

BILL C-303 BRIEF, APRIL 2007
KIDS FIRST PARENT ASSOCIATION OF CANADA
www.kidsfirstcanada.org
604-291-0088

WHO WE ARE

Kids First Parent Association of Canada was established in 1987 with 2 objectives: support for the optimal care of children, and support and recognition for parental child care. We are 100% volunteer run, and receive no government, corporate or union funding. We endeavour to be a voice for the 90% of parents who say they prefer parental child care (Vanier Inst 2004). Personally, I am a low-income single mother and, though most of my work is unpaid, I have been doing paid work since 4 months after giving birth.

As our objectives indicate, we are committed to high quality child care and early learning. All children need child care and learning: children suffer and die without these. But at issue is: what do these terms mean? This Bill puts the issue of definitions front and centre. We define these terms inclusively: child care means any care of a child including parental care. Early learning is the learning a young child does, and begins naturally before birth as the unborn practice suckling and learn the sound of their mother's voice, without state involvement. But, exclusive discriminatory definitions are used in much policy and legislation; this must be changed.

DEFINITIONS: DELIBERATE DECEPTION

Research showing that child care, early development and learning are beneficial, and polls showing they are popular use broad inclusive definitions. Definitions include: Sunday School, parental care, prenatal classes, going to the library, preschool, and studies of rat pups licked by their mothers (see Definitions box below). These situations then get lumped with 50 hours/wk of infant daycare to say "child care and early learning" is beneficial. But there is no peer-reviewed study that shows long term benefits of long hours in licensed daycare from birth. Using inclusive definitions when saying there are benefits, and then using an exclusive definition when it comes to funding is a deliberately deceptive tactic.

HIJACKING DEFINITIONS TO DE-FUND FAMILIES

The objective of this Bill is to hijack all funding for child care and early learning by hijacking the very terms "child care", "early learning" and "high quality". The daycare lobby seeks a monopoly on these terms for their own financial/political gain at the expense of children and parents, especially low income single mothers and our children. The intent is to preferentially award funding and power to licensed daycare centres and a massively expanded bureaucratic and 'advisory' infrastructure.

This discrimination and the harm it causes is the core of the issue. That is why we oppose this Bill as presented.

SERVING ELITE INTERESTS

This Bill is manufactured by the elite interests that make up the daycare lobby. Who are these elites? Knowing this tells us whose interests are served by this Bill:

- 1 - The corporate right represented by such as the OECD, the RAND Corporation, and Dr Fraser Mustard's promoters: the World Bank, the Royal Bank of Canada, the Van. Board of Trade.
- 2- the leadership of unionized labour in the public and private sectors: eg CUPE, CAW.
- 3- a particular breed of patriarchal academics and their allies that promote sexist punitive measures against women who choose to prioritize doing family care work: the CRRU, the CCAAC, HELP at UBC, U of T daycare economists Cleveland & Krashinsky, and many others. - Note that there are no child development psychologists or neuro-scientists among these.

DIFFERENT DEFINITIONS OF CHILD CARE AND EARLY LEARNING

Research showing that child care, early development and learning are beneficial, and polls showing they are popular, use broad inclusive definitions.

"CHILD CARE" is defined as...

* US National Institute for Child Health and Human Development Child Care study: non-maternal care over 10 hours per week

*Polls: *"When the question is whether a child-care system of some sort [their emphasis] should be available for all families, a consensus emerges."* This included: *"government should pay parents to stay at home with young children"*

Canadian Policy Research Network "Press Release: Values and Preferences for the 'Best Policy Mix' for Canadian Children" <http://www.cprn.org/en/doc.cfm?doc=794> CPRN

* Statistics Canada 1988 "National Child Care Study": all forms of care including all forms of parental child care

*Statistics Canada 2006 "Child Care in Canada": parental child care and different types of non-parental child care counted

"EARLY LEARNING" is defined as..

-1962 Perry High/Scope Preschool Project that found \$7-\$17 saved for \$1 spent for very under-privileged children of home-based welfare mothers. The program consisted of regular parent meetings + weekly 1.5 hr home visits by teacher + 2.5 hr day classroom time for 3-4 yr olds with 5-6 children per teacher (BC preschool staff:child ratio is 1:15).

