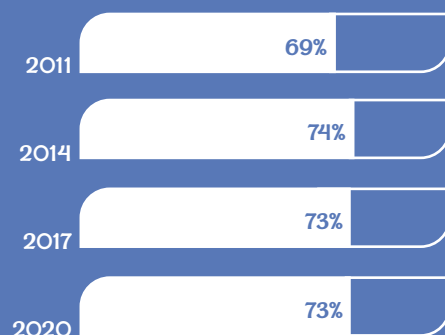


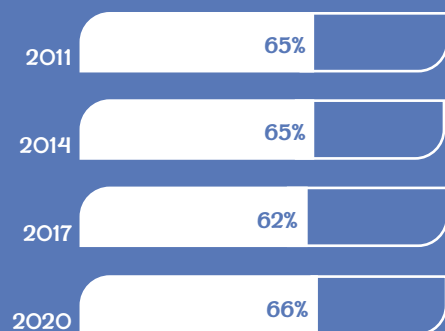
CHANGE IN ECEC SPENDING



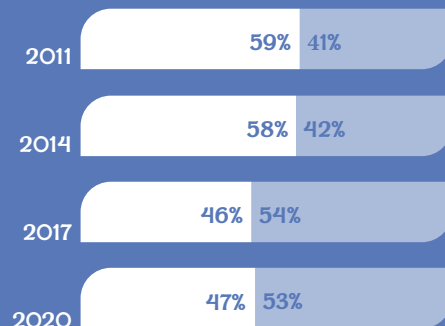
PERCENTAGE OF 2- TO 4-YEAR-OLD CHILDREN ATTENDING ECEC



ECE SALARIES AS A PERCENTAGE OF TEACHER SALARIES



PERCENTAGE OF ECE SPACES (NON-PROFIT/PROFIT)



EARLY CHILDHOOD EDUCATION REPORT 2020

QUÉBEC



EARLY CHILDHOOD EDUCATION REPORT 2020



ABOUT THE EARLY CHILDHOOD EDUCATION REPORT BENCHMARKS

The Early Childhood Education Report (ECER) is produced by the Atkinson Centre for Society and Child Development at the Ontario Institute for Studies in Education/University of Toronto. Twenty-one benchmarks are organized into five equally weighted categories, totalling a score of 15. The benchmarks evaluate governance structures, funding levels, access, quality in early learning environments, and the rigour of accountability mechanisms. Results are populated from detailed provincial and territorial profiles developed by the researchers and reviewed by provincial and territorial officials.

For the Canada-wide overview, a detailed look at the benchmarks, the full methodology, and all federal, provincial, and territorial profiles please visit [ECEReport.ca](https://ecereport.ca).

Please cite this publication as:

Akbari, E., McCuaig, K., & Foster, D. (2021). *The Early Childhood Education Report 2020*. Ontario Institute for Studies in Education/ University of Toronto.

This Québec profile captures early learning and child care initiatives to March 31, 2020. The New Developments section highlights activities occurring after this date.

The *Act to Improve the Educational Quality and Foster the Harmonious Development of Educational Child Care Services* (December 2017) amended the *Educational Child Care Act* and *Educational Child Care Regulation* to introduce new provisions to address child care quality. The amendments are consistent with the government's *Agir tôt et de manière concertée* initiative, which directs better collaboration between the Ministry of the Family (MFamille), Ministry of Education, Government of Québec (MEQ), and the Ministry of Health and Social Services (MSSS) to support culturally inclusive programming and to promote children's academic achievement.

The legislation requires early childhood service providers to update their program practice to meet the new requirements without additional costs to parents. Home child care applicants must submit an educational program that complies with the new legislation before receiving a permit or recognition.

In June 2020, the Ministry for Education and Higher Education (MEES) was divided. The Ministry of Education, Québec (MEQ) is now solely responsible for elementary and secondary schooling, with a separate ministry responsible for post-secondary education. A new *Framework for Professional Competencies for Teachers*¹ is designed to guide the development of teacher training programs at the university level and to support the continuing professional development of teachers throughout their career. The framework addresses the educational and social challenges Québec faces, including those related to inclusion, culture, and language.

COVID-19 ACTION PLAN

In March 2020, in response to the COVID-19 pandemic, the Government of Québec declared a state of emergency and suspended child care services for all but essential workers. All parent fees were waived. Child care service providers remained fully subsidized, and educators and staff in the subsidized network continued to receive full pay. Assistance was given to non-subsidized daycare centres to cover their overhead costs.

As case counts fell, a multi-phase reopening plan was established by region. Every two weeks the number of children returning to child care increased until full capacity was reached by July 13, 2020. Parents who chose not to re-enroll their children were allowed to hold their space until September 1, 2020, providing they paid their usual contribution.

MFamille provided programs with masks and eye protection and kept providers updated on prevention measures as they evolved during the pandemic. Between April 3, 2020, when tracking of COVID-19 case numbers first began, until July 31, 2020, 118 COVID-19 cases were reported in 103 child care programs.² Since the beginning of the second COVID-19 wave in September 2020, the government's direction has been to keep child care services open as outlined in the *Plan d'action prévu en cas de deuxième vague*.³

TABLE 1.1.A QUÉBEC GOVERNANCE STRUCTURE FOR EARLY CHILDHOOD EDUCATION - MINISTÈRE DE LA FAMILLE

Lead Ministry/ Department	Ministère de la Famille (MFamille)
Related Ministry/ Department	Ministère de l'Éducation (MEQ) Ministère de la Santé et des Services Sociaux (MSSS) The MFamille also liaises with Retraite Québec with respect to the family allowance, and the Curateur Public, ^a which ensures the protection of persons with disabilities.
ECE Supervisory Unit	Educational Child Care Services (ECS) in the MFamille Joint MFamille and MEQ Committee Initiative concertée d'intervention pour le développement des jeunes enfants Agir tôt et de manière concertée Interdepartmental Committees
Policy Framework	<i>Politique familiale</i> ^b
Legislation	<i>Educational Child Care Act (C.Q.L.R., chapter S-4.1.1)</i> last amended December 2017 ^c
Related Legislation^d	Reduced Contribution Regulation (R.S.Q., C. S-4.1.1, r. 16) Educational Child Care Regulation (R.S.Q., c. S-4.1.1, r. 2) Act Respecting the Ministère de la Famille, des Aînés et de la Condition Féminine (R.S.Q., c. M-17.2) Act to Facilitate the Establishment of a Pension Plan for Employees Working in Child Care Services (R.S.Q., c. E-12.011) Act Respecting Family Benefits (R.S.Q., c. P-19.1) Act Respecting the Representation of Certain Home Child Care Providers and the Negotiation Process for their Group Agreements (R.S.Q., c. R-24.0.1)
Local Service Delivery	Educational Child Care Services (ECS) and 161 home child care coordinating offices
Community/Sector Oversight	Advisory Committees on the Provision of ECS (ACP)
<p>a Ministère de la Famille, Government of Québec. <i>Handicapped children</i>. Retrieved from: https://www.rrq.gouv.qc.ca/en/enfants/enfant_handicape/Pages/enfant_handicape.aspx</p> <p>b Ministère de la Famille, Government of Québec. <i>Politique familiale</i>. Retrieved from: https://www.mfa.gouv.qc.ca/fr/Famille/politique-familiale/Pages/index.aspx</p> <p>c Ministère de la Famille, Government of Québec. <i>Lois et règlements</i>. Retrieved from: http://legisquebec.gouv.qc.ca/fr/ShowDoc/cs/S-4.1.1https://www.quebec.ca/gouv/ministere/famille/lois-et-reglements/</p> <p>d Ministère de la Santé et des Services Sociaux, Government of Québec. <i>Initiative concertée d'intervention pour le développement des jeunes enfants</i>. Retrieved from: https://www.msss.gouv.qc.ca/professionnels/jeunesse/initiative-concertee-d-intervention-pour-le-developpement-des-jeunes-enfants/</p>	

