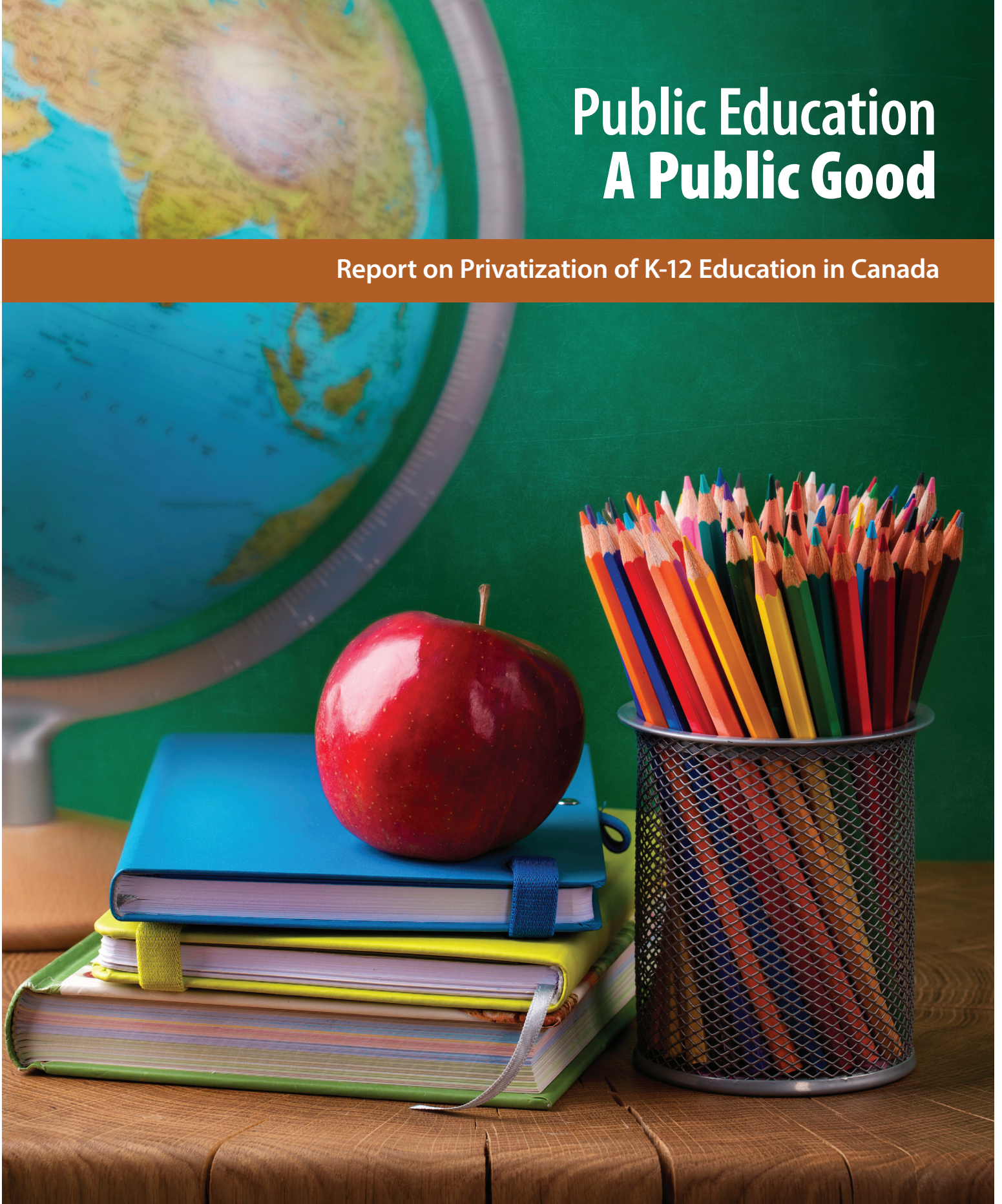


Public Education A Public Good

Report on Privatization of K-12 Education in Canada



Canadian Teachers' Federation
Fédération canadienne des enseignantes et des enseignants

www.ctf-fce.ca

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INTRODUCTION

“The profit motive has no place in dictating what is taught, how it’s taught, how it’s assessed nor how our schools are organised.”

- Angelo Gavrielatos

Education privatization has grown in tandem with the spread of neo-liberal ideology around the globe. While the privatization of education is not a new phenomenon, what has changed over the past few decades is the sheer scope, scale and penetration of privatization in the education sector.

The Canadian Teachers’ Federation (CTF) believes strongly that public education must remain independent of privatization because it undermines educational equity and quality, and it erodes the principles of education as a basic human right and a public good.

In its project strategy paper, “A Global Response to Commercialisation and Privatisation In/Of Education”, Education International (EI) usefully distinguishes between privatisation *of* public education and privatisation *in* public education:

- Privatisation *of* public education – these are forms of privatisation which “involve the opening up of public education services to private sector participation on a for-profit basis and using the private sector to design, manage or deliver aspects of public education.” Examples include public-private partnerships (P3s); student information systems; online learning; contracting out education services; corporate influence on educational decision-making.
- Privatisation *in* public education – these are “forms of privatisation [which] involve the importing of ideas, techniques and practices from the private sector in order to make the public sector more like businesses and more business-like.” Examples include merit pay schemes; evaluating teachers on the basis of student test scores; the role of school administrators as business managers vs. instructional leaders.

EI describes UK-based Pearson PLC as “the most profitable corporation operating in the global education market”. It has rebranded itself as the “world’s leading education company”, operating in over 90 countries with global sales in the billions of dollars.

Pearson’s corporate strategy is based on “creating a vertical integration of its products, most of which are technology-related.” (Kuehn, 2012) Pearson implements this “supply chain” model by:

- providing content (textbooks, multimedia resources, etc.)
- keeping track of how students deal with the content (through student information systems which collect data on demographics, grades, test results, etc.)
- providing standardized tests and test preparation resources on the content
- determining who is eligible to teach (through the provision of teacher licensing tests)
- and operating schools, among providing other education-related products and services.

The intersection of technology and private sector involvement in education is addressed in a recent article by Phil McRae which unpacks the myth of blended learning – combining the use of new technology with face-to-face instruction – as the wave of the future in education. Governments and educational technology corporations alike are promoting “blended learning” as a way to make education more cost-effective, more efficient, more productive. As McRae notes, “In the case of K12 Inc., the United States’ largest private for-profit provider of online education for grades K–12, student-teacher ratios are as high as one teacher to 275 students As the president and CEO at McGraw-Hill Education affirms: ‘With this new method and capability, all of a sudden you could see a teacher handling many more students ... the productivity could double or triple’”. Another growth area for ed-tech companies is Big Data – the profit-making potential of collecting, storing, processing, analyzing and selling student and teacher data.

Verger, Lubienski and Steiner-Khamsi (2016) identify several reasons underlying the “the emergence and expansion of the education industry in a broader range of activities and territories.” (p. 5) These include (excerpted from p. 5):

- economic globalization as a driving force of both an increasing educational demand and an intensification of cross-border supply of educational services;
- the commodification of schooling as a positional good for families;
- the financialization of the education sector (from both the demand and the supply sides);
- recent changes in the governance of education (including education decentralization and the adoption of global education policies such as accountability and curricular standards);
- the emergence of an evidence-based policy paradigm; and
- the intensification of the IT-to-learning relationship.

The theme for the 2015 CTF Annual General Meeting in Ottawa was “Public Education: A Public Good”. One of the AGM sessions was a facilitated discussion on the issue of privatization in/of education – in the report back to plenary, Angelo Gavrielatos, Director of the EI Global Response Campaign, responded to delegates’ issues and questions. In order to inform this discussion, CTF Member organizations were asked in advance of the AGM to respond to the following questions:

1. Is the privatization/commercialization of K-12 education an issue for your organization? If not, why? If so, why?
2. What forms of privatization/commercialization of education at the K-12 level are occurring in your jurisdiction?
3. How has education privatization changed in your jurisdiction over the past decade?
4. What is your organization’s most pressing concern with respect to education privatization in your jurisdiction?
5. Do you have a policy and/or position paper on education privatization? If so, can you provide CTF with a copy?
6. Does your organization have guidelines for partnerships/alliances which include corporate involvement in education? If so, can you provide CTF with a copy?
7. Is there legislation/a regulatory framework in your jurisdiction addressing any aspect of privatization in/of education?
8. Is Pearson (or any other edu-business) involved in the K-12 education system in your province/territory? If so, please describe in as much detail as possible the nature of this involvement.

This report is based on the responses we received to these questions from the majority of our Member organizations. It also incorporates input from small group discussions at the AGM as well as relevant material on privatization obtained through a scan of CTF Member organization (and other teacher organization) websites. We were very ably assisted in this research endeavor by Gemma Pinchin, a graduate student at the University of Ottawa who did a coop student work term with CTF in July/August 2015.

It is our hope that this report will assist CTF and its Member organizations in charting a way forward to address these important issues and engage meaningfully in Education International's Global Response to Privatisation and Commercialisation campaign.

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CTF MEMBER ORGANIZATIONS

New Brunswick Teachers' Association (NBTA)

Forms of privatization & commercialization of education

NBTA notes that some concerns have been expressed regarding privatization and commercialization of K-12 education services in New Brunswick. The areas of most concern are the long-term expenses associated with Public-Private Partnerships (P3s), the security of personal data (Pearson's PowerSchool), and the potential influence of corporate involvement on curriculum (Canadian Tire Corporation Physical Education initiative; computer coding). While NBTA has not noted a huge increase in privatization over the last decade, it is concerned that as funding for education gets tighter this may be seen as a way to help balance budgets.

Pearson has entered into a contract with the provincial government to provide PowerSchool, a student information system, and Gradebook, a computerized marks system. Currently this software is being implemented on a pilot basis at all school levels with potential for province- wide implementation.

NBTA does not have a specific policy on education privatization or guidelines for partnerships/alliances on corporate involvement in education. It is also not aware of any legislation or regulatory framework addressing aspects of education privatization in NB.

Newfoundland and Labrador Teachers' Association (NLTA)

Forms of privatization & commercialization of education

NLTA is aware of education privatization as an issue, however it would not be perceived by the Association or its members as an "issue" that needs to be addressed at this point. There is no evidence of any great push toward privatization of education in the K-12 sector in the province. Currently there are only three private schools, two of which are Catholic schools which emerged when the "denominational" religious school boards/schools were abolished in favour of a non-denominational or secular model. A third school is a private school which caters to a small segment of the population in the metro St. John's region. All three schools offer full day kindergarten as a selling point to parents, and full day kindergarten is scheduled for implementation in public schools beginning in September 2016. These private schools have been established for some time but no others have been established recently. We do not see this as a cause for concern.

In terms of commercialization, our large geography and our small population make us a very small player in education commercially. Frankly, quite often our small number of "clients" (both students and teachers) make us a very small market. Having said that, we are mindful of, and continue to monitor, what is happening in other jurisdictions. We are aware that things do seem to migrate from one region to another – which often gives us a "heads up" on what may be coming. When curricula, programs,

structures, etc. are adopted in the Maritimes, our government often joins the “regional” initiative; CAPTO (Council of Atlantic Provinces’ Teaching Organizations) is a good vehicle for us to monitor such issues and develop strategies in our best interest.

Pearson’s PowerSchool is a “product” that the government has purchased for use in reporting grades and tracking student performance. It is managed and operated by the Department of Education. To NLTA’s knowledge the management and operational control function has not been outsourced to Pearson or any company external to government.

Changes over the past decade

Outside the K-12 system we have seen that when post-secondary institutions (the government-funded university and public college system) experience fiscal cutbacks, private institutions have been quick to step in and fill the void. This happened in the 1990s as post-secondary training became part of government’s economic/recovery and development plan to give Newfoundland and Labrador an advantage in the “new” global economy. To quote from the report at that time, *Change and Challenge*: “If public colleges could not meet the needs of the labour market, then private colleges certainly would.”

In 1989, then Premier Clyde Wells announced that “reasonable offers would be entertained for any of Newfoundland’s public services.” In education, this resulted in a proliferation of private colleges. While initially the private college system was viewed as far more accessible to the public than the public system (Phil Warren interviews/report), there were problems including over-crowding, inadequate teaching, high costs of tuition and questionable employability. It could be said that these issues continue to the present.

Recently when government once again cut back college programs as a cost-saving measure, and Adult Basic Education (for mature students wishing to obtain the pre-requisite high school equivalence to enter post-secondary studies) and ESL were cut, it was the private colleges which picked up these program offerings. They are more costly (therefore less accessible) and, most would argue, of inferior quality to those previously offered in the public college system.

In the K-12 system, one of the biggest initiatives for some time is the planned introduction of full-day kindergarten in the public system using certified teachers exclusively. Currently students at age 5 attend school for a half day, and many are in private “day-care” facilities for the other half of the day. We were closely watching the budget to see if there might be some withdrawal of the commitment to fund full day kindergarten in the public system. This did not happen and to this point plans are on track for September 2016.

Most pressing concern with respect to education privatization

In the latest provincial budget Premier Paul Davis announced that given the province’s financial challenges due to the decreases in oil revenues, he would be engaging in public-private partnerships in the area of long-term care (Health portfolio). Part of his rationale is that this was an area in which the private sector already played an important role. Immediately following the announcement, the major unions in the province as well as the Newfoundland and Labrador Federation of Labour rallied against privatization. As Health and Education make up the vast share of the province’s budget, this has to give

us cause for concern. Education is the logical next place to look for savings, possibly through similar partnerships.