**"includes programs and information on child health and nutrition; screening for developmental delays, and interventions for children with special needs."* Hillel Goelman of Human Early Learning Partnership (HELP) UBC April 2006 Van Sun

*speech therapy, parenting program, language classes, preschool, Sunday school, Hebrew School, playgroup, music /art classes

Early Development Instrument questionnaire- Offord Centre for Child Studies & HELP

-play group, drop-in centre, nursery school or preschool, parent and child lessons or program, library storytime or other reading program or book club - Statistics Canada Nov 2006 "Readiness to Learn at School Among Five-year-old Children in Canada"

DISCRIMINATION

We note that, despite the obvious intent, the Bill does not explicitly state that provinces be prohibited from funding families directly. It states funding can go to an “individual” (2) or “institution that is operated on a not-for-profit basis” (5-2): a parent is an individual and the family is a not-for-profit institution. Parents and families are established, regulated and accountable through many laws and government agencies including Revenue Canada.

Perhaps excluding parents is not explicitly stated because it is obviously extremely offensive to voters, right up there with ‘beer-and-popcorn’ attacks. What Party wants to remind voters they think parents don’t even provide care for our children, let alone ‘high quality’ care?

CONSTITUTIONAL PROTECTIONS

In addition to being offensive such discrimination violates many constitutional protections:

- equality before the law for the children and parents – especially women – who will not use funded services for whatever reason, including logistical and health reasons
- protection of conscience, religion, language, sexual orientation for those who do not use the funded service for these reasons and are therefore excluded.

In a related case involving a father caring for his severely handicapped adult daughter, the BC Human Rights Tribunal ruled that the government could not refuse to fund a care-provider simply because he was a family member. They were awarded \$300,000 and future yearly funding. This ruling was upheld on appeal. Bills like this would be contested in lawsuits that could cost billions. (Hutchinson vs Min Health [http://www.bchrt.bc.ca/decisions/2004/pdf/Hutchinson_v_BC_\(Ministry_of_Health\)_\(No_2\)_2004_BCHRT_122.pdf](http://www.bchrt.bc.ca/decisions/2004/pdf/Hutchinson_v_BC_(Ministry_of_Health)_(No_2)_2004_BCHRT_122.pdf))

****AMENDMENT RECOMMENDATION**

Either the Bill should be amended to clearly state that the federal gov’t believes parents and families do not provide early learning and child care nor high quality child care and learning, OR, preferably, the Bill should be amended to state that all ELCC funding must go directly and equitably to families as this is the only way to assure Constitutional compliance.

FALSE ASSURANCE: “HIGH QUALITY”

This Bill offers false assurances about “high quality”. It cannot possibly deliver on its purported purpose of high quality universal daycare. This is an impossibility due to insurmountable logistical constraints: staffing (would compete for female staff with nursing where there is a huge shortage already), cost (at least \$50 billion), and child development needs (attachment & attunement). Such a system does not exist anywhere on this planet, not even in Sweden.

LOW QUALITY IN MOST LICENSED DAYCARE

CANADA

*most licensed daycare in Canada “*is of minimal to mediocre quality*”

“You Bet I Care! 2” http://action.web.ca/home/cfwwb/attach/ybic_report_2.pdf p. ix-x

*“*The majority of children age 0-12 in centres do not receive adequate amounts or types of experiences to promote language and cognitive development*”

-Gillian Doherty “Quality & Predictors of Quality in Canadian Child Care” Centre for Excellence for Early Childhood Development, Regina June 2005 http://www.excellence-earlychildhood.ca/documents/Gillian_Doherty_ANG.pdf p.4

* Of the 234 licensed daycares that volunteered for the study, only 44.3% of preschool-age centres and 28.7% of infant/toddler centres and 36.8% of family daycares are “providing activities and materials that support and encourage children's development.” That was with staff:child ratios of 1:2.6 to 1:4.8, far better than regulation standards.