**TABLE 1.1B QUÉBEC GOVERNANCE STRUCTURE FOR EARLY CHILDHOOD EDUCATION –
MINISTÈRE DE L'ÉDUCATION DU QUÉBEC**

Lead Ministry/Department	Ministère de l'Éducation (MEQ) ^a
Related Ministry/Department	MFamille and the MSSS
ECE Supervisory Unit	Direction de la Formation Générale des Jeunes Joint MFamille and MEQ Committee <i>Agir pour que chaque tout-petit développe son plein potentiel</i> Advisory Committee <i>Agir tôt et de manière concertée</i> Interdepartmental Committees
Policy Framework	<i>It's all About the Children: Educational Services Strategy for Children from Birth to Age 8 (2018)</i> ^b
Legislation	<i>Education Act</i> (chapter I-13.3) <i>Act Respecting Private Education</i> (chapter E-9.1) <i>The Education Act for Cree, Inuit and Naskapi Native Persons</i> (chapter I-14) <i>The Act to Amend the Education Act with Regard to School Organization and Governance</i> , November 7, 2019 ^c <i>An Act to amend the Education Act and other provisions regarding preschool education services for students 4 years of age</i> ^e
Related Legislation	<i>Basic School Regulation for Preschool, Elementary and Secondary Education</i> (chapter I-13.3, s. 447) <i>Regulation Respecting Exceptional Cases for Admission to Preschool and Elementary School</i> (chapter I-13.3, r. 1) <i>Regulation Respecting Child Care Services Provided at School</i> (chapter I-13.3, s. 454.1) <i>Regulation Respecting Free Instructional Material and Certain Financial Contributions that May be Required</i> (chapter I-13.3, r. 6.2)
Local Authority/Service Provider	60 French-language school service centres ^e (formerly school boards), 1 special-status school service centre (Centre de services scolaire du Littoral), 9 English-language school boards and 2 special-status school boards (the Cree School Board and Kativik Ilisarniliriniq) MFamille regional offices
Community/Sector Monitoring	Educational Child Care Service Supply Advisory Committees ^f

a In 2020, the Ministère de l'Éducation et de l'Enseignement Supérieur was divided into the Ministère de l'Éducation, Québec and Ministère de l'Éducation et de l'Enseignement Supérieur to allow the former to focus on children from preschool through secondary school.

b Ministère de l'Éducation et de l'Enseignement Supérieur (2018). *It's all About the Children: Educational Services Strategy for Children from Birth to Age 8*. Retrieved from: <https://numerique.banq.qc.ca/patrimoine/details/52327/3532530>

c Légis Québec. *Basic school regulation for preschool, elementary and secondary education*. Retrieved from: <http://legisquebec.gouv.qc.ca/en/ShowIdm/cr/I-13.3,%20r.%208>

d Ministère de l'Éducation, Government of Québec. *School Service Centres*. Retrieved from: <https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/school-governance/#c42437>

e Québec National Assembly. (2019). *Bill 5, Chapter 24*. Retrieved from: www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=5&file=2019C24A.PDF

f Ministère de la Famille, Government of Québec. *Comités consultatifs sur l'offre de services de garde éducatifs à l'enfance*. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/services-de-garde/nouvelles-places/comites-consultatifs/Pages/index.aspx>

DEPARTMENT ORGANIZATION

MINISTÈRE DE LA FAMILLE: The MFamille is responsible for developing and establishing policies, programs, and measures for child care services, balancing family and work responsibilities, supporting organizations dedicated to families and children, and ensuring the availability of information resources for families. The MFamille liaises with two government agencies under the responsibility of the Minister of Families: the Retraite Québec is responsible for family allowances, and the Curateur Public ensures the protection of persons with disabilities.

In addition, the MFamille collaborates with other ministries on issues of mutual responsibility:

- The MFamille and Ministère de l'Éducation (MEQ) committee is responsible for optimizing services for families with children up to the age of 8 years.
- *Agir pour que chaque tout-petit développe son plein potentiel* advisory committee is responsible for developing strategies to meet the needs of vulnerable children.
- *Initiative concertée d'intervention pour le développement des jeunes enfants* (ICIDJE)⁴ is a partnership between the MFamille, the MEQ, the MSSS, and the Institut de la Statistique du Québec (ISQ) to support the development of children up to the age of 5 years. by preparing them for primary school and academic success. The ICIDJE includes two components: investigation and intervention.
- *Agir tôt et de manière concertée* interdepartmental committee is a joint effort among the MFamille, the MEQ, and the MSSS to monitor the development of measures and projects to ensure the continuity of services or children up to the age of 5 years.

MINISTÈRE DE L'ÉDUCATION: The MEQ's mission is to promote educational success, sports, recreation, and living environment that are inclusive, healthy and respectful of people's needs and conditions. It oversees preschool education for 4- and 5-year-old children in schools and is tasked with expanding 4-year-old Kindergarten into all schools across the province by 2023.

POLICY FRAMEWORK

Québec's Family Policy⁵ directs the work of the MFamille and includes:

- Subsidized child care
- Family Allowance
- Financial assistance measures, particularly for low-income families
- Work-life balance measures
- Measures for families with children with special needs

Policy on Educational Success,⁶ the MEQ's policy guide, has three goals:

- Allowing everyone to achieve their full potential
- Providing an inclusive environment conducive to development, learning, and success
- Mobilizing stakeholders and partners for success

Related actions include:

- Expanding access to Kindergarten for 4-year-olds
- Aligning the Kindergarten programs for 4- and 5-year-olds
- Developing a prevention document for preschool education

The *Strategy for Children from Birth to Age 8 – It's All about the Children* is a support document for teachers and early childhood educators to narrow achievement gaps among children.

Initiated in 2018, *Agir tôt et de manière concertée* is a collaboration among the MFamille, the MEQ, and the MSSS aimed at ensuring the continuity, quality, and affordability of educational services from early childhood until the end of primary school. Actions include:

- Improving the educational quality of child care services
- Expanding the educational child care network (CPEs) to increase affordability
- Reaching vulnerable children who do not attend child care

SERVICE DESIGN

EDUCATION PROGRAMS

Preschool education includes both full-time Kindergarten for 5-year-olds and part-time and full-time Kindergarten for 4-year-olds, sometimes referred to as “prekindergarten.” In addition, Passe-Partout is a family intervention program intended for 4-year-olds and their parents.

