools as well as equity of access, opportunity and outcomes for students of all ages. The

ministry has worked in furthering the [erase](#) (expect respect & a safe education) strategy while continuing to maintain engagement with cross-sector partners and youth in B.C. to support safe, caring and inclusive schools. Moving forward, the ministry will continue to provide *erase* training and safety support across the province and consult with youth and K-12 partners to ensure resources and support on the erase website meet the needs of all users.

Delivering on actions within the Mental Health in Schools Strategy, the ministry will continue to deliver seamless wraparound mental health and substance use service and support for children, youth and families. The ministry will also continue to engage with the Provincial Mental Health Leadership Network, which includes representation for all 60 school districts and the Federation of Independent School Associations, to monitor the impacts of the key strategies in supporting students in their districts and schools.

## **Objective 2.2: Provide the supports necessary for students to succeed**

Student success is at the heart of everything the ministry does and providing learners with optimal opportunities to achieve the best of their abilities in a supportive environment. Supports include school food programs, highly qualified educators, and online learning opportunities, no matter where they live.

### **Key Strategies**

- Continue to provide funding to schools and districts to create and expand local school food programs based on district data and priorities, and work with the Ministry of Agriculture and Food to integrate Feed BC for districts to include locally grown food.
- Implement, in partnership with the Ministry of Post Secondary Education and Future Skills and K-12 partners, initiatives to support international teachers to join BC's K-12 workforce, and targeted actions to strengthen teacher recruitment and retention, particularly in rural and remote areas of the province as outlined in the [Stronger BC Future Ready Action Plan](#).
- Continue to implement the new Online Learning model, Provincial Online Learning Schools and a new Provincial Learning Management System to deliver equitable access to high quality online learning programs and courses to all students in B.C.
- Discuss ways to ensure BC's early interventions for children struggling with numeracy and literacy are effectively addressed.
- Consider new ways to prioritize excellence in the BC education system by reviewing existing provincial, national and international assessment results, determining options for improvement, and working with education partners to determine how to ensure the global competitiveness of BC student outcomes.

### **Discussion**

Taking concrete steps towards greater equity, such as, creating or expanding school food programs and ensuring a stable, qualified and sufficient workforce across the province, with a particular emphasis on remote and rural areas of the province, will help provide students with the supports they need to be successful and develop into educated citizens. The ministry will

continue to work with interest holders and education partners to better understand what steps are needed to serve students and their families to ensure equity of opportunities and outcomes for all learners.

**Performance Measures**

<b>Performance Measures</b>	<b>2024/25 Forecast</b>	<b>2025/26 Target</b>	<b>2026/27 Target</b>	<b>2027/28 Target</b>
[2a] Percentage of Indigenous students in Grades 4, 7, 10, and 12 who feel welcome and have a sense of belonging in their school.	45%	47%	48%	49%
Percentage of non-Indigenous students in Grades 4, 7, 10, and 12 who feel welcome and have a sense of belonging in their school.	55%	56%	57%	58%
[2b] Percentage of Indigenous students in Grades 4, 7, 10, and 12 who feel safe in their school.	71%	72%	73%	74%
Percentage of non-Indigenous students in Grades 4, 7, 10, and 12 who feel safe in their school.	75%	75%	76%	76%
[2c] Percentage of Indigenous students in Grades 4, 7, and 10, and 12 who feel there are one or more adults at their school who care about them.	76%	76%	76%	77%
Percentage of non-Indigenous students in Grades 4, 7, and 10, and 12 who feel there are one or more adults at their school who care about them.	70%	71%	72%	72%

Data source: Ministry of Education and Child Care [Student Learning Survey](#)

**Discussion**

Students who feel welcome, safe, and have a strong sense of belonging and who feel that adults in their school care for them, are more engaged and more likely to move through their education program on pace. They are also more inspired to explore their individual aptitudes and interests. This Performance Measure has three sets of data, for Indigenous and non-Indigenous students, to provide a more holistic perspective on how welcome and safe

students may be feeling. The ministry is working hard to continue to ensure every school is a place where all students are welcomed, included, and respected in a safe learning environment, while being fully and completely themselves and providing resources so schools feel supported in delivering programs to assist with this.

