

Early Childhood Education Report

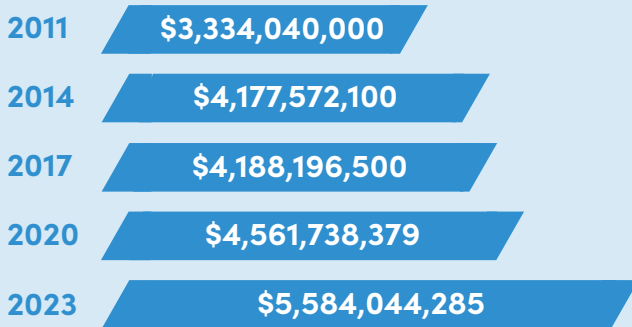


QUEBEC

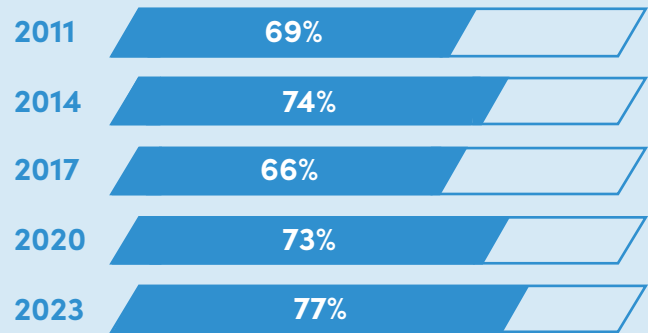
Profile 2023



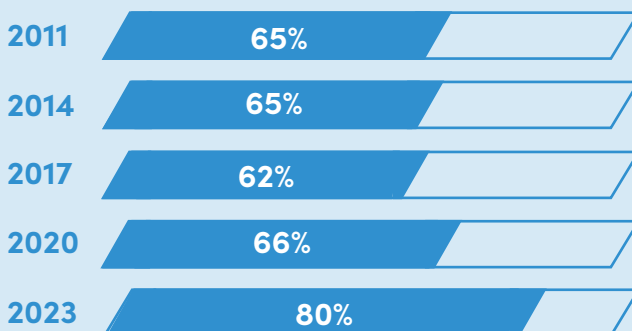
CHANGE IN ECEC SPENDING



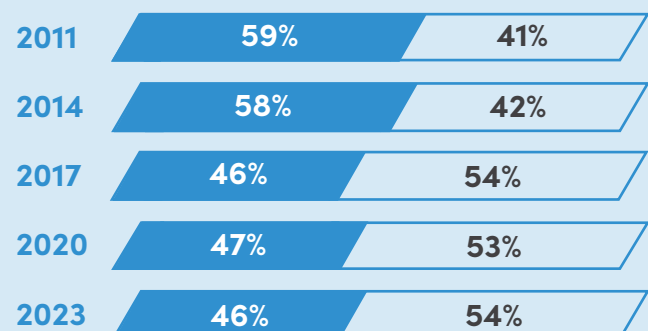
ECEC CAPACITY TO PERCENTAGE OF 2- TO 4-YEAR-OLD CHILDREN



ECE WAGES AS A PERCENTAGE OF TEACHER WAGES



PERCENTAGE OF ECE FACILITIES (NON-PROFIT/PROFIT)




Early Childhood
Education Report

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 and the Abilio—Childhood Knowledge Dissemination Centre, formerly the Centre of Excellence for Early Childhood Development, at the Université Laval and Université de Montréal. 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 federal overview, a detailed look at the benchmarks, the full methodology, and all provincial and territorial profiles, please visit [ECEReport.ca](https://ecereport.ca).

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NEW DEVELOPMENTS

This Québec profile captures early learning and child care initiatives to March 31, 2023. The New Developments section highlights activities occurring after this date.

GRAND CHANTIER POUR LES FAMILLES

To supplement the educational child care services network, the government launched the Grand chantier pour les familles¹ (GC) in October 2021. This action plan guarantees high-quality child care for all children in response to the needs of families and, over time, will complete the network of early childhood services. The plan includes the following objectives:

- Create enough spaces to meet the needs of families.
- Contribute to increased financial equity among families.
- Grow the network and further its development.
- Consolidate home child care services.
- Ensure a qualified workforce in sufficient numbers.
- Promote equal access and quality.

Section 23 of the *Educational Childcare Regulation* stipulates that child care operators must ensure that at least two out of three child care staff are qualified and present during service hours.

Due to the COVID-19 health emergency, the child/staff ratio was reduced to one ECE qualified staff in three. The reduced ratio of 1:2 applies from March 2, 2023 to March 1, 2024.

Beginning January 30, 2023, the Service québécois de certification du personnel éducateur de la petite enfance [Québec certification service for early childhood educators] allows educators to gain official recognition of their qualifications. Certification is not mandatory to work in the field, but anyone who has acquired a diploma earned in Québec, Canada, or abroad can submit their application by visiting [Québec.ca/certification-petite-enfance](https://quebec.ca/certification-petite-enfance).

CANADA—QUEBEC—2021 TO 2026 ASYMMETRICAL AGREEMENT ON THE CANADA-WIDE EARLY LEARNING AND CHILD CARE COMPONENT

Québec will receive \$7,718,943,823² as part of the five-year 2021 to 2026 Asymmetrical Agreement on the Canada-Wide Early Learning and Child Care Component. Québec has funded its own network of Educational Childcare Services (ECS) since 1997. Québec is not required to spend the federal grant on child care.