KINDERGARTEN FOR 5-YEAR-OLDS: This full-day school program has been offered by all school boards and private schools since September 1997. Children who turn 5 years of age by September 30 are eligible.⁷ Attendance is not compulsory, but over 95% of eligible children enrol. Children who do not speak the language of instruction are entitled to language support. To attend an English-language school, children must meet the eligibility conditions for English instruction.⁸

KINDERGARTEN FOR 4-YEAR-OLDS:⁹ In February 2019, the *Education Act* was amended to entitle all 4-year-old children to preschool programs delivered in schools. Children who turn 4 years of age by September 30 are eligible. Originally offered in disadvantaged school districts only, 660 classes were offered in different locations throughout Québec. In 2020–2021, 1,010 classes were authorized by the minister, but due to the COVID-19 pandemic, a total of 995 opened.

PASSE-PARTOUT:¹⁰ Passe-Partout is a parenting skills support program for children and their parents living in disadvantaged communities. The program consists of a minimum of 16 sessions with children and eight with parents. Children must be 4 years old as of September 30 to participate.

SCHOOL-BASED CHILD CARE SERVICES: A school board or a private school may offer child care services on their premises for students between the ages of 4 and 12 years. Students may attend on a regular or occasional basis before classes, during the lunch period, and/or after classes.

Child care provided through schools must operate in accordance with the *Education Act*, R.S.Q., c. 1-13.3.

REGULATED CHILD CARE

The MFamille¹¹ ensures that child care services meet the standards of the *Educational Child Care Act* and the *Educational Child Care Regulation*. There are four types of regulated child care services serving children from birth to Kindergarten entry. A logo identifies regulated services that hold a permit issued by the MFamille or that are recognized by a home child care coordinating office.

CENTRE DE LA PETITE ENFANCE – CPE: Non-profit or cooperative organizations can operate one or more centres, which are governed by a board of directors consisting of no fewer than seven members, at least two-thirds of whom are parent users. Centres are publicly funded with the exception of a government set parent fee. Staff wages are standardized.

SUBSIDIZED DAY CARE CENTRES: Centres are operated by a non-profit, cooperative, business corporation, an individual, or a First Nations band council. Parent advisory committees are required. Staff wages are not standardized but parent fees are subsidized. These are sometimes referred to as reduced-contribution spaces.

NON-SUBSIDIZED DAY CARE CENTRE: Centres are operated by a non-profit, a cooperative or business corporation, an individual, or a First Nations band council. Parent advisory committees are required. Parent fees are not subsidized. Parents in non-subsidized centres are eligible for a refundable tax credit to offset child care expenses.

HOME CHILD CARE RECOGNIZED BY A HOME CHILD CARE COORDINATING OFFICE: Child care is offered in private homes by self-employed providers who are recognized by a home child care coordinating office. A home childcare provider may accept up to six children with restrictions on the numbers of infants and young preschoolers. Providers may offer reduced-contribution spaces or set their own fees.¹²

ONE-STOP ACCESS TO CHILD CARE

SERVICES: La Place 0-5¹³ is Québec’s one-stop child care waitlist and the only access point for parents to register their children with

any recognized child care services. Parents may register their child and follow up on their record electronically. All child care providers, except those in First Nations territories, must join La Place 0-5 and use only registered parents to fill their spaces.

UNREGULATED CHILD CARE

An individual may provide care for up to six children in a private residence without a permit from a home child care coordinating office. While not monitored by the coordinating office, providers are subject to health and safety standards.¹⁴

In addition, the following organizations and activities are not covered by the *Educational Child Care Act*:¹⁵

- Community organizations offering drop-in parent/child care activities
- Occasional child care offered at health or social service facilities, or during special events when parents are on the premises
- Nursery schools providing care for at least seven children between the ages of 2 and 5 years and for no more than 4 hours a day
- Day or vacation camps offering activities outside of the school calendar year

FAMILY SERVICE

The MFamily also provides funding to support community social pediatrics centres and family community organizations offering drop-in activities.

COMMUNITY SOCIAL PEDIATRICS: In 2015, Québec partnered with the Fondation Dr. Julien to develop community social pediatric centres, an integrated social medicine model that combines medicine, law, and social work. A \$45 million grant (2015 to 2023) supports 42 centres, providing services to 10,366 children.

FAMILY COMMUNITY ORGANIZATIONS AND COMMUNITY DROP-IN DAYCARE CENTRES:

The MFamily supports the operations of 262 family community organizations (FCOs) and eight national groups through its Family Community Action Support Program. Active in all 17 of Québec's administrative regions, FCOs provide parenting and intervention supports.

LOCAL SERVICE DELIVERY

CHILD CARE: Regional offices of the MFamily provide support to child care services. To ensure compliance with the *Educational Child Care Act* and its regulations, every five years ministry staff carry out inspections and conduct investigations at recognized child care centres and at coordinating offices. The goal of these inspections is to promote service quality and to ensure the health, safety, and well-being of children.

Home child care coordinating offices are responsible for conducting compliance visits at the homes of people recognized as home child care providers. Non-recognized child care services are not subject to inspections, other than to ensure that they are not providing child care services illegally. Certified by the MFamily, coordinating offices are responsible for providers within a defined geographical area.¹⁶ Responsibilities include:¹⁷

- Granting, renewing, suspending, or revoking home child care provider recognition
- Ensuring providers comply with standards set out in the *Educational Child Care Act* and *Regulations*
- Informing parents of home child care services
- Determining parent eligibility for fee subsidies
- Managing ministry payments to home child care providers
- Providing pedagogical and technical support to home child care providers when requested
- Encouraging continuous training and development on the part of home child care providers
- Handling complaints concerning home child care providers
- Allocating subsidized child care centre spaces among providers according to parents' child care needs and ministry instructions

A coordinating office must also keep a current register of the recognized home child care providers in its area and send a copy of it to the minister.

KINDERGARTEN: In February 2020, Québec replaced elected school boards in its French-language system with school service centres.

These centres are administered by a board of directors elected from parent, professional, and student representatives on the governing boards at individual schools. Additional changes include modifications to the governing boards, such as mandatory training from the Ministry of Education, the creation of a commitment to student success committee, and changes to teacher training, school choice, and the role of directors. Changes to English school boards are the subject of litigation.

COMMUNITY INVOLVEMENT/ OVERSIGHT

EDUCATIONAL CHILD CARE SERVICE SUPPLY ADVISORY COMMITTEES: Under the provisions of the *Educational Child Care Act*, the Minister of

Families relies on the recommendations of local committees when allocating spaces. Committee members are responsible for identifying priority areas for new subsidized child care and advising the minister on daycare centre permit applications and requests to relocate facilities or increase the maximum number of children served.¹⁸

SCHOOL GOVERNING BOARDS: Each Francophone language school has a governing board from which members are elected to school service centres.



