

FEDERAL ELECTION 2011

Early Childhood Education and Child Care



where the parties stand

CODE BLUE FOR CHILD CARE urges all parties to commit to building a system of high quality inclusive early childhood education and child care (ECEC) by 2020, beginning immediately with substantial public funding to provinces/territories. Code Blue calls for federal leadership in developing a robust policy framework leading to provincial/territorial systems that blend child care and early childhood education in inclusive public/non-profit high quality affordable services. Code Blue has assessed each Canada-wide party's position on child care using the key issues in "Our Vision" (<http://buildchildcare.ca/2011/04/03/good-child-care-works-for-canada>).



MARKING SCHEME

- M** – Many requirements have been met
- S** – Some requirements have been met
- N** – Needs improvement
- U** – Unsatisfactory

the issues

	CONS	LIB	NDP	GREEN
ECEC is a high election priority	U	M	S	S
Commitment to full ECEC system by 2020	U	M	M	S
Immediate 'substantial' public funds	U	M	M	M
ECEC is universal – for all families who choose it, regardless of work status, region, income, ability/disability, ethnicity	U	M	M	M
Public funding to ECEC programs directly, not to individual parents for child care	U	M	M	N
Federal leadership on policy framework with principles, goals, targets/timetables, legislation	U	S	M	N
Recognition that ECEC must blend care and early education	U	M	M	N
Commitment to public funding, public management, public/non-profit expansion	U	S	S	N
Commitment to a variety of real choices for families – a range of ECEC services and improved parental leave	U	S	S	M

The Bloc Québécois is not included in this report card. The party considers ECEC to be within Quebec jurisdiction and supports a national system with adequate compensation to Quebec from the Federal government.

Teacher's year-end remarks and final grades

■ **CONSERVATIVES: UNSATISFACTORY**

Stephen and his Conservatives make very little effort in this class and demonstrate an unwillingness to learn. This year, he resubmitted an old term paper, “Cheques for Child Care”, which had received poor marks. His most recent term paper, the “Family Tax Cut”, shows he has difficulty with the basic concepts of tax fairness and child care. Stephen needs to learn to listen to parents who are telling him they need reliable quality child care spaces. He needs to review the research on the benefits that good child care brings to 21st century societies. If he did, he might get a better mark for “active listening” skills.

■ **GREENS: SOME REQUIRMENTS MET**

Despite some promising ideas, Elizabeth's group does not spend enough time thinking through their work. Her essay outline is on the right track, but is low on details. (Always show your calculations, Elizabeth!) I'm sorry to say that Elizabeth also handed in the income splitting project that looks much like the one Stephen has been working on. She and her group lost marks for this inequitable policy despite some of the other promising ideas in their outline.

■ **LIBERALS: MANY REQUIREMENTS MET**

Michael and his Liberal study group show a good grasp of basic concepts. His essay outline shows he has learned how to integrate the main ideas into his project and the importance of planning out his work. He needs to do more work on the details (for example, the evidence that public services work best) so that the goals in his outline are well reflected in his final paper. Michael's project would also benefit from a timetable and a target date for completion. His plan to collaborate with his provincial/territorial classmates is sound but would benefit from a rulebook if he wants his final project to deliver.

■ **NEW DEMOCRATS: MANY REQUIREMENTS MET**

Jack and the other NDP group members, especially Olivia, continue to participate in this class with determination. The outline for his final essay gets high marks for addressing some important key ideas: Jack and his working group earned marks for their focus on legislative solutions, community participation and integrating the main ideas of the project, but lost marks for omitting details about non-profit solutions. Jack could strengthen his final paper by fleshing out what the final project will include and when it will be finished.

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