During the recent pension talks we developed closer ties to the other public sector unions in the province and we will be looking to united efforts to decrease the trend towards the privatization of public services.

Policy and/or position paper on education privatization

See Appendix A

Guidelines for partnerships/alliances on corporate involvement in education

See Appendix B

Legislation and/or regulatory framework

Within the Schools Act, private schools can be established provided they follow the provincial curriculum and hire certified teachers (who will automatically become NLTA members). These schools are subject to approval, inspection, and oversight from the Department of Education, including provincial testing requirements for students.

There are no legislative restrictions to corporations being able to provide funding/donations to schools.

Other significant points/factors of concern re: privatization and commercialization

Tools exist to make our classrooms 21st century friendly. Schools, teachers and teacher organizations must embrace these tools; otherwise students will be disadvantaged. If their needs are not met, those students/parents who have options due to their financial/social standing will likely seek what they require elsewhere – perhaps through private/charter schools, etc.

A threat that we must address is related to the training of our teachers to meet the needs of students in relation to 21st century skills. Through no fault of their own, it is debatable whether teachers are being trained/educated to teach effectively in classrooms that are teaching students to meet the challenges of the 21st century. If teachers (i.e. the public school system) are not able to provide the type of education that students/parents desire, then it is probable that outside companies will step forward to provide the educational platforms, software, hardware, etc., that students, parents, governments, the business community, etc., believe are essential. These programs already exist! Students in some jurisdictions are already being taught in schools by teachers who are on the cutting edge of technology. Students are working in “project-based” environments using tools like Skype, etc., to connect with students all over the world. However, the vast majority of our classrooms are still working in the 20th century. If the public education system is to survive and thrive, then it must be willing to adapt and embrace the new technologies and tools. Our current teachers must upgrade their skills, methodologies, etc. Prospective teachers must receive the applicable training at the post-secondary institutions that they attend. Effective professional development/learning opportunities are essential!

CTF and its affiliates should be concerned about the privatization of the public education system. However, the following questions (and no doubt many more) need to be asked:

1. Why is privatization establishing a foothold in some jurisdictions of the world?
2. If the public school system has deficiencies, what can be done to address them?
3. How can the public school system work with stakeholders to make the public system more effective?

The threat of privatization will continue to escalate as long as the public school system is thought to be lacking. Some people have the means to make choices and are likely to seek other opportunities to meet their needs, such as where children go to school; how they are educated? We embrace online learning through CDLI. We know that home-schooling is a viable option for many students throughout the world. Technologies now exist that make it possible to receive degrees online from post-secondary institutions throughout the world. Who's to say that this option will not be present for K-12 students in the years ahead? The public expects our physicians, engineers, and other professionals to be current in their skills and equipment. Is it really realistic to expect that a teacher, school, district, or system that is not on the cutting edge be permitted to exist without criticism or rebuke or termination? Our schools need to be out in front of these technologies which aid students, not an obstacle to their learning. Most individuals and groups are satisfied with the public school system. For those who may be critical or dissenters, the challenge will be to deal with the inadequacies present in the public school system to make it a viable option for those who are capable of shopping around. Our best defence may be to provide a public school system that provides such a high level of teaching/learning that private industry is not able to compete. We should not waste time defending the deficiencies that exist in the public school system; instead, we should proactively identify the issues and then publicly lobby government, post-secondary institutions, etc., to address them.

Nova Scotia Teachers Union (NSTU)

Forms of privatization & commercialization of education

Privatization and commercialization are a pressing issue for educators in the Province of Nova Scotia. PowerSchool has been an issue for teachers for a number of years with constant complaints on data entry, numerous changes to the system, privacy of the information, and instant access to information by parents.

The Minister's Action Plan released in the spring has numerous actions that could be troublesome in respect to additional movement towards privatization; entry of data into PowerSchool at birth including testing at 18 months and 36 months; and the creation of a new Business-Education Council. The creation of the Council is slated for the 2015-2016 school year.

Most pressing concern

The most pressing concern is the lack of teacher voice regarding the changes taking place in the system. The province is moving forward with their Action Plan that includes a Business-Education Council but there appears to be no input from the Union. With no voice by the teachers, there will be no direct opportunity to voice the concerns as to what is required to ensure free quality public

education going forward. With no teacher voice and no part in the consultation, there is no knowledge of what is being discussed or how big an issue Edu-Business may be in the province.

Policy and/or position paper on education privatization

NSTU does not have a policy or position paper on the privatization of public education.

Guidelines for partnerships/alliances on corporate involvement in education

See Appendix B

Legislation and/or regulatory framework

The document “The Three R’s – Renew, Refocus, Rebuild” was introduced in the legislature on January 29, 2015 as the Minister’s Action Plan in response to a panel (with no union representative), which filed a report after receiving 19,000 responses from Nova Scotians on changes in the education system. The document has actions that may lead to privatization such as partnerships with business and the formation of a Business-Education Council.

The Action Plan also addresses one of the four pillars for change that calls for an innovative curriculum. The changes will be by age group:

1. Birth to Preschool: Ready to Learn; electronic school file (PowerSchool).
2. Grade Primary to Three: Strong foundation; emphasis on math and literacy.
3. Grade Four to Eight: Innovation and Exploration; emphasis on coding and technology.
4. Grade Nine to Twelve: Ready to Launch; career readiness for post-secondary learning and/or workforce.

There is concern regarding the role of business in both the coding and technology pillar along with emphasis on getting students starting in grade nine to focus on a career or workforce preparation rather than an appropriate well-rounded education in order for students to be well-prepared, knowledgeable citizens in society.

Involvement of Pearson in the K-12 education system

Pearson is involved in the province in a number of ways:

- PowerSchool
- At the end of June the NS Department of Education and Early Childhood Development issued a news release: “App Provides Augmented Reality for Students, Teachers.”

<http://novascotia.ca/news/release/?id=20150623004>

The release states that, “The app allows students and teachers to use their phone or tablet’s camera to augment reality to enhance learning. It can produce a 3D image of an object based on text, read the text to students or provide supplementary information to provide more context. The app uses a selection of questions from the Pearson Foundation and Pre-Calculus Mathematics 10 and Mathématiques 10: fondements et pré-calcul textbooks, with the possibility of supporting more questions and different textbooks in the future.” Teachers worked in partnership with E-Learning Media Inc.

- NSTU has concerns about the unknown – there are many complicated changes and the role Pearson may play is unclear. Some examples: a new online homework program to be introduced in the fall which will be province-based; a new Inter-University Chair in Research; a transition task force of public school educators, universities and Nova Scotia Community College.

Prince Edward Island Teachers' Federation (PEITF)

While privatization and commercialization is not an issue for the PEITF at the local level, they do monitor this issue nationally through the CTF. There is very limited privatization of education with only a few private schools operated by churches. PEITF is not aware of any involvement by Pearson in the province. Commercialization is currently not a concern.

PEITF has no policy on education privatization or guidelines for corporate partnerships/alliances at this time.

Quebec Provincial Association of Teachers (QPAT)

Forms of privatization & commercialization of education

Although we have not yet seen a full-on fledged incursion of privateers in Quebec's public education system at this point in time, it is clear to QPAT that we must pay attention to the developments that have been brought about by changes to the Quebec Education Act four years ago.

With the passing of Law 88 by the Minister of Education, Quebec's public school teachers have been saddled with a more technocratic approach to education that is driven by the narrow focus on results-based management linked to improved graduation rates rather than on actual quality learning; the whole of which is clearly aligned to the testing dogma of privatization in public education.

Law 88 sets out the education minister's objectives for improved results in several areas and these objectives must be included in the Partnership Agreement (PA) drawn up between each school board and the Ministry. Each school and centre must then create a Management Educational Success Agreement (MESA) that supports the school board's PA. As MESA's title suggests, these are management-driven and not teacher-driven. Even in the few cases when teachers have been consulted in the development of their school's MESA, the plans must strictly adhere to the required ministry results. There is little room for teacher's professional input on learning in a MESA or PA.

The English public education system in Quebec benefits from added federal funds known as the Quebec Canada Entente, or as most teachers call it "entente money". A large portion of the entente money is siphoned off by LEARN Quebec, an arms-length company that was created by the Directors of English Education Network (DEEN) to help provide learning materials during the early days of the Quebec School Reform of 2000. Teachers had no say in how that money was spent and rarely saw any real useful input from LEARN Quebec, who by its CEO's own admission, sees education as business. LEARN Quebec's focus is on digital learning materials and curriculum software. For example, according

to one QPAT local, LEARN Quebec tried to help a smaller rural school board set up a business deal with Pearson International to provide online learning situations for students.

On another front, we are witnessing a rapidly growing education business within our public education system. Several of our school boards offer what has quaintly come to be known as international student programs. This is not to be confused with international student exchanges. The current international student programs vary slightly from school board to school board and depending on what country the international students hail from. They can take the form of a 6-week summer camp for elementary students from South America, several semesters for high school students from Asia or Central America, or an almost guaranteed work permit for adult technical vocational students from India.

Much of the international student program frenzy is fueled by the Ministry's repeated budget cuts to public education. These cuts over the past several years have placed a massive pressure on school boards to find extra operating funds. Private education in Quebec, on the other hand, has seen only a very small percentage of the cuts to which public schools have been subjected.

Public school boards also look to partnerships with industry to bolster funds in the vocational education sector, either by tailoring courses to meet a specific company's demand or by offering courses directly on company sites thereby responding to corporate needs.

The picture is becoming quite clear; because of recently manufactured debilitating economic constraints, public school boards have become increasingly business savvy. In their daily jargon they now often refer to students as clientele.

Sad to say, but due to our headlong rush to satisfy data collection for results-based management and in response to school boards' crushing economic strife, there are times when the act of learning seems more likely to be a by-product rather than an actual goal of public education.

Ontario English Catholic Teachers' Association (OECTA)

The privatization/commercialization of K-12 education is an issue that OECTA monitors and responds to on a case-by-case basis. Historically, OECTA joined with other teacher organizations in taking a strong stand against the emergence of the Youth News Network in the mid-1990s. The plan involved putting televisions in secondary school classrooms that would broadcast a daily news program, and generate revenue through the sale of commercial time. Opposition to exposing students to commercials in their classrooms was massive, and the initiative failed.

Forms of privatization & commercialization of education

Fundraising in schools

OECTA provided input to the Ontario Ministry of Education prior to the release of guidelines (2012) that were designed to address the issues of fundraising and fees in schools. The guidelines have not curtailed either, and the reliance on fundraising and fees to support student activities and engagement remains an area of concern for the Association.

Inevitably, significant gaps exist in the ability to fundraise between schools in low- and high-income neighbourhoods. Coupled with the fact that many schools charge fees for experiential and enrichment learning programs, such gaps often pose significant obstacles for many students who would like to participate in them.

In its 2015 Annual Report on Ontario's Publicly Funded Schools, People for Education found that the top 10% of elementary schools raised the same amount of money as the bottom 69% did. The same report found that the top 5% of secondary schools raised the same amount as the bottom 85% combined. Significant regional differences were also noted. This is the inevitable result, when education is not adequately funded. The impact of such discrepancies on student opportunity and learning is obvious.

Other issues

OECTA is also monitoring the following issues:

- The expansion of students taking e-learning with private providers (such as Virtual High School), who are now asking guidance (and other) staff to proctor exams. See:
<http://bit.ly/1SbwXBT>
<http://bit.ly/1UGeFwL>
<http://bit.ly/1JShSG5>
- The expansion of "accountability measures" while education funding is being reduced.
- The potential role of "Investors Group" in the development of financial literacy curriculum.
<http://ow.ly/PoY57>
- A lack of political will to increase taxes to adequately fund education.
- The emergence of the "Teach For Canada" program as a means to address the chronic underfunding of Aboriginal education.
- The expansion of programs to recruit international students.

Specific corporate involvement

Specific corporate involvement exists in:

Traditional Resources

- Standardization of resources = business opportunity for publishers = less and less teacher autonomy over content delivered in the classroom. A key example is in Toronto, 10+ years ago, when Nelson Math was adopted across the board with a quiet understanding that it was mandatory.

Digital Resources/Tools

- Pearson (and other major publishers in Canada) has begun approaching coordinators and supervisory officers about its digital development of applications for literacy and numeracy.
- There is an obvious and growing trend where start-up companies are approaching boards to offer 'pilot' programs to use their applications. Their tactic is strategic: to hire graduates from teachers' colleges and have them assist in the sales pitches.

- The use of free technology tools bridges a gap that teachers sorely need, but in doing so, students are exposed to a large variety of branding from several companies.
- Google has entered the educational marketplace by offering Google Apps for Education.
- Apple has also made significant strides into the educational marketplace with high level pitches and sales tactics.
- Microsoft has long been involved in the educational marketplace (on the business side) and has made concerted efforts to enter the classroom.

Identified needs

- We are lacking a consistent, universal vetting process for how new technologies are adopted that respects teacher autonomy and the economic reality.
- A requirement for a deeper understanding that persistent exposure of our students to branding is on ethically dangerous ground, unless there is education around it first.