TABLE 2.1. QUÉBEC ALLOCATION FOR REGULATED CHILD CARE TO MARCH 31, 2020

Refundable child care tax credit ^a	\$732,100,000
Funding for subsidized child care centres (by the MFamille) ^b	\$2,610,753,100
Agreement with the Cree Nation Government	\$18,621,500
Total regulated child care^c	\$3,361,474,600
Other ECE expenses:	
Family community organizations	\$29,288,000
Community drop-in daycare centres	\$5,140,200
Community social pediatrics	\$7,000,000

a Ministère des Finances, Tax Expenditures – 2019 edition, Government of Québec, 2020, 2020 forecast. This expenditure does not apply exclusively to child care services recognized under the *Educational Child Care Act*. It can be applied to any care or expenses for children under the age of 16 or to children of any age with a severe and prolonged disability.

b Subject to the publication of the 2019–2020 Public Accounts by the Ministère des Finances du Québec.

c Does not include funding through federal programs that go directly to Indigenous communities in Québec to support ELCC activities. These include Aboriginal Head Start Urban and Northern Communities (AHSUNC) and the First Nations and Inuit Child Care Initiative (FNICCI), in addition, to funding through the First Nations, Métis and the Inuit Early Learning Child Care agreements..

TABLE 2.2 QUÉBEC ALLOCATION FOR EARLY CHILDHOOD EDUCATION IN SCHOOLS TO MARCH 31, 2020

Kindergarten for 4-year-olds ^a	\$139,985,038
Kindergarten for 5-year-olds ^a	\$689,483,211
MEQ funding for the school day care program (for 4- and 5-year-old children) ^b	\$64,639,385
Total preschool/Kindergarten for 4- and 5-year-olds (MEQ)	\$894,107,634
Passe-Partout program	\$12,573,030
MEQ funding for school-aged daycare (6- to 12-year-olds)	\$293,583,115
Total ECE spending in schools	\$1,200,263,779

a Data from the 2019–2020 school used for the MEQ. Source: Second certification of school boards' budget allocations.

b MEQ's funding for the school day care services for Kindergarten-aged children.

TABLE 2.3 QUÉBEC ALLOCATION FOR EARLY CHILDHOOD EDUCATION/CHILD CARE TO MARCH 31, 2020

Total for educational child care services (MFamille)	\$3,361,474,600
Total preschool 4- and 5-year-olds (MEQ)	\$1,200,263,779
Total ECEC spending	\$4,561,738,379
Total provincial spending budget estimate ^a	\$115,500,000,000
ECEC as a % of provincial budget	3.95%

a Ministère des Finances, Québec's Economic and Financial Situation, 2020–2021, Government of Québec, June 2020.

TABLE 3.1. QUÉBEC POPULATION 0 TO 5 YEARS (2019)

Child population 0 to 5 years	525,750
0 to <24 months	167,951
24 months to <5 years	265,906
5 years	91,893
Total population of Québec	8,484,965
Children 0 to 5 years as % of total population	6.2%

Institut de la statistique du Québec, Government of Québec. Retrieved from: https://www.stat.gouv.qc.ca/statistiques/population-demographie/structure/population-quebec-age-sexe.html#tri_pop=20

TABLE 3.2. QUÉBEC LABOUR FORCE PARTICIPATION OF MOTHERS BY AGE OF YOUNGEST CHILD (2019)

	Number of mothers in labour force by age of youngest child	Labour force participation rate of mothers by age of youngest child
0 to <24 months	117,900	75.6%
24 months to <5 years	145,200	79.0%
5 years	39,600	83.1%
Total mothers in the labour force with child 0 to 5 years	302,700	-
Average labour force participation of mothers with youngest child 0 to 5 years	-	79.2%

Statistics Canada, Labour Force Survey. 0620_13 Table 3 - Labour Force Survey (LFS) estimates of mothers by age of youngest child, Canada, provinces, territories, annual average, 2019.

TABLE 3.3 QUÉBEC ECE SCHOOL PROGRAMS (2019-2020)

Children attending 4-year-old Kindergarten ^a	9,114
4-year-old child population ^b	90,703
% of children attending 4-year-old Kindergarten	10%
Children attending 5-year-old Kindergarten ^a	87,893
5-year-old child population ^b	91,893
% of children attending 5-year-old Kindergarten	95.6%
Schools offering Kindergarten for 4-year-olds ^a	954
Schools offering Kindergarten for 5-year-olds ^a	1,998

^a MEQ, TSEP, DGSRG, DIS, Ministry's data warehouse, Charlemagne system, report #2 dated January 30, 2020. Data for 2019-2020 are provisional.

^b Institut de la statistique du Québec, Government of Québec. Retrieved from: https://www.stat.gouv.qc.ca/statistiques/population-demographie/structure/population-quebec-age-sexe.html#tri_pop=20

TABLE 3.4A QUÉBEC REGULATED CHILD CARE TO MARCH 31, 2020^a

	Number of facilities	Number of spaces
Child care centres		
Child care centres – CPE	1,582	96,703
Subsidized child care centres	716	47,424
Non-subsidized child care centres	1,282	70,421
Total facilities and spaces for children 0 to <5 years	3,580	214,548
Home child care		
Coordinating offices	161	n/a
Home child care providers	12,103	91,604
Total spaces 0 to <5 years in group and home care		306,152
School board operated spaces (5 to <13 years)		363,049
Total space 0 to <13 years		669,201
CARE SPACES SUBSIDIZED AND NON-SUBSIDIZED		
	Subsidized	Non-subsidized
Number of spaces on permit	235,731	70,421
Percentage	77%	23%
CHILD CARE SPACES BY AUSPICE (FOR-PROFIT AND NON-PROFIT) TO MARCH 31, 2020^a		
	For-profit	Non-profit
Number of spaces on permit	113,216	101,316
Percentage	53%	47%
Statistics as of March 31, 2020. Québec currently has 12,737 subsidized spaces under development. Québec currently has 12,737 subsidized spaces under development.		

TABLE 3.4B QUEBEC CHILD CARE ENROLMENT BY AGE GROUP AND FACILITY TYPE TO DECEMBER 31, 2019^a

Child age	CPEs	Subsidized centres	Non-subsidized centres	Total – centre-based services	Home child care	Total enrolment
0 to <24 months	20,990	10,041	15,118	46,149	23,817	69,966
24 months to <5 years	71,748	35,327	40,224	147,299	43,852	191,151
Total	92,738	45,368	55,342	193,448	67,669	261,117

^a Ministère de la Famille, Government of Québec. Retrieved from: https://www.mfa.gouv.qc.ca/fr/publication/Documents/Tableaux_Portrait_EDUCATIONAL_CHILD_CARE_SERVICES.PDF

TABLE 3.5 QUÉBEC PERCENTAGE OF CHILDREN ATTENDING ECEC PROGRAMS BY AGE GROUP

Child ages	Number of children ^a	Child care	Kindergarten	% Children attending ECE program
0 to <24 months	169,310	69,966	n/a	41.3%
24 months to <5 years	261,971	191,151	9,114 ^c	73%
5 years	91,893 ^b		87,893	95.6%

a Institut de la statistique du Québec, Government of Québec. Retrieved from: https://www.stat.gouv.qc.ca/statistiques/population-demographie/structure/population-quebec-age-sexe.html#tri_pop=20. Numbers exclude children < 5 years from First Nations, Inuit, and Métis territories under a delegation of authority agreement.

b The demographic data in this table differ slightly from those presented in Table 3.1, taken from the ISQ website, since they are based on population projections that overestimated the number of young children and have since been revised downwards. However, for 5-year-old children, only the data released by the ISQ is available and is used in Tables 3.1 and 3.6 of this document.

c MEQ, TSEP, DGSRG, DIS, Ministry's data warehouse, Charlemagne system, Report #2 of January 30, 2020. Data for 2019-2020 are provisional.

