

Renfrew Collingwood Binder

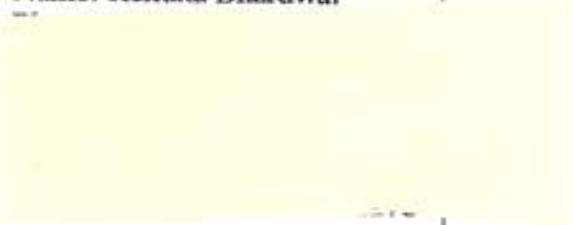
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Identify the licensed to practice ECEs who are your Project Leadership Team

Participant #1

Name: Renuka Bhardwai



Participant #2

Name: Sabrina Bantog



Participant #3

Name: Osialine Marshall



ECE Culture of Leadership**Share your Project Leadership Team's motivation for being involved in this leadership program**

- We have collectively been working in ECCE field for over 40 years. During these years we've met and worked with many wonderful people. We've learned a lot from being in this field. It even helped us become better parents.
- Our children have all attended infant/toddler and 3-5 Group care programs here at Collingwood Neighbourhood House. We believe that being in a childcare setting has made them more successful in whatever they do. They are very independent and confident children and we truly believe it's all thanks to what they learned from their daycare experiences and the ECCE professionals who staffed those programs. They have many wonderful memories of their daycares.
- All those experiences are a big motivation behind our involvement in this leadership program.
- We started assisting in the development of this proposal by being a part of the Renfrew Collingwood ECD Action Plan. With this as our starting place, and along with fellow colleagues, noticed a definite need for understanding and advocacy about Early Childhood Development Programs.
- We truly believe that the ECCE field needs more recognition and everyone needs to realize how important it is to have a quality and affordable child care system. An affordable childcare system opens many doors for children and parents. We've gained a lot from this field and now it's time to give back and share our experiences with others.

How have you been involved in developing this proposal?

- Participating in the ECD Strategic Planning Session for the Renfrew Collingwood community.
- Connecting with an ethnic newspaper in the community to be able to advertise and write columns about ECD.
- Brainstorming with the team, how to meet the goals set forward by the Planning session.
- Advocating for Early Childhood Development Programs.

Why do you want to develop your leadership capacity?

- To acquire more recognition to the field of ECCE in the community, to create a better understanding of what an Early Childhood Program is and why it is so important for children, their families and the community at large.
- We would like ECCE staff to be recognized as professionals just like teachers who work in the school system.
- To be able to mentor other people who are in or who may enter the field.
- To make connections with other Early Childhood Professionals within the community, as well as with other businesses in the community.
- Early childhood years are the most important years of a child's life and ECCE professionals are making differences in children's lives by providing them with many activities and provocation to take a child's imagination and creativity to another level. And provide them with early language and literacy skills.
- It is important to us that a Universal, affordable system be in place so EVERYONE has the option to provide their young children with such opportunities.

How will you play a Leadership Role in implementing this proposal?

- Be a part of the team that brainstorms, passes out information, make phone calls and connections with other ECCE professionals and businesses.
- Develop and translate pamphlets to provide information to people in the general community
- Focus attention on the importance of Early Childhood Care and Education by including success stories of children who have attended such programs.
- By encouraging parents to come out and advocate for their child and Childcare programs.
- Sharing information and skills that we have learned and developed through our Emergent Curriculum training with other childcare professionals.
- By organizing a presentation to Grade 12 students and encourage them to choose ECCE as a profession.
- Organize an event during May is Childcare Month and invite community leaders, members etc.

Community of Leadership Innovation:**Name & briefly describe the community you will involve in this project.**

Our main focus will be Renfrew Collingwood Community (RCC) located in East Vancouver. RCC is not only rich in culture; it's also very family orientated with the highest number of children in Vancouver. So we will start from our own Collingwood Neighbourhood House then people working in the community, local businesses along the Kingsway corridor and also target other ECCE professionals and their programs including family childcare providers, non-profit and private operators. We plan on going to the local libraries, community centers, churches, Center For Ability, elementary schools, and the wide variety of childcare programs our community has.

Community of Leadership Innovation Project**Describe the project.**

The main focus for this project is on advocacy for the field of ECCE. Educating businesses and the general public on what Early Childhood Programs look like and why they are important in the life of children and families. Also to bring Early Childhood Educators together, to make connections and give them a louder voice, share resources and ideas.

We will:

- Put out information brochures and pamphlets to the general public and businesses at the Skytrain station, door to door for businesses and at various public places and Childcare Programs.
- Host an open house event for the Community and other ECCE professionals to come and see what the programs look like, what the children will gain from attending, etc. To be advertised throughout the Community- in the local paper, flyers etc.
- Offer a mini-presentation to Grade 12 students at the local high school to inform them of what the ECCE field is if they are considering such a field and offer volunteer and work placement opportunities.
- Include some success stories of some families that have used our childcare programs.
- Get other childcare professionals within the community involved in the campaign to educate the public.