Policy and/or position paper on education privatization

See Appendix A

Elementary Teachers' Federation of Ontario (ETFO)

The privatization/commercialization of K-12 education is an issue for ETFO. ETFO regards education as a public good and is concerned that privatization and increased commercialization do not benefit the public we serve – our teachers, our students, parents and communities. We also believe that privatization impacts the union's ability to advance and protect our membership.

Forms of privatization and commercialization of education

There is some evidence of privatization in Ontario. It must be noted that other forms of privatization may exist of which we are unaware.

Privatization of public education

Stephen Ball states in his report for EI entitled "Hidden Privatization in Public Education", "We call this 'exogenous' privatization." Such forms of privatization involve the opening up of public education services to private sector participation on a for-profit basis and using the private sector to design, manage or deliver aspects of public education.

Tendencies of privatization in public education frequently pave the way for explicit forms of privatization of education. Even where privatization involves the direct use of private companies to deliver education services, this is often not publicly well-known or understood.

These various forms of privatization change the way in which education is organized, managed and delivered; how the curriculum is decided and taught; how students' performance is assessed; and how students, teachers, schools and communities are judged.

Privatization tendencies change how teachers are prepared; the nature of and access to ongoing professional development; the terms and conditions of teachers' contracts and pay; the nature of teachers' day-to-day activities and the way they experience their working lives. "The 'flexibilisation' of teachers work is a key component of most versions of privatization, threatening to alter both the perception of teachers within society and the quality of students' experience in schools." (p. 10)

ETFO notes these examples of "exogenous privatization".

Intrusion into Aboriginal education

One of the most recent initiatives is entitled "Teach For Canada", a Canadian offshoot of the Teach For America program. ETFO has produced a backgrounder on this initiative and feels this is privatization of Aboriginal education.

<http://www.etfo.ca/IssuesinEducation/TeachForCanada/Documents/TeachforCanada.pdf>

The backgrounder recommends a desired government action plan that:

1. Aboriginal education should be regarded as a national priority and supported by a federal-provincial-territorial action plan that fully engages First Nations representatives and key education stakeholder organizations across the country.
2. The federal government must fund on-reserve First Nations students at an equivalent level to the per-pupil funding provided by provincial governments.
3. Working with the faculties of education, the Ontario government should expand existing mentorship programs and support designated teacher education programs for Aboriginal students.

The supporters and funders of "Teach For Canada" include some non-profit organizations such as the Donner Canadian Foundation, Walter & Duncan Gordon Foundation, and the Peter Gilgan Foundation but also corporate sponsorships such as the RBC Foundation and American Eagle Outfitters. It is also supported by the Government of Ontario.

External funding of private religious schools in Ontario

On July 1, the Globe and Mail reported that the Saudi government has funded two private Islamic schools with donations of 211,000 and 134,000 respectively. Foreign donations to private schools in Ontario are legal. The question arises, "How does the proliferation of private schools impact public education?"

External funding of school programming

Confucius Institute Partnership

Trustees of the Toronto District School Board ended their relationship with China's Confucius Institute on October 29, 2014 after demonstrations by parents.

The Confucius Institute is a non-profit organization whose purpose is to promote Chinese culture and connections around the world, to offer mostly after-school programming to teach Mandarin, Chinese art and culture to elementary students.

The trustees indicated their concern that this partnership was not aligned with TDSB and community values, and did not believe continuing the partnership was appropriate. Critics of the Institute were opposed to giving the Chinese government any access to elementary children, were concerned that the Confucius Institute is directly controlled by the Communist Party, and that the Party exerts its influence through the Institute.

Pennsylvania State ended its five-year relationship with the Institute, citing differences with the Chinese government agency that controls and funds it, and the University of Chicago severed its ties in September.

While some Canadian universities have partnered with the Confucius Institute to offer courses in the Chinese language and culture for credit, the high profile rejection of the Institute in recent months means future partnerships are increasingly unlikely.

Third party providers / Marketization

Our members have indicated to us that, in some school boards, training for kids with autism is being delivered in schools by third party providers who deliver this service for a cost.

The Toronto Partnership for Autism Services (TPAS) is a community-based service that helps children with autism, and their families, through Intensive Behavioural Intervention or IBI. IBI is a scientifically proven intervention with the goal of increasing the rate of learning for children with autism. When IBI is effective, children show substantial improvement in language, cognitive ability, and adaptive behaviour. Children have different outcomes, with research suggesting 40% to 50% of young children may make substantial progress over a 1 to 2 year period.

TPAS services are provided by five agencies working in partnership in local communities. Partner agencies include:

- Surrey Place Centre (lead agency for the Toronto region)
- Adventure Place
- Aisling Discoveries Child and Family Centre
- The Etobicoke Children's Centre
- Geneva Centre for Autism

Changes over the past decade

In the ETFO position paper, "A Promise to Ontario's Children: Public Education is Not for Sale", (2000) the author identifies school choice and vouchers providing public money to private schools, corporate involvement in public education (corporate sponsorships, exclusive access agreements, corporate fundraising activities, Youth Television Network, and trade agreements) as business approaches to education that undermine the democratic principles upon which public schools are founded.

For the most part, these threats still exist in 2015. The difference lies in the level of permeation. Business language and principles have been incorporated into education. Efficiency is the new standard of excellence. Severe underfunding of public education leaves school boards vulnerable to suggestion and exploitation. The initiatives identified in this document speak to the desire of boards to fund new and innovative programs working with corporate partners without critically examining the benefits and risks.

Most pressing concern

ETFO is a social justice union. Our priorities, among others, include:

- To defend publicly-funded public education.
- To promote social justice in the areas of peace, anti-poverty, non-violence, and equity.

The updated vision document of the Ontario Ministry of Education, *Achieving Excellence: A Renewed Vision for Education in Ontario* has a renewed goal of “Ensuring Equity”. “The fundamental principle driving this work is that every student has the opportunity to succeed, regardless of ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status or other factors.” (p. 8)

Although this Ministry vision of publicly-funded public education respectful and welcoming of diversity aligns with ETFO’s goals of equity and inclusion, ETFO is concerned that external funding of schools and programs and alternative teacher training will lead to segregation and homogenization in schools and undermine the strides we have made in creating schools and education systems that are inclusive, democratic and equitable.

ETFO fears that both endogenous (forms of privatization involving the importing of ideas, techniques and practices from the private sector in order to make the public sector more like businesses and more business-like) (Ball, p. 9) and exogenous privatization impact teacher professionalism and autonomy.

The language of business is evident in Ontario. The employer at the bargaining table uses words like efficiency, standards, outcomes and deliverables as if we were in the business of assembling robots instead of creating the most favourable climate for the development of all human potential.

Unions should also be wary of their loss of influence in determining public education policy. Who are the new invitees to education roundtables? What are their motives? When private institutions can buy and sell influence on education policy, on curriculum, and on teacher pre-service and in-service education, the ability of unions to protect their members and negotiate fair collective agreements is minimized.

Policy and/or position paper on education privatization

See Appendix A

Guidelines for partnerships/alliances on corporate involvement in education

See Appendix B

Legislation and/or regulatory framework

There is no legislation / regulatory framework addressing any aspect of privatization in education. Ontario treats private schools like a business; there are no regulations or guidelines governing private schools. Ontario doesn't fund, license or accredit private schools, but the Ministry can inspect them upon request. However, the Ministry did until recently accredit private universities.

Teachers in Ontario private schools don't need to be certified or be members of the Ontario College of Teachers.

Here is a link to the Ministry of Education website that outlines Ontario's role with private schools:

<http://www.edu.gov.on.ca/eng/general/elemsec/privsch/questions.html>.

Involvement of Pearson in the K-12 education system

Pearson has always been a major player in the education resource arena and in the past has lobbied ministry consultants to get their resources listed on provincial booklists. What seems to be different is the corporate alliance with other partners in the public education sector as a means of gaining access to insider information on curriculum trends so as to tailor the production of resources directly to a demand in the curriculum or a new policy direction. This influence is magnified by the fact that there has been a downsizing of personnel at provincial ministries of education resulting in less locally written curriculum resources, and, by default, in Pearson or other edu-businesses having an increased market share of classroom and teacher resource production.

Pearson is now engaged in the mental wellness business. In the new Ontario vision document *Achieving Excellence: A Renewed Vision for Education in Ontario*, "Promoting Well-Being" is a renewed goal. It is interesting to note how Pearson is aligning its resource production, Well Aware, to this renewed goal.

Through its sponsorship of the Canadian Mental Health Association, Pearson has a direct link into the initiatives of the CMHA, and into provincial ministries of education.

In support of Mental Health Week, May 4-10, Pearson granted free downloads to teachers of excerpts and lesson plans in the Well Aware Series. These materials will not remain free forever and thus a market is created. Pearson is also interested in devising an instrument to measure student well-being.

It has recently come to our attention that Pearson has also been recruiting ETFO members to work on the "Global Perspectives on Teacher Effectiveness". This initiative from Pearson, led by Michael Barber states, "The purpose of this study is to document how different stakeholder groups in countries around the world view the qualities of effective education". Goals include:

1. Identify and prioritize qualities of effective teachers according to different stakeholder groups in a variety of targeted countries:
 - a. Teachers
 - b. Administrators
 - c. Education researchers

- d. Education policy-makers
 - e. Students (Grades 6-12)
 - f. Parents
2. Compare the identified qualities and their priority by stakeholder groups and country.
 3. Share results with participating countries to help inform policy decision-making about teacher preparation, professional learning, and evaluation systems.

It is very clear that the new frontier for edu-businesses such as Pearson is the development of a tool/test to measure teacher effectiveness. This initiative should be of major concern to unions as it will be tied to merit pay, incentives, impact teacher performance and appraisal, and will challenge seniority provisions in collective agreements.

Pearson is also responsible for influencing education policy through its dissemination of “Open Ideas at Pearson”. “Open Ideas has been created to help make the best evidence and ideas about learning accessible to all, and to encourage open debate about what works in education.” The website focuses on eight themes: learning science, knowledge and skills, pedagogy and educator quality, measurement and assessment, digital and adaptive learning, institutional improvement, system reform and innovation, and access for all.

One of the first documents, *What Doesn't Work in Education: The Politics of Distraction*, written by John Hattie sets up his vision of what is distracting us from progress in education. John Hattie challenges the impact of small class size: “The evidence from the many meta-analyses on reducing class size shows a positive but small effect.” Hattie continues his argument by stating that small class size does not influence how teachers teach. Yet class size continues to be the focus of collective bargaining for most teacher unions. By negating or minimizing the impact of class size, Hattie provides fodder for the employer to dismiss class size as a value-added item to the education budget and ties class size to introducing other specific evidence-based proposals. Hattie advocates for “more sophisticated diagnostic tools”, tests as aids to enhance teaching and learning, and open space learning for teachers. If one examines these suggestions, it is easy to align each of them to a Pearson initiative.

ETFO sees the Pearson equation as: **Hire a prominent researcher + identify corporate solutions to education issues + disseminate the research to parents and ministries + add a company that can tailor products to these solutions = Pearson mega-business.**

Although the Ontario government has not adopted the Public Private Partnership model for school construction, it has built hospitals using this method. It is also engaging in the privatization of Hydro One. Ontario also has partnerships for toll roads. Such privatization initiatives are adopted as a venue generating strategy for cash-strapped governments. Although the intrusion of privatization into education is more subtle; it exists in latent, yet to be realized, forms. Public privatization in one arena has the tendency to spread into other jurisdictions as it signifies a philosophical paradigm shift. Of concern to all education stakeholders, should be that the research evidence indicates that PPP's cost more money and often lack accountability measures.

Ontario has an education quality and accountability office (EQAO) that administers its own provincial large scale assessment program. EQAO established in 1996, functions as a Crown Agency through the Education Quality and Accountability Act of 1996, to provide “independent and public scrutiny of the education system”.

EQAO develops, administers, scores and reports on province-wide tests of elementary and secondary school students' achievements in reading, writing and mathematics in relation to the Ontario Curriculum learning expectations. The Agency also manages and reports on the province's participation in the national and international testing program.

At the present time, EQAO is funded by the Ontario Government. However, EQAO is moving to place many of these tests online and one of the questions that begs to be answered is: will an external provider, such as Pearson, be asked to provide the technology to design the system for online testing and scoring? ETFO has just learned that Moore Canada Corp has a contract with EQAO for the online testing project.

These examples of privatization are the most obvious ones. However, ETFO fears that other forms of privatization exist at the school board level.

Privatization in education is like a hydra. The forms of privatization we experienced in the 80's and challenged successfully have disappeared and been replaced by other forms. But like a hydra, privatization in education is not just biologically immortal but ideologically immortal. Teacher unions are wise to take this assault very seriously.

References

Ball, Stephen J. and Youdell, Deborah (2008). *Hidden Privatisation in Public Education*. Education International. Institute of Education, University of London.

Government of Ontario (2014). *Achieving Excellence: A Renewed Vision for Education in Ontario*. Toronto, Ontario.

Ontario Teachers' Federation (OTF)

The privatization and commercialization of education is an issue for the OTF. School boards are spending lots of money on advertising/marketing between school systems which results in introducing an element of competition. There is general interference from the business sector trying to tell teachers what and how to teach and a market-based philosophy applied to education.

