

Inequities persist

Extracurriculars, clubs, activities, and fundraising in Ontario's publicly funded schools

Findings from People for Education's 2022-2023 Annual Ontario School Survey (AOSS) show that while most extracurricular activities and learning opportunities have resumed since being paused due to the pandemic, students' access depends largely on factors like geography and the median family income of the school neighbourhood.

Principals are noticing increased student interest in participating in extracurriculars and other activities that were paused during the pandemic. However, for many schools, this demand has added pressure on an already overworked school staff.

Urban schools offer a greater variety of club offerings than rural schools.



Schools with access to eco clubs (activities focused on learning about the environment)



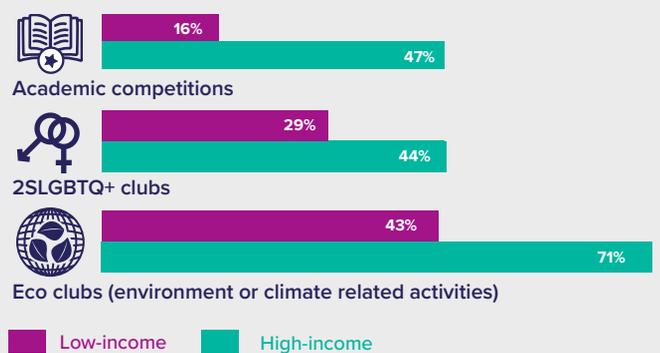
Schools with access to robotics, technology, or STEM clubs

“Challenge: **we are located in one small community** but serve six small communities plus points in between. **After-school transportation is not available and limits after school activities.**”

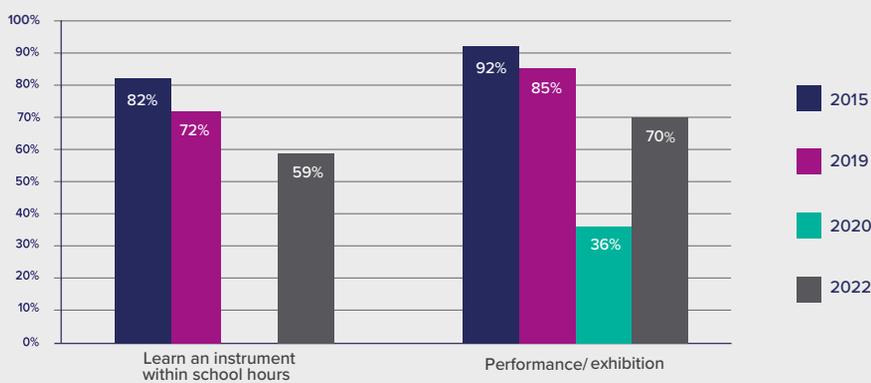


Secondary School Principal, Northern Ontario

Low-income schools offer fewer clubs and activities than high-income schools.



Arts opportunities have not returned to pre-pandemic levels.



“It is very difficult to run clubs and other extracurricular activities. **Staff are overloaded and burnt out.** They do not have the drive to run extra clubs.”

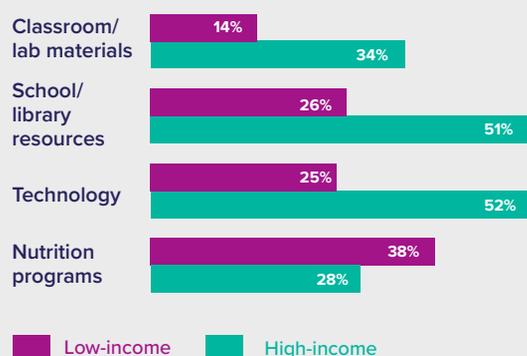


Elementary School Principal, Eastern Ontario

The average amount fundraised has decreased tremendously but high-income schools still raise three times more than low-income schools.



How high- vs. low- income schools invest their funds raised



Many more families are experiencing financial hardship. It is becoming more and more difficult to fundraise. **Costs for co-curricular activities have skyrocketed, but the per pupil allocation from the board/ministry has not changed to reflect inflation.** We are doing more with less money.



Secondary School Principal, Central Ontario

People for Education's recommendations:

1 PFE recommends that the province develop policy and funding that recognizes the far-reaching benefits that extracurricular and school activities provide for students and ensures that all students have equitable access to these vital components of a quality education.

2 PFE continues to recommend that the province convene a Health and Education Task Force including experts, practitioners, and students to provide input on government policy before it is implemented, and to help design new policy and funding models to support things like extracurricular activities, arts and sports, and clubs.