How will it build ECE leadership Capacity? How will it help increase public understanding of ECE's work?

- Involving other ECCE's will develop relationships and get them working together, sharing their knowledge with each other and teaching the public what we are all about.
- The pamphlets, presentations, open house and success story will educate the public on what and how an ECD program works and offer them a human side of things.
- More public understanding will give advocacy another level which definitely will grab the media's attention and then sky's the limit.

What community groups will you work with or reach out to?

- Other preschools/ daycares- Tiny Bubbles, Renfrew Park Preschool, some family daycares, Frog Hollow daycare programs
- Renfrew Community Centre
- Church groups
- People moving through the Joyce Skytrain area
- Local businesses
- Collingwood & Renfrew Libraries
- Windermere Secondary School
- Elementary Schools
- Centre for Ability
- Evergreen Health Centre
- Libraries

What outcome or change do you hope to achieve?

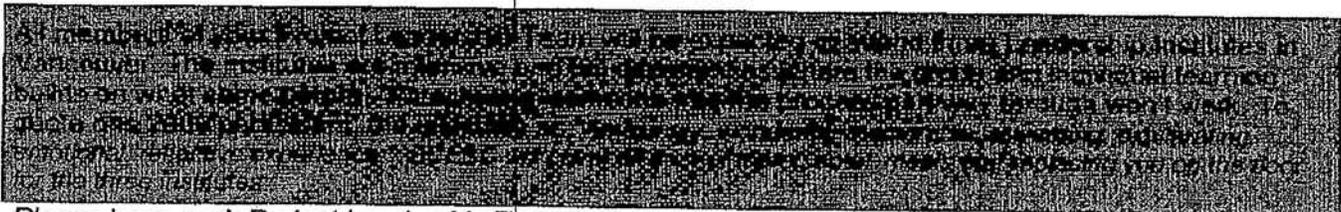
- *For other ECCE providers;* Empowerment, having their voices heard. Working together as a large group rather than a few individuals trying to be heard. Also to share skills and knowledge, trade ideas.
- *Businesses in the community;* make them aware of the Early Childhood Programs in their area, why they are important and how these programs can help benefit them. (I.e. children as future employees, participants in the ECE programs being referred to the local businesses). Possibly working together in the future.
- *The Community;* Educating the general public on what an Early Childhood Development program is, why it is beneficial, how it works.
- *Students;* making high school students ready to graduate aware of the field

Community of Leadership Innovation Project



Please briefly describe your project. How will it build ECE leadership capacity? How will it help increase public understanding of ECEs work? What community groups will you work with or reach out to? What outcome or change do you hope to achieve? (Please use a separate sheet of paper if necessary)

Leadership Institutes



*Please have each Project Leadership Team indicate that they understand they will be participating in the following Leadership Institutes. Here are the **tentative** dates for the 3 Institutes. We will confirm them in early 2010.*

Event	Leadership Institute # 1	Leadership Institute # 2	Leadership Institute # 3
Dates	Tuesday, April 6 to Saturday, April 10, 2010	Sunday, Nov. 14 to Wednesday, Nov. 17, 2010	To coincide with the ECEBC 2011 Conference in late May
Description	<ul style="list-style-type: none"> Participants will travel to Vancouver on Monday April 5 for a Tuesday morning Institute start. They will return home Saturday late afternoon or early evening. 	<ul style="list-style-type: none"> Participants will travel to Vancouver for a Sunday evening Institute start and will return home Wednesday evening or Thursday morning. 	<ul style="list-style-type: none"> TBA

Yes, I will attend all three Leadership Institutes (Please have each participant initial below)

Team Member #1 VB

Team Member #2 SB

Team Member #3 DM

2774 East Broadway,
P 604 709 6063

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www.ecebc.ca

V5M 1Y8
TF 1 800 797 5602

Sponsoring Charitable Society

The Leadership Initiative will also provide each selected Community or Leadership Innovation with up to \$10,000 to support your project in your community. You need to identify a nonprofit society with charitable tax status to receive and administer the funds.

Please provide the following information about your sponsoring society

Organization Name Collingwood Neighbourhood House Society

Charitable Tax Number _____

Mailing Address _____

City Vancouver Province BC Postal Code _____

Contact Person Name _____ Position Director

Contact Person Phone Number _____ Email _____

Contact Person signature _____

Leadership Capacity

Please think about the activities that will help you learn and nurture your leadership gifts. Here are a few ideas to get you started but please add your own.

- Personal confidence & assertiveness building,
- Framing the Message
- Defining professional identity
- Gendered perceptions of the field
- The value of childhood (international perspectives)
- The economic impact of child care

- Public speaking
- Marketing/Communications
- Addressing invisibility of the work
- Policy, legislation context
- Community-based Research
- Advocacy plans, strategies & tools

Other things you would like to learn about...