GOVERNANCE

**TABLE 1.1A QUÉBEC GOVERNANCE STRUCTURE FOR EARLY CHILDHOOD EDUCATION—
MINISTÈRE DE LA FAMILLE (MFA)**

Lead Department/Ministry	Ministère de la Famille (MFA)
Related Departments/Ministries	<p>The MFA works closely with the Ministère de l'Éducation (MEQ) and the Ministère de la Santé et des Services Sociaux (MSSS).</p> <p>The MFA also liaises with two government agencies under the responsibility of the minister of families: Retraite Québec, with respect to the family allowance, and the Curateur public, which ensures the protection of persons with disabilities.^a</p>
Common ECE Monitoring Unit	<p>Joint MFA and MEQ Committee</p> <p>The MFA works in close collaboration with the MEQ to optimize services offered to families with children from birth to age 8 years, particularly regarding the development of Kindergarten for 4-year-olds and the provision of child care spaces.</p>
Legislation	<p><i>Educational Childcare Act</i> (CQLR c S-4.1.1)^b</p> <p>This Act has been amended three times since 2010, the most recent assent received in April 2022 (see the “New Developments” section).</p>
Related Legislation and Regulations ^c	<p><i>Act respecting the Ministère de la Famille, des Aînés et de la Condition féminine</i> (CQLR c M-17.2)</p> <p><i>Act to Facilitate the Establishment of a Pension Plan for Employees Working in Childcare Services</i> (CQLR c E-12.011)</p> <p><i>Act Respecting Family Benefits</i> (CQLR c P-19.1)</p> <p><i>Act Respecting the Representation of Certain Home Childcare Providers and the Negotiation Process for their Group Agreements</i> (CQLR c R-24.0.1)</p> <p><i>Reduced Contribution Regulation</i> (CQLR c S-4.1.1, r 16)</p> <p><i>Educational Childcare Regulation</i> (CQLR c S-4.1.1, r 2)</p>
Local Authority	The MFA oversees Educational Childcare Services (group child care). The ministry contracts with 160 home child care coordinating offices to manage home child care providers.
Community/Sector Oversight	Regional advisory committees (RAC) ^c

^a Gouvernement du Québec. Ministère de la Famille. Handicapped Children. Retrieved from: <https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/famille/publications-adm/publications-complementaires/organigramme-MF.pdf>

^{b,c} Gouvernement du Québec. Ministère de la Famille. Statutes and Regulations. Retrieved from: <https://www.quebec.ca/en/government/ministere/ministere-de-la-famille/statutes-and-regulations>

^c Pursuant to the Educational Childcare Act, the minister consults the regional advisory committees (RAC) to assess needs and identify priorities. The assent of Act 9 in 2022 made legislative changes to the former consultative committees on the provision of educational child care.

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

Lead Department/Ministry	Ministère de l'Éducation (MEQ)
Related Departments/Ministries	The MEQ works closely with the Ministère de la Famille and the Ministère de la Santé et des Services Sociaux.
Common ECE Monitoring Unit	Joint MFA and MEQ Committee
Legislation ^a	<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>Act Respecting the National Student Ombudsman</i> (chapter P-32.01) (June 2022) ^b
Related Legislation and Regulations ^c	<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 Education</i> (chapter I-13.3, r. 1) <i>Regulation Respecting Childcare 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	School service centres
Community/Sector Oversight	National Student Ombudsman

MEQ was unable to provide or confirm data for this report. To ensure the reliability and validity of the information it presents, public government sources were used.

^a Gouvernement du Québec. Ministère de l'Éducation. *Statutes and Regulations*. Retrieved from: <https://www.quebec.ca/gouvernement/ministere/education/lois-et-reglements>

^b National Assembly of Québec. Bill 9 (2022, chapter 17), *An Act Respecting the National Student Ombudsman*. Retrieved from: <https://www.canlii.org/en/qc/laws/astat/sq-2022-c-17/latest/sq-2022-c-17.html>

^c Gouvernement du Québec. Ministère de l'Éducation. *Statutes and Regulations*. Retrieved from: <https://www.quebec.ca/gouvernement/ministere/education/lois-et-reglement>

DEPARTMENT ORGANIZATION

MINISTÈRE DE LA FAMILLE (MFA)

The MFA develops and implements policies, programs, and measures that meet the needs of families and children while considering the diversity of families and their living environments.

The MFA promotes the availability and quality of early childhood services. It is also responsible for coordinating the fight against bullying in all its forms, at any age, both online and offline.

To fulfill its mission, the MFA is supported by the following:

- Deputy minister of policies and programs
- Deputy minister for the workforce and network quality
- Deputy minister of network development and client services
- Deputy minister of financing, infrastructure, and administration

In addition, the following administrative units directly support the deputy minister of families:

- General Secretariat and Institutional Affairs
- Directorate of the Deputy Minister's Office
- Legal Affairs Department
- Communications Directorate
- Internal Audit

The MFA also liaises with two government agencies under its mandate: the *Retraite Québec*, which oversees family allowance, and the *Curateur public*, which provides support to persons with disabilities.

MINISTÈRE DE L'ÉDUCATION (MEQ)

The MEQ's mission is to promote educational success and the regular practice of physical activity, sports, and recreation in environments that are inclusive, healthy, and respectful of people's needs and conditions.

To achieve its mission, the MEQ is supported by seven sub-ministries:³

- Sport, Leisure, and Fresh Air
- Bureau of Statistics
- Diversity and External Relations with Anglophones and Indigenous Peoples
- Educational Success and the Workforce
- Funding and Budgets
- Network Support, Governance, and Performance
- Infrastructure Governance

POLICY FRAMEWORK

QUÉBEC'S FAMILY POLICY⁴

The Government of Québec's family policy includes various programs to support families, including:

- subsidized child care centres
- universal programs such as family allowance
- financial assistance for low-income families
- work-life balance
- support for persons with special needs

GRAND CHANTIER POUR LES FAMILLES

In 2021, the Government of Québec launched the *Grand chantier pour les familles* to support access to Educational Childcare Services, particularly for the most vulnerable children.

In 2022–23, the *Grand chantier* focused on the following measures:

- supporting the development of subsidized child care spaces, especially in underprivileged communities
- improving access to subsidized spaces, mainly by converting non-subsidized spaces to subsidized

- ensuring a qualified workforce in sufficient numbers, particularly through the roll-out of Québec's educator recruitment strategy, Opération main-d'œuvre, in 2022
- improving child care admission policies to prioritize children in unstable socio-economic situations
- providing more support to integrate children with disabilities or additional needs

POLICY ON EDUCATIONAL SUCCESS⁵

Politique de la réussite éducative [Policy on Educational Success] aims to support children and practitioners to ensure that everyone has an equal opportunity to develop to their full potential, get a good start in life, and begin their academic journey with confidence.

In 2022–23, as part of this approach, the MFA implemented actions aimed at:

- improving the educational quality of ECS
- supporting the development of the ECS network and the conversion of non-subsidized spaces to subsidized spaces to increase accessibility, particularly in underprivileged communities
- connecting with isolated families to guide them to the resources that support their needs, including ECS and community drop-in day care centres

In 2019–20, as part of this approach, the MEQ implemented actions that included:

- implementing Kindergarten programming for 4-year-olds
- aligning the Kindergarten programs for 4- and 5-year-olds as part of the early childhood framework, the Preschool Cycle Program
- implementing intervention measures in preschool education

SERVICE DESIGN

CHILD CARE SERVICES

Recognized Educational Childcare Services⁶

There are four types of recognized Educational Childcare Services in Québec. All must comply with the requirements related to children's health, safety, and well-being set out in the *Educational Childcare Act* and the *Educational Childcare Regulation*.⁷

LES CENTRES DE LA PETITE ENFANCE (CPES):

CPEs are operated by a legal non-profit organization or cooperative that provides educational child care services in one or more facilities. They are governed by a board of directors consisting of no fewer than seven members, at least two-thirds of whom are parent users. Parents pay a reduced-contribution (government-established and subsidized) fee.