“You Bet I Care! 2”, p 34,73, ix http://action.web.ca/home/cfwwb/attach/ybic_report_2.pdf, Report 3 Executive Summary

*“*The highest level of positive caregiving was provided by in home caregivers, including fathers and grandparents, caring for only 1 child, closely followed by home based arrangements with relatively few children per adult. The least positive caregiving was found in center based care with higher ratios of children to adults.*”

-“Characteristics and quality of child care for toddlers and preschoolers” Applied Developmental Science, 4. <http://secc.rti.org/abstracts.cfm?abstract=17>

QUEBEC

*minimal quality - 61%, worse than minimal - 12%. Low income children were much more likely to be in low quality care.

Quality Counts IRPP Vol 11 #5 Dec 2005 <http://www.irpp.org/choices/archive/vol11no5.pdf>

*“*We uncover striking evidence that children are worse off in a variety of behavioral and health dimensions, ranging from aggression to motor-social skills to illness. Our analysis also suggests that the new childcare program led to more hostile, less consistent parenting, worse parental health, and lower-quality parental relationships.” “The consistency of the results suggests that more access to childcare is bad for these children.”*

"Universal Childcare, Maternal Labor Supply and Family Well-Being" Baker (U of T), Gruber (MIT) Milligan (UBC) <http://www.chass.utoronto.ca/cepa/childcare.oct2005.final2.pdf> p1,4

SWEDEN

*“*the preconditions for providing good overall quality have deteriorated, especially as a result of large groups of children and fewer staff*” (p26)

*“*excessive emphasis placed on formal learning at an early stage can have **negative consequences.***”

*“*sometimes it is apparent that the premises are **not appropriate** to the current group sizes*” (p.22)

Swedish Ministry of Education “Preschool in Transition” 2004 link <http://www.kidsfirstcanada.org/blog-vol1.htm>

*The OECD praises Sweden for high “productivity” in daycare even as it reports “**a decline in quality**” and “**a problem of quality**”.

OECD Country Note Early Childhood Education and Care Policy in Sweden <http://www.oecd.org/dataoecd/52/31/2534972.pdf> p29, 30

MEASURING QUALITY

Nothing in the Bill assures the promised high quality. One key to quality is staff-to-child ratios, yet no specifics of what “appropriate” ratios would be are given. This avoidance of ratio specifics is typical. Current allowable ratios in all provinces are such that low quality care is assured. Leading developmental scientists Dr Jay Belsky calls this “*a license to neglect*”.

EFFECTS OF CHILD:STAFF RATIOS ON QUALITY OF CARE

“THE RELATIONSHIP BETWEEN THE NUMBER OF CHILDREN PER ADULT AND APPROPRIATE CAREGIVING AND DEVELOPMENTALLY APPROPRIATE ACTIVITY”

FROM: “Thresholds of Quality: Implications for the Social Development of Children in Centre-Based Care” Child Development 63 p455, used by Doherty in “The Great Child Care Debate”

<http://www.childcarecanada.org/pubs/op7/op7.pdf> p47

*no child under 14 months was in study

Number of children per adult by age of child	Percentage of children not receiving adequate caregiving	Percentage of children not receiving developmentally appropriate activities
0[14]-24 months		
- 1:3 or less	10%	7%
- 1:3 or 1:4	45%	50%
- more than 1:4	57%	46%
25-36 months		
-1:4	4%	2%
-1:4 – 1:6	26%	41%
-more than 1:6	39%	42%
37-54 months		
-1:8 or less	9%	7%
-1:8 or 1:9	52%	50%
-more than 1:9	54%	50%

CURRENT ALLOWABLE RATIOS

	Age 1 2001 2004	Age 3 2004	Age 5 2004
BC	1:4 1:4	1:8	1:8
Alb	1:4 1:4	1:8	1:10
Sask	1:3 1:3	1:10	1:10
Man	1:4 1:4	1:10	1:10
Ont	3:10 1:5	1:8	1:12
Que	1:5 1:8	1:8	1:10
NS	1:4 1:6	1:8	1:15
NB	1:3 1:3	1:7	1:12
Nfld/Lab	1:3 1:3	1:8	1:12
PEI	1:3 1:3	1:10	1:12
Yukon	1:4 1:6	1:8	1:8
Nunavut	1:4 1:4	1:8	1:10
NWT	1:4 1:4	1:8	1:10

Childcare Resource and Research Unit -ECEC 2001 http://www.childcarecanada.org/ECEC2001/tables_big/TABLE22.pdf
 -ECEC 2004 http://www.childcarecanada.org/ECEC2004/tables_big/TABLE16.pdf

FALSE ASSURANCE: ACCOUNTABILITY

The Bill offers a false assurance about accountability.