If you have questions or want to talk about your proposal, please contact Rita Chudnovsky, our Leadership Initiative Coordinator at leadership.ecebc@look.ca

Complete and submit this form by FAX to (604)709-6077

by January 15, 2010

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Community Project Work Plan #1 – April – November, 2010

Sponsoring Society's Name _Collingwood Neighbourhood House_____

Community Name _Renfrew-Collingwood_____

Name of Project _Renfrew Collingwood Advocacy Campaign for Early Learning and Care_____

Key Contact (From Sponsoring Society)

Name _ _____ Position _Childcare Director_____

E-mail _ _____ Phone _ _____

Mailing address 5288 Joyce Street City _Van_____ Postal Code _ _____

Name of Lead ECE's

1. _Sabrina Bantog_____
2. _Osi Marshall_____
3. _Renuka Bhardwaj_____

Project Description (1 paragraph that updates or refines the short project description you initially submitted)

A project to build leadership capacity of ECEs by _____ advocating and promoting the importance of ECCE and Education in both the general and business population within the Renfrew Collingwood Community. _____

Three domains of change this project seeks to make are:

1. _____ Raising the profile of and respect for work of ECE's in both the general and business community. _____
2. _____ Creating an ECE Culture of Leadership through networking and collaborating with ECCE's in th community. _____
3. _____ Building ECCE's leadership capcity in encouraging students to pursue a career in ECCE and to encourage other childcare professionals to campaign. _____

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Community Project Work Plan #1 – April – November, 2010

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The 3 or 4 key activities we will focus on from April to November 2010 are

KEY ACTIVITIES	WHO	WHEN	DOMAIN OF CHANGE ACTIVITY ADDRESSES	HOPED FOR LEADERSHIP CAPACITY DEVELOPED
1. Submit Work Plan #1 and Project Budget	Community ECE Team and Rep from Sponsoring Society (budget)	April 30, 2010	Leadership Capacity	Project Development and Management Skills
2. Prepare display for November Showcase	Community Team	Materials ready for Nov. Leadership Institute	Raising Profile of ECE work Leadership Capacity	Public education material development Public presentation skills



ECEBC Leadership Initiative

Community Project Work Plan #1 – April – November, 2010

KEY ACTIVITIES	WHO	WHEN	DOMAIN OF CHANGE ACTIVITY ADDRESSES	HOPED FOR LEADERSHIP CAPACITY DEVELOPED
3. Design and Completion of Brochure	Sabrina, Osi and Renuka with Avi Goldberg	May 17 th to mid-June	Working towards raising the profile of ECCE	Public education, material development Skills
4. Reach out to other ECCE's	Sabrina, Renuka and Osi	June	Creating an ECE culture of leadership. Building ECCE's in Leadership Capacity	Collaboration and Empowerment Public Education Public Speaking
5. Youth Canada Day Celebration at Renfrew CC	Sabrina, Renuka and Osi	July	Creating an ECE Culture of Leadership Raising the Profile of and Respect for ECCE's	Networking/Building Relationships Public Education and Awareness Building Relationships
6. Hand out brochures at the skytrain	Sabrina, Renuka and Osi	August	Raising the profile of and respect for ECCE's	Public Education and Awareness Building Relationships
7. Articles to local papers re// importance of ECCE	Sabrina, Renuka and Osi	September	Raising the Profile of and respect for ECCE's	Develop media presentation skills Public Education and awareness Professional Writing skills
8. Highschool Presentations	Sabrina, Renuka and Osi	October	Raising the Profile of and respect for ECCE's	Public Education and awareness

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Community Project Work Plan #1 – April – November, 2010



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			Creating an ECE Culture of Leadership	Hoping to influence the next generation of ECCE'ers
9. Setting up business meetings for January	Sabrina, Renuka and Osi	November	Raising the Profile of and respect for ECE's	Public presentation skills Creating a culture of Professionalism Developing professional relationships; Networking Presentation skills

ECEBC Leadership Initiative Community Project Report #1 April – November 2010



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Sponsoring Society's Name _____ Collingwood Neighbourhood House _____

Community Name _____ Renfrew-Collingwood _____ Name of Project: Renfrew Collingwood Advocacy

Campaign for Early Learning & Care

Key Contact (From Sponsoring Society)

Name _____ Position _____ Director of Children's Services

E-mail _____ Phone _____

Mailing address _____ City Vancouver Postal Code _____

Names of participating ECE's

1. _____ Sabrina Bantog 2. _____ Osialine Marshall 3. _____ Renuka Bharadwaj _____

Project Description (repeat or update the short description you are using to describe your project)

A project to build leadership capacity of ECEs by advocating & promoting the importance of ECCE in both the general and business population within the Renfrew-Collingwood Community

Key domains of change your project focuses on

1. Raising the profile and Respect for work of ECE's in the general and business community.
2. Creating an ECE Culture of Leadership through networking and collaborating with ECCE's in the Community

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Community Project Report #1

April – November 2010



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Key project activities Update

List and comment on 3 key project activities & events from April – November 2010. Include key activities from Work Plan #1 and any new ones. In the last column, comment on the leadership capacities you used and developed through this activity.