Forms of privatization & commercialization of education

OTF cites several forms of privatization/commercialization of education at the K-12 level in Ontario:

- through Education Quality and Accountability Office (EQAO) testing and its use for school ranking
- Fraser Institute's use of EQAO test data in real estate marketing
- Ontario College of Teachers has many alliances and partnerships with a wide range of "for profit" companies
- schools boards' use of "for profit" resources for First Nations, Métis and Inuit (FNMI) students/FNMI Ministry of Education programs

- contracting out of unionized jobs in isolated parts of the province
- provision of resources, for example the Canadian Tire Corporation program to provide equipment for sports or physical activities
- Pearson involvement in The Learning Partnership
- C.D. Howe Institute support for merit pay – OTF policy opposes this

Most pressing concern

- infringement, loss of equality and equity of access to education
- public criticism of public education
- realignment of curriculum to serve business needs
- notion of public education as a commodity

Policy and/or position paper on education privatization

See Appendix A

Guidelines for partnerships/alliances on corporate involvement in education

OTF has no specific guidelines for corporate partnerships / alliances.

Legislation and/or regulatory framework

- Yes, particularly in the provision of snacks/foods in schools.
- Yes, equity and inclusive education strategy – open doors to all.

Saskatchewan Teachers' Federation (STF)

The privatization/commercialization of education in Saskatchewan is a growing concern for the Saskatchewan Teachers' Federation. We are witnessing increasing centralization of education management, funding and pedagogical decision-making. Companies such as Pearson, Solution Tree, The Critical Thinking Consortium and other private contractors are vying for contract work from the Saskatchewan Ministry of Education and from school divisions.

STF policies 1.4 (Goals of Publicly Funded Education) and 1.5 (Education Funding) collectively articulate the Federation's steadfast belief in the critical importance of publicly funded public education. Saskatchewan teachers believe that public education is a common good, and that the goals of public education must be achieved without recourse to corporate contributions.

Privatization and other market reforms in public education create opportunities for business and corporate interests to be advanced in education policy. There are a number of potential consequences:

- Change in the dynamic of learning toward competition and cultivating human capital for economic purposes.

- Private companies can pursue profit opportunities through the sale of textbooks, consulting, information communications technologies, teacher training, evaluation systems and tests.
- The private sector will have an increasingly disproportionate role in determining the direction of education policy, thereby diminishing the space for public debate and the involvement of the citizenry.
- Private companies needn't make decisions based on the best educational research or practice, or the needs of students. Profit is the motive behind decision-making.
- Private companies have not delivered educational services in a more economical fashion.
- Teachers are often seen as the biggest impediment to profits in the education sector due to their salaries, benefits and resistance to further private incursions into public education. As such, in other jurisdictions, education crises have been fabricated to justify further privatization and deprofessionalization of teachers.

Forms of privatization & commercialization of education

STF identified the following forms of privatization and commercialization of education in Saskatchewan:

- Qualified independent schools receive 50% funding from public coffers.
- Cyber schools
 - School divisions are turning tuition profits on cyber schools, which compete directly with one another.
 - One school division is intending to build an entire facility devoted to online teaching with the hopes of becoming the provincial source for online teaching in the future.
- Public-private partnerships exist for school construction and operation.
- Teach For Canada has expressed interest in operating in Saskatchewan.
- The current mandatory assessments (i.e., Tell Them From Me and the Early Years Evaluation) have been purchased from private companies, involve ongoing licensing agreements and often include exclusive rights concerning professional development supports.
- Within school divisions, there has been a marked increase in competition based on the marketable aspects of schools.
 - Many schools have academies to attract students (e.g., dance academies, soccer academies, etc.).
 - Some schools are offering the International Baccalaureate program to attract students.
 - New schools are attached to civic facilities to attract students.
- Large-scale diagnostic testing regimes such as Fountas and Pinnell.
 - One repercussion of widespread diagnostic testing has been a rapid rise in private tutoring for students who fall short of benchmarks.
- Kumon Math and Reading Centres are providing private after-school learning programs.
- The Ministry has explicitly included the business community as part of its stakeholder consultations, which relates directly to the economic imperative underlying some education policy decisions.

Other examples of market reform in Saskatchewan education, which relate to privatization, include an increasing emphasis on financial accountability, performance accountability, student achievement indicators, the recent push for LEAN management in the education sector, competitiveness in a

changing labour market, centralization of administration, and an escalating value placed on PISA (OECD Programme for International Student Assessment) results and other standardized tests.

Indeed, the perceived need to shift away from holistic, student-centred education toward student achievement and system responsiveness has been supported and justified through comparisons of Saskatchewan students to their peers in other jurisdictions. Accompanying this shift has been the prioritization of creating new data, ostensibly used to improve student achievement and system performance. Emphasis on consumer choice in the public education realm has been relatively muted over the past 10 years, but changes are anticipated on the horizon for Saskatchewan.

Changes over the past decade

We are seeing an increase in the number of private elements being added to the public education system. These are being looked upon as new ways to provide components of public education:

- Partnerships with professional development organizations or publishers
- Adoption of large-scale testing regimes like Fountas and Pinnell
- Data management systems such as PowerSchool, Maplewood and Aesop

The emphasis on accountability has increased steadily over the past 10 years, as has the Ministry's preoccupation with student achievement indicators.

The range of stakeholder consultations has broadened over the past decade (although the authenticity of consultation has been eroded). Some of this broadening has been positive, such as the inclusion of First Nations and Métis groups, but the increased role of the business community and entrepreneurs represents another step toward more privatization and commercialization in the education sector. The business world traditionally holds perspectives on the purpose of education and the direction of education policy which differ from the goals of publicly funded public education endorsed by the Federation.

Most pressing concern

The centralization of education funding and decision-making represents a huge concern for the Federation. Incremental centralization is setting the stage for the introduction of a more privatised provision of education. To be sure, the partial funding of some independent schools in the province is a signal for the direction of policy relating to the provision of education in Saskatchewan.

Policy and/or position paper on education privatization

The Federation does not have specific policies or position papers on privatization in education, but has generated a great deal of research, information and background papers on privatization and related subjects.

The Federation has policies on:

- The Goals of Publicly Funded Education

- Education Funding
- Independent Schools

Collectively, the Federation’s policy base provides a strong position in favour of publicly funded public education which promotes universal accessibility and inclusivity, involves collective societal responsibility and is a common good for the province.

Guidelines for partnerships/alliances on corporate involvement in education

See Appendix B

Legislation and/or regulatory framework addressing privatization in/of education

The Education Act, 1995 defines and governs the provincial publicly funded education system. The Ministry of Education is responsible for “all matters not by law assigned to any other minister, department, branch or agency of the Government of Saskatchewan relating to elementary and secondary education.”

The Independent Schools Regulations governs the accreditation of independent schools, the criteria for employment at the schools, and the inspection and administration of the schools.

Involvement of Pearson and other edu-businesses in the K-12 education system

Pearson is very involved in Saskatchewan and offers a number of products and services which relate directly to the province’s curriculum. Other education companies are also active in Saskatchewan in a variety of capacities.

- Many of Pearson’s textbooks are used in Saskatchewan.
- All new curricula had custom textbooks created by large publishers such as Pearson.
- Pearson owns PowerSchool and a number of other digital education solutions used in Saskatchewan schools.
- The Discovery Channel has an education branch that is subscribed to by many schools.
- Solution Tree is an aggressive American professional development publishing and delivery company which has bought a number of smaller companies and now has a vast stable of authors and facilitators.
- School divisions often contract with authors such as Rick DuFour for extended periods in order to bring their conceptual material to teachers.
 - Many of these authors neither customize their products for Saskatchewan, nor do they develop leadership capacity to ensure the work is maintained after their contract is up.
- Tell Them From Me is a privately owned system which does not welcome collaboration.
 - Only the company’s own staff members are allowed to analyze the collected data.
- A host of independent para-school providers of educational products and services have long been supporting the work of teachers and schools:
 - The Critical Thinking Consortium, Adaptive Schools Seminars, Anne Davies, Lions Quest, The Virtues Project, etc.

The Manitoba Teachers' Society (MTS)

MTS continues to monitor developments and trends in privatization within Manitoba as well as nationally and internationally. As an organization we are deeply concerned about:

- Corporate funding of not-for-profit think tanks focused on influencing educational policy and promoting for profit corporate interests.
- The awarding of the contract to prepare the next PISA test (OECD Programme for International Student Assessment) to Pearson given the increasing importance placed on the league table rankings and the consequent impact on government policy and public confidence in public education.
- Increasing reliance on corporations for data/student management systems.
- Increasing rhetoric about creating cheaper/more effective education systems through the adoption of a business-driven agenda and the narrowing of educational outcomes to a small number of quantifiable skills.

Forms of privatization & commercialization of education

Several school divisions (almost one third at the time data was collected) have opted to use corporate data/student management systems, primarily Pearson's PowerSchool.

- Manitoba Education and Advanced Learning have contracted with Pearson Learning Solutions to conduct professional development needs assessments.
- Annual presentations of products by publishers to Manitoba Education staff.
- Packaged programs such as Fountas and Pinnell have become the foundation of divisional literacy/numeracy programs including Manitoba's largest school division.
- Narrowing of the definitions of literacy and numeracy at the provincial level focused on improving basic reading, writing and math in large part driven by poor performance on PISA and PCAP (Pan-Canadian Assessment Program – CMEC).
- Provision of professional development during divisional days by corporate entities about corporate products such as Jump Math, Fountas and Pinnell, etc.

Changes over the past decade

Manitoba has an NDP government which has made it a priority to limit privatization efforts as well as standardized testing. Consequently, there have not been significant changes in education privatization within Manitoba over the last decade. However, privatization within healthcare and social services has been allowed which may have implications for education in the future. Manitoba Education and Advanced Learning has recently entered into some partnerships with private service providers such as Pearson and the Manitoba Rural Learning Consortium to identify professional development needs and/or deliver professional development. There are no large scale contracts with private vendors/corporations currently.

Most pressing concern

There is increasing pressure (political and public) to improve public education as measured by Manitoba's performance on PCAP and PISA. Without broad policy statements or clear direction from the department, how those improvements will occur and whether the focus will be on the narrowing or broadening of educational outcomes is still unclear. If the focus remains on improving performance on PISA/PCAP league tables, the influence of private corporations with packaged programs and measurement tools may be greater.

There is the possibility of a change in government. In a policy document prepared by the PC party, a strong emphasis was placed on national and international comparative, standards based assessments. The educational targets in the document stressed reducing expenditures and using comparative, standardized, quantitative assessments such as PISA to measure progress. This may leave school divisions vulnerable to privatization efforts.

Access to blended learning opportunities, particularly in low enrollment rural and northern school divisions, has the potential to become a big issue as school divisions struggle to provide students with diverse learning opportunities. Also, increased reliance by some school divisions on packaged, corporate resources to deliver programming, assess student learning and gather student data is of concern.

Policy and/or position paper on education privatization

While MTS has not written a formal policy or position paper on education privatization, it does have a policy statement which speaks to the professional and social responsibility of the Society to initiate and promote political activity in support of public education. It also does not have guidelines for partnerships / alliances on corporate involvement in education.

Legislation and/or regulatory framework addressing privatization in/of education

The Manitoba Public Schools Act notes that a "strong public school system is a fundamental element of a democratic society" but makes no reference to privatization.

It is important to note that Manitoba continues to use an autonomous school board model. School boards continue to have taxation powers and are the primary decision maker with respect to budgets, programming, partnerships with private corporations such as Pearson, data collection systems, etc. Membership in the Manitoba School Boards Association is voluntary and there is no province-wide regulatory body in place that actively monitors the work of school divisions. Consequently, some school divisions are more engaged with private corporations than others. Recently, after a review of the largest school division, Manitoba Education and Advanced Learning announced that it will be taking steps to improve the accountability and transparency of school divisions. What those steps will be remains to be seen.

The Alberta Teachers' Association (ATA)

Privatization of K-12 education is an issue for the Alberta Teachers' Association given that a number of private schools operate in the province and receive up to 70% public funding. The ATA opposes any public funding of private schools.

The Association maintains that it may be possible to incorporate the existing private schools in Alberta into public school jurisdictions subject to certain conditions as articulated in ATA policy. See policy General 8.A.13 available online at: <http://www.teachers.ab.ca/About%20the%20ATA/Governance/PolicyandPositionPapers/Policy/Educational%20Policy/Pages/General.aspx>

The Association maintains that the real danger posed by privatization is that it makes quality education affordable to some but not to others and so diminishes the unity and cohesion of society. Private and charter schools must not be allowed to discriminate against students on the basis of race, language, colour, national origin, religion, gender, geographic location, sexual orientation, disability or economic status. The mandate of a public education system is to be open to all children, fully funded by citizens and accountable to society as a whole.

The ATA believes strongly that public education must be free and accessible to every child; must be accomplished by certificated, highly skilled and knowledgeable teaching professionals; must be appropriately funded to ensure that every child learns and succeeds; and must be a responsibility shared by all Albertans.

A strong public education system must foster the development of a robust, democratic citizenry and society. To this end, public schools support students of all backgrounds and provide them with learning experiences to discover and develop their human potential, their passions and their gifts, and it must allow them to make significant contributions to their communities.

