

# Principles for delivering a high quality, inclusive and accessible Public Childcare Model <sup>[1]</sup>

**Author:** Community Platform

**Source:** Community Platform

**Format:** Report

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## AVAILABILITY

Access full report [pdf] <sup>[2]</sup>

Access online <sup>[3]</sup>

Watch launch video[1:37:45] <sup>[4]</sup>

Excerpted from report

The Irish based Community Platform organization launched their report featuring six principles for or delivering a high quality, inclusive and accessible public childcare. The Community Platform, suggests that lessons from the past, reinforced by the COVID-19 pandemic, demonstrate the important role of the state in providing key public services and in ensuring universal access, like childcare. The Community Platform believes that the progressive delivery of a high quality, inclusive and accessible public childcare model is urgently needed in Ireland and that a properly designed and delivered public childcare model can play an important role in addressing child poverty and disadvantage. The organization suggests six principles for a public childcare model are: 1) child focused and centered, 2) state responsibility. 3) adequate investment, 4) quality, inclusion and accessibility, 5) equality, and 6) decent working conditions for staff working in child care.

**Region:** Europe <sup>[5]</sup>

**Tags:** high-quality childcare <sup>[6]</sup>

public investment <sup>[7]</sup>

child care workforce <sup>[8]</sup>

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**Source URL (modified on 9 Feb 2022):** <https://childcarecanada.org/documents/research-policy-practice/22/02/principles-delivering-high-quality-inclusive-and-accessible>

## Links

[1] <https://childcarecanada.org/documents/research-policy-practice/22/02/principles-delivering-high-quality-inclusive-and-accessible> [2]

<https://communityplatform.ie/wp-content/uploads/2021/11/Principles-for-Delivering-a-Public-Childcare-Model.pdf> [3]

<https://communityplatform.ie/publication/principles-for-a-public-childcare-model/> [4] <https://www.youtube.com/watch?v=Oy4-tWgjDdc> [5]

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