Key Activity/Event	Completed (or if not, why not)	Leadership Capacities Developed
Design & Completion of the Brochure	Yes	Public Education, material development, skills collaboration and Empowerment
Hand out brochures at skytrain	No- attempted but found people not receptive	Public Education & Awareness Building Relationships
ELSA open house and the RCC Moon festival	Yes	Public Education & Awareness Building Relationships Fine tuning public education skills

ECEBC Leadership Initiative

Community Project Report #1

April – November 2010



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Most Significant Change Story

From amongst the changes you are experiencing through the leadership project, share your most significant change story...

When creating the brochures, we learned that we had so many skills, knowledge and information within us that we were not aware that we had. We worked on it for several hours, pouring over facts and stats before putting it all together in the form of the brochure. When we met with a consultant to help us with the development of the brochure, we had the layout and design and facts layed out. We were expecting to have a lot of changes to make. The consultant was quite impressed with what we already had and only had to put it all together with a few minor changes, rather than editing and making lots of changes. When seeing our final product we were extremely proud and could not believe that we had come up with it!

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Community Project Work Plan #2 – Dec 2010 – May 2011



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Sponsoring Society's Name : Collingwood Neighbourhood House

Community Name Renfrew-Collingwood

Name of Project: Renfrew Collingwood Advocacy Campaign for Early
Care & Learning

Key Contact (From Sponsoring Society)

Name _____ Position Children & Family Services Director

E-mail _____ Phone _____

Mailing address _____ City Vancouver Postal Code _____

Name of Lead ECE's

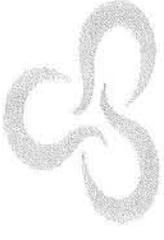
1. Sabrina Bantog
2. Osialine Marshall
3. Renuka Bhardwaj

Project Description (1 paragraph that updates or refines the short project description you initially submitted)

A project to build leadership capacity of ECEs by advocating and promoting the importance of ECCE and Education in both the general and business population within the Renfrew Collingwood Community.

Three domains of change this project focused on are:

1. Raising the profile of and respect for work of ECE's in both the general and business community.



ECEBC Leadership Initiative

Community Project Work Plan #2 – Dec 2010 – May 2011

2. Creating an ECE Culture of Leadership through networking and collaborating with ECCE's in th community.

3. Building ECCE's leadership capacity in encouraging students to pursue a career in ECCE and to encourage other childcare professionals to campaign

Do you expect to have spent all of your Project Budget by June 30,2011? **Yes**

If not, please project when you expect to have spent your Project Budget _____

The 3 or 4 key activities we will focus on from December to May 2011 are

KEY ACTIVITIES	WHO	WHEN	DOMAIN OF CHANGE ACTIVITY ADDRESSES	HOPED FOR LEADERSHIP CAPACITY DEVELOPED
1. Submit Community Project Report #1	Community ECE Team and Rep from Sponsoring Society (budget)	Nov 30, 2010	Leadership Capacity	Project Development and Management Skills
2. Complete and submit Community Project Work Plan #2	Community ECE Team	Nov. 30 2010	Leadership Capacity	Project Development and Planning Skills
3. Prepare submission/proposal for ECEBC			Sharing the Learning	Public presentation skills

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Community Project Work Plan #2 – Dec 2010 – May 2011



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			WHEN	WHO	KEY ACTIVITIES	DOMAIN OF CHANGE ACTIVITY ADDRESSES	HOPED FOR LEADERSHIP CAPACITY DEVELOPED
Conference			Mid-dec	Community ECE Team	4. A copy of materials produced for the project sent in	Sharing the Learning	Project Development & Planning Skills
5. Finish contacting EC Educators, Speakers & BIA within the community	Community ECE Team	By mid- January 4th	Building Leadership Capacity Creating an ECE Culture of Leadership Raising the profile of and respect for ECE's	Community ECE Team		Public Education & Awareness, Building Relationships/Networking, Public Speaking	
6. Community Event	Community ECE Team	February 17th	Creating an ECE Culture of Leadership Raising the Profile of and Respect for ECE's	Community ECE Team		Project Development & Awareness Public Education & Awareness Public Speaking Media Presentation Skills Building Relationships/Networking	



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Community Project Work Plan #2 – Dec 2010 – May 2011

8. Highschool Presentations	Community ECE Team	April	Raising the Profile of and respect for ECE's Creating an ECE Culture of Leadership	Public Education and awareness Hoping to influence the next generation of ECCE'ers Public presentation skills
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ECEBC Leadership Initiative

FINAL PROJECT REPORT

JUNE 2011



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Sponsoring Society's Name Collingwood Neighbourhood House