SUBSIDIZED DAY CARE CENTRES: Subsidized day care centres may be operated by a non-profit organization, a cooperative, a private business, an individual, or an Indigenous band council to provide centre-based child care services. Subsidized day care centres must have a parent advisory committee. All spaces are reduced contribution.

NON-SUBSIDIZED DAY CARE CENTRES:

Non-subsidized day care centres may be operated by a non-profit organization, a cooperative, a private business, an individual, or an Indigenous band council to provide centre-based child care services. Non-subsidized day care centres must have a parent advisory committee that sets the rate parents pay. Parents using non-subsidized centres are eligible for a refundable tax credit to offset a portion of their child care expenses.

HOME CHILD CARE SERVICE RECOGNIZED BY A HOME CHILDCARE COORDINATING OFFICE:

Home child care services are offered by a person in a private home connected to a Home Childcare Coordinating Office. The MFA contracts with coordinating offices to support providers, manage services, and monitor and promote quality. Providers are self-employed and set their own schedules. Providers may offer reduced-contribution fees or set the daily rate parents pay.⁸

PILOT PROJECT: CHILD CARE SERVICE PROVIDERS IN BUSINESSES AND THE COMMUNITY:

The MFA is piloting new forms of home child care. With this project, two or more recognized providers can offer care outside of the providers' private residence, in a community or business. Providers retain their self-employed status. Eligible examples include the following:

- A provider (on their own or with an assistant) delivers services outside their home. The site may be a municipal building, workplace, school setting, health and social services network facility, community space, business, etc.
- A partnership between two providers delivers services in one of their homes.
- A partnership between two providers delivers services in a space provided by a community organization or business with which a partnership contract has been signed.
- A partnership between a maximum of four home child care providers working on a shared schedule of two providers per shift offers typical and atypical hours in a space provided by a community organization or a business.
- Similar projects that meet the spirit of the pilot project and its conditions.

The pilot project began on April 1, 2022, and will continue to March 31, 2027.

One-stop access to child care services

Since September 1, 2018,⁹ all recognized child care services, except those established in Indigenous territories, must join and use La Place 0-5 to fill their spaces.¹⁰

La Place 0-5 is an online, single-access site where parents can register their children with any of Québec's recognized child care service providers. Parents register their child with their provider of choice and can follow up electronically to track the status of their request. In November 2022, the management of La Place 0-5 was transferred to the MFA. The process will undergo a major overhaul in 2024.

Non-recognized child care services in home settings¹¹

Non-registered individuals may provide care for payment in their own home for a maximum of six children. Starting on September 1, 2026, informal providers will need to register with a coordinating office, except for those caring for a maximum of two children or a family group.

Child care activities not covered by the *Educational Childcare Act*:¹²

The following are exempt from the *Act*:

- short-term care provided during a community function, fair, exhibition, or special event
- part-day nursery schools
- day camps or vacation camps
- school-operated child care services
- after-school care

PRESCHOOL EDUCATION SERVICES

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.”¹³ In addition, Passe-Partout is a family intervention program intended for 4-year-olds and their parents. Over 6,000 children participated in Passe-Partout in 2023.¹⁴

KINDERGARTEN FOR 5-YEAR-OLDS: School authorities have been offering Kindergarten for 5-year-olds since September 1997. Attendance is not mandatory, but over 98 per cent of eligible children are enrolled. Parent fees are not charged.

KINDERGARTEN FOR 4-YEAR-OLDS: In February 2019, the *Education Act* was amended to provide full-time Kindergarten for 4-year-olds.

- In 2023, 1,586¹⁵ Kindergarten classes for 4-year-olds were operating across Québec. Students spend at least 23 hours and 30 minutes in the classroom per week.¹⁶ The target of opening 2,600 classes has been delayed to 2029–2030 due to labour shortages and infrastructure issues.¹⁷
- Children attending Kindergarten for 4-year-olds can attend school-based child care services outside of school hours. Over 83 per cent of children attending 4-year-old Kindergarten also attend school-based child care services.¹⁸
- A full-time certified teacher and an additional half-time person with child development training teach classes of 17 children (maximum). The additional person may be a special education resource teacher or an early child care educator.¹⁹

SCHOOL-BASED CHILD CARE SERVICES: Schools provide child care on school premises for students between the ages of 4 and 12 years. Students may attend on a regular or occasional basis, including before or after classes and during the lunch period. Parents pay a set fee regulated by the government.²⁰

LOCAL SERVICE DELIVERY

The MFA directly monitors CPEs and subsidized and non-subsidized day care centres. Coordinating offices monitor home child care services.

Home Childcare Coordinating Offices

Certified by the MFA, coordinating offices are contracted to manage child care services offered by recognized home child care providers. They are required to keep a registry of all recognized home child care providers in their catchment area and update the Ministry.²¹

There are 161 coordinating offices across Québec. They perform the following duties:²²

- Grant, renew, suspend, or revoke the recognition of home child care providers, according to conditions stipulated in the *Educational Childcare Act*.
- Ensure providers comply with the standards set out in the *Educational Childcare Act*.
- Inform parents of home child care services.
- Determine a parent’s eligibility for reduced-contribution fees.
- Manage government payments to home child care providers.
- Provide pedagogical and technical support.
- Encourage continuous training.
- Handle complaints.
- Allocate subsidized spaces among recognized home child care providers according to local demand and MFA instructions.
- Promote home child care.
- Recruit and support persons interested in becoming home child care providers.

COMMUNITY/SECTOR OVERSIGHT

REGIONAL ADVISORY COMMITTEES: Each regional advisory committee (RAC) is responsible for advising the minister on their child care needs and helping to develop service priorities for their area. This includes:

- identifying where new services should be located
- developing criteria for awarding new centre permits
- assigning, recovering, and allocating publicly subsidized spaces

COMMUNITY SOCIAL PEDIATRICS: In 2015, the Government of Québec began supporting the Fondation Dr Julien (the Foundation). The Foundation seeks to ensure that children in vulnerable communities have access to social pediatric care and services, a delivery model that combines medicine, law, and social work.