The government announced a space expansion on February 20, 2019. This plan included several measures that continued into 2019-2020:¹⁹

- Awarding funding for 2,728 new child care spaces
- Accelerating child care expansion already in progress
- Ensuring all home child care spaces are allocated by coordinating offices
- Updating supply and demand models and fine-tuning statistical estimates

SERVING VULNERABLE CHILDREN: To better understand the situation of children not attending

child care, the MFamille established an advisory committee in July 2019. The committee's goal was to identify and recommend strategies to meet the needs of vulnerable children. The committee submitted its final report on January 21, 2020.

INTERACTIVE FAMILY SERVICES MAP: The MFamille and the MEQ collaborated on the development of an interactive map using GPS technology to allow users to find family services, including schools, child care, family programs, and community drop-in parent/child centres in their neighbourhood.

AFFORDABILITY

TABLE 3.6 QUÉBEC FUNDING OF SUBSIDIZED CHILD CARE SPACES TO MARCH 31, 2020

	Government funding per space/day (2020) ^a	Parental contribution/day ^b
Child care centres (CPE)	\$58.15	
Home-based (coordinating offices and home child care providers)	\$24.56	\$8.35
Subsidized child care centres	\$47.29	

a A full-time space represents 262 days of occupancy. Funding for subsidized child care spaces represents an overall envelope that includes most of the operating expenses (i.e., staffing, food, fixed assets, administration, etc.).^b A parental contribution exemption applies for parents receiving support from Social Assistance, Social Solidarity, Youth Alternative, Aim for Employment, or Cree Hunter and Trapper Income Security programs. For other parents, taking the federal child care expense deduction into account, contributions range from \$6.33 to \$7.03 per day.

TABLE 3.7 QUÉBEC FINANCIAL ASSISTANCE FOR CHILD CARE VIA THE CHILD CARE EXPENSE TAX CREDIT

Maximum daily financial assistance^a	Average daily fees for non-subsidized child care services^b	Parental contribution/day for those eligible for the maximum amount of assistance, based on average cost^c
\$28.34	\$37 per child	\$7.37 to \$28.34

a Depending on family income. Based on 260 days of attendance in 2020.

b Ministère de la Famille, Government of Québec. Retrieved from: https://www.mfa.gouv.qc.ca/fr/publication/Documents/portrait_gns.pdf

c The child care expense limit for the 2019 taxation year is \$9,660 for an eligible child (other than a child with a severe disability) born after December 31, 2012. Revenu Québec, Government of Québec. Retrieved from: <https://www.revenuquebec.ca/fr/citoyens/credits-dimpot/credit-dimpot-pour-frais-de-garde-denfants/calcul-du-credit/>. Payments made for subsidize or reduced-contribution spaces entitle parents to apply for the federal child care expense deduction.

TABLE 3.8 QUÉBEC PUBLIC FUNDING AND PARENT FEES FOR SCHOOL ECEC PROGRAMS

	Program	
	4-year-old Kindergarten	5-year-old Kindergarten
Kindergarten –Government funding per child/day ^a	\$44	\$44
School child care service – Government funding per space/day ^a	\$9.87 ^b	\$5.56
Kindergarten –Parental contribution	\$0	
School child care services – Parental contribution/day	\$8.50 ^c	

a Based on 180 days of attendance per year.

b Includes the additional allowance for 4-year-olds.

c As of January 1, 2020. Covers before- and after-school and lunch periods. Parents do not pay for days their child does not attend.

OTHER MEASURES PROMOTING AFFORDABILITY FOR CHILD CARE SERVICES²⁰

ABOLITION OF THE ADDITIONAL CONTRIBUTION IN SUBSIDIZED CHILD CARE CENTRES: Retroactive to January 2019, families are no longer charged an additional fee in subsidized day care centres. This surcharge, which averaged \$1,100 annually, applied to 140,000 families.

TAX MEASURES: Parents whose children attend a non-subsidized daycare may be eligible for a refundable child care tax credit equivalent to between 26% and 75% of eligible expenses paid. Depending on family income and under certain conditions, they may receive this tax credit in the form of advance payments.²¹

CHILD CARE EXPENSE REFUND – ACTIVE MEASURES OF THE PUBLIC EMPLOYMENT SERVICE:

Parents participating in job training or placements as part of their transition from social assistance programs may, under certain conditions, receive a refund for child care expenses when child care is necessary for their participation.

STUDENT FINANCIAL ASSISTANCE: Student loans and bursaries take child care expenses into account when a student has dependent children. Monthly child care expenses are recognized for each dependent child to age 11 and for each child age 12 and over with a major disability.

**REIMBURSEMENT OF CHILD CARE EXPENSES
- FULL-TIME FRENCH COURSES OFFERED
BY THE MINISTÈRE DE L'IMMIGRATION, DE
LA DIVERSITÉ ET DE L'INCLUSION (MIDI):**

Parents eligible for full-time or part-time French courses and financial assistance may, under certain conditions, and depending on their child care situation, be reimbursed for child care expenses when taking these courses.²²

INCLUSION

Although participation is not an entitlement for children with disabilities, the MFamily provides a range of supports to encourage the integration of children with special needs into subsidized child care centres.

**ALLOWANCE FOR INTEGRATING A CHILD
WITH A DISABILITY INTO A CHILD CARE**

SERVICE:²³ Provides funding to centres to support the inclusion of children with disabilities. *Allowance for Integrating a Child with a Disability into a Child Care Facility - Framework and Procedure*²⁴ provides subsidized child care providers with guidelines for inclusion. Funding supported the participation of 10,867 children in 2019.

EXCEPTIONAL ASSISTANCE MEASURE:²⁵

Funding supports the integration of children with profound disabilities by providing additional supports to child care providers. The budget for the measure rose to \$16.1M in 2019-2020, making it possible to increase the number of support hours children receive. The number of children receiving support rose to 712 by August 31, 2020.

**ALLOWANCE FOR A CHILD WITH
A DISABILITY ELIGIBLE FOR THE
TRANSITIONAL MEASURE:**²⁶

Families of children who have a diagnosed disability and are unable to be accommodated in Kindergarten may be eligible for a payment as compensation for Kindergarten attendance.

**SUPPLEMENT FOR CHILDREN WITH
DISABILITIES REQUIRING EXCEPTIONAL
CARE:**²⁷

This is a direct payment to families with children with exceptional needs. Depending on the severity of the child's disability, parents receive either \$995 per month or \$663 per month. These payments are in addition to other child allowances.