<b>Performance Measures</b>	<b>2024/25 Forecast</b>	<b>2025/26 Target</b>	<b>2026/27 Target</b>	<b>2027/28 Target</b>
[2d] Percentage of Indigenous students in Grade 4 who are learning to care for their mental health <sup>1</sup> .	43%	45%	47%	47%
Percentage of non-Indigenous students in Grade 4 who are learning to care for their mental health.	42%	43%	45%	45%
[2e] Percentage of Indigenous students in Grades 7, 10, and 12 who are learning to care for their mental health <sup>2</sup> .	35%	37%	38%	38%
Percentage of non-Indigenous students in Grades 7, 10, and 12 who are learning to care for their mental health <sup>2</sup> .	41%	42%	43%	43%

Data source: Ministry of Education and Child Care [Student Learning Survey](#)

<sup>1</sup>Results for Grade 4 are shown separately from Grades 7,10, and 12 because the question is worded differently for Grade 4. In Grade 4, students are asked, “Are you learning how to care for your mental health?”

<sup>2</sup>Grade 7 students are asked to state their agreement with: “At school, I am learning how to care for my mental health”. Grade 10 and 12 students are asked to state their agreement with: “At school, I am learning how to care for my mental health (e.g., anxiety or stress management, anger management, relationship skills).”

## Discussion

Mental health includes emotional, psychological, and social well-being and impacts how students think, what they feel, and the way they act. Children’s early social and emotional health is foundational for building positive relationships, successful academic outcomes, and career success later in life. Research findings show early social and emotional learning can protect against adult mental health disorders, poor sexual health outcomes, and adolescent involvement in the justice system. The Performance Measure can track both the learning capacity and self-assessment capability involving students’ mental health. This data assists the ministry when designing inclusivity policies that address the needs of certain student populations and provide a safe learning environment for all. The values for Indigenous and non-Indigenous students in Grade 4 and in Grades 7, 10, are projected to increase as we continue to track the impact of erase training and safety support across the province and engage with cross-sector partners and youth to ensure resources meet the needs of all students. Through the ministry’s engagement with the Provincial Mental Health Leadership

Network with all 60 school districts and the Federation of Independent Schools Associations, the ministry can monitor the impacts of the key strategies in supporting students in their districts and schools.

## **Goal 3: High-quality, inclusive child care as a core service that supports families and the early learning development of children 12 years of age and under**

We know kids learn the most from birth to five years old. The ministry, along with other partners in government, are working to improve access to affordable, inclusive, quality child care for families living in B.C.. This includes reducing child care fees for parents, building more licensed spaces and increasing supports for those working in the sector.

### **Objective 3.1: Families have access to affordable, licensed child care options**

Reduced child care fees make life more affordable for families and having reliable, licensed care allows families peace of mind that their child is in a safe environment. Making child care more affordable allows parents, especially mothers, to pursue opportunities and achieve financial independence and security, which benefits families, our communities and the economy as a whole.

#### **Key Strategies**

- Continue investments to support families by increasing access to affordable child care and maintaining fee reductions for families accessing licensed child care at participating facilities, including testing and refining a new Operating Funding Model that will make funding more efficient, stable and equitable.
- Increase the number of licensed child care spaces, including Indigenous-led child care and work with school districts to expand child care on school grounds that leverage existing school facilities and education workers.
- Continue to refine recruitment and retention initiatives and investments, including a wage grid for child care professionals to encourage more child care professionals to enter and stay in the child care sector and so newly created spaces are adequately staffed.

#### **Discussion**

Creating better access to child care remains at the forefront of the Province's [ChildCareBC Plan](#) to make inclusive, high-quality affordable child care a core service for families, allowing parents to pursue opportunities and achieve financial independence and security, which benefits families, communities and the economy.

## **Objective 3.2: Enhance provider capacity to offer high quality and culturally safe child care options**

The ChildCareBC vision includes ensuring that child care professionals are ready to support all children, so we can offer high quality, inclusive child care that all families can rely on.

### **Key Strategies**

- Continue to support child care professionals to access training and supports for their professional development and well-being, as they provide high quality, inclusive child care.
- In partnership with Indigenous Peoples and the Federal government, support a distinctions-based approach to increasing Indigenous-led child care for First Nations, Métis, and Inuit Peoples who want and need it.

### **Discussion**

Early childhood educators (ECEs) are skilled professionals who care for children at one of the most important times in their lives and are at the heart of building inclusive, high-quality, affordable child care as a core service that families can rely on. Early childhood educators and other child care professionals need access to educational programs, quality professional learning, supports and adequate compensation to enable them to provide the best possible care and education to children in B.C.