Funding of \$57.5 million over four years, from 2023 to 2027, was granted to consolidate and develop

the network of community social pediatrics centres (CSPCs) across Québec regions. This funding supports existing CSPCs and establishes new ones. The goal is to provide social pediatric care to 15,000 children through 50 CSPCs. In 2022–23, 44 active CSPCs supported 11,667 children.

FAMILY COMMUNITY SUPPORT ORGANIZATIONS (FCO) AND COMMUNITY DROP-IN ORGANIZATIONS:

The MFA funds 278 FCOs, eight national groups, and one regional group through its Family Community Action Support Program. Active in all 17 of Québec's administrative regions, FCOs provide resources to families with young children. The program also supports 255 organizations offering community drop-in activities.

NATIONAL STUDENT OMBUDSMAN: The *Act Respecting the National Student Ombudsman* establishes an independent complaints mechanism, overseen by the Ministry of Education, and independent from school administration. The Ombudsman is mandated to handle complaints from students and parents regarding the services they receive from their public or private school, school service centre, or school board.²³



FUNDING

TABLE 2.1 QUÉBEC EXPENDITURES FOR EDUCATIONAL CHILDCARE SERVICES TO MARCH 31, 2023

Refundable child care tax credit	\$884,000,000
Funding for subsidized child care centres (by the MFA)	\$3,047,100,000
Agreement with the Cree Nation Government	\$22,100,000
Total for educational child care services (MFA)	\$3,953,200,000
Other ECE expenses:	
Family community organizations	
Community drop-in day care centres	
Community social pediatrics	\$68,800,000

All funding administered by the Ministry of Family.

TABLE 2.2 QUÉBEC EXPENDITURES FOR KINDERGARTEN AND SCHOOL DAY CARE SERVICES TO MARCH 31, 2023

Kindergarten for 4-year-olds (2022) ^a	\$184,421,525
Kindergarten for 5-year-olds ^a	\$1,019,400,260
MEQ funding for the school day care program (for 4- and 5-year-old children) ^b	\$64,639,385
MEQ funding for school-aged day care (6- to 12-year-olds) ^b	\$293,583,115
Total school-spending	\$1,562,044,285

^a Based on enrolment (Table 3.3), per diem (Table 3.10), and number of funded days (180).

^b Shows most recent figures verified by MEQ in 2020.

TABLE 2.3 QUÉBEC EXPENDITURES FOR EARLY CHILDHOOD EDUCATION/CHILD CARE TO MARCH 31, 2023

Total for educational child care services (MFA) (Table 2.1)	\$3,953,200,000
Total school-based funding (MEQ) (Table 2.2)	\$1,562,044,285
Other ECE expenses (Table 2.1)	\$68,800,000
Total ECE expenses	\$5,584,044,285
Total budgeted expenses for Québec	\$115,500,000,000
ECEC as a % of provincial budget	4.8%

Source: Gouvernement du Québec. Financement-Québec. *Operational Report 2022-2023*. Retrieved from: https://www.finances.gouv.qc.ca/documents/Financement/en/FINEN_rapann_finqc2223a.pdf

ACCESS

TABLE 3.1 QUÉBEC CHILD POPULATION 0 TO <6 YEARS (2022)

Child population 0 to <6 years	509,188
0 to <24 months	165,648
24 months to <5 years	255,990
5 years	87,550
Total population of Québec	8,695,659
Children 0 to <6 years as % of total population	5.9%

Source: Gouvernement du Québec. Institut de la statistique du Québec. *Estimations de la population selon l'âge et le sexe, Québec, 1^{er} juillet 1971 à 2022.*
 Retrieved from: https://statistique.quebec.ca/fr/produit/tableau/estimations-de-la-population-selon-lage-et-le-sexe-quebec#tri_pop=20

TABLE 3.2 QUÉBEC LABOUR FORCE PARTICIPATION OF MOTHERS BY AGE OF YOUNGEST CHILD (2022)

	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	113,800	77.8%
24 months to <5 years	127,700	78.7%
5 years	36,000	84.3%
Total mothers in labour force with child 0 to <6 years	297,500	
Average labour force participation of mothers with youngest child 0 to <6 years		80.3%

Source: Statistics Canada. Table 3–Labour Force Survey (LFS) estimates of mothers by age of youngest child, Canada, provinces, territories, annual average, 2016 to 2022 (persons × 1,000)

TABLE 3.3 QUÉBEC ECE SCHOOL ENROLMENT (2022–23)

Number of children attending Kindergarten for 4-year-olds

Population of 4-year-old children (2022)	85,919
Number of children attending Kindergarten for 4-year-olds (public and private systems) ^a	19,183
Percentage of children attending Kindergarten for 4-year-olds	22.3%
Number of children in Kindergarten for 4-year-olds attending school day care service in the public system ^{b,c}	9,848

Kindergarten for 5-year-olds (including those in private schools)

Population of 5-year-old children (2022)	87,550
Number of children attending Kindergarten for 5-year-olds ^a	86,082
Percentage of children attending Kindergarten for 5-year-olds	98.3%

^a Banque de données des statistiques officielles sur le Québec. *Effectif scolaire de la formation générale des jeunes, selon diverses variables, années scolaires 2005-2006 à 2022-2023*. Retrieved from: https://bdso.gouv.qc.ca/pls/ken/ken213_afich_tabl.page_tabl?p_iden_tran=REPERB7P33J17-1532021908312~L8&p_lang=1&p_m_o=MEEES&p_id_ss_domn=825&p_id_raprt=3413#tri_de_tertr=0&tri_com_scol=0&tri_ordr_ensgn=3&tri_niv_scol=11&tri_lang=1

^b Gouvernement du Québec. Ministère de l'éducation. *Entrepôt de données ministériel, système Charlemagne, données au 2023-02-21. Ces données sont provisoires*. Retrieved from: https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/Bilan-maternelle-4-ans-2022-2023.pdf#page=18

^c Includes regular, occasional, before- and after-school, and non-regulated lunch supervision.

