

Addressing the Shortfall: Ensuring Sufficient Educators for Canada's \$10-a-Day Child Care System

Elizabeth Dhuey. "Addressing the Shortfall: Ensuring Sufficient Educators for Canada's \$10-a-Day Child Care System."
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Context

This research addresses the knowledge gap regarding the sufficiency of early childhood education graduates to meet the demands of Canada's new \$10-a-day child care system. By analyzing data from the Education and Labour Market Longitudinal Linkage Platform, the study provides a comparative analysis across provinces regarding labour market trends of early childhood educators and highlights the shortfall in qualified educators. These insights underscore the need for strategic investments in educator training and compensation to achieve the ambitious child care targets.

Key finding(s) from the research

The current supply of early childhood education graduates is insufficient to meet the increased demand caused by the implementation of the \$10-a-day universal child care system.

Population(s) studied: Early childhood educator graduates who completed their program of study from 2010 to 2017

Research dataset(s) used: Education and Labour Market Longitudinal Linkage Platform; Postsecondary Student Information System (PSIS); Registered Apprenticeship Information System (RAIS); T1 Family Files (T1FFs)

Policy implications for this research

This research indicates a critical shortage of qualified early childhood educators, which threatens the success of CWELCC. Policymakers must prioritize investments in educator training programs and improve compensation to attract and retain qualified professionals in this field. Addressing these issues is essential to meet the increasing demand for child care services and to ensure the quality and sustainability of the program.

Policy area(s) this research can inform: Children and youth; Education, training and learning; Families, households and marital status; Labour

Read the full article

Seward, B., Dhuey, E., & Pan, A. (2023). The Big Short: Expansion of Early Childhood Education in Post-Pandemic Canada. *Canadian Public Policy*, 49(3), 306–329. <https://doi.org/10.3138/cpp.2022-059>.