- 1- the state-funded daycare lobby researchers are not held accountable for their dis-information regarding mothers' work, daycare demand, use & quality (see Disinformation p 9-10)
- 2- only parents have legal personal accountability for our children.
- 3- when daycare centres violate licensing regulations they are rarely closed or penalized.
- 4- daycare staff, researchers, inspectors, lobbyists, policy makers and bureaucrats are in no way personally accountable for the problems created by preferentially funding daycare, as well as daycare itself. They are not accountable for the costs of the following problems:

ILLNESS & HEALTH

- *Elevated stress as shown by raised cortisol levels - this may be source of behaviour problems. Cortisol is key to brain development and affects immunity, impulse control, mood/depression.
- *children in daycare centres get sick more often and more seriously
- *an epidemiologist termed daycare centers 'the open sewers of the twentieth century'. (*Day Care Deception*, Brian C. Robertson, p 87)
- *'Superbugs' have now been found originating in daycare centres (Globe & Mail 28/06/06)
- * nearly 50% of daycares had high bacteria, worse than public washrooms - NYT Mar6 07

NEGATIVE BEHAVIOUR & SOCIO-EMOTIONAL OUTCOMES

- *"they're giving children psychological thalidomide"- Yale child developmental expert Edward Zigler comment on an "A" rated US daycare (June 20, 1991 NYT)
 - *higher levels of aggression, cruelty, non-compliance, etc in children who experienced centre-based care continue to grade 6, longer hours associated with more problems - NICHD '01,'07
 - * "prosocial behavior scores were lowest for children in licensed day care and highest for children in unregulated home care and relative care."
- Stats Can 2006 "National Data Sets: Sources of Information for Canadian Child Care Data" p14
<http://www.statcan.ca/english/research/11F0019MIE/11F0019MIE2006284.pdf>

LOW QUALITY CARE - low quality care is pervasive in licensed care (see "Quality" box above)

IDEOLOGY-BASED SOLUTIONS: REDEFINE "QUALITY"

The daycare lobby academics are dealing with this pervasive problem of poor quality – by redefining quality. Until very recently quality was judged by how adults interacted with children and physical care issues such as diapering hygiene. The now abandoned buzz-words were "sensitive responsive care".

Now, the Childcare Resource & Research Unit's Martha Friendly and the European Commission are promoting the dangerous concept of "system level" quality indicators rather than "program level". This approach is also promoted by daycare economists Cleveland and Krashinsky writing for the OECD, and in federal government Child Care HR Sector Council publications. "System level" means they promote higher staff wages and training as the keys to quality and are abandoning concern for ratios and adult-child interaction. Quality is said to be high if staff have certificates, good wages, paid breaks & prep time, and a staff room.

OECD/WORLD BANK POLICY “POST FAMILIALIST”# POLICY OBJECTIVES

Worse, quality is deemed to be good if “policy objectives” are met. What are these objectives? OECD- and World Bank-promoted objectives consist of:

- 1- corporate welfare through “*redefin[ing] equality*” so as to create more “*flexible labour markets*” and “*(directly or indirectly) subsidizing low wage employment (‘welfare in work’)*”.#
- 2- increasing the number of mothers in the labour pool*
- 3- increasing state intervention in the family**#
- 4- increasing “*professionalization of services*”.**
- 5- as part of making child development a “*business imperative*”, have parents function more as “*producers and consumers*” rather than as parents.+

*OECD “Putting More Women to Work” http://www.oecd.org/document/56/0,2340,en_2649_37457_31687864_1_1_1_37457,00.html

**OECD/CRRU paper “An Integrated Approach to Early Childhood Education and Care: A Preliminary Study”<http://www.childcarecanada.org/pubs/op16/op16.pdf>, p. 3,6,9

#“The OECD and the Reconciliation Agenda: Competing Blueprints,” R. Mahon <http://www.childcarecanada.org/pubs/op20/op20.pdf> p9-11

+Speech at World Bank by RBC Vice President: <http://www.rbc.com/newsroom/20050928coffey.html>

If these policy objectives are being met, we have ‘high quality’. If children and their parents are suffering and have negative financial, health, cognitive and socio-emotional outcomes that will not be registered as a quality problem.