TABLE 3.4 QUÉBEC EDUCATIONAL CHILDCARE SERVICES ENROLMENT TO MARCH 31, 2023

	Child care centres (CPE)	Subsidized day care centres	Non-subsidized day care centres	Total centre-based child care services	Home child care services	Total enrolment
0 to <24 months	23,591	12,903	17,549	54,043	26,242	80,285
24 months to <5 years	72,353	35,152	35,117	142,622	36,279	178,901
Total	95,944	48,055	52,666	196,665	62,521	259,186

Source: Gouvernement du Québec. Ministère de la famille. *Portrait du réseau des services de garde éducatifs à l'enfance*. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/publication/Documents/napperon-explicatif-SGEE.pdf#page=4>

TABLE 3.4A QUÉBEC EDUCATIONAL CHILDCARE SERVICE SPACES IN RECOGNIZED FACILITIES (CPEs, SUBSIDIZED AND NON-SUBSIDIZED DAY CARE CENTRES), FOR-PROFIT AND NON-PROFIT, TO MARCH 31, 2023

	For-profit	Non-profit	Total
Number of centre based spaces on permit	120,355	104,414	224,769
Percentage	53.5%	46.5%	100%

These figures exclude spaces offered by home child care providers.

Source: Ministère de la Famille. Gouvernement du Québec. *Sommaire des créations nettes : 31 mars 1999 à ce jour*. Retrieved from: <https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/famille/publications-adm/Developpement-places/Developpement-places-global-1999.pdf>

TABLE 3.4B QUÉBEC SPACES IN RECOGNIZED EDUCATIONAL CHILD CARE SERVICES, SUBSIDIZED AND NON-SUBSIDIZED, TO MARCH 31, 2023

	Subsidized	Non-subsidized	Total
Number of spaces on permit	228,954	65,524	294,478
Percentage	77.7%	22.3%	100%

This data includes recognized home child care providers

TABLE 3.5 QUÉBEC ECE CAPACITY TO PERCENTAGE OF CHILDREN BY AGE GROUP

Child Ages	Number of children 0–5 years (2022) ^a	Number of children in recognized child care services ^b	Number of children in school-based programs	% children attending early childhood education and care
0 to <24 months	165,648	80,285	n/a	48.5%
24 months to <5 years	255,990	178,901	19,183	77%
5 years	87,550	Not significant	86,082	Not significant

^a Gouvernement du Québec. Institut de la statistique du Québec. *Estimations de la population selon l'âge et le sexe, Québec, 1^{er} juillet 1971 à 2022*. Retrieved from: https://statistique.quebec.ca/fr/produit/tableau/estimations-de-la-population-selon-lage-et-le-sexe-quebec#tri_pop=20

^b Gouvernement du Québec. Ministère de la Famille. *Portrait du Réseau des services des garde éducatifs à l'enfance*. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/publication/Documents/napperon-explicatif-SGEE.pdf>



TABLE 3.6 QUÉBEC CAPACITY IN RECOGNIZED EDUCATIONAL CHILDCARE SERVICES BY TYPE TO MARCH 31, 2023

	Number of educational child care facilities	Number of spaces on permit
Educational Childcare services—group facilities^a		
Child care centres—CPE	1,702	104,414
Subsidized day care centres	803	54,831
Non-subsidized day care centres	1,175	65,524
Educational Childcare services—family child care^a		
Coordinating offices	160	69,709
Home child care providers	11,251	n/a
Preschool^b		Number of children enrolled
Number of classes offering Kindergarten for 4-year-olds	1,586	19,183

^a Gouvernement du Québec. Ministère de la Famille. Portrait du Réseau des services des garde éducatifs à l'enfance. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/publication/Documents/napperon-explicatif-SGEE.pdf#page=2>

^b Banque de données des statistiques officielles sur le Québec. Effectif scolaire de la formation générale des jeunes, selon diverses variables, années scolaires 2005-2006 à 2022-2023. Retrieved from: https://bdso.gouv.qc.ca/pls/ken/ken213_afich_tabl.page_tabl?p_iden_tran=REPERB7P33J17-1532021908312-L8&p_lang=1&p_m_o=MEES&p_id_ss_domn=825&p_id_raprt=3413#tri_de_tertr=0&tri_com_scol=0&tri_ordr_ensgn=3&tri_niv_scol=11&tri_lang=1

TABLE 3.7 QUÉBEC CAPACITY OF THE EDUCATIONAL CHILDCARE SERVICE NETWORK TO MARCH 31, 2023

Children aged 0 to <5 years ^a	Permit spaces in recognized childcare services	Subsidized spaces under development ^b
421,638	294,478	26,931

^a Gouvernement du Québec. Institut de la statistique du Québec. Estimations de la population selon l'âge et le sexe, Québec, 1^{er} juillet 1971 à 2022. Retrieved from: https://statistique.quebec.ca/fr/produit/tableau/estimations-de-la-population-selon-lage-et-le-sexe-quebec#tri_pop=20

^b Gouvernement du Québec. Ministère de l'Éducation. Rapport annuel gestion 2022-2023. Retrieved from: https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/rapport-annuel-de-gestion/MEQ_RAG_2022-2023.pdf#page=21

AFFORDABILITY

Note: Tables 3.9 and 3.10 show data that cannot be compared (see footnote).

TABLE 3.8 QUÉBEC FUNDING OF SUBSIDIZED SPACES IN EDUCATIONAL CHILDCARE SERVICES TO MARCH 31, 2023

	Government funding per space/day (in 2022–23, a full-time space represents 261 days of occupancy) ^a	Parental contribution/day April 1 to December 31, 2022: \$8.70; January 1 to March 31, 2023: \$8.85
Child care centres (CPE)	\$64.75	
Family-based child care (coordinating offices and home child care providers)	\$43.45	\$8.23 ^b
Subsidized day care centres	\$55.94	

^a. Funding for subsidized educational child care service spaces represents an overall envelope that includes most of the operating expenses (educational services, food, fixed assets, administration, etc.).

^b. The exemption of the reduced-contribution payment for eligible parents causes the average parental contribution to be lower than the reduced-contribution amount as set out in the *Reduced Contribution Regulation* (RCR).

TABLE 3.9 QUÉBEC FINANCIAL ASSISTANCE FOR CHILDCARE VIA THE CHILDCARE EXPENSE TAX CREDIT

Maximum daily financial assistance— assuming 260 days of attendance per year (2023)	Average daily fees for non-subsidized childcare services (2021) ^a	Parental contribution/day for those eligible for the maximum amount of financial assistance, considering average cost
\$43.69	\$39.64 per child ^b	n/a ^c

^a. Based on the average daily fee paid by parents who asked for the anticipated tax credit in 2021.

^b. Gouvernement du Québec, Ministère de la Famille, *Portrait des garderies non subventionnées du Québec*. Retrieved from: https://www.mfa.gouv.qc.ca/fr/publication/Documents/portrait_gns.pdf

^c. The limit on child care expenses varies according to the age and condition of the child for whom child care expenses have been incurred for the year. The child care expense limit for the 2023 taxation year corresponds to \$10,675 for an eligible child (other than a child with a severe and prolonged disability) who is under 7 years of age on December 31 of the current year.