Community Name Renfrew/Collingwood
Name of Project Children are Everyone's Business

We have submitted a written request and plan to carry over unspent funds until Oct. 31, 2011
 X yes No

Key Contact (From Sponsoring Society)

Name
Position Director of Children's Services

E-mail _____

Phone _____

Mailing address _____

City Vancouver **Province** BC **Postal Code** _____

Names of participating ECE's

1. Sabrina Bantog
2. Osialine Marshall
3. Renuka Bhardwaj

ECEBC Leadership Initiative

FINAL PROJECT REPORT

JUNE 2011



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Initial Project Description (the paragraph that you used to describe your project)

To advocate and to promote the importance of ECCE in both the general and business population within the Collinwood/Renfrew community. To build stronger relationships with other Childcare providers within this community.

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FINAL PROJECT REPORT

JUNE 2011



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Key project activities and events

Provide a summary of key project activities and events in each of the following 2 time periods.

Include comments about any significant differences between project plans and what actually happened.

March – December 2010

- To design and create a brochure, banner and business cards. We planned to hand out the brochures during our community event as well as at the Skytrain Station. Select a date for our Community Event and begin to invite organizations to host tables at our event.

When attempting to hand out the brochures at the Skytrain, we discovered that it was not the right atmosphere for what we were doing. Most people getting on and off the bus and skytrain are in a hurry and are already being bombarded with other materials such as the 24, political and religious handouts. They would merely glance at the brochure and throw it away or not take it at all. We quickly realized that plan needed to be revised.

- We planned to offer a presentation to high school students from Windermere High school. *We found it difficult to make contacts with the high school during our time frame. Upon examining our project further, we decided that our Community Event was of the most significance and would take more time than we had originally anticipated. We had to put aside the plan to go to the highschool and put more focus and emphasis on the Community Event.*
- The highlights of our project at this time were the completion of our brochures, banner, and business cards! We had opportunity to host a table at a local Moon Festival and with the ELSA program, where we

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JUNE 2011



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discussed the importance of Early Care and Learning to adults as well as young adults who have gone through the Childcare system themselves.

We came to the conclusion that the primary focus of our time is to be put towards planning and organizing our Community Event, so we set the date for February 17th.

January – June 2011

- We began to mail out invites and to phone and go to individual programs to invite them to host a table at our event.
- We contacted Early Years support organizations such as Vancouver Coastal Health, The Vancouver Public Library, BC Centre for Ability and First Call.
- Collected photos from participants through email.
- We did a presentation of our project to the Collingwood Neighbourhood House Board Of Directors
- Put together a slide show of participating programs.
- We ordered food and picked-up supplies.
- Organized our guest speakers for the event.
- Organized volunteers to assist with the event.
- Put an article and invitation about our event and about our project in our local paper.
- Hosted the Community Event
- Planned for our presentation at the ECEBC conference in May.

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FINAL PROJECT REPORT

JUNE 2011



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Our Community Event has successful and well received by our fellow Early Childhood Educators. We were very proud of all the wonderful displays presented by Early Learning Providers and Support Organizations. Our speakers kept the audience captivated on the importance of Early Care and Learning. A proud moment for us!

With our event now finished, we have started to think about how to keep this going, how to do this again next year. We feel in order to keep our fellow colleagues connected, we would like to make this an annual event.

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FINAL PROJECT REPORT

JUNE 2011



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Most Significant Change Story

From among all the significant changes you experienced during this leadership project, what was the most significant change of all?

Having the opportunity to participate in the Leadership Initiative has been a life changing experience for all three of us, affecting us in slightly different ways. For all of us, it has given us strength and confidence in ourselves and in our abilities and has given us an understanding of how important it is to be leaders in our programs, our community and in the field. Because of this project, we all have a drive to advocate and to be involved in the field in a broader sense. We have also been inspired to further our education, to find ways of advocating or to become more involved with ECEBC, including starting up a Vancouver Branch of ECEBC. It is an experience that we will not ever forget and that we could not have done without. We have a deeper understanding of how important our involvement is to teach others about the significance of the field of Early Care and Learning.

Sharing your Leadership Capacity

At the May 2011 Leadership Institute participants agreed to share their leadership capacity in their communities and beyond. The group agreed to (will be added in) Please share your plans...

Activity	Date/Timeline	Responsibility	Hoped for outcome
Children Are Everyone's Business Community Event	An annual Event happening around May is Childcare Month	Organizing the event again Securing some funding to continue with the event	Having the event on an annual basis, getting more and more Early Childhood Educators, Community Members and businesses involved every year.

CHILD CARE IS A RIGHT

Canada has signed international treaties promising to honour the right to child care.

This means the Canadian government needs to:

- Provide quality programs for children staffed by well educated and fairly paid professionals
- Fund child care so that it is affordable for all families
- Implement strong family policies with extended parental leave, income supports and family support services.