IDEOLOGY-BASED SOLUTIONS: REJECT SCIENCE

Key to this dangerous trend is the daycare lobby’s alarming stated rejection of objectivity, of empirical evidence from developmental science, and of long-established attachment theory. Adopting the daycare lobbyist agenda is akin to allowing those who reject the theory of gravity on ideological grounds to write building codes.

*“*quality is a relative concept, based on values and beliefs*”

-“Briefing Notes: Quality targets in services for young children” Childcare Resource and Research Unit, U of T www.childcarecanada.org/pubs/pdf/BN_qualityservicetargets.pdf

*“*Definitions of quality cannot be based on empirical research, since they emerge from a consensus about core values and their practical approach*” [emphasis in original].

-“A Framework for Quality: A European Perspective” Helen Penn for The European Commission Network on Childcare and Other Measures to Reconcile Employment with Family Responsibilities <http://www.childcarecanada.org/pubs/fs/fs6.pdf>

*“*Empirical research methodologies in child development may produce impeccable data, but they do not guarantee that the questions being asked in the first place are value free.*”

-“Values and Beliefs in Caring for Babies and Toddlers” CRRU Fact Sheet <http://www.childcarecanada.org/pubs/fs/fs7.pdf>

*“*The concept ...that a very young child learns best through the close emotional security of a relationship with one adult, is a culturally specific one, and is not generally shared by member states....ratios...should reflect the objectives of the service.*”

-“A Framework for Quality: A European Perspective” Helen Penn for The European Commission Network on Childcare and Other Measures to Reconcile Employment with Family Responsibilities <http://www.childcarecanada.org/pubs/fs/fs6.pdf>

“POST-FAMILIALISM”: REJECTING THE “IDEOLOGY OF THE FAMILY”* AND INVENTING “THE NEW CHILD”, “THE PUBLIC CHILD”

The rejection of attachment theory and developmental science is essentially the rejection of babies & children themselves: they do not fit the new “alternate theories”. In this brave new world of OECD-led “post-familialist” policy, babies and toddlers do not need mothers, substitute mothers, or even adults or family. A top daycare ideologue, Carleton’s Rianne Mahon, writing for the CRRU, looks forward to “glimmerings” of the creation of “the new child” and “the public child” no longer “located in the private sphere of the family”. (“The OECD and the reconciliation agenda: Competing blueprints” p24-25 <http://www.childcarecanada.org/pubs/op20/op20.pdf>). TRY TO SELL THAT TO VOTERS.

*-OECD/CRRU paper “An Integrated Approach to Early Childhood Education and Care: A Preliminary Study”<http://www.childcarecanada.org/pubs/op16/op16.pdf>, p. 3

***“The old labour-intensive way of caring for children...is no longer viable.”**

-*The Benefits & Costs of Good Child Care* Cleveland & Krashinski <http://www.childcarecanada.org/pubs/other/benefits/bc.pdf> p67

***“[In Europe] Alternate theories place less emphasis on mothering or substitute mothering and more emphasis on developing relationships between children themselves[New methods’] stress the importance of maintaining children’s autonomy by minimizing adult interference , and mediating as little as possible in baby and toddler activities....What role should adults play in very young children’s learning...turns on...the extent to which young children are trusted with the freedom to explore out of the range of adult gaze.”**

-“Values and Beliefs in Caring for Babies and Toddlers” CRRU Fact Sheet - <http://www.childcarecanada.org/pubs/fs/fs7.pdf>

It is extremist ideologues like these who are behind policy such as Bill C-303. They are benefiting from “child care” funding far more than daycare staff, our children or parents. Passing this Bill would further entrench this insular elitist fringe, further endanger children, and further deprive parents of the financial and socio-political wherewithal to carry out our legal responsibilities to our beloved sons and daughters.