TABLE 3.10 QUÉBEC ALLOCATION PER STUDENT TO PUBLIC PRESCHOOL EDUCATION PROGRAMS TO MARCH 31, 2023

	School Funding per child/day based on 180 days of attendance per year	School day care service Funding per space/day based on 180 days of attendance per year	Parental contribution/day <i>without</i> child attending school day care services	Parental contribution/day <i>with</i> child attending school day care services
Kindergarten for 4-year-olds	\$53.41	n/a	\$0 ^a	\$8.95
Kindergarten for 5-year-olds	\$65.79	n/a		

Funding for public preschool education programs represents expenses for educational activities only (excludes administrative and management expenses and capital costs). Funding for maintenance and management expenses comes from the school tax (excluded here). Unlike subsidized ECS, everything under the “investment” heading (real property depreciation) is excluded. Additional amounts may be assigned to each school organization based on their particular needs.

^a. Some financial contributions may be required under new legislative and regulatory provisions. Retrieved from: https://www.publicationsduquebec.gouv.qc.ca/fileadmin/Fichiers_client/lois_et_reglements/LoisAnnuelles/en/2019/2019C9A.PDF

Several measures in addition to the reduced-contribution space program are available to promote access to child care services.²⁴

TAX MEASURES: Parents whose children attend a non-subsidized child care program may be eligible for a refundable tax credit, worth up to \$11,360 in 2023, to help offset their child care expenses. The credit covers 67 to 78 per cent of eligible child care fees, depending on family income. If some conditions are met, parents can receive advanced payments of the tax credit. Expenses paid for child care, including payments made for reduced-contribution spaces, entitle parents to the federal child care deduction.²⁵

EXEMPTION FROM THE PARENTAL CONTRIBUTION: Parents who benefit from the Social Assistance, Social Solidarity, Youth Alternative, Aim for Employment (Ministère de l’Emploi et de la Solidarité sociale/MESS), or Cree Hunter and Trapper Income Security programs are exempt from the parental child care contribution.

FAMILY ALLOWANCE: The Québec government supports families through family allowance measures, and where applicable the Supplement for Handicapped Children, the Supplement for

Handicapped Children Requiring Exceptional Care, and the Supplement for the Purchase of School Supplies.

CHILD CARE REIMBURSEMENT—EMPLOYMENT ASSISTANCE MEASURES: Parents participating in an Emploi-Québec employment assistance measure may, under certain conditions, be reimbursed for child care expenses when these expenses are directly related to their participation in training programs.

STUDENT FINANCIAL ASSISTANCE: The calculation of student loans and bursaries includes child care expenses. Child care expenses are recognized for each dependent child to age 12 and for older children with special needs.

FINANCIAL ASSISTANCE FOR CHILD CARE EXPENSES—FULL-TIME FRENCH COURSES OFFERED BY THE MINISTÈRE DE L’IMMIGRATION, DE LA FRANCISATION ET DE L’INCLUSION (MIFI): Parents eligible for full-time French courses and financial assistance from the MIFI may be reimbursed for child care expenses when taking these courses.²⁶

INCLUSION

Various measures support the integration of children with special needs in subsidized child care centres. The enrolment of children with special needs is at the discretion of the child care operator.

Allowances to support the integration of children with a disability into child care services²⁷

Additional funding to child care providers supports the integration of children 59 months old or younger and school-age children (under certain conditions) whose disability has been certified by a professional recognized by the MFA or through a certificate from Retraite Québec.

Integration funding increased from \$104.4 million in 2017–18 to \$138.1 million in 2021–22, and now benefits 12,397 children.

Allowance for a child with a disability eligible for the transitional measure

Upon the recommendation of a recognized professional, funding is available to allow Kindergarten-age children with additional needs to remain with their child care provider, rather than transitioning to Kindergarten.

Exceptional Assistance Measure²⁸

The Exceptional Assistance Measure (EAM) supports child care providers to enrol children with significant disabilities requiring additional assistance to support their participation.

The budget for the EAM increased from \$4.7 million in 2017–18 to \$25.7 million in 2022–23 and now benefits 1,192 children.

Supplement for Handicapped Children²⁹

The Supplement for Handicapped Children (SHC) is financial assistance paid to parents to support the care of a child with a recognized special need. In 2023, the supplement paid \$218 per month, for a yearly amount of \$2,616.

The Supplement for Handicapped Children Requiring Exceptional Care

The supplement is paid to the parents of children with extraordinary needs requiring constant special care. Financial support in 2023 was \$1,102 per month (\$13,224 annually) for a Tier 1 disability or \$733 per month (\$8,796 annually) for Tier 2. These amounts are in addition to the base amount provided by the SHC.



LEARNING ENVIRONMENT

TABLE 4.1 QUÉBEC CURRICULUM FRAMEWORKS

Program	Curriculum Framework
<p>Child care services</p>	<p>The <i>Accueillir la petite enfance</i> educational program is a consensus-building document that addresses quality in early learning and child care.^a It applies to anyone working in Québec’s ECS services, including both group and family child care. It provides ECS staff with the tools to encourage consistency across all child care settings and to harmonize interventions with young children and their families.</p> <p>The <i>Accueillir la petite enfance</i> educational program is consistent with approaches promoted in Kindergarten programs offered by the MEQ and with interventions implemented as part of the Integrated Perinatal and Early Childhood Services offered by the Ministry of Health and Social Services.</p> <p>The <i>Gazelle and Pumpkin Framework</i>^b outlines how to create environments that support healthy eating, active play, and motor development. Intended for all people working in ECS, this framework aims to promote the overall development of children from birth to 5 years through healthy eating, active play, and motor development. It proposes 12 guidelines to enable young children to be active every day, both indoors and out. The guidelines recommend highly nutritious meals and snacks and ideas to introduce children to a variety of foods to expand their tastes and enjoyment, while encouraging a healthy relationship with food.</p> <p>The <i>Child’s Education Record</i> documents the development of children attending child care services. It is intended to strengthen communication with parents, help detect problems, where applicable, and facilitate the different transitions the child will experience, especially the transition to school.</p>
<p>Kindergarten for 4- and 5-year-olds</p>	<p>The Preschool Cycle Program^c follows and complements the <i>Accueillir la petite enfance</i> (available in French only) program for educational child care services and is an integral part of the Québec Education Program. The Preschool Cycle Program covers five areas of development (physical and motor development, emotional development, social development, language development, and cognitive development) that educators must consider when developing activities.^d</p>