BUILDING ADVOCACY
LEADERSHIP CAPACITY

CHILD CARE IS A RIGHT

Young children have the right to quality early childhood education which focuses on the best interest of each child.

Parents have the right to access affordable, inclusive child care which reflects the uniqueness of their community.

ECEs have the right to fair wages and benefits and to be respected for the important work they do.

Women have the right to work and to advocate for their rights.

Canadians have the right to expect that our rights will be upheld.

BUILDING ADVOCACY
LEADERSHIP CAPACITY

KEY POINTS

Quality child care is good for children, but poor quality child care can be harmful. With the majority of young children experiencing care outside the home, it is critical that we get it right.

- Children have a right to quality early experiences for who they are today. Their early experiences also lay the foundation for physical and mental health, emotional security, cultural and personal identity, and developing competencies.
- The Organization for Economic Cooperation and Development (OECD) insists “that ‘care’ and ‘education’ are inseparable concepts and that quality services for children necessarily provide both.”
- The OECD *Starting Strong* report promotes a universal approach to access, with particular attention to children in need of special support, including Aboriginal and disadvantaged children and those with special needs.

All of Canada’s children deserve to be in quality environments: nurturing spaces where they share diverse experiences with new friends; where they are included, appreciated, celebrated, supported, respected and encouraged to have fun; where they are guided in a caring way to bring out their creativity, to learn new concepts, and to understand routine.

CANADA’S OBLIGATIONS

Federal, provincial and territorial governments in Canada have made commitments to honour children’s right to access quality early care and learning through various agreements. All agreements recognize that parents have primary responsibility for their children and that government’s role is to ensure that families have the support necessary to carry out their responsibilities.

Canada’s commitments to early care and learning were originally outlined in 1991 in the United Nations Convention on the Rights of the Child (UNCRC).

In 2005, the UNCRC released *General Comment 7 – Implementing Child Rights in Early Childhood (GC7)*, which interprets the right to education during early childhood as beginning at birth and closely linked to young children’s right to maximum development. GC7 notes that “in order to ensure that young children’s rights are fully realized during this crucial phase of their lives... state parties are urged to adopt comprehensive, strategic, and time-bound plans for early childhood within a rights-based framework. This requires an increase in human and financial resource allocations for early childhood services and programmes.”

GC7 also highlights the expectations of Canada and other UNCRC signatories, including obligations to:

- recognize that the right to survival and development can only be implemented in a holistic manner, through the enforcement of all the other provisions of the Convention, including rights to health,



10% of young children and their families are living in poverty



This is the first generation of young children in which a majority are in out-of-home care



education and play as well as adequate nutrition, social security, an adequate standard of living and a healthy and a safe environment.

- monitor and regulate the quality of services to ensure that children's rights are protected and their best interests served.
- undertake systematic child rights training for children and their parents.

WHAT THE UNITED NATIONS SAYS ABOUT CANADA

The UN is particularly concerned about lack of access to quality, affordable early care and learning in Canada. In 2003, the UNCRC released Concluding Observations which encouraged Canada to:

- compare services provided at provincial and territorial levels in order to identify variations and their impact on children
- devise a coordinated approach to ensure that quality child care is available to all children, regardless of their economic status or place of residence.

CONCLUDING REMARKS

More than three quarters of Canadians believe that the lack of affordable child care is a serious issue. While Canadian governments have made promises and signed commitments, they have not delivered a universally accessible, quality, affordable early care and learning system which would advance the rights of children.

CALL TO ACTION

1. **Raise your voice** – talk to those around you about the denial of children's rights in Canada. Talk to your employer, your union, your neighbours, your friends, and more.
Then go to www.weneedchildcare.ca and tell your story.
2. **Stand up with child care advocates** around the country – join the Child Care Advocacy Association of Canada and the Coalition of Child Care Advocates of BC or your provincial child care advocacy organization today. Together we can create change.
3. **Vote** – keep child care on the political agenda in all federal, provincial and municipal elections.
4. **Read and endorse our UN Brief, *A Tale of Two Canadas: Implementing Rights in Early Childhood***, found at: www.cccabc.bc.ca/res/rights.html

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Children and youth under 18 make up about 20% of the population, yet almost 40% of food bank users



More than half of single mothers with children under six live in poverty



KEY POINTS

In Canada, family income has not kept pace with the ever increasing cost of living, even though families have steadily worked more hours over the last 30 years. Not surprisingly, household debt is higher than ever before.

- Inequality between the rich and poor is growing at the second highest rate of any developed country during the last decade.
- Existing supports and services are not enough to keep families out of poverty.
- Paid leave to care for a new baby is a crucial family support, yet 1 in 3 families cannot afford to use, or are not eligible for, the current parental leave benefits.
- When parental leave ends, most families struggle to find quality, affordable early care and learning programs.
- Lack of access to parental leave and quality early care and learning programs places children's healthy development at risk and increases stress on families.