Part of building a child care system is making sure ECEs have access to the training and support they need, along with the compensation and recognition they deserve. The Province has made significant investments to enhance ECE recruitment and retention through access to post-secondary bursaries, wage enhancement, professional learning opportunities, peer mentoring networks, online courses, curriculum support and a hub for accessing online learning. The ministry will continue to invest in various initiatives to improve child care providers' capacity to provide inclusive child care with grants for "specialized" or "post-basic" certificates like the Infant Toddler Educator or Special Needs Educator certificates.

The *Declaration Act* Action Plan commits the Province to "work[ing] in collaboration with B.C. First Nations, Métis and Inuit Peoples to implement a distinctions-based approach to support and move forward jurisdiction over child care for First Nations, Métis and Inuit Peoples who want and need it in B.C." (Action 4.19). The ministry is committed to consultation and cooperation with First Nations, Métis, and Inuit people and ongoing dialogue with Indigenous partners to meaningfully implement this commitment using a distinctions approach.

A Tripartite Memorandum of Understanding (MOU) was signed in September 2024 between First Nations Leadership Council, B.C. and the Government of Canada. The MOU confirms and sets a mutual commitment of the parties to collaborate, dialogue, and jointly act on issues and initiatives related to Early Learning Child Care as self-determined by First Nations in B.C. This relationship will support the on-going work to building a child care system that supports First Nations ELCC. The ministry will continue to work to ensure Indigenous children and families



have full access to child care in B.C., and to partner with Indigenous Peoples to build culturally relevant child care that meets the unique needs of Indigenous families.

### **Objective 3.3: Build/enhance system-capacity to support child care as a core service families can rely on**

To provide child care as a core service, system-level improvements are important to support streamlined administrative processes, consistent data collection, and sustainable approaches to supporting growth.

#### **Key Strategies**

- Improve Information Management/Information Technology systems to gather data and support system delivery.
- Work with school districts to deliver cost effective before and after school care, leveraging existing resources.
- Continue collaboration with the Government of Canada on the implementation of the Canada-wide Early Learning and Child Care Agreement.

#### **Discussion**

As government makes child care more affordable, the tools and infrastructure needed to support the delivery of these services must also be in place, such as technological tools to support service delivery. The Province continues to invest in this much-needed infrastructure and adapt it to the changing needs of the ChildCareBC program, families and providers. The ministry tracks progress towards these objectives in annual reports on the Canada-wide Early Learning and Child Care Agreement as well as through ministry mandate reports.

#### **Performance Measures**

<b>Performance Measure</b>	<b>2016/17 Baseline</b>	<b>2024/25 Forecast</b>	<b>2025/26 Target</b>	<b>2026/27 Target</b>	<b>2027/28 Target</b>
[3a] Average monthly number of provincially funded licensed child care spaces in operation.	108,110	160,100	165,700	171,300	176,900

Data source: Ministry of Education and Child Care, Child Care Operating Funding program database and \$10 a Day ChildCareBC program database

Note: 2016/17 data have been used as the baseline since the 2018/19 ministry service plan report and is used as a measure of the size of the B.C. child care system before the ChildCareBC plan was launched in 2018/19.

#### **Discussion**

The 2025/26 target of 165,700 spaces reflects the strong space growth in 2024/25. Space growth was estimated using historical trends, as earlier funded space creation projects become open to families. This projection takes into account inflationary pressures on new construction projects and increased child care operating costs, such as wages and supplies.

## Financial Summary

<b>Core Business</b>	<b>2024/25 Restated Estimates<sup>1</sup></b>	<b>2025/26 Estimates</b>	<b>2026/27 Plan</b>	<b>2027/28 Plan</b>
<b>Operating Expenses (\$000)</b>				
Public Schools	8,000,122	8,215,737	8,240,500	8,240,500
Independent Schools	571,217	589,091	591,180	591,180
Transfers to Other Partners	58,053	63,527	63,527	63,527
Child Care	865,255	865,853	865,853	865,853
Executive and Support Services	54,454	54,314	54,314	54,314
British Columbia Training and Education Savings Program Special Account	30,001	30,001	30,001	30,001
Teachers Act Special Account	8,600	9,082	9,174	9,174
<b>Total</b>	<b>9,587,702</b>	<b>9,827,605</b>	<b>9,854,549</b>	<b>9,854,549</b>
<b>Capital Expenditures (\$000)</b>				
Executive and Support Services	3	3	3	3

<sup>1</sup> For comparative purposes, amounts shown for 2024/25 have been restated to be consistent with the presentation of the 2025/26 Estimates.