^a Les publications du Québec. (Version 2019). *Accueillir la petite enfance: Programme éducatif Pour les services de garde du Québec*. Retrieved from: https://www.mfa.gouv.qc.ca/fr/publication/Documents/programme_educatif.pdf

^b Gouvernement du Québec. Ministère de la Famille. *Gazelle and Pumpkin: Framework for creating environments that support healthy eating, active play and motor development in educational childcare services*. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/publication/Documents/guide-gazelle-pumpkin.pdf>

^c Gouvernement du Québec. Preschool Cycle Program. Retrieved from: https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/Programme-cycle-prescolaire-synthese-AN.pdf

^d For more information on these 12 guidelines, see https://www.mfa.gouv.qc.ca/en/Famille/developpement_des_enfants/cadre-de-reference/Pages/orientations.aspx

WORK ENVIRONMENT

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

Age	Staff:Child Ratio	Maximum Group Size
Facility-based educational childcare services (child care centres (CPE) and day care centres)^a		
Birth to <18 months	1:5	No maximum group size is indicated in the <i>Educational Childcare Act</i> or the <i>Educational Childcare Regulation</i> .
18 months to <4 years	1:8	
4 years to < 5 as of September 30	1:10	
Educational child care services in a recognized family day care home		
Multi-age	1:6 or 2:9	
Children from birth to 18 months (included in the multi-age group)	At most 1:2 or 2:4	6 or 9
Preschool education services		
Kindergarten for 4-year-olds under the age of 5 as of September 30 ^b	1:14	17
Kindergarten for 5-year-olds under the age of 6 as of September 30	1:17	19

^a. Two adults must be on-site at all times. In addition, a permit holder must ensure that at least two child care staff members out of three are qualified and present with the children every day that child care services are provided.

^b. Staffing model includes a part-time assistant with early childhood qualifications.

KINDERGARTEN CLASS SIZE: The current collective agreement with the teacher unions allows a maximum of 19 children in Kindergarten classes for 5-year-olds, and 17 children for classes of 4-year-olds.

RECOGNIZED HOME CHILD CARE SIZE: A recognized home child care provider may accept up to six children, no more than two of whom can be under the age of 18 months. If the provider is assisted by another adult, they may accept up to nine children, no more than four of whom can be under the age of 18 months. Providers must count their own children under the age of 9 and the children of their assistant.

CHILD CARE PROGRAM SIZE: A child care provider can hold a facility permit for a maximum of 100 children. A single building may not house more than two facilities.

In addition, section 31 of the *Educational Childcare Regulation* outlines the minimum amount of space for the play area and the number of children: “(1) if the children are under 18 months of age, the minimum net area required is 4 m² per child and for each group of 15 or fewer children, the space must be divided into at least 2 rooms, one for playing and the other for resting. [...] Not more than 15 children at a time may be accommodated in each room; (2) if the children are 18 months of age and older, the minimum net area required is 2.75 m² per child. The space may be divided into a number of rooms and not more than 30 children at a time may be accommodated in each room, except for special activities.”

EDUCATORS

TABLE 4.3 QUÉBEC EDUCATOR QUALIFICATIONS

Preschool teachers	Teachers in Québec must hold a bachelor's degree in preschool education and elementary school education (four-year program) that includes at least 700 hours of practicum. A teaching certificate is then issued. ^a
Early Childhood Educators	<p>There are two categories of early childhood educators:</p> <p>Qualified educator: Must hold a Diploma of College Studies (DCS) in early childhood education^b or any other equivalent training recognized by the Minister of Families in accordance with section 22 of the <i>Educational Childcare Regulation</i>.^b</p> <p>Unqualified educator: Must hold current first aid certification.</p> <p>Qualification standards are presented in the Directive Concerning the Evaluation of Childcare Staff (the Directive).^b</p>
Home childcare providers	<p>Unless they hold a diploma, home child care providers must successfully complete, in the three years before applying for recognition, training consisting of at least 45 hours dealing with the role of a home child care provider, children's safety, health and nutrition, and child development and the educational program provided for in the <i>Act</i>. At least 30 of these 45 training hours must deal with child development and the educational program.</p> <p>To encourage recruitment, a temporary transition measure has been implemented that allows persons recognized before September 1, 2026, to complete the required 45-hour training course 12 months <i>after</i> their official recognition date.</p>

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

^b Gouvernement du Québec. Ministère de la Famille. *Path to Become an Early Childhood Educator*. Retrieved from: <https://www.quebec.ca/en/family-and-support-for-individuals/childhood/childcare-centres/become-childhood-educator/path-become-early-childhood-educator>



TABLE 4.4 QUÉBEC PROFESSIONAL RECOGNITION AND DEVELOPMENT

	Professional Recognition/Certification	Professional Development
Preschool teachers	Once a student completes a teacher training program, the university sends the ministry the documents required to issue a teaching licence. ^{a,b}	The <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,c}
Early Childhood Educators	No professional certification is required to practise as a qualified educator. See New Developments section, which outlines how voluntary certification has been introduced. ^d	No continuing education or professional development requirement for educators working in group child care.
Recognized home child care providers	No professional certification is required to practise as a recognized home child care provider. Child care coordinating offices are responsible for evaluating whether the person complies with the regulatory requirements.	Providers must maintain current first aid certification. Under section 59 of the <i>Educational Child Care Regulation</i> , home child care providers must also 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
School day care service educators	No professional certification is required to practise as a school day care service educator.	n/a

^a Gouvernement du Québec. Ministère de l'Éducation. *Framework for Professional Competencies for Teachers*. Retrieved from: <https://www.quebec.ca/en/government/work-government/jobs-education/teaching-general-education-youth-sector-vocational-training-adult-education/becoming-teacher>

^b Gouvernement du Québec. Ministère de l'Éducation. *Application for a Teaching Licence*. Retrieved from: https://www.education.gouv.qc.ca/fileadmin/site_web/documents/reseau/formation_titularisation/Autorisations_denseigneur/Formulaire_Recommandation_Universite_FG_AN.pdf

^c Gouvernement du Québec. Ministère de l'Emploi et de la Solidarité sociale. Chapter S-4.1.1, r.2, *Educational Childcare Regulation, Educational Childcare Act* (chapter S-4.1.1, s. 106), section 59. Retrieved from: <https://www.legisquebec.gouv.qc.ca/en/document/cr/s-4.1.1,%20r.%202>

^d Gouvernement du Québec. Ministère de la Famille. *Path to become an early childhood educator*. Retrieved from: <https://www.quebec.ca/en/family-and-support-for-individuals/childhood/childcare-centres/become-childhood-educator/path-become-early-childhood-educator>

WORKFORCE TRAINING

The MFA, in collaboration with key stakeholders in the child care service network, has undertaken a campaign to increase the number of qualified educators and encourage employee recruitment, retention, and development. Opération main-d’œuvre (OPMO), an interdepartmental effort, is being rolled out between 2022 and 2026. The campaign is using several strategies:

WORK-STUDY PROGRAM: This program enables employers to pay staff a full-time salary as they work part-time to earn their ECE college diploma.