TABLE 4.1. QUÉBEC CURRICULUM FRAMEWORKS (EDUCATIONAL PROGRAM)

Program	Curriculum Framework
Educational Child Care Services	<p>Accueillir La Petite Enfance Educational Program The <i>Accueillir la petite enfance</i> (May 2019) is mandated for all funded child care centres and home care providers. The document supports educators to meet the requirements of the amended <i>Educational Child Care Act</i> and aligns with preschool programs for 4- and 5-year-olds enrolled in Québec schools, as well as interventions that are part of the Integrated Perinatal and Early Childhood Services offered by the MSSS.</p> <p>The Gazelle and Potiron Reference Framework^a supports educators in promoting healthy eating, active play, and motor skills development. Twelve guidelines^b include ways of introducing children to a variety of foods, along with strategies to enjoy meal times and encourage a healthy relationship with food.</p> <p>Other Reference Frameworks The MFamille is also developing materials to support educators in guiding young children's social and emotional growth and language and cognitive development.</p> <p>Child's Education Record As part of the new education program, child care service providers are required to keep an education record for each child.^c This record contains a biannual profile of the child covering each of the four areas of development. It is designed to strengthen communication with parents, to help detect developmental delays, and to facilitate the different transitions the child will experience, especially the transition to school.</p>
Kindergarten for 4- and 5-year-olds	Québec Education Program ^d

a Ministère de la Famille, Government of Québec. *Gazelle et Potiron*. Retrieved from: https://www.mfa.gouv.qc.ca/fr/Famille/developpement_des_enfants/cadre-de-reference/Pages/index.aspx

b For more information on these 12 guidelines: *Les orientations, en bref*. Retrieved from: https://www.mfa.gouv.qc.ca/fr/Famille/developpement_des_enfants/cadre-de-reference/Pages/orientations.aspx

c Ministère de la Famille, Government of Québec. *Dossier éducatif de l'enfant*. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/services-de-garde/parents/dossier-educatif/Pages/index.aspx>

d Ministère de l'Éducation, Government of Québec. *Programme de formation de l'école québécoise*. Retrieved from: <http://www.education.gouv.qc.ca/enseignants/pfeq/#:~:text=Le%20Programme%20de%20formation%20de,et%20politiques%20du%20Qu%C3%A9bec%20contemporain>



TABLE 4.2. QUÉBEC STAFF/CHILD RATIO AND GROUP SIZE IN REGULATED CHILD CARE

Age	Staff:Child Ratios	Max. Group Size
Child care centres (CPE) and daycare centres		
Infants (0 to <18 months)	1:5*	No maximum group size is indicated in the <i>Educational Child Care Act</i> or the <i>Educational Child Care Regulation</i> .
Children 18 months to <4 years	1:8*	
Children 4 years to <5 years as of September 30	1:10*	
* At least 2 staff must be present at all times. <i>Légis Québec</i> , <i>Educational Child Care Regulation</i> , Chapter S-4.1.1, r. 2. Retrieved from: http://legisquebec.gouv.qc.ca/en/showdoc/cr/s-4.1.1,%20r.%202		

CHILD CARE: A maximum of 80 children can be present in a child care centre (CPE) or daycare centre facility, whether the latter is subsidized or not. A single building may not house more than two facilities. In addition, section 31 of the *Educational Child Care Regulation* outlines the requirements for the minimum amount of space for the play area.

HOME CHILD CARE: A home care provider may accept up to six children, no more than two of whom can be under the age of 18 months, including

children under the age of 9 living in the household. If the provider is assisted by another adult, they may accept up to nine children, no more than four of whom are under the age of 18 months, including children under the age of 9 living in the household.

KINDERGARTEN: Class sizes are limited to 19 for 5-year-old groups, with one teacher. Class sizes can be between 14 and 17 for 4-year-old groups²⁸ with a teacher plus an early childhood educator in the classroom for at least half the school day.²⁹

TABLE 4.3. QUÉBEC EDUCATOR QUALIFICATIONS

Kindergarten Teachers ^a	Teachers must hold a bachelor's degree in preschool education and primary school education (four-year program) that includes at least 700 hours of practicum. A diploma in early childhood education and prior work experience in child care are recognized for persons transferring to a bachelor degree in preschool and primary education.
Early Childhood Educators ^b	<p>A diploma of college studies (DCS) in early childhood education or any other equivalent training recognized by the MFamily is required, in accordance with section 22 of the <i>Educational Child Care Regulation</i>.</p> <p>Eligible equivalent training is presented in the <i>Directive Concerning the Evaluation of Childcare Staff</i> (Directive):</p> <ul style="list-style-type: none"> • A DCS in Early Childhood Education • A DCS in Special Education or a DCS in Social Work, combined with: <ul style="list-style-type: none"> ◦ An Attestation of College Studies (ACS) in Early Childhood Education or from the Educators in Native and Inuit Childcare Services program, consisting of at least 1,200 hours of instruction <p>OR</p> <ul style="list-style-type: none"> ◦ A specialized early childhood education university certificate whose program includes, or is supplemented by, courses dealing with child health and safety and educational approaches • An ACS in Early Childhood Education or from the Educators in Native and Inuit Child Care Services program, consisting of at least 1,200 hours of instruction, combined with: <ul style="list-style-type: none"> ◦ Three years of relevant experience as outlined in section 2 of the Directive ◦ An ACS from the Educators in Native and Inuit Child Care Services program for educators working in child care services located in First Nations, Inuit, or Métis communities • A specialized early childhood university certificate whose program includes, or is supplemented by, courses dealing with child health and safety and educational approaches, combined with three years of relevant experience as outlined in section 2 of the Directive • A bachelor's degree including at least 30 credits in early childhood education, preschool education, school and social adjustment (remedial education), psychoeducation, or psychology, whose program includes or is supplemented by college- or university-level courses dealing with child health and safety and educational approaches
Recognized Home Child Care Providers ^c	Home child care providers must have successfully completed, in the three years before applying for recognition, at least 45 hours of training dealing with the operation of home child care, children's safety, health and nutrition, child development, and the educational program stipulated in the <i>Act</i> . At least 30 of the 45 training hours must deal with child development and the educational program.
School Day Care Service Educators ^d	Staff in before- and after-school programs must hold a current first aid certification plus an Attestation of Vocational Studies in child care or hold a diploma and attestation of studies recognized as equivalent and have one year of relevant experience.

a Ministère de l'Éducation, Government of Québec. (2015, October). *Terms and conditions for Obtaining a Québec Teaching Permit*. Retrieved from: http://www.education.gouv.qc.ca/fileadmin/site_web/documents/reseau/formation_titularisation/Autorisations_denseigner/Conditions_et_modalites_Exterieur_Canada_AN.pdf

b Ministère de la Famille, Government of Québec. *Une solide formation*. Retrieved from: https://www.mfa.gouv.qc.ca/fr/services-de-garde/personnel/devenir-educateur/Pages/solide_formation.aspx

c Ministère de la Famille, Government of Québec. *A sufficient number of qualified staff*. Retrieved from: <https://www.mfa.gouv.qc.ca/en/services-de-garde/legal-illegal-reconnu/services-garde-reconnus/Pages/personnel-en-nombre-suffisant-et-qualifie.aspx>

d Laurier Competency Development Centre. *School Day Care Service Educators*. Retrieved from: <https://bilingualtraining.ca/programmes/school-daycare-educator/>