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

## School Districts Financial Summary

School Districts	2024/25 Forecast	2025/26 Budget	2026/27 Plan	2027/28 Plan
<b>Combined Income Statement (\$000)</b>				
<b>Total Revenue</b>	9,312,717	9,394,144	9,444,214	9,468,814
<b>Total Expense</b>	(9,285,778)	(9,361,180)	(9,405,208)	(9,429,224)
<b>Operating Results</b>	26,939	32,964	39,006	39,590
<b>Gain (Loss) on sale of capital assets</b>	9,865	12,938	999	0,000
<b>Annual Surplus (Deficit)</b>	<b>36,804</b>	<b>45,902</b>	<b>40,005</b>	<b>39,590</b>

<sup>1</sup>This combined income statement includes 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

## Appendix A: Public Sector Organizations

As of February 1, 2025, the Minister of Education and Child Care is responsible and accountable for the following organizations:

### **B.C. Teachers' Council**

Under the *Teachers Act*, the [BC Teachers' Council](#) (BCTC) is responsible for:

- Setting standards for teachers and educators in B.C., including education, competence, and professional conduct requirements
- Setting standards for post-secondary teacher education programs
- Reviewing and approving post-secondary teacher education programs

### **Disciplinary and Professional Conduct Board**

The Disciplinary and Professional Conduct Board consists of nine members of the BC Teachers' Council appointed by the minister. The Board deals with complaints and reports about alleged teacher misconduct and certification appeals that are referred to it by the [Commissioner for Teacher Regulation](#).

### **Independent School Teaching Certificate Standards Committee**

Under the *Independent School Act*, the [Independent School Teaching Certificate Standards Committee](#) (ISTCSC) is responsible for establishing the standards required to receive and maintain an independent school teaching certificate (ISTC) and determining which standards apply for each type of Independent School Teaching Certificate.

### **Provincial Child Care Council**

The [Provincial Child Care Council](#) provides advice on the policies and programs that affect the affordability, quality, stability and accessibility of child care. Its members are appointed from throughout the province and represent five key sectors: Indigenous communities, the business sector, child care providers, the education system, the non-profit sector, and local government.

## Appendix B: Minister Mandate Letter



BRITISH  
COLUMBIA

January 16, 2025

Honourable Lisa Beare  
Minister of Education and Child Care  
Parliament Buildings  
Victoria, BC V8V 1X4

Dear Minister Beare:

Congratulations on your appointment as Minister of Education and Child Care at a critical time for our province. Serving as a member of the executive council is a privilege and responsibility which I am confident you will fulfill with integrity and a commitment to the people of our province.

British Columbians have trusted us with a mandate to deliver for them in ways that make a tangible difference in their daily lives. They expect us to listen and learn from people of different perspectives – and work together to make things better for everyone.

Specifically, we will tackle the challenges people worry about at the kitchen table:

- **Grow the economy by creating good jobs across British Columbia.** We will collaborate with businesses, workers, and communities to attract investments in both new and traditional sectors as well as emerging sectors of the economy. This approach will bring certainty for business, security for workers, and generate the wealth needed to support the essential services British Columbians rely on.
- **Reduce costs for families** including by helping people access homes they can afford through support for first-time homebuyers, increasing the supply of rental housing stock, and stronger measures to crack down on housing speculation.

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**Office of the  
Premier**

**Web Site:**  
[www.gov.bc.ca](http://www.gov.bc.ca)

**Mailing Address:**  
PO Box 9041 Stn Prov Govt  
Victoria BC V8W 9E1

**Location:**  
Parliament Buildings  
Victoria

- **Strengthen health care** by expanding access to family doctors and recruiting and training more health professionals, ensuring that every British Columbian can access the care they need, no matter where they live. We will also increase access to addictions treatment and provide help for people whose struggles require intensive supports.
- **Make our neighbourhoods and communities safer** by working with law enforcement and social agencies to address street disorder, crack down on organized crime, and do all we can to ensure repeat offenders stay behind bars.

Our commitment to take action on climate change remains foundational and will be key to a healthy and prosperous BC for future generations.

Underlying all this work is our partnership with Indigenous peoples. Advancing reconciliation, implementing the *Declaration on the Rights of Indigenous Peoples Act* and working in partnership with First Nations rights-holders to advance shared interests is the responsibility of every Minister.