Forms of privatization & commercialization of education

In Alberta there are both registered and accredited private schools. The ATA is especially concerned with accredited private schools given that they receive either 60% or 70% of the per-student instructional grant given to public and separate (in Alberta Catholic) schools; may charge tuition fees and operate for a profit; and although they must employ certificated teachers, these teachers in accredited private schools are not eligible for active membership in the ATA, and are not subject to the teaching profession's Code of Professional Conduct. See Alberta Education's information bulletin on private schools and funding: <https://education.alberta.ca/parents/choice/private.aspx>

The ATA also has ongoing concerns with the province's charter school movement that receive 100% public funding for their operations, yet operate without publicly elected boards; a deeply flawed governance model. The charter schools have drained financial resources from public schools and continue to fragment a public education system designed for all. The charter movement in Alberta was designed to be innovative and responsive to choice, yet they have not provided significant choice nor have they shown innovation as their programs already exist in many public and separate schools.

Charter schools in Alberta have attempted to recruit students by offering financial or other incentives not generally available to students in public schools. This concern is especially relevant when such recruitment has threatened the survival of local public schools by diminishing their enrolment or when charter schools have asked for or were granted permission to operate under provincial regulations less restrictive than those applicable to public schools. Claims of authority by a charter school to remove students for purported violations of a special agreement and to deny further responsibility for those students after they are already enrolled in a program has been problematic. The ATA has historically opposed the establishment of any publicly funded charter schools or private schools that exclude students on any basis that implicitly or explicitly violates Canadian human rights legislation or that implicitly or explicitly takes into account the economic or social circumstances of students' parents or guardians.

Other concerns with privatization are related to commercially packaged technology solutions that are being sold to school districts as achieving educational objectives and taking advantage of new opportunities for choice, personalization, cost savings, and flexibility. Many of these technology products are related to student assessment and are increasingly at risk of transferring large quantities of student information and data to third-party providers.

This practice has turned into a billion dollar industry in North America, where private equity investors, education technology companies and transnational corporations like Pearson are rushing to stake a claim and make a profit.

Student and teacher data and privacy issues are significant and will certainly become more contentious as school districts rush to adopt new online systems pitched by private companies without instituting clear policies in advance.

On the hopeful side, given Alberta's change in government, there is a diminishing risk of privatization from out-of-province virtual private schools and cyber-charter schools.

Changes over the past decade

Over the past decade, some rural public school authorities in Alberta have absorbed religious private schools that have struggled financially. These rural public school authorities have taken on these schools as a way to offset declining rural student populations and increase their public funding.

Palliser Regional Public School district, for example, has seen its student population and financial resources double over the last decade as several Christian private schools from Calgary joined the board and began receiving full public funding for each student as well as public funding to maintain and operate their facilities. Yet, once inside the public system these former private schools continue to charge 'society fees', 'Christian education program contributions' or 'enrolment bonds' that amount to thousands of dollars per student per year. See Calgary Herald article on this issue:

<http://calgaryherald.com/news/politics/board-mum-on-new-deal-with-public-school-that-threatened-to-expel-immoral-staff-students>

Beyond the continued expansion of Alberta private schools, especially in Calgary, the greatest changes have been through the importing of ideas, techniques and practices from the private sector in order to make the public sector more like businesses and more business-like.

The ATA has most recently dealt with the Task Force for Teaching Excellence that advanced merit pay schemes and the role of school administrators as business managers vs. instructional leaders.

Most pressing concern

The ATA's most pressing concern is the ongoing public funding of private schools in Alberta, amounting to \$226 million in the last provincial budget, and their continued separation of children and youth in society based on wealth and ideology.

Policy and/or position paper on education privatization

See Appendix A

Guidelines for partnerships/alliances on corporate involvement in education

See Appendix B

Legislation and/or regulatory framework

The Government of Alberta is currently reviewing the Education Act (2012) that has enshrined private schools through legislation and regulations. See Private School details on Page 33 of the Act, which is available online at: <http://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

Alberta's new NDP government has stated its intention not to proclaim the Education Act (2012) until a more detailed review of the legislation and regulations can be conducted.

<http://calgaryherald.com/news/politics/new-education-act-delayed-a-year-for-review-says-ndp-education-minister>

Involvement of Pearson in the K-12 education system

In Alberta, Pearson is involved in many areas of learning resource marketing and promotion of associated professional development. A particularly new growth market for Pearson, and many other companies, is in reading and math software programs that act like 'tutors' and are known as adaptive learning systems.

The larger concern is that Pearson, along with a host of other for-profit commercial entities, are advancing what Pasi Sahlberg (*Finnish Lessons 2.0*, Teachers College Press, 2015) has called the global education reform movement (GERM). The GERM is about relentlessly advancing the use of corporate management models as a main driver of educational improvement, school choice, test-based accountability policies for schools, standardization of education, and an exclusionary focus on "back to the basics" core subjects in school (literacy and numeracy).

More recently privatization advocates have been specifically advancing the notion of 'blended learning' as a cost-saving corporate model that can reduce certificated staff, and through technology platforms, tightly focus on math and reading adaptive learning software systems as a way to increase standardized test scores.

It should be noted that Pearson is only one among a growing cadre of corporate entities and well-funded venture capitalists and venture philanthropists that are looking to advance free-market ideology and in turn, profit from public education systems.

Northwest Territories Teachers' Association (NWTTA)

While privatization and commercialization of K-12 education is not a big issue in the NWT, NWTTA is aware of it becoming a more pressing issue nationally and globally. They have witnessed a change over the last decade with more funding being allocated to assessment tools that are developed, owned and distributed by Pearson and other edu-businesses. NWTTA believes that the large amount of money being spent on these tools does not translate into good information for teachers, students and parents.

Pearson's PowerSchool was implemented in 2014 with very little in-service or support provided to teachers. Also, Canadian Tire Corporation donated \$150,000 worth of much needed sports equipment to their small communities through Municipal and Community Affairs. This money ends up in the schools.

NWTTA's most pressing concern with respect to education privatization is Pearson and high stakes testing of students – they question the purpose of this data gathering.

NWTTA does not have policy on education privatization or guidelines for corporate partnerships. Also, no legislation exists to address education privatization.

Syndicat des enseignantes et enseignants du programme francophone de la Colombie-Britannique (SEPF)

Privatization of K-12 education is a very big issue. As a union, our role is to ensure that education remains a publicly-funded public education.

Forms of privatization & commercialization of education

At the school board level, the International Baccalaureate program is offered in all homogeneous secondary schools regardless of the population. It costs more than \$800,000 per year between registrations, marking of exams, mandatory teacher training and purchases of Pearson books. All books for the International Baccalaureate are Pearson's and, to make things worse, they are all in English although we are part of a French-speaking system!

Changes over the past decade

There seems to be a trend towards using the private sector without telling anyone. For example, we have a project called La Grande Traversée (a project that involves biking across Canada), which is funded by various sources that I do not know.

Most pressing concern

At the board level, we have the International Baccalaureate program which is very costly and does not serve all of our students. Recently (and this was reported on by the CBC), the school board provided a private day care centre with facilities within a school, while some schools have to use portable classrooms.

SEPF draws on BCTF policy on education privatization. It does not have any guidelines for partnerships/alliances on corporate involvement in education.

OTHER TEACHER ORGANIZATIONS

British Columbia Teachers' Federation (BCTF)

BCTF's webpage on privatization includes this definition from the Canadian Centre for Policy Alternative's Education Director, Erika Shaker:

Privatization includes all forms of privately funded public education, including individual and corporate donations, user fees, advertising-for-service, etc. It also refers to the shifting mindset that views education as an individual, private good or responsibility, rather than a social, public one.

<https://www.bctf.ca/IssuesInEducation.aspx?id=5762>

Among BCTF's resources on privatization is a 2012 report prepared by researcher Donald Gutstein, "Pearson's Plan to Control Education", which traces Pearson's corporate strategies and how they might impact B.C.'s public education system, particularly through the B.C. Education Plan.

<http://www.bctf.ca/uploadedFiles/Public/Issues/Privatization/PearsonGutsteinReport.pdf>

In a recent brief on education funding to the Select Standing Committee on Finance and Government Services, the BCTF calls on the provincial government to act on the recommendations from the Select Standing Committee on Finance and Government Services of the past two years that have called for additional funding for K-12 public education. It also recommends the elimination of funding for independent schools, on a gradual basis, starting by reducing the funding for all qualifying independent schools to 30% of the per capita amount for public schools in the district in which the school is located. The government has been increasing the funding to independent schools at a much faster rate than for public schools.

<https://www.bctf.ca/uploadedFiles/Public/Publications/Briefs/EdFundingBrief2015.pdf>

Policy and/or position paper on education privatization

See Appendix A

Guidelines for partnerships/alliances on corporate involvement in education

See Appendix B

Ontario Secondary School Teachers' Federation (OSSTF)

The OSSTF website states that, in addition to establishing working conditions for its members, it works to build strong public services, preserve academic freedom, prevent the privatization and commercialization of our educational institutions, ensure that students receive an education free of bias and discrimination and provide an equitable opportunity for all students to succeed in a strong, well-funded public education system. <http://www.osstf.on.ca/about-us/what-we-do.aspx>

The Spring 2015 issue of OSSTF's *Education Forum* magazine contains an article on Teach For Canada called "How a solution becomes the problem: Teach for Canada and First Nations schools" by Dawn Burleigh, Faculty of Education, University of Lethbridge. Burleigh concludes her article by stating that,

Teacher education and federally funded schools have a commonality. They are both public and both require public, not private, attention. We need to do better in Faculties of Education across the country to prepare teachers for teaching in First Nations contexts. Today, the First Nations context is not only in the north, it is also in cities and towns in every province. According to census data, the Aboriginal demographic is the fastest rising in Canada and more than half of Aboriginal people are residing in urban centres. This is not a northern issue alone. This is an issue for all teachers and Faculties of Education. This is an issue that needs immediate attention and action. Otherwise, organizations with corporate and private backing will start to infiltrate the public education system. We need to interrupt the agenda of TFC, defend our practice and profession, and critically examine the implications of TFC for the teaching profession in Ontario.

<file:///C:/Users/bfro/Downloads/Solution%20equals%20problem.pdf>

Policy and/or position paper on education privatization

See Appendix A

Association des enseignantes et des enseignants francophones du Nouveau-Brunswick (AEFNB)

The AEFNB has a position paper on the funding of public education (2013), as follows:

[Translation]

I. General principles

- Article 1. Education shall be and remain the provincial government's priority.
- Article 2. The provincial government has full responsibility for providing free quality public education.
- Article 3. Public education shall be funded to ensure that all students, regardless of the factors affecting their educational needs, have an equitable opportunity to develop their full potential through education.

II. Funding terms and conditions

- Article 4. Public education funding shall come from the province's general revenue.
- Article 5. The funding formula used to distribute funds among school districts shall reflect school districts' actual operating costs.
- Article 6. The distribution of funds available to the public education system shall be fair and equitable, and be based on the recognition that needs are not necessarily the same and that equal distribution of funds does not necessarily mean that the same services must be provided everywhere.

http://www.aefnb.ca/sites/default/files/18_2013%20Financement%20de%20l%27%C3%A9ducation%20publique.pdf

Centrale des syndicats du Québec (CSQ)

These are selected excerpts from the CSQ's *Déclaration de principes* (October 2009):

[Translation]

With a view to building a more equitable and democratic society, CSQ's mission is also to [...] promote and defend social rights, in particular the rights to education, health, work and decent living conditions.

The CSQ is committed to promoting and defending children and youth rights as defined by the United Nations Convention on the Rights of the Child. More specifically, the CSQ shall assume the responsibility to work towards the realization of their rights to education and health.

Pursuant to the decisions made by its democratic authorities, the CSQ is committed to defending and promoting a number of critical directions and more specifically: [...] public services accessibility and quality; and free public education and health care systems.

http://www.lacsq.org/fileadmin/user_upload/csq/documents/documentation/statuts/Declaration_de_principes.pdf

This is an excerpt from an article entitled "Commercialisation et financement des écoles publiques : des pratiques émergentes inquiétantes" by Alec Larose and Jacques Tondreau (consultants). The article discusses a major study of commercial activity in Canadian public schools conducted in 2005 by CTF in collaboration with the Canadian Centre for Policy Alternatives and the Fédération des syndicats de l'enseignement.

[Translation]

The survey *Commercialism in Canadian Schools: Who's Calling the Shots?*, conducted in 2005 by the Canadian Teachers' Federation (CTF) in collaboration with the Fédération des syndicats de l'enseignement (FSE-CSQ) and the Canadian Centre for Policy Alternatives (CCPA) clearly shows that Quebec is offering strong resistance to commercialization in schools in comparison with the rest of Canada. But the survey also reveals that private funding of public education is increasing in Quebec and that this is directly linked to the underfunding of education for almost a decade.

The survey was conducted in 3,105 public elementary and secondary schools in Canada, including 495 in Quebec. It examined several forms of commercialization, such as advertising in schools, corporate partnerships and sponsorships, corporate-sponsored educational materials, fundraising campaigns and user fees for school services.

http://www.lacsq.org/fileadmin/user_upload/csq/documents/documentation/education_formation/commercialisation_des_ecoles/commercialisation_et_financement_ecoles_publicques.pdf

A GLIMPSE AT THE EDUCATION PRIVATIZATION LANDSCAPE: SOME OVERALL OBSERVATIONS

For the majority of teacher organizations, the privatization and commercialization of public education is an important issue. Where it is not currently an issue at the provincial/territorial level, several Member organizations monitor national and international trends and developments regarding education privatization through the work of CTF. Teacher organizations also frequently highlight their role in defending and promoting publicly-funded public education as well as raising awareness of government's role and responsibilities regarding the provision of public education.

