

# Ministry of Education and Child Care

## 2026/27 – 2028/29 Service Plan

February 2026



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## Minister's Accountability Statement



The Ministry of Education and Child Care 2026/27 – 2028/29 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". The signature is written in a cursive, flowing style.

Honourable Lisa Beare  
Minister of Education and Child Care  
February 6, 2026

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## Strategic Direction

In 2026/27, the Government of British Columbia will prioritize support for people by taking action to make life better for everyone.

Despite a challenging fiscal environment due to global uncertainty, trade relationship reordering, and low resource prices, over the past year Government made significant progress on efforts to reduce costs for British Columbians, hire more doctors and nurses, and build more homes, hospitals and schools, faster. Government will continue to advance these key priorities even as tariffs, trade policies, and instability outside of the province's borders continue to put pressure on the province's finances.

Ongoing fiscal pressure means all parts of Government must continue to do their part to maximize efficiencies and make sure every dollar counts.

To respond to these extraordinary times, Government will focus on expanding trade and investment both within Canada and abroad and delivering major projects that offer good jobs and opportunities for people and communities. This focus on economic growth and prosperity is critical to delivering the revenue needed to provide services and infrastructure.

Good relationships and mutually beneficial partnerships with First Nations are critical to building a better future for everyone in British Columbia. Government will continue working diligently to implement the Declaration on the Rights of Indigenous Peoples Act Action Plan. Through collaboration and open dialogue, we aim to foster trust, stability and certainty for all.

This 2026/27 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 most recent [Mandate Letter](#).

## 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 rightsholders 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 rightsholders 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 2031 and the Canada-B.C. ELCC Agreement 2021 to 2031 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.

## Economic Statement

B.C.'s economy saw mixed performance among sectors in 2025 amid U.S. tariffs and related global economic uncertainty and declining B.C. population growth. Consumer spending was strong through the first half of the year, supported by front-loaded spending ahead of U.S. tariffs (particularly for automobiles), lower inflation and interest rates, but spending has slowed in recent months. Residential construction remained above average in 2025 despite declining from the high levels of activity seen in recent years, and home sales were subdued in 2025. Meanwhile other investment indicators (such as public sector investment and commercial building permits) saw steady growth despite headwinds from economic uncertainty. B.C.'s exports have been resilient amid U.S. tariffs. The value of international exports was unchanged as lower forestry exports and coal prices offset higher values of natural gas and copper exports.

The Economic Forecast Council (EFC) estimates that B.C. real GDP grew by 1.5 per cent in 2025. In the near-term, the EFC expects B.C.'s economy to also grow by 1.5 per cent in 2026 and by 1.9 per cent in 2027, similar to the national average. For Canada, the EFC estimates growth of 1.6 per cent in 2025 and projects national real GDP growth of 1.3 per cent in 2026 and 1.9 per cent in 2027.

A volatile global trade conflict as well as immigration and population fluctuations are the main risks to the outlook. Other risks include commodity price instability, renewed inflationary pressures leading to elevated interest rates, prolonged housing market weakness, and climate change impacts.

## 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.

#### Performance Measures

| Performance Measures   | 2024/25<br>Actual | 2025/26<br>Forecast | 2026/27<br>Target | 2027/28<br>Target | 2028/29<br>Target |
|--|-------------------|---------------------|-------------------|-------------------|-------------------|
| [1a] Percentage of non- Indigenous students who complete <sup>1</sup> Grade 12 within five years of first starting Grade 8.  | 91%               | 92%                 | 93%               | 94%               | 95%               |
| Percentage of Indigenous students <sup>2</sup> who complete <sup>1</sup> Grade 12 within five years of first starting Grade 8.   | 66%               | 67%                 | 69%               | 71%               | 73%               |
| [1b] Percentage of non-Indigenous students <sup>2</sup> who complete <sup>1</sup> Grade 12 earning a Dogwood Certificate within five years of first starting Grade 8.                    | 90%               | 91%                 | 92%               | 93%               | 94%               |
| Percentage of Indigenous students <sup>2</sup> who complete <sup>1</sup> Grade 12 earning a Dogwood Certificate within five years of first starting Grade 8.                             | 63%               | 65%                 | 67%               | 69%               | 71%               |
| [1c] Percentage of non-Indigenous students <sup>2</sup> who complete <sup>1</sup> Grade 12 earning an Adult Graduation Diploma <sup>3</sup> within five years of first starting Grade 8. | 1%                | 1%                  | 1%                | 1%                | 1%                |
| Percentage of Indigenous students <sup>2</sup> who complete <sup>1</sup> Grade 12 earning an Adult Graduation Diploma <sup>3</sup> within five years of first starting Grade 8.          | 3%                | 2%                  | 2%                | 2%                | 2%                |

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.