TABLE 4.4. QUÉBEC PROFESSIONAL RECOGNITION AND DEVELOPMENT

	Teachers	ECEs
Professional Recognition	Graduates of Québec universities do not need to apply for a licence. Once a student completes a teacher training program, the university sends the ministère the documents required to issue a teaching licence. ^a	Professional certification not available. The child care operator is responsible for evaluating staff qualifications. School boards are responsible for evaluating the credentials of school daycare staff. The home child care coordinating office is responsible for evaluating recognized providers.
Professional Development	The newly instituted <i>Framework for Professional Competencies for Teachers</i> includes requirements for assessing professional competencies and supporting the continuing professional development of teachers throughout their career. ^b	No continuing education or professional development is required for staff working in CPEs and daycare programs. Extensive online and in-person training was provided to orient staff to the new educational program. Under section 59 of the <i>Educational Child Care Regulation</i> , home child care providers must take six hours of professional development training annually. At least three of the six hours of training must deal with child development and the educational program. ^c

a Ministry of Education, Government of Québec. *Application for a Teaching Licence*. Retrieved from: <http://www.education.gouv.qc.ca/en/teachers/teaching-in-quebec/teaching-authorizations/application-for-a-teaching-licence/>

b Ministry of Education, Government of Québec. *Framework for Professional Competencies for Teachers*. Retrieved from: https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/devenir-enseignant/reference_framework_professional_competencies_teacher.pdf?1611584651

c Ministère de la Famille, Government of Québec. *A Sufficient Number of Qualified Staff*. Retrieved from: <https://www.mfa.gouv.qc.ca/en/services-de-garde/legal-illegal-reconnu/services-garde-reconnus/Pages/personnel-en-nombre-suffisant-et-qualifie.aspx>



WORKFORCE TRAINING

The MFamille is collaborating with the Ministère du Conseil Exécutif's workforce task force on increasing the recruitment and retention of

early childhood educators. Due to the COVID-19 pandemic, the work of the task force's and the actions planned have been postponed.

TABLE 4.5 QUÉBEC DENSITY OF QUALIFIED STAFF IN CHILD CARE CENTRES

Section 23 of the *Educational Child Care Regulation* stipulates that an operator must ensure that at least two child care staff members out of three are qualified and present every day that child care services are provided.

Légisquebec. S-4.1.1, r. 2 - *Educational Child Care Regulation*. Retrieved from: <http://legisquebec.gouv.qc.ca/en/showdoc/cr/s-4.1.1,%20r.%202>

TABLE 4.6 QUÉBEC HOURLY RATE OF EARLY CHILDHOOD TEACHERS AND EDUCATORS (2020)

Teachers at the primary and preschool levels ^a	Early Childhood Educators ^b	ECE Rate as a % of Teacher Rate
\$37.93	\$25.15	66%

a Ministère du Travail, de l'Emploi et de la Solidarité sociale, Government of Québec. *Enseignants/enseignantes aux niveaux primaire et préscolaire (CNP 4032)*. Retrieved from: http://imt.emploi.quebec.gouv.qc.ca/mtg/inter/noncache/contenu/asp/mtg122_sommprofs_01.asp?lang=FRAN&Porte=1&ssai=0&cregncomp1=QC&PT4=53&aprof=4032&type=01&PT3=10&PT1=25&cregn=QC&motpro=ensei&PT2=21&pro=4032

b Based on top classification for a qualified educator working in a Centre de la petite enfance (CPE). Retrieved from: <https://www.mfa.gouv.qc.ca/fr/publication/Documents/taux-et-echelles-de-salaires-personnes-salariees.pdf>

c. Based on median hourly rate for a teacher.

PROGRESS REPORT

ANNUAL MANAGEMENT REPORT:³⁰

Section 26 of the *Public Administration Act* requires MFamille to table annual management reports with the National Assembly. The reports document progress in meeting the objectives in the current ministry's strategic plan and accounts for annual expenditures and steps taken to meet the needs of families. It also reports the MFamille's compliance with legislative and government requirements.

STATUS OF CHILD CARE SERVICES: The Education Child Care Services division must submit an annual report of their activities to the MFamille. *Situation des centres de la petite enfance, des garderies et de la garde en milieu familial au Québec*³¹ provides an overview of early childhood services, in addition to statistics on topics including the management of child care businesses, service users, staff and their working conditions, home child care providers, the mandate of the coordinating offices, and specific types of child care.

PROGRAM STANDARDS

CHILD CARE SERVICE COMPLAINT HANDLING POLICY:³² Under direction of the *Act to Facilitate the Disclosure of Wrongdoings Relating to Public Bodies*, in force since May 1, 2017, the MFamille has procedures for handling complaints or disclosures of violations in child care services.³³

INSPECTIONS AND INVESTIGATIONS: MFamille officers inspect child care programs within six months of the issuance of the first permit, and during the two-year period preceding the renewal of a permit (every five years). The results of the inspections are available on the MFamille website.³⁴ Regular financial audits are performed on child care programs receiving public funds.

ASSESSING AND IMPROVING EDUCATION QUALITY:³⁵ In accordance with section 5.1 of the *Educational Child Care Act*, beginning in April 2019, CPEs and daycare centres for

3- to 5-year-olds are assessed, focusing on staff/child interactions, activity planning, and the layout of the early learning environment. All centre and home providers are required to participate. The MFamille is currently adapting tools for the groupings of children under the age of 3 years, home child care, and programs provided by First Nations communities.

POPULATION MONITORING

QUÉBEC SURVEY ON DROP-IN DAY CARE SERVICES OFFERED BY COMMUNITY ORGANIZATIONS, 2018:³⁶

This survey provides an overview of how drop-in daycare activities offered by community organizations and in receipt of funding from the MFamille are meeting family needs.

ENQUÊTE QUÉBÉCOISE SUR L'ACCESSIBILITÉ ET L'UTILISATION DES SERVICES DE GARDE: This study documents the various non-parental child care needs, obstacles, and opportunities in accessing child care, as well as the ways in which non-parental child care is used, among a representative sample of parents with children to age 5 years.

LONGITUDINAL STUDY OF CHILD DEVELOPMENT IN QUÉBEC, 1ST EDITION:³⁷ Launched in 1998, the Longitudinal Study of Child Development in Québec (LSCDQ 1) tracks children's development, their contact with school, health, and other services, and their family life through to age 25 years. Phase I (monitoring of children from birth to age 5), Phase II (children aged 6 to 12), and Phase III (children aged 13 to 17) have been completed. Phase IV, now underway, follows subjects to age 25.