This is a sample (intended to be illustrative rather than exhaustive) of the various ways in which privatization in/of education has manifested itself to varying degrees across the country:

- Public funding for private schools
- Public-private partnerships (P3s) for school construction/operation
- School fundraising
- Corporate sponsorships to acquire necessary items that should be publicly funded (e.g. equipment for sports or physical activities)
- Involvement of Pearson and other edu-businesses in education systems
- Google is coming to the forefront in schools (the “new shiny toy”) through the provision of various apps and platforms such as Google Docs, Google Classroom, Google Groups, etc.; this is described as a marketing strategy to brand consumers early – if young people use their products in schools, they will likely have them as Google supporters for life
- Increasing reliance on corporations for education data management systems, particularly PowerSchool (collecting and processing student and teacher data) – PowerSchool is time-consuming and manufacturing a need for constant data to provide to parents, distorting the student reporting function of PS – the tool is driving the need; there are also Big Data concerns related to privacy, ownership, and how the data will be used
- Large-scale standardized testing programs and their use for school ranking – a focus on improving performance on PISA/PCAP league tables can facilitate the involvement of private corporations with packaged assessment “solutions” to market
- Large-scale diagnostic testing regimes (such as Fountas and Pinnell) have led to a rise in private tutoring for students who fall short of benchmarks
- Increasing competition within school divisions based on the marketable aspects of schools e.g. schools with specific academies to attract students
- The “Teach For Canada” initiative (private sector involvement in Aboriginal education) was cited by three organizations – OECTA, STF, ETFO (prepared a backgrounder on TFC)
- Involvement of the business sector in stakeholder consultations on education

- Language and principles of business incorporated in education discourse
- Charter schools (Alberta)
- Cyber schools (Saskatchewan)
- E-learning/online learning offered by private providers
- External funding of school programming and resources
- Expansion of programs to recruit fee-paying international students

A number of teacher organizations voiced their most pressing concern with respect to education privatization:

NBTA The areas of most concern are the long-term expenses associated with Public-Private Partnerships (P3s), the security of personal data (Pearson's PowerSchool), and the potential influence of corporate involvement on curriculum. There is also a concern that privatization may be seen as a way to help balance budgets as funding for education gets tighter.

NLTA Government will be engaging in public-private partnerships in the area of long-term health care; there's a concern that education may be the logical next place to look for savings, possibly through similar partnerships. During the recent pension talks NLTA developed closer ties to the other public sector unions in the province and will be looking to united efforts to decrease the trend towards the privatization of public services.

Steps must be taken to address the deficiencies in public education, otherwise the private sector will attempt to fill the gaps.

NSTU The lack of teacher voice regarding the changes taking place in the education system is of concern. The province is moving forward with their Action Plan that includes a Business-Education Council but there appears to be no input from the Union. With no voice by the teachers, there will be no direct opportunity to voice the concerns as to what is required to ensure free quality public education going forward.

OECTA The following needs were identified: the lack of a consistent, universal vetting process for how new technologies are adopted that respects teacher autonomy and the economic reality; a requirement for a deeper understanding that persistent exposure of our students to corporate branding is on ethically dangerous ground, unless there is education around it first.

ETFO Although the Ministry vision of publicly-funded public education which is respectful and welcoming of diversity aligns with ETFO's goals of equity and inclusion, ETFO is concerned that external funding of schools and programs and alternative teacher training will lead to segregation and homogenization in schools and undermine the strides we have made in creating schools and education systems that are inclusive, democratic and equitable.

ETFO fears that privatization in/of education will impact teacher professionalism and autonomy.

The language of business is evident in Ontario. The employer at the bargaining table uses words like efficiency, standards, outcomes and deliverables as if we were in the business of

assembling robots instead of creating the most favourable climate for the development of all human potential.

Unions should also be wary of their loss of influence in determining public education policy. Who are the new invitees to education roundtables? What are their motives? When private institutions can buy and sell influence on education policy, on curriculum, and on teacher pre-service and in-service education, the ability of unions to protect their members and negotiate fair collective agreements is minimized.

- OTF There are a number of concerns: infringement on equality and equity of access to education; public criticism of public education; realignment of curriculum to serve business needs; the notion of public education as a commodity.
- STF The centralization of education funding and decision-making represents a huge concern. Incremental centralization is setting the stage for the introduction of a more privatised provision of education. The partial funding of some independent schools in the province is a signal for the direction of policy relating to the provision of education in Saskatchewan.
- MTS There is increasing pressure (political and public) to improve public education as measured by Manitoba's performance on PCAP and PISA. If the focus remains on improving performance on PISA/PCAP league tables, the influence of private corporations with packaged programs and measurement tools may be greater. Also, access to blended learning opportunities, particularly in low enrollment rural and northern school divisions, has the potential to become a big issue as school divisions struggle to provide students with diverse learning opportunities.
- ATA A major concern is ongoing public funding of private schools in Alberta and their continued separation of children and youth in society based on wealth and ideology.
- NWTTA Pearson and high stakes testing of students is a major concern.
- SEPF At the board level, we have the International Baccalaureate program which is very costly and does not serve all of our students. Also, the school board has provided a private day care centre with facilities within a school, while some schools have to use portable classrooms.

The existence of teacher organization policy on education privatization varies across the country as does the existence of guidelines for partnerships/alliances on corporate involvement in education.

Approximately half of the teacher organizations surveyed in this report have policy on some aspect of education privatization; some policies are more comprehensive than others.

Similarly, fewer than half of the teacher organizations have guidelines for corporate partnerships/alliances.

Very few teacher organizations were aware of the existence of legislation or a regulatory framework in their jurisdiction addressing some aspect of the privatization of education. Legislation in some jurisdictions pertains to the operation of private schools.

Pearson is clearly involved in the education systems of most jurisdictions, mainly through its PowerSchool product (education data management system). Pearson also provides other products and services: textbooks and other curriculum resources, online learning, testing/assessment tools, digital applications for literacy and numeracy, adaptive learning systems (reading and math software programs), and professional development needs assessments as well as PD delivery. Pearson also has initiatives in the area of “teacher effectiveness” and, in addition to contracting with government, Pearson is forming alliances with other partners in the public education sector.

Perhaps most significantly, Pearson, as one of a growing number of corporate entities in education, is contributing to influencing the direction of education policy by advancing free-market ideology and the use of corporate management models as a major driver of educational improvement in order to profit from public education systems.

Going forward, we need to consider framing our national campaign in terms of a dual strategy or approach. In addition to resisting and halting the privatization and commercialization of publicly-funded public education, we need to address the deficiencies and gaps in our public education system largely resulting from underfunding – if we don’t address the latter, the former will only intensify. This duality is critical. Edu-businesses will continue to capitalize on and exploit these weaknesses (real and perceived) for their own profit, particularly where governments may actually be facilitating private sector involvement in education.

APPENDIX A

POLICY AND/OR POSITION PAPER ON EDUCATION PRIVATIZATION

NLTA

The NLTA Policy Handbook under the section “Education in General” contains a statement that speaks specifically to P3 schools. It is found in the policy on Educational Finance.

A. Educational Finance

1. General
 - a) Every Canadian has a right to quality education and is, therefore, entitled to participate in a series of educational experiences which enable him/her to develop his/her potential.
 - b) Funds allocated to education are an investment in human resources.
 - c) Education finance is concerned with the intelligent, equitable, and efficient utilization of human and economic resources of a country to provide quality education.
 - d) There should be a federal office of education to coordinate the activities of the federal government in education.
 - e) A basic minimum educational program should be established throughout the province regardless of geography, demographic, or climatic factors. Local school boards shall have the right within the guidelines of a provincial education plan and provincial financial structure, to determine the type of programs to be offered within their communities.
 - f) Government should be responsible for one hundred percent financing of all capital and operational expenditure based on the Newfoundland and Labrador Government educational policy.
2. Revenue Sources
 - a) Stability of revenue is required to finance education.
 - b) Federal/provincial fiscal arrangements must be maintained at a level sufficient to ensure that the province can meet constitutional responsibilities with regard to education.
 - c) Education is best supported on the broadest possible tax base and educational monies should be raised primarily through progressive rather than through regressive taxation.
 - d) Within the province, the funding of education at the primary, elementary, and secondary levels should be separate from the funding of other levels of education and must be primarily the responsibility of the provincial government. The provincial
 - e) System for financing education should allow for financial input at the local level.
3. Expenditure Allocation
 - a) Allocation should be made to school boards on the basis of program-based budgets. Budgets should attempt to identify accurately costs incurred. There should be no global based budgeting. All monies budgeted by the school board are to be spent in the areas for which they were earmarked.

- b) The level of financial support for education must be sufficient to permit the realization of human and economic objectives and to make adequate provision for all individual and group needs of children within each and every school district.
 - c) Operational audits must be conducted to ensure efficient and effective use of economic resources disbursed to school boards.
 - d) Government expenditure in education at the primary, elementary, and secondary levels should be budgeted for and reported upon separately from other areas of education.
- [Mar/3-4&6/83]

4. Public-Private Partnerships (P3's)

In the event that the Government of Newfoundland and Labrador alters its present commitment to the funding arrangement of education, the following principles should be applied:

- a) Ethical Principles
 - i. Control
 - Schools must remain in the public domain.
 - Public-private partnership schools must be subject to the public school policies of school boards and the Department of Education and all acts of the Legislature that are pertinent.
 - Administration of the school and the delivery of educational services must be the responsibility of duly certified teachers as defined in the Schools Act.
 - Public-private partnership schools must respect all duly negotiated collective agreements and the legislation on which the agreements are based.
 - The legitimate interest of the private partner should be limited to construction and/or maintenance of the facility.
 - As public funds are used to pay the lease, all use of school space and facilities should be solely under the jurisdiction of the school board and the educational administration of the school.
 - Partnerships (lease agreements) must respect the collegial atmosphere of the school and this should be reflected in lease agreements.
 - ii. Transparency of Process
 - The public has a right to:
 - a fair and transparent process that instills confidence and protects the integrity of public education which would include public participation in decisions affecting site, design and leases;
 - full public disclosure of the arrangements around the P3 model;
 - a clear definition of roles and responsibilities of all partners;
 - a definition and assignment of risk including long term guarantees such as performance bonds.
 - Public needs, as determined by the site selection committee, must be respected in site selection.
 - Social and ethical behaviour must be an important consideration when a school, a school board and/or the Department of Education, choose a sponsor, partner or consortium.
 - Leases must be signed before construction begins.

iii. Equity

The province, through consultation with the Newfoundland and Labrador Teachers' Association and the public, must develop standards for adequate and equitable construction, renovations, upgrading and the provision of resources for all schools. An action plan to implement the standards must be developed and communicated to the public.

b) Operational Principles

- i. The safety, security, health, well-being and privacy of staff and students must be priorities in all decisions relating to P3 schools.
- ii. Leases must contain guarantees of standards of construction, levels of services, quality of furnishings and equipment, and sustainability throughout the duration of the leases.
- iii. Due penalties must be imposed if the conditions described in the leases are not met.

c) Educational Principles

i. Expertise

- Public-private partnerships must not place limitations on the academic freedom of the school community.
- Public-private partners and agreements must respect the right of professional educators to make all educational decisions.
- Public-private partners and agreements must recognize that professional educators are in the best position to make decisions concerning school resources, program methodologies and other pedagogical issues.

ii. Access to Students

The educational environment of students must be protected. Access to students must be dependent upon a positive evaluation by educators in relation to educational objectives.

- Advertising
 - Schools should be free of commercial enterprise, including such things as advertising, franchising and other forms of business for profit.
 - Schools should generally be advertisement-free zones.
 - Commercial enterprise in schools shall be consistent with educational values.
 - Commercial enterprise must not exploit students as a captive audience.
 - Commercial enterprise must not infringe on the individual's freedom of choice, freedom of expression or the academic freedom of the school community.
- Curriculum Materials
 - The Newfoundland and Labrador Teachers' Association supports the position of the Canadian Teachers' Federation, which states: "...materials intended for classroom use should be subjected to rigorous evaluation. Particular attention should be paid to accuracy and completeness, objectivity, commercialism, and bias and stereotyping." [Note: For the most current version of CTF Policy, see http://www.ctf-fce.ca/Documents/Handbook/CTF-Handbook_2015-2016.pdf.]
 - The names of sponsors of curricular supplements shall be stated clearly on all packaging and teacher-directed materials.

- Skills should be enhanced among school system officials, administrators, teachers, parents and students to assist them in a critical analysis of curricular materials.
 - Sponsorship
 - Sponsorship agreements shall be consistent with educational values. Acknowledgment should be made only in appropriate ways.
 - The Department of Education and school boards, in cooperation with the Newfoundland and Labrador Teachers' Association, shall develop policies providing guidance for sponsorships and their acknowledgments.
- iii. Teacher Workload
- The impact on teacher workload within P3 schools is an issue that shall be jointly addressed by the Department of Education, the school boards and the Newfoundland and Labrador Teachers' Association.
- iv. Discipline
- Discipline and codes of conduct in P3 schools shall be in accordance with school and school board policies. [Feb/17-18/00] [JC Feb/18-19/00] [2001 BGM]

OECTA

OECTA Policy: Education Privatization

The following OECTA policies speak to the issue of the privatization/commercialization of education:

- 3.109 That the Association oppose all forms of privatization of public education.
- 3.110 That the Association oppose the privatization and deregulation of public sector services, including the treatment, testing and distribution of water.
- 3.111 That the Association oppose the concept of charter schools.