Over this mandate I expect you to prioritize making progress on the following:

- In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing Ministry of Education and Child Care programs and initiatives to ensure programs remain relevant, are efficient, and improve the experience of British Columbians who access child care and education services in our province. This is important in the context of current Provincial budget constraints and overall efficiency in delivering cost effective and relevant education and child care services to British Columbians.
- Work to ensure that teachers and schools have access to additional supports in the classroom and beyond, including the expansion of education assistants and counseling resources.
- Support effective learning for students across the province by working with the Minister of Infrastructure to accelerate the delivery of new and expanded schools in a cost-effective manner, and by working with the Minister of Post Secondary Education and Future Skills to expedite the certification and deployment of new and experienced international and domestic teachers.
- Continue work to increase Indigenous graduation rates.
- Continue implementing ChildCareBC to improve access to accessible, affordable child care.

- Work with school districts to expand before- and after-school care programs across the province using cost-effective models for parents and the public that leverage existing school facilities and education workers.
- Work with key stakeholders in relation to the SOGI anti-bullying program to improve understanding, protect vulnerable children and support parents.
- Ensure that British Columbia's early interventions for children struggling with numeracy and literacy are the most effective in North America through a centre of excellence in applied research and professional development.
- Prioritize excellence in the British Columbia education system by reviewing existing inter-jurisdictional student evaluation scores post pandemic, and working with teachers, parents, and relevant stakeholders to ensure the global competitiveness of British Columbia student outcomes.

To assist you in meeting the commitments we have made to British Columbians, you are assigned a Parliamentary Secretary for Child Care whose focus will be to:

- Work with you to deliver cost-effective before- and after-school care that leverages existing school infrastructure and workers.
- Work with you to expand child care spaces in a cost-effective way so that more parents may have access to cost-effective child care for their family.
- Support you in continuing to work with Indigenous peoples and the federal government to advance jurisdiction over child care for Indigenous peoples.
- Build relationships with parents, child care service providers, early childhood educators, and advocates to ensure that government policy is responsive to the concerns and interests of these groups.

You will work closely together and ensure your Parliamentary Secretary receives appropriate support to deliver on this work.

As you are aware, we have established an accord with the BC Green Caucus that supports our shared commitment to ensuring stable governance focused on delivering progress and tangible outcomes for British Columbians. The commitments in that accord complement the direction in these mandate letters.

As a Cabinet, we will uphold the highest standards of ethics, collaboration, and good conduct in service of the public, and as a Minister of the Crown, you are expected to review, understand, and act according to the *Members' Conflict of Interest Act*. You will



establish a collaborative working relationship with your Deputy Minister and the public servants under their direction, who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. Your Minister's Office must meet the highest standards for integrity and provide a respectful, rewarding environment for all staff.

The work we have ahead takes place in a profoundly challenging geopolitical environment. Close friends and neighbours to our south are contemplating imposing draconian tariffs on our products that would hurt both Americans and Canadians. Our allies internationally face governmental instability. Hate and racism are on the rise around the world. Artificial intelligence breakthroughs with unclear implications and astonishing potential are announced daily. Global inflation, snarled supply chains, and war are threatening global economic growth and prosperity as well as the transition to a low-carbon economy.

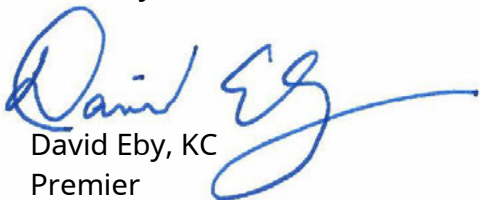
We have an obligation to protect and defend British Columbians, as well as seize opportunities, in these uncertain times.

The good news is that we have everything we need to succeed, and we will succeed. British Columbia's people – our workers, entrepreneurs, business leaders, artists, and innovators – are among the most talented in the world. We are home to world-class educational institutions and public services. Our natural beauty is unmatched, we have internationally envied resources, and we are one of the most diverse places on the planet. Your job is to help us leverage these advantages in perilous times.

Use this mandate letter to guide your work, and do not be afraid to challenge assumptions, or be innovative, bold and aggressive in achieving the goals set out for you and your Ministry by the people of this province.

Thank you for joining me in the work ahead.

Sincerely,

A handwritten signature in blue ink, appearing to read "David Eby", with a long horizontal flourish extending to the right.

David Eby, KC  
Premier

cc: Rohini Arora, MLA  
Parliamentary Secretary for Child Care