HOPE -- REVIVE LIBERAL’S PRO-EQUALITY PARENT-POSITIVE AGENDA

The Liberal party and past government was apparently aware of these concerns - discrimination, accountability, and quality. In contrast to this bloodless Bill, the 1998 “Report of the Ad-Hoc Study Group On Valuing Caregivers” to the National Liberal Caucus Social Policy Committee stresses the importance of *“how infants are held, touched, fed, spoken to, sung to and gazed at.”* It goes so far as to say children need *“loving”* (p5), and that *“the health benefits of breastfeeding cannot be overstated”* (p10)

This report formed the basis of the 1999 Final Report of the Sub-Committee on Tax Equity for Families with Dependent Children which, although it dropped all mention of loving and breasts, nevertheless did keep the following 5 principles for policy.

PRINCIPLES 1999 Final Report of the Sub-Committee on Tax Equity for Families with Dependent Children

*Our policy should be child centred and *promote the best interest of the child* to the greatest extent possible.

*Our policy should presume that *parents* are the primary caregivers and that they *are in the best position to determine what constitutes the best possible care arrangement for their children.*

*Our policy should provide flexibility, options and choices which will *make it feasible for either parent to be the caregiver or to be in the paid workforce.*

*Our policy should be *inclusive* and responsive to the social realities, circumstances and *preferences of parents* and their children. Specifically, it should be sensitive to the situation of lone parents, stay-at-home parents, those with disabled children, the self-employed, students with children and those on social assistance.

*Our policy should be *fair and equitable and neither encourage nor penalize caregiving choices.*

ADDITIONAL FACTS & ISSUES:

DAYCARE LOBBY CAMPAIGN OF DISINFORMATION

The far-out “new child” agenda won’t sell, so it is hidden. A campaign of disinformation has been created intended to convince us of the need for massive daycare related expenditures over funding families directly. It consists in part of deceptions about daycare use and mothers’ work.

1-LOW DEMAND FOR LICENSED DAYCARE

– 90% of parents prefer parental child care, parental care was ranked #1 and daycare centres were ranked #5 preference (Vanier Inst 2004)

-Waitlists are bogus measures of demand – same names are on multiple listed, names are listed far in advance of anticipated use, names are not removed, etc.

- Vacancies: “You Bet I Care” study found over half of centres had vacancies, average vacancy rate was 8%. BC “Provincial Child Care Survey” found high vacancy rates. Toronto had an 8% vacancy rate Jan 2007 in fee-subsidy centres. CRRU reports regulated spaces for 15.5% age 0-12 (“ECEC 2004”), well in excess of the under 10% 0-12 in daycare centres.

(See article and links <http://www.kidsfirstcanada.org/supply-demand.htm>)

2-*LOW USE OF DAYCARE CENTRES* – Under 10% of children 0-12 are in daycare centres. Statistics Canada press release (Mar 2006) states that “54% are in child care” and buries the actual fact that 14.9% of children 6 months- 5yrs in daycare centres on p97 of the 99 page study.

% OF ALL CHILDREN AGE 6-11 YRS IN DAYCARE CENTRES 1994-1995*

	A: % in all types of non-parental child care while parents ‘work or study’	B: % of A in daycare centres	C: % of all in daycare centres (A X B)
Canada-wide	26%	10%	2.6%

* Statistics Canada said (March 2007) that more recent data is not available and advised using this data; this is calculated from chart published by the Vanier Institute using Statistics Canada data - *Profiling Canada’s Families II* chart 69b

% OF ALL CHILDREN AGE 6 MONTHS –5 YRS IN NON- PARENTAL CHILD CARE OF ALL TYPES AND IN DAYCARE CENTRES 2002-2003

	A: % in all types of non-parental child care while parents ‘work or study’	B: % of A in daycare centres	C: % of all in daycare centres (A X B)
BC	49.2%	19.8%	9.74%
Alberta	42.6%	18.6%	7.92%
Saskatchewan	54.7%	13.3%	7.28%
Manitoba	52.9%	27.1%	14.34%
Ontario	50.5%	22.2%	11.21%
Quebec	66.9%	51.9%	34.72% (21%)*
New Brunswick	56.6%	21.5%	12.17%
Nova Scotia	53.6%	24.4%	13.08%
PEI	63.4%	28.5%	18.26%
Newf and Labrador	53%	19.3%	10.23%
ALL CANADA	53.6%	27.9%	14.9%