Canada relies on working families, but does not provide enough supports and services to keep them healthy.

CANADA'S OBLIGATIONS

Federal, provincial and territorial governments in Canada have made commitments to honour families' right to access quality, affordable early care and learning through various agreements. All agreements recognize that parents have primary responsibility for their children and that government's role is to ensure that families have the support necessary to carry out their responsibilities. To achieve this, parental involvement in developing early care and learning services is essential.

The first international agreement came with the development of the United Nations Convention on the Rights of the Child (UNCRC, 1991).

In 2005, the UNCRC released General Comment 7 (GC7), which recognized that:

- Early childhood is the period of most extensive (and intensive) parental responsibilities related to all aspects of children's well-being.
- Governments need to develop an integrated approach to supporting families, providing health and education services, along with policies for appropriate taxation, benefits, housing, and working hours.
- Disadvantaged and vulnerable families require particular attention to ensure they have full access to these supports.



Canada's public support for families with young children is the weakest among the world's rich countries



Almost 10% of young children and their families live in poverty



WHAT THE UNITED NATIONS SAYS ABOUT CANADA

UNCRC Concluding Observations in 2003:

- welcomed "measures taken by the Government to provide assistance to families through expanded parental leave, increased tax deductions, child benefits and specific programmes for Aboriginal people."
- expressed concern about child poverty and the high cost of, lack of access to, and missing national quality standards for child care.

These observations are consistent with other international reports which highlight the fact that the lack of access to quality, affordable early care and learning services is a crucial and missing piece of family support in Canada.

CONCLUDING REMARKS

More than three quarters of Canadians believe that the lack of affordable child care is a serious issue. While Canadian governments have made promises and signed commitments, they have not delivered a universally accessible, quality, affordable early care and learning system which would advance the rights of families.

CALL TO ACTION

1. **Raise your voice** – talk to those around you about the denial of families' rights in Canada. Talk to your employer, your union, your neighbours, your friends, and more.
Then go to www.weneedchildcare.ca and tell your story.
2. **Stand up with child care advocates** around the country – join the Child Care Advocacy Association of Canada and the Coalition of Child Care Advocates of BC or your provincial child care advocacy organization today. Together we can create change.
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More than 1/3 of children living in poverty live in families with at least one adult working full-time



Most families require two incomes to financially survive



KEY POINTS

Access to quality, affordable early care and learning services advances women's equality, helping women to both parent and work, study, or volunteer in their communities. To Canada's shame, such care is hard to find.

- 72% of women with children under six are in the paid workforce.
- Overall, 2 in 3 young children with employed or studying mothers are in some form of child care.
- Too many of these are in unregulated care with non-relatives, the quality of which is unknown.
- There are not nearly enough regulated spaces.
- Child care is generally the second highest cost for families and frequently exceeds the cost of post-secondary education. For many families, this cost is unbearable.

Lack of access to quality, affordable early care and learning is a primary reason why mothers with young children experience the highest levels of work-life stress in Canada.

CANADA'S OBLIGATIONS

Federal, provincial and territorial governments in Canada have made commitments to honour women's right to access quality, affordable early care and learning through various agreements. All agreements recognize that parents have primary responsibility for their children and that the government's role is to ensure that families have the support necessary to carry out their responsibilities.

For example, under the United Nations Convention for the Elimination of all forms of Discrimination Against Women (CEDAW, 1981), Canada and other signing countries agreed to ensure that mothers are supported to participate fully in society, including in the workforce, and that women are remunerated fairly for their work.

WHAT THE UNITED NATIONS SAYS ABOUT CANADA

The UN has expressed significant concerns about Canada's lack of progress toward realizing women's right to child care. CEDAW's most recent review in 2008:

- urged Canada to improve efforts to provide a sufficient number of affordable child care spaces with attention to particularly disadvantaged groups, such as aboriginal communities and low-income women.
- recommended a cost-benefit analysis of the current state of living standards, housing, and child care in Canada and how these are impacting the economic empowerment of women.



72% of women with children under six are in the paid workforce



There are only enough regulated spaces for 20% of young children in Canada



AS WOMEN, CHILD CARE IS OUR RIGHT

In general, the United Nations was so concerned about the lack of progress towards women's rights that they took the extraordinary step of asking Canada to report back within one year on key areas of concern. Canada did not provide this report.

CONCLUDING REMARKS

More than three quarters of Canadians believe that the lack of affordable child care is a serious issue. While Canadian governments have made promises and signed commitments, they have not delivered a universally accessible, quality, affordable early care and learning system which would advance the rights of women.

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KEY POINTS

Those who provide early care and learning services in Canada should be valued and fairly paid. To Canada's shame, this is not happening.