<sup>3</sup> The Adult Graduation Program is an abridged 5-course/20-credit program to graduation intended for those that are not able to meet the 80 credit B.C. Graduation Program requirements and is restricted to students aged 18 and above. This credential represents secondary school graduation for employment and post-secondary enrollment purposes.

## Objective 1.1: Improve student learning outcomes

## 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

### Discussion of Changes

In addition to the existing completion rate performance measures, the ministry has added separate performance measures for both Dogwood and Adult Graduation Diploma completions. The 2026/27-2028/29 targets continue to reflect historical systemic barriers that the Ministry continues to address in all aspects of the work being undertaken. An aspirational target is a 100% of students leaving our system with dignity, purpose and a full spectrum of options. .

## 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, caring, conducive to learning, and inclusive.

### Performance Measures

| Performance Measures  | 2024/25<br>Actual | 2025/26<br>Forecast | 2026/27<br>Target | 2027/28<br>Target | 2028/29<br>Target |
|---|-------------------|---------------------|-------------------|-------------------|-------------------|
| [2a] Percentage of Indigenous students in grades 4, 7, 10, and 12 who feel welcome and have a sense of belonging in their school. | 60%               | 63%                 | 66%               | 69%               | 72%               |
| Percentage of non-Indigenous students in grades 4, 7, 10, and 12 who feel welcome and have a sense of belonging in their school.  | 68%               | 70%                 | 72%               | 74%               | 76%               |
| [2b] Percentage of Indigenous students in grades 4, 7, 10, and 12 who feel safe in their school.                                  | 72%               | 73%                 | 75%               | 77%               | 80%               |
| Percentage of non-Indigenous students in grades 4, 7, 10, and 12 who feel safe in their school.                                   | 79%               | 81%                 | 82%               | 83%               | 85%               |



| Performance Measures   | 2024/25<br>Actual | 2025/26<br>Forecast | 2026/27<br>Target | 2027/28<br>Target | 2028/29<br>Target |
|--|-------------------|---------------------|-------------------|-------------------|-------------------|
| [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. | 65%               | 67%                 | 69%               | 71%               | 73%               |
| 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.  | 64%               | 67%                 | 69%               | 71%               | 73%               |
| [2d] Percentage of Indigenous students in grades 4, 7, 10, and 12 who are learning to care for their mental health <sup>2</sup> .                | 37%               | 39%                 | 41%               | 43%               | 45%               |
| Percentage of non-Indigenous students in grades 4, 7, 10, and 12 who are learning to care for their mental health <sup>2</sup> .                 | 40%               | 42%                 | 44%               | 45%               | 47%               |

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

## Objective 2.1: Ensure welcoming learning environments for all students

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

## Goal 3: Affordable, high-quality, and inclusive early learning and child care as a sustainable core service that supports families and advances reconciliation

Access to stable, affordable, and high-quality child care supports children and families to thrive. The ministry, alongside partners across government, is committed to building a sustainable system by reducing child care fees, expanding access to licensed spaces, and strengthening the workforce to ensure inclusive, reliable care for children in every community.

## Performance Measure

| Performance Measure   | 2016/17<br>Baseline | 2025/26<br>Forecast | 2026/27<br>Target | 2027/28<br>Target | 2028/29<br>Target |
|---|---------------------|---------------------|-------------------|-------------------|-------------------|
| [3a] Average monthly number of provincially funded licensed child care spaces in operation. | 108,110             | 173,600             | 177,100           | 180,600           | 184,100           |

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.