ETFO

ETFO does not have a policy on education privatization. We have a position paper written in February 2000 entitled "A Promise to Ontario's Children: Public Education is Not for Sale." We do have position papers or policy that deal with some aspects of the privatization agenda.

ETFO has policies on the following:

- 11.0 Board and School Data Collection and Reporting

The policy positions the Ontario Ministry of Education as the body responsible for the ethical use of data, adherence to public privacy policies and advocates full disclosure of developmental, consulting or implementation fees paid to private companies.

 - 11.1 That student achievement data not be used for the purposes of Teacher Performance Appraisal.

- 11.2 That the province-wide privacy standards for the collection, ethical use, disclosure, access, security, and challenges for accuracy and completeness of data be developed by the Ministry of Education.
 - 11.3 That local federation representatives be included on steering committees established by school boards related to data collection, disclosure, access, accuracy, completeness, privacy, security and the uses of data.
 - 11.4 That district school boards be required to establish protocols and policies that comply with ministry standards.
 - 11.5 That a cyclical Privacy Impact Analysis, to assess adherence to privacy policies, be completed by all district school boards, in consultation with the local.
 - 11.6 That audit trails, to monitor appropriate uses of data at all user levels, be implemented by district school boards.
 - 11.7 That data storage protocols that identify data storage locations, duration of storage, and processes for purging outdated data be developed by district school boards.
 - 11.8 That policies to articulate and limit data access by educational workers be developed by district school boards.
 - 11.9 That teachers be informed of, and have access to personal data that is collected, used, and disclosed for reporting purposes.
 - 11.10 That any developmental, consulting, or implementation fees paid by the government and/or school boards to private companies (domestic or foreign) for data collection be fully disclosed.
 - 11.11 That the assignment of data entry to teachers be opposed.
- 13.1 Charter Schools
That the use of public funds or tax rebates for the support of charter schools be opposed.
- 19.0 Corporate Sponsorship
- 19.1 That member participation in corporate sponsorship activities be voluntary.
 - 19.2 That corporate sponsorships not be established to compensate for inadequate provincial funding for education.
 - 19.3 That programs of corporate involvement should meet an identified education need.
 - 19.4 That corporate sponsorships not exploit students.
 - 19.5 That corporate sponsorships benefit students and staff.
 - 19.6 That revenues and resources generated by corporate sponsorships within a school board be shared equitably among all work sites.
- 26.0 Education Funding
Article 26.11 limits the funding of public education in Ontario to secular schools.
- 59.0 Private Schools
That the use of public funds or tax rebates for the support of private schools be opposed.
- 64.0 Provincial, National, and International Testing
That the provincial testing of all students in Kindergarten to Grade 8 for the purposes of public accountability be opposed.
- That the use of national and international tests for the purpose of public accountability be opposed.

That the ranking of schools based upon the results of provincial testing be opposed.

79.0 Voucher Education

That the development of any educational program based on the educational voucher concept be opposed.

OTF

Education Funding

It is the policy of the Ontario Teachers' Federation that the establishment of, and any direct or indirect government funding for private or charter schools should be opposed.

Child Care Services

- All children up to the age of 16 have access to child care services.
- All child care services be non-profit, comprehensive, high quality, licensed and regulated, and reflect the varied cultural and linguistic backgrounds of Canadian families.
- Funding for child care services be the joint responsibility of the federal and provincial governments.

ATA

The ATA long range policy 7.A.22 in Education Finance states:

- 7.A.22 The Alberta Teachers' Association opposes public funding of private schools.
[1981/86/89/96/2006]

The ATA also has general policy on incorporating existing private schools into public school authorities subject to certain conditions. See policy General 8.A.13 available online at:

<http://www.teachers.ab.ca/About%20the%20ATA/Governance/PolicyandPositionPapers/Policy/Educational%20Policy/Pages/General.aspx>

The Association has a position paper on the 'corporate presence in schools' that is available online at:

<http://www.teachers.ab.ca/About%20the%20ATA/Governance/PolicyandPositionPapers/Position%20Papers/Pages/Corporate%20Presence%20in%20Schools.aspx>

The Association also references privatization in a position paper on 'technology and education' that is available online at:

<http://www.teachers.ab.ca/About%20the%20ATA/Governance/PolicyandPositionPapers/Position%20Papers/Pages/Technology%20and%20Education.aspx>

The Association regularly takes positions and monitors ongoing issues with charter schools, private schools and vouchers. An example can be found online at:
<http://www.teachers.ab.ca/News%20Room/IssuesandCampaigns/Ongoing%20Issues/Pages/Charter%20Schools%20Private%20Schools%20and%20Vouchers.aspx>

BCTF

BCTF policy on Education Finance states that the education finance system should be based on these principles:

1. The system of public education finance must provide adequate funds to meet the educational needs of the province's students.
2. The education finance system needs to provide for equality of educational opportunity for all students.
3. The system of education finance must allow school boards to support innovation and improvements and promote high levels of local interest and involvement in public schooling.
4. Any education funding and taxation system must acknowledge the benefits of a quality public school system to all residents of the province and to the nation as a whole. (93 AGM, p. 10)
5. That education-business partnerships should not be established to compensate for inadequate funding of education. (95 AGM p. 4)

<https://www.bctf.ca/uploadedFiles/public/AboutUs/MembersGuide/guide.pdf>

BCTF also has an extensive policy covering numerous aspects of privatization and commercialization of education. The following is an excerpt from the BCTF 2015-2016 Members' Guide:

- 29.01 That equity and opportunity for all through public education is essential to maintaining a democratic society and the privatization of education creates a two-tier education system and threatens democratic values and practices, as well as social equity. (05 AGM, p. 32)
- 29.03 That privatization produces inequities through forms that include charging fees for students to take part in aspects of the educational program, fundraising to support the educational program, and the sale of educational services, including international student fee programs. (05 AGM, p. 32)
- 29.05 That the commercialization of public education and a corporate presence in schools undermines the school as a public space aimed primarily at the social and personal development of students. (05 AGM, p. 32)
- 29.07 That the privatization of services related to public education creates a danger that public education will come under the provisions of international trade agreements that would open education to private companies from other countries. (05 AGM, p. 32)
- 29.09 That the Government of Canada should not make any international commitments to include education – K-12 or postsecondary – in trade agreements. (05 AGM, p. 34)
- 29.11 That the BCTF oppose "vouchers," "charter schools," and similar initiatives which privatize public schools and undermine the democratic principles upon which public schools are founded. (95 AGM, p. 34)
- 29.13 That the BCTF and its locals oppose any private educational and co-educational program offered during regular instructional hours which infringes upon the public school curriculum. (May 00 RA, p. 12)

- 29.15 That public funds should be used only for public education. Public funds should not be provided directly or indirectly, to private schools, denominational or otherwise. (90 AGM, pp. 26-32)
- 29.17
1. That all public school facilities should be publicly constructed, owned and operated.
 2. That the BCTF express its opposition to government initiatives that allow the private sector to provide and operate public school facilities.
 3. That locals be urged to seek support from other employee unions, parents and school boards to oppose the provision and operation of public school facilities by the private sector. (Nov. 95 Ex., p. 1)
- 29.19 That education services should not be contracted out. (90 AGM, pp. 26–32)
- 29.21 That the BCTF is opposed to the contracting out of teacher-psychology and teacher-counsellor services. (99 AGM, p. 20)
- 29.23 That the BCTF is opposed to any contracting out by the Ministry of Education of any aspect of curriculum development/implementation to private contractors. (95 AGM, p. 9)
- 29.25 That the BCTF endorse the need for drug and alcohol workers in the schools, but that these workers should be qualified BC certificated teachers, hired by a school district, and be members of the BCTF. (Jan 93 RA, p. 8) (May 97 RA, p. 11)
- 29.31 That the BCTF oppose the creation of School District Business Companies. (03 AGM, p. 13)
- 29.33 1. That the BCTF work toward the elimination of corporate funding in public schools by lobbying for full public funding of public education, and by promoting and fostering programs and structures to increase member and public awareness of the dangers of corporate involvement and privatization.

<https://www.bctf.ca/uploadedFiles/public/AboutUs/MembersGuide/guide.pdf>

OSSTF

The following selected policies are from the OSSTF 2015-2016 Policies and Procedures Handbook.

- 8.2. Charter Schools, Privatization and Commercialization
- 8.2.1. It is the policy of OSSTF that there should be no tax credits for private education and no introduction of charter schools or voucher education in Ontario. (R.12)
 - 8.2.2. It is the policy of OSSTF that there should be no introduction of privatized management of school boards, school board operations or schools. (R.10)
 - 8.2.3. It is the policy of OSSTF that school boards should not permit or introduce television networks like Youth News Network (YNN) into the classrooms of Ontario schools. (R.10)
 - 8.2.4. It is the policy of OSSTF that all foods sold or served anywhere in the school during the day should meet high nutritional standards. (R.11)
 - 8.2.5. It is the policy of OSSTF that all commercial advertising aimed at children should be banned in public schools. (R.11)
 - 8.2.6. It is the policy of OSSTF that district school boards should hold public hearings and consultations prior to signing any exclusive contracts with vendors/suppliers. (R.11)

- 8.2.7. It is the policy of OSSTF that district school boards/schools should be prohibited from signing exclusive contracts with private vendors aimed at promoting brand loyalty among students. (R.11)
 - 8.2.8. It is the policy of OSSTF that commercial signage should be prohibited on school property and school buses. (R.11)
 - 8.2.9. It is the policy of OSSTF that any district school board debate or decisions on matters involving privatization, outsourcing, or commercialization take place in public session at district school board meetings. (R.11)
 - 8.2.10. It is the policy of OSSTF that Total Quality Management business models should not be transplanted into district school boards and workplaces. (R.12)
 - 8.2.11. It is the policy of OSSTF that there should be no public/private partnerships (P3s) in publicly funded education in Ontario. (A.07)
 - 8.2.12. It is the policy of OSSTF that publicly funded schools in Ontario should not be funded by corporate partnerships and/or fundraising with private and/or business organizations. (A.10)
- 7.4. Government Funding
- 7.4.1. It is the policy of OSSTF that there should be no direct or indirect funding of private schools or religious schools. (R.10)
 - 7.4.2. It is the policy of OSSTF that there should be additional government funding provided to district school boards to cover capital expenditures, including refurbishing of existing older plants and constructing new facilities. (R.10)
 - 7.4.3. It is the policy of OSSTF that there should be no use of vouchers to fund schools. (R.10)
 - 7.4.4. It is the policy of OSSTF that the Ministry of Education should ensure that there will be adequate sustained funding to support curriculum programs for public school education. (A.09)
 - 7.4.5. It is the policy of OSSTF that there should be dedicated and transparent funding from the Ontario Government for support staff positions at all publicly funded Ontario Universities and Colleges. (A.14)
 - 7.4.6. It is the policy of OSSTF that there should be increased, sustainable, and transparent funding from the Ontario Government for all publicly funded Universities and Colleges. (A.14)
 - 7.4.7. It is the policy of OSSTF that funding for universities should not be tied to student graduation rates, student performance, or post-graduate employment rates. (A.15)
- 11.9. Private Schools
- 11.9.1. It is the policy of OSSTF that all government policy memoranda should apply to all public and private schools in the province. (R.12)
 - 11.9.2. It is the policy of OSSTF that tax credits should not be provided for the purpose of sending children to private schools. (R.12)
 - 11.9.3. It is the policy of OSSTF that the Canada Revenue Agency should not consider private schools as charitable organizations. (R.12)
 - 11.9.4. It is the policy of OSSTF that a student's transcript should indicate when a secondary school credit has been awarded by a private school, including the name of the school. (R.14)

9.4. Regulations Made under The Education Act

9.4.2. It is the policy of OSSTF that the Ministry of Education should develop province-wide guidelines or regulations to prevent the commercialization of schools. (R.10)

8.22. School Councils

8.22.5. It is the policy of OSSTF that school councils should avoid activities that would result in commercialization of schools. (R.14)

http://www.osstf.on.ca/~media/Provincial/Documents/About%20Us/constitution-bylaws-policies/2015-2016-policies-and-procedures.ashx?sc_lang=en-CA

APPENDIX B

GUIDELINES FOR PARTNERSHIPS/ALLIANCES ON CORPORATE INVOLVEMENT IN EDUCATION

NLTA

NLTA has the following policy on Corporate/School Partnerships (NLTA Policy Handbook):

Philosophically the NLTA is opposed to corporate/school partnerships. However, where they do exist, such partnerships must be based on sound educational principles, built on trust and mutual respect between the contracting parties, and established under the following conditions:

1. Partnerships shall be based on shared objectives and a clear definition of the responsibilities of each party.
2. Partnerships shall not exploit students.
3. Partnerships shall benefit students and staff.
4. The expectations of each partner shall be clearly defined before entering into the partnership.
5. Full discussion involving the participating school board, school staff, school council, parent groups and the prospective business partner shall take place before entering into a partnership.
6. Partnerships shall not compromise the aims, goals, and outcomes of public education.
7. Teacher participation in partnerships shall be voluntary.
8. Partnership agreements shall be for a specified period of time.
9. Partnership agreements shall be systematically evaluated.
10. Partnerships shall not be established to compensate for inadequate provincial or local funding for education.
11. The Department of Education and school boards should develop, through wide consultation, guidelines regarding corporate involvement in education and should monitor and publicly report on such ventures.
12. Programs of corporate involvement should meet an identified education need, not a commercial motive.
13. The Department of Education and school boards should ensure that opportunities for partnerships are made available, on an equitable basis, to all schools regardless of size, grade levels, or location.