- Early childhood educators earn about half the salary of other workers with similar levels of post-secondary education.
- With such low wages, it is no surprise that more than half of trained early childhood educators do not work in the child care sector.
- The resulting shortage of trained workers means that child care programs are increasingly hiring untrained staff.
- Staff training is a key indicator of child care quality. International benchmarks suggest that at least 50% of staff have a minimum of three years of relevant post-secondary education and that all staff have basic training. However, most Canadian provinces and territories do not meet these standards.

Quality early childhood experiences make a life-long difference to children's development, and child care staff are the most important ingredient in quality programming. Unfortunately, too many of Canada's child care workers are making poverty wages. They can't afford to take more training, they can't afford quality child care for their own children, and they can't afford to work in the profession they love.

CANADA'S OBLIGATIONS

Federal, provincial and territorial governments in Canada have made commitments in various agreements to honour child care workers' rights to be socially valued and fairly paid.

Canada's commitments to early care and learning were originally outlined in 1991 in the United Nations Convention on the Rights of the Child (UNCRC).

In 2005, the UNCRC released General Comment 7 – Implementing Child Rights in Early Childhood (GC7), which requires Canada and other signatories to ensure that:

- the institutions, services and facilities responsible for early childhood conform to quality standards, particularly in the areas of health and safety.
- staff possess the appropriate psychosocial qualities and are suitable, sufficiently numerous and well-trained.
- work with young children is socially valued and properly paid, in order to attract a highly qualified workforce of women and men.



**Respected,
well-trained staff
are key to achieving
quality programs**



**Early childhood
educators earn
about 50% less
than similarly
educated
professionals**



WHAT THE UNITED NATIONS SAYS ABOUT CANADA

Given the importance of well-trained, fairly paid, and socially valued staff to achieving quality in early care and learning, when we advance quality programs we are also likely to promote the rights of the workers within those programs.

In its 2003 Concluding Observations, the UNCRC:

- expressed concern for the lack of national standards around quality care.
- encouraged Canada to analyze the variations in care across the provinces and territories to understand their impact on children and to devise a coordinated approach across the country.

The analysis and coordinated approach have not happened.

CONCLUDING REMARKS

More than three quarters of Canadians believe that the lack of affordable child care is a serious issue. While Canadian governments have made promises and signed commitments, they have not delivered a universally accessible, quality, affordable early care and learning system which would advance the rights of child care workers.

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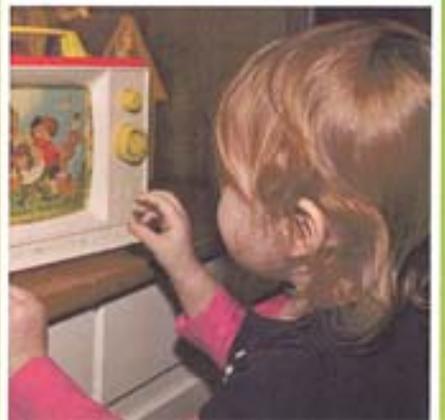
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Collingwood

Neighbourhood House

Collingwood Neighbourhood House HIGHLIGHTS

Location: 5288 Joyce St., Vancouver

Phone: 604.435.0323

Visit: www.cnh.bc.ca

Children are everyone's business

Are you a parent, early childhood educator, family daycare provider, high school student, business leader or resident of the Renfrew-Collingwood community?

Please come and Celebrate Early Care & Learning Programs within the Renfrew Collingwood Community and find out why children are everyone's business.

At the event will be guest speaker Sharon Gregson who is the Collingwood Neighbourhood

House Director of Child and Family Services, a VSB Trustee, and a member of the Coalition of Childcare Advocates of BC.

The event will also include a showcase of Mother Goose, Strong Start, Family Place, Preschool, Family Daycare and Group Daycare Programs from the Community

The celebration is set for Thursday, February 17, from 4 - 7 pm at the Collingwood

children
are everyone's
business

Neighbourhood House Gymnasium (5288 Joyce Street). Refreshments will be provided.

For more information, please call 604 435 0323 Ext.250 or email ece-leadership@cnh.bc.ca

COMMUNITY LUNCH

Collingwood Neighbourhood House invites you to join us for lunch every Tuesday and Thursday. Please note that seniors will be served at 12 noon; all others will be served at 12:10 pm. Full meal prices are \$4.85 for seniors, \$6 for adults and \$3.25 for students. Items can be purchased a la carte or "to go."

Feb 1

Wonton soup with bok choy & prawns
Beijing (Peking) duck; Salad; Ginger cake

Feb 3

Curry beef stew with rice; Salad
Fruit cocktail with sweet almond tofu

Feb 8

Golden tomato soup; Filo packages (lamb & mint or feta & olives); Salad; Creamy quinoa pudding

Beginner Mandarin Class For Kids

國語兒童初班(Pre-registration is required) 需要預先登記

This is a fun class for beginner students who would like to learn Mandarin. Kids will have fun, make

Teacher: Heidi Hu

老師: Heidi Hu