LONGITUDINAL STUDY OF CHILD DEVELOPMENT IN QUÉBEC, 2ND EDITION (GROWING UP IN QUÉBEC):³⁸ A new cohort of children, consisting of some 4,500 babies born in 2021, will be followed to identify the developmental trajectories and factors contributing to the academic success, social adjustment, and well-being of young people

in Québec. In the years to come, parents and children will be called upon to complete different questionnaires in order to analyze a variety of issues, including the relationships between child development and family dynamics and transitions, lifestyles, and the use of new technologies, along with access to, and use of, child care services.

QUÉBEC SURVEY ON THE EXPERIENCE OF PARENTS OF CHILDREN AGED 0 TO 5: This survey collects data on different aspects of the lives of parents, including the stresses parents encounter, family-work-school balance, support from partners and other family members, and parents' involvement with their child's school and child care experiences.

QUELLE FAMILLE? REPORT:³⁹ Produced by the MFamille, the *Quelle famille?* report provides accessible data identifying families by their type, parents' age, number of children, and more.

POINTS DE VUE DES PARENTS:⁴⁰ This qualitative study focuses on the parents of young children with respect to child care services. The study explores the child care features parents are looking for and their understanding of the different types of child care services, including legal and illegal child care.

PORTRAIT DU RÉSEAU DES SERVICES DE GARDE ÉDUCATIFS À L'ENFANCE EN VUE D'UNE ÉVALUATION DE SA PERFORMANCE⁴¹ - **2016 AND 2018:** This report provides a descriptive profile of the educational child care service network. This represents the first step in conducting an assessment of the network's performance.

RESEARCH PARTNERSHIPS

ÉTUDE RÉACTIONS RESEARCH PARTNERSHIP: The MFamille is partnering with researchers to describe the experiences and effects of the COVID-19 pandemic on school-age children and teen well-being.

FAMILLES EN MOUVANCE RESEARCH

PARTNERSHIP: Formed in 1993, this social research partnership takes a multidisciplinary and multisectoral approach. Among its accomplishments is the Observatoire sur les réalités familiales au Québec, a web-based site disseminating knowledge about Québec families.

SÉPARATION PARENTALE, RECOMPOSITION FAMILIALE RESEARCH PARTNERSHIP: This community-university research alliance of over 30 university researchers and partners from the community, public, and government sectors is studying the circumstances of separated and blended families.

SAVOIRS SUR L'INCLUSION ET L'EXCLUSION DES PERSONNES LESBIENNES, GAIES, BISEXUELLES, TRANSGENRES ET QUEER/ SAVIE-LGBTQ PROJECT: Led by the Research Chair on Homophobia of the Université du Québec à Montréal, this research program documents contemporary forms of social inclusion and exclusion experienced by LGBTQ people living in Québec. It also assesses the impact of Québec and Canadian public policies on facilitating the inclusion of LGBTQ people.

OBSERVATOIRE DES TOUT-PETITS: Sponsored by the Lucie and André Chagnon Foundation, the Observatory publishes several special reports concerning the development and well-being of Québec's children, from conception to age 5 years.

PRESCHOOL EDUCATION SERVICES - MEQ RESEARCH PARTNERSHIP: The Fonds de recherche du Québec - Société et culture (FRQSC) and the Ministère de l'Éducation du Québec (MEQ) fund research to inform the development of literacy skills beginning in preschool education.⁴²

- 1 Ministère de l'Éducation, Government of Québec. (2021) *Reference Framework for Professional Competencies for Teachers*. Retrieved from: https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/devenir-enseignant/reference_framework_professional_competencies_teacher.pdf?1611584651
- 2 The Canadian Press. "Quebec daycares have been using the wrong masks for months," CTV NEWS. December 23, 2020. Retrieved from: <https://montreal.ctvnews.ca/quebec-daycares-have-been-using-the-wrong-masks-for-months-1.5243070>
- 3 Ministère de la Famille, Government of Québec. COVID-19. *Plan d'action prévu en cas de deuxième vague*. Retrieved from: <https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/covid-19/Complet-Plan-action-2e-vague-COVID.pdf?1598641771>
- 4 Ministère de la Santé et des Services Sociaux, Government of Québec. *Initiative concertée d'intervention pour le développement des jeunes enfants*. Retrieved from: <https://www.ms.ss.gouv.qc.ca/professionnels/jeunesse/initiative-concertee-d-intervention-pour-le-developpement-des-jeunes-enfants/a-propos/>
- 5 Ministère de la Famille, Government of Québec. *Politique familiale*. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/Famille/politique-familiale/Pages/index.aspx>
- 6 Ministère de l'Éducation, Government of Québec. (2017). *Policy on Educational Success*. Retrieved from: http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/politiques_orientations/politique_reussite_educative_10juillet_A_1.pdf
- 7 English Montreal School Board. *How to Register*. Retrieved from: <https://www.emsb.qc.ca/emsb/admissions/registration/youth-sector>
- 8 Ministère de l'Éducation, Government of Québec. *Admissibilité à l'enseignement en anglais* Retrieved from: <http://www.education.gouv.qc.ca/parents-et-tuteurs/admissibilite-a-l-enseignement-en-anglais/>
- 9 Ministère de l'Éducation, Government of Québec. *Kindergarten*. Retrieved from: <https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/kindergarten/>
- 10 Ministère de l'Éducation, Government of Québec. *Pass partout*. Retrieved from: http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/Passe-Partout_s.pdf
- 11 Ministère de l'Éducation, Government of Québec. *Les services de garde reconnus*. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/services-de-garde/legal-illegal-reconnu/services-garde-reconnus/Pages/services-garde-reconnus.aspx>
- 12 Ministère de la Famille, Government of Québec. (2016). *Se faire reconnaître à titre de personne responsable d'un service de garde en milieu familial*. Retrieved from: https://www.mfa.gouv.qc.ca/fr/publication/Documents/SF_devenir_RSG_milieu_familial.pdf
- 13 Government of Québec. *La Place 0-5*. Retrieved from: <https://www.laplace0-5.com/>
- 14 Ministère de la Famille, Government of Québec. *Services de garde non reconnus*. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/services-de-garde/parents/non-reconnus/Pages/index.aspx>
- 15 Ibid.
- 16 Ministère de la Famille, Government of Québec. *Bureaux coordonnateurs de la garde en milieu familial*. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/services-de-garde/bc/Pages/index.aspx>
- 17 Ministère de la Famille, Government of Québec. *Fonctions et obligations du bureau coordonnateur*. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/services-de-garde/bc/fonctions-obligations-bc/Pages/fonctions-obligations-bc.aspx>
- 18 Ministère de la Famille, Government of Québec. *Comités consultatifs sur l'offre de services de garde éducatifs à l'enfance*. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/services-de-garde/nouvelles-places/comites-consultatifs/Pages/index.aspx>
- 19 Ministère de la Famille, Government of Québec. *Plan d'accélération de l'accessibilité aux services de garde éducatifs à l'enfance*. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/services-de-garde/revision-offre-services-garde/Pages/index.aspx>
- 20 Ministère de la Famille, Government of Québec. *Des mesures favorisant l'accès aux services de garde*. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/Famille/soutien-famille/services-garde/acces-services/Pages/index.aspx>
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