NSTU

62. Public — Private Partnerships
 - (a) Preamble
 - (i) The Nova Scotia government's initiatives to enter into partnerships with the private sector have created its own set of issues for education. In its Public Schools Program document, the Department of Education presents the following goals for public education:
... to help all students develop to their full potential, cognitively, effectively, physically

and socially; and to help all students acquire the knowledge, attitudes and skills necessary for them to continue as thinking, learning, physically active, valued members of society.

(b) Principles

The NSTU believes that the following principles must be respected in order to ensure that the ideals and goals of public education are maintained throughout this province.

(I) Ethical Principles

a. Control

- i. Schools must remain in the public domain.
- ii. Public Private Partnership schools must be subject to the public school policies of school boards and the Department of Education and all acts of the Legislature that are pertinent.
- iii. Administration of the school and the delivery of educational services must be the responsibility of duly certified teachers as defined in the Education Act.
- iv. Public Private Partnership schools must respect all duly negotiated collective agreements and the legislation on which the agreements are based.
- v. The legitimate interest of the private partner should be limited to construction, and/or maintenance of the facility.
- vi. As public funds are used to pay the lease, all use of school space and facilities should be solely under the jurisdiction of the school board and the educational administration of the school.
- vii. Partnerships (lease agreements) must respect the collegial atmosphere of the school and this should be reflected in lease agreements.

b. Transparency of Process

The public has a right to:

- i. A fair and transparent process that instills confidence and protects the integrity of public education which would include public participation in decisions affecting site, design and leases
 - A. Full public disclosure of the arrangements around Public Private Partnership (P3) schools to allow for monitoring and evaluation
 - B. A justification of why the Public Private Partnership (P3) model is the preferred model in this particular instance
 - C. A clear definition of roles and responsibilities of all partners
 - D. A definition and assignment of risk including long term guarantees such as performance bonds.
- ii. Public need, as determined by the site selection committee, must be respected in site selection.
- iii. Social and ethical behaviour must be an important consideration when a school, a school board and/or the Department of Education, choose a sponsor, partner or consortium.
- iv. Leases must be signed before construction begins.

- c. Equity
The Province, through consultation with the Nova Scotia Teachers Union and the public, must develop standards for equitable construction, renovations, upgrading, and the provision of resources for all schools. An action plan to implement the standards must be developed and communicated to the public.

(II) Operational Principles

- a. The safety, security, health, well-being and privacy of staff and students must be priorities in all decisions relating to Public Private Partnership (P3) schools.
- b. Leases must contain guarantees of:
 - i. standards of construction
 - ii. levels of services
 - iii. quality of furnishings & equipment
 - iv. sustainability throughout the duration of the leases.
- c. Due penalties must be imposed if the conditions described in the leases are not met.

(III) Educational Principles

- a. Expertise
 - i. Public Private Partnerships must not place limitations on the academic freedom of the school community.
 - ii. Public private partners and agreements must respect the right of professional educators to make all educational decisions.
 - iii. Public private partners and agreements must recognize that professional educators are in the best position to make decisions concerning school resources, program, methodologies and other pedagogical issues.
- b. Access to Students
The educational environment of students must be protected. Access to students must be dependent upon a positive evaluation by educators in relation to educational objectives.
- c. Advertising
 - i. Schools should be free of commercial enterprise, including such things as advertising, franchising and other forms of business for profit.
 - ii. Schools should generally be advertisement free zones.
 - iii. Commercial enterprise in schools must be consistent with educational values.
 - iv. Commercial enterprise must not exploit students as a captive audience.
 - v. Commercial enterprise must not infringe on the individual's freedom of choice, freedom of expression or the academic freedom of the school community.

- d. Curriculum Materials
 - i. The Nova Scotia Teachers Union supports the position of the Canadian Teachers' Federation, which states:

"...materials intended for classroom use should be subjected to rigorous evaluation. Particular attention should be paid to:

 - *accuracy and completeness*
 - *objectivity*
 - *commercialism*
 - *bias and stereotyping*" [Note: For the most current version of CTF Policy, see http://www.ctf-fce.ca/Documents/Handbook/CTF-Handbook_2015-2016.pdf.]
 - ii. The names of sponsors of curricular supplements should be stated clearly on all packaging and teacher-directed materials.
 - iii. Skills should be enhanced among school system officials, administrators, teachers, parents and students to assist them in a critical analysis of curricular materials.
- e. Sponsorship
 - i. Sponsorship agreements must be consistent with educational values. Acknowledgment should be made only in appropriate ways.
 - ii. The Department of Education and regional school boards, in cooperation with the Nova Scotia Teachers Union, must develop policies providing guidance for sponsorships and their acknowledgements.
- f. Discipline

Discipline and codes of conduct in Public Private Partnership (P3) schools must be in accordance with school and school board policies.
Reference: Resolution 2000-77; Reaffirmed 2003-84; Amended 2007-97; 2013-80

ETFO

ETFO has a policy for partnerships / alliances which includes corporate involvement in education.

19.0 Corporate Sponsorship

Outlines ETFO's position on corporate sponsorship and articulates our belief in the voluntary nature of participation by teachers in these sponsorships, identifying the need for sponsorship, and that corporate sponsorship cannot compensate for inadequate provincial funding for education. The policy also speaks to the need for the sponsorship to be mutually beneficial. (see Appendix A above)

STF

The following Federation policy captures the beliefs of teachers in Saskatchewan and guides the work of their professional organization:

STF Policy 1.2 (Affiliations)

1.2.1 Definition

Affiliations generally refers to a contingent or temporary association or relationship with an external organization on the basis the relationship will advance mutually held objectives.

1.2.2 Beliefs

- (1) The Federation shall:
 - (a) Affiliate with other teacher organizations if the relationship enhances the voice of Saskatchewan teachers.
 - (b) Maintain membership in the Canadian Teachers' Federation to advance the interests of the teaching profession and of publicly funded education.
- (2) The Federation may:
 - (a) Participate in temporary coalitions with other organizations if the Executive deems the relationship will enhance mutually held objectives.
 - (b) Provide support to other organizations when the Executive believes such support will advance mutually held objectives.
 - (c) Maintain membership in other organizations for the purposes of obtaining or exchanging information or accessing professional development opportunities for the Executive, staff or membership of the Federation.
- (3) The Federation will remain non-partisan in its interactions with political parties or groups.
- (4) The Federation encourages members to be politically informed and active.

ATA

The ATA has specific policy guidelines related to education-business partnerships. These are the long-range policies and current directives related to corporate presence in Alberta schools:

Long-Range Policy

19.A.1 Education-business partnerships should adhere to the following guidelines:

1. Partnerships are based on sound educational principles.
2. Partnerships recognize and respect the ethics and core values of all partners.
3. Partnerships should emphasize human rather than financial resources.
4. Partnerships should be approved by school professional staff.
5. Partnerships should include students and demonstrate a strong commitment by all partners.

6. Partnerships must protect students and instructional time from commercial exploitation.
7. Partnerships respect the collegial nature of schools.
8. Partnerships must meet an identified educational purpose, not a commercial motive.
9. Partnerships result from a full discussion involving participating school staff, parent representatives and the prospective partner(s).
10. Partnerships are subject to regular, systematic evaluations.
11. Partnerships must recognize that professional educators are in the best position to make decisions concerning school resources, program methodologies and other pedagogical issues.
12. Partnerships must ensure that teacher and student involvement in projects arising from partnerships remains voluntary.
13. Partnerships must support the public's right to a fair and transparent process that instills confidence and protects the integrity of public education, which would include public participation in partnership decisions.
14. Partnerships should not be undertaken for the purpose of monetary gain.
15. Partnerships shall not exploit students and/or their families.
16. Partnerships must not place restrictions on the academic freedom of the school.
17. Partnerships should not receive the right to influence curriculum or educational policy as a result of their participation in education activities.
18. Partnerships must not promote exclusive or restrictive arrangements between schools and participating business partners.
19. Partnerships shall not be established to compensate for inadequate provincial funding but rather should complement the system.
20. Partnerships should not result in the reduction of the obligation of corporations to pay their share of taxes to support public institutions.

[2000/10]

19.A.2 In principle, schools should be free of business for profit; to this end:

1. Schools should be advertising-free zones;
2. Commercial enterprise in schools must be consistent with educational values;
3. Commercial enterprise must not infringe on the individual's freedom of choice, freedom of expression or the academic freedom of the school community;
4. Commercial enterprise must not exploit students as a captive audience;
5. Commercial curricula materials must be subjected to rigorous evaluation, with specific attention to accuracy and completeness, commercialism, bias and stereotyping;
6. Corporate money supplied to schools for scholarships and awards is received only in recognition of educational achievement, sporting contributions, community leadership or citizenship; and
7. Donations/endowments for athletic or pedagogical purposes should be consistent with educational values, and acknowledgments should be made only in appropriate ways.

[2000/10]

19.A.3 The Alberta Teachers' Association supports the following ethical standards for education-business partnerships/sponsorships:

1. Expectations of each partner shall be clearly defined before entering the partnership/sponsorship.
2. Partnerships/sponsorships shall not compromise the goals of public education.
3. Teacher participation in partnerships/sponsorships shall be voluntary.
4. Partnerships/sponsorships shall not exploit students or their families.
5. Business partners/sponsors shall not promote specific products, determine curricula or influence education policies.
6. Partnerships/sponsorships shall be consistent with the Association policy on diversity, equity and human rights.
[2000/10/12]

19.A.4 The Alberta Teachers' Association endorses only those education-business partnerships that are:

1. Consistent with the values, goals and objectives of a school's educational program and that enhance the educational program for students,
2. Supportive of the teacher in enhancing student learning,
3. Pedagogically sound,
4. Intentional and purposeful,
5. Long-term and developmental and
6. Mutually beneficial.
[1993/94/2004/10]

Current Directives

19.B.1 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to adopt the Association's ethical standards for education/business partnerships and sponsorships.
[2000/03/06/09/12/15]

19.B.2 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to adopt the Association's ethical standards for education/business partnerships and sponsorships in schools.
[2000/03/06/09/12/15]

19.B.3 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ban commercial advertising in schools, on school property, on school websites and on school buses.
[2000/03/06/09/12/15]

19.B.4 BE IT RESOLVED, that the Alberta Teachers' Association encourage school system officials, teachers and parents to develop skills to critically analyze commercially sponsored materials and information and to become media literate.

[2000/03/06/09/12/15]

<http://www.teachers.ab.ca/About%20the%20ATA/Governance/PolicyandPositionPapers/Policy/Educational%20Policy/Pages/Corporate%20Presence%20in%20Schools.aspx>

BCTF

BCTF has policy on conditions and ethical standards for education-business partnerships:

29.27 Education-business partnerships, informal or formal, should be entered into only when the following conditions are met:

1. Programs of corporate involvement meet an identified educational purpose, not a commercial motive.
2. Ethical standards developed by the BCTF, that protect the welfare of students and the integrity of the learning environment are agreed to and followed by all parties.
3. Sponsored teaching resources and materials are evaluated for bias before they are used and members retain discretion in the use of the materials; sponsored and donated materials are held to the same standards used for the selection and purchase of curriculum materials.
4. Corporate involvement does not require students to observe, listen to, or read advertising. Sponsor recognition and corporate logos are for identification rather than commercial purposes, and therefore must be kept to a minimum.
5. Corporate involvement does not increase inequality in the education system. Monies and other kinds of donations should be made to school districts, to be administered carefully, not to individual schools.
6. Partnership agreements are reached after full discussion involving participating school staff, parent representatives and the prospective partner and any agreements are open as public information.
7. Partnership agreements are for a limited period of time.
8. All partnership agreements are systematically evaluated.
9. Member and student participation in partnerships is voluntary. (95 AGM, p. 6)

29.29 Ethical Standards for Business/Education Partnerships

1. The partnership enhances the quality and relevance of education for learners.
2. The direct and indirect impact of the partnership does not exploit the school or the student for material, ideological or other advantage and has a positive impact on a student's school or personal life.
3. The partnership treats students fairly and equitably, including at-risk students and those who have less access to resources from family and community, and that business partnerships not reduce corporate obligations to pay their fair share of taxes to support public institutions.

4. The partnership does not increase inequality in the education system and that resources derived from partnerships be administered centrally.
5. The partnership provides opportunities for all partners to meet their shared social responsibilities toward education.
6. The partnership is free of stereotyping and discriminatory practices against women, ethnic groups, Aboriginal people, and members of other groups who have been subject to inequalities.
7. The partnership ensures that corporate logos do not appear in any educational materials, school buildings and grounds.
8. The partnership allocates resources to complement and not replace public funding for education.
9. The partnership is developed and structured in consultation with all partners and respects the policies, procedures and traditions operating in the school.
10. The partnership clearly defines roles and responsibilities for all partners and involves individual participants only on a voluntary basis.
11. The partnership does not conflict with members' obligations under the BCTF Code of Ethics or provisions of a collective agreement.
12. Partnership performance is evaluated to make informed decisions on continuation of the partnership. (Oct 95 Ex, pp. 9 - 10) (Aug. 05 Ex, p. 2)