A – data from Statistics Canada “Child Care in Canada” 2006 Table 1b p 45, Table 1 p 43 <http://www.statcan.ca/english/research/89-599-MIE/89-599-MIE2006003.pdf>

B - data from Statistics Canada “Child Care in Canada” 2006 Table 4e p. 62, Table 2 p51

*Merrigan & Lefebvre calculate 21% age 1-5 were in Quebec centres 2000-2001

-Merrigan and Lefebvre *Low Fee Regulated Childcare* p34 <http://132.203.59.36/CIRPEE/cahierscirpee/2005/files/CIRPEE05-08.pdf>

C – provincial data calculated by author; “Child Care in Canada” Table 25 p 97

3-WORKING MOTHERS

It is said constantly that “70% of mothers are working full time including mothers of infants and toddlers” (Dr Donna Lero Univ of Guelph “The Current” CBC radio 04/06). IT IS NOT TRUE.

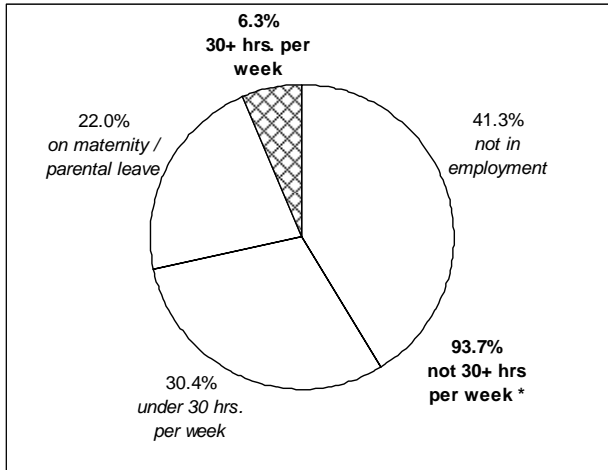
Mother's Labour Force Participation Breakdown 2001 - Canada

* Note: '30+ hours per week' includes unpaid work for family farm or business, paid work at home, and unpaid time at paid job.

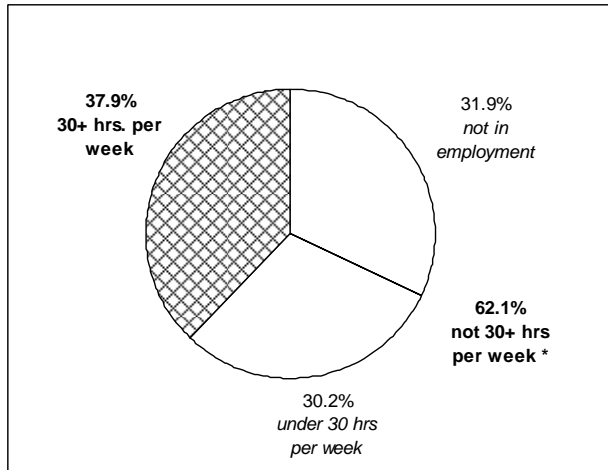
Calculated from OECD "Babies and Bosses" Volume 4, table 3.5 (<http://www.oecd.org/dataoecd/57/40/34906050.xls>)

Mothers with youngest child...

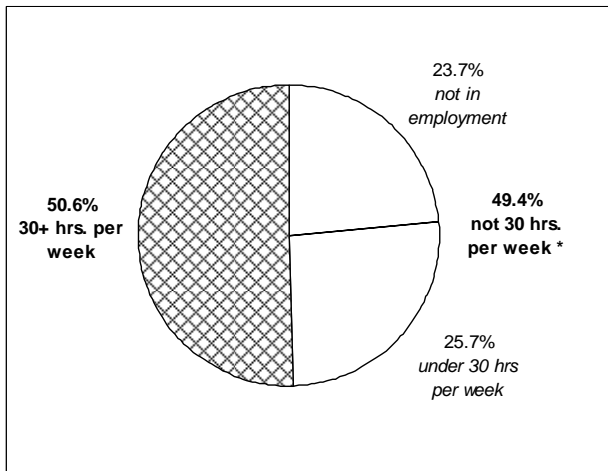
UNDER 3 YEARS



3 – 5 YEARS



6 – 16 YEARS



0 – 16 YEARS