**Objective 3.1: Families have access to affordable, licensed child care options, including before- and after-school programs delivered in partnership with school districts, while ensuring culturally based services for Indigenous and diverse communities**

**Objective 3.2: Strengthen workforce and provider capacity to deliver high-quality, inclusive care in all care types, including in Indigenous-led and school-based care models**

**Objective 3.3: Enhance system sustainability and accountability by improving data integrity, and building partnerships that support delivery of child care as a core service for B.C. families**

## Discussion of Changes

The updated Goal and Objectives strengthen the focus on making early learning and child care more affordable, sustainable, and inclusive for families throughout B.C. The changes emphasize stability in the system rather than broad expansion, and better reflect government commitments to reconciliation, equity, and partnership with Indigenous communities and school districts. They also highlight the importance of school-aged care, culturally based programs, and support for Indigenous-led and school-based models. Finally, the revised objectives place greater attention on system sustainability and accountability—improving data quality and building strong partnerships so child care can function as a reliable core service for families.

## Financial Summary

| (\$000s)   | 2025/26<br>Restated<br>Estimates <sup>1</sup> | 2026/27<br>Estimates | 2027/28<br>Plan   | 2028/29<br>Plan   |
|--|---|----------------------|-------------------|-------------------|
| <b>Operating Expenses</b>  |   |                      |                   |                   |
| Public Schools   | 8,185,316                                     | 8,372,859            | 8,416,679         | 8,416,679         |
| Independent Schools  | 589,091                                       | 604,456              | 607,708           | 607,528           |
| Transfers to Other Partners  | 63,527  | 65,282               | 65,282            | 65,282            |
| Child Care   | 857,222                                       | 947,222              | 967,222           | 987,222           |
| Executive and Support Services   | 40,759  | 39,770               | 39,760            | 39,676            |
| British Columbia Training and Education<br>Savings Program Special Account | 30,001  | 30,001               | 30,001            | 1                 |
| Teachers Act Special Account   | 9,082   | 9,174                | 9,174             | 9,174             |
| <b>Total</b>   | <b>9,774,998</b>                              | <b>10,068,764</b>    | <b>10,135,826</b> | <b>10,125,562</b> |
| <b>Ministry Capital Expenditures (\$000)</b>                               |   |                      |                   |                   |
| Executive and Support Services   | 3   | 3                    | 3                 | 3                 |
| <b>Total</b>   | <b>3</b>                                      | <b>3</b>             | <b>3</b>          | <b>3</b>          |

<sup>1</sup> For comparative purposes, amounts shown for 2025/26 have been restated to be consistent with the presentation of the 2026/27 Estimates.

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

| School District Financial<br>Summary (\$000s) | 2025/26<br>Forecast | 2026/27<br>Budget | 2027/28<br>Plan | 2028/29<br>Plan |
|---|---------------------|-------------------|-----------------|-----------------|
| <b>Combined Operating Statement</b>           |                     |                   |                 |                 |
| <b>Total Revenue</b>                          | 9,610               | 9,694             | 9,760           | 9,785           |
| <b>Total Expense</b>                          | (9,523)             | (9,606)           | (9,676)         | (9,705)         |
| <b>Operating Surplus</b>                      | <b>87</b>           | <b>88</b>         | <b>84</b>       | <b>80</b>       |
| <b>Gain (Loss) on Sale of Capital Assets</b>  | 5                   | 19                | 0               | 0               |
| <b>Annual Surplus</b>                         | <b>92</b>           | <b>107</b>        | <b>84</b>       | <b>80</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 2026, 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 B.C. Teachers' Council appointed by the Minister. The board hears matters regarding teacher conduct and competence as well as 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](#) is responsible for establishing the standards required to receive and maintain an independent school teaching certificate 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



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.

- **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.

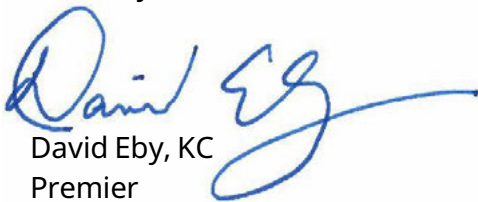
We have an obligation to protect and defend British Columbians, as well as seize opportunities, in these uncertain times.

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,



David Eby, KC  
Premier

cc: Rohini Arora, MLA  
Parliamentary Secretary for Child Care