RAC96 PROJECT: Recognition of Acquired Competencies (RAC) enables experienced, unqualified staff to earn an ECE college diploma based on an evaluation and demonstration of their skills acquired through experience in the field. This program enables employers to pay participants for 96 hours to complete their assessment.

QUÉBEC PERSPECTIVE SCHOLARSHIP: ECE students may receive a scholarship of \$1,500 per semester of college studies, up to a maximum of \$9,000.

FIRST STEPS TO EARLY CHILDHOOD EDUCATION: This 90-hour training course is offered to high school students as an introduction to ECE. The course is free, uncredited, and offered by a CÉGEP. It targets the development of skills that facilitate students’ integration into their first job as an unqualified educator at an ECS.

Alongside the OPMO, the Ministère de l’Enseignement supérieur has analyzed the early childhood educator profession to update the Diploma of College Studies program in ECE and ensure alignment with the needs of the labour market. The certificate of college studies in ECE, which uses some of the technical competencies of the Diploma of College Studies (DCS), is also being reviewed.

TABLE 4.5 QUÉBEC DENSITY OF QUALIFIED STAFF IN CHILD CARE CENTRES

Section 23 of the *Educational Childcare Regulation* stipulates that a permit holder must ensure that at least two out of three child care staff are qualified and present during service hours.

Due to the COVID-19 crisis and educator shortages, the regulation was amended to allow a ratio of 1:3. The change expires on March 1, 2024, when the 2:3 ratio is again required.

TABLE 4.6 QUÉBEC ECE ANNUAL WAGES AS % OF TEACHERS WAGES (2023)

Elementary and preschool teachers ^a	Qualified Early childhood educators (ECE) ^b	ECE Wage as a % of Teacher Wage
\$68,273	\$54,655	80%

^a Québec Provincial Association of Teachers. *QPAT Salary Scales For Regular Teachers*. Based on a FTE primary school teacher at step 10 as of March 2023. Retrieved from: <https://qpat-apeq.qc.ca/wp-content/uploads/2021/12/New-salary-scale.pdf>

^b Gouvernement du Québec. Ministère de la Famille. *Taux et échelles de salaires du personnel salarié des centres de la petite enfance, des garderies subventionnés et des bureaux coordonnateurs de la garde en milieu familial*. Retrieved from: <https://www.mfa.gouv.qc.ca/fr/publication/Documents/taux-et-echelles-de-salaires-personnes-salariees.pdf>. Based on hourly rates for a FTE qualified educator working in a centre de la petite enfance (CPE) with 10 plus years’ experience. The wage grid does not apply to other types of service providers.

MESS also shows a median hourly wage for early childhood educators and educator assistants, without distinguishing between job categories and individual educators’ qualifications. Retrieved from: <https://www.quebec.ca/en/employment/learn-trade-occupation/choosing-career/jobs-future/exploring-job-future-1>

ACCOUNTABILITY

PROGRESS REPORTS: In accordance with section 26 of the *Public Administration Act*, the MFA's annual management report³⁰ is tabled at the National Assembly. This report summarizes achievements relating to the goals set in the MFA's strategic plan and presents the status of activities carried out by the MFA over the past year. The Ministère de l'Éducation also tables an annual management report.³¹

Each year, the MFA surveys service providers about their activities. The resulting report, entitled "Situation des centres de la petite enfance, des garderies et de la garde en milieu familial au Québec," provides an overview of Québec's early childhood services. It includes statistics on various topics, such as the management of child care businesses, child care service users, staff members and their working conditions, home child care providers, the mandate of the coordinating offices, and specific types of child care.³²

The MFA produces the *Quelle famille?* newsletter.³³ It contains statistical information about families and family members. The data presented is easily understandable by the public and examines how population size or family size is associated with certain phenomena or characteristics (e.g., family type, parents' age, number of children in the family, etc.). It also covers different parenting-related topics.

PROGRAM STANDARDS: To ensure compliance with the *Educational Childcare Act* and its regulations, MFA staff inspect and conduct investigations at recognized child care services (day care and child care centres) and at coordinating offices.

Full inspections take place within six months of the issuance of the first permit, and during the two-year period preceding the renewal of a permit. Partial inspections may also be performed following a complaint made to the MFA or as part of the renewal of a permit. For information, transparency, and continuous

quality improvement purposes, the results of the inspections are available on the MFA's website.³⁴ The ministry also conducts financial audits.

Non-recognized child care services are not subject to inspections, other than to ensure that they are not providing child care services illegally.

The *Act to Facilitate the Disclosure of Wrongdoings Relating to Public Bodies* has been in force since May 1, 2017. Under this *Act*, the MFA has procedures for handling disclosure of wrongdoings relating to subsidized child care centre permit holders and Home Childcare Coordinating Offices.³⁵

Effective December 8, 2017, in accordance with the 2017 amendment of the *Act* (section 5.1 of the *Educational Childcare Act*), the MFA established measures to assess and improve the educational quality of child care.³⁶ The evaluation addresses several quality dimensions: interactions with children, how the premises are set up, child observation and planning processes, and interactions with parents. It also addresses structural quality, namely management practices, training, and experience.

This measure is being rolled out progressively in the ECS network. The first stage was implemented between April 9, 2019, and November 17, 2022, and involved only child care centres (CPEs) and day cares for the 3- to 5-year-old age groups. The second stage began in May 2023 in CPEs and day care centres for the birth to 5-year-old age groups. Efforts are ongoing to determine the best ways of assessing the educational quality in home child care services and Indigenous communities.

Many support tools, such as an interpretation guide and an evaluation report, have been developed to support ECS managers' understanding of the measure's application framework and to help them put strategies in place to enhance the quality of the education provided.

POPULATION MONITORING: Several studies monitor the impact of child care services on children and families.

Québec Study on the Accessibility and Use of Childcare Services 2021: This study documents various obstacles, and opportunities in accessing ECS, as well as the ways in which non-parental child care is used, among a representative sample of the population of parents of children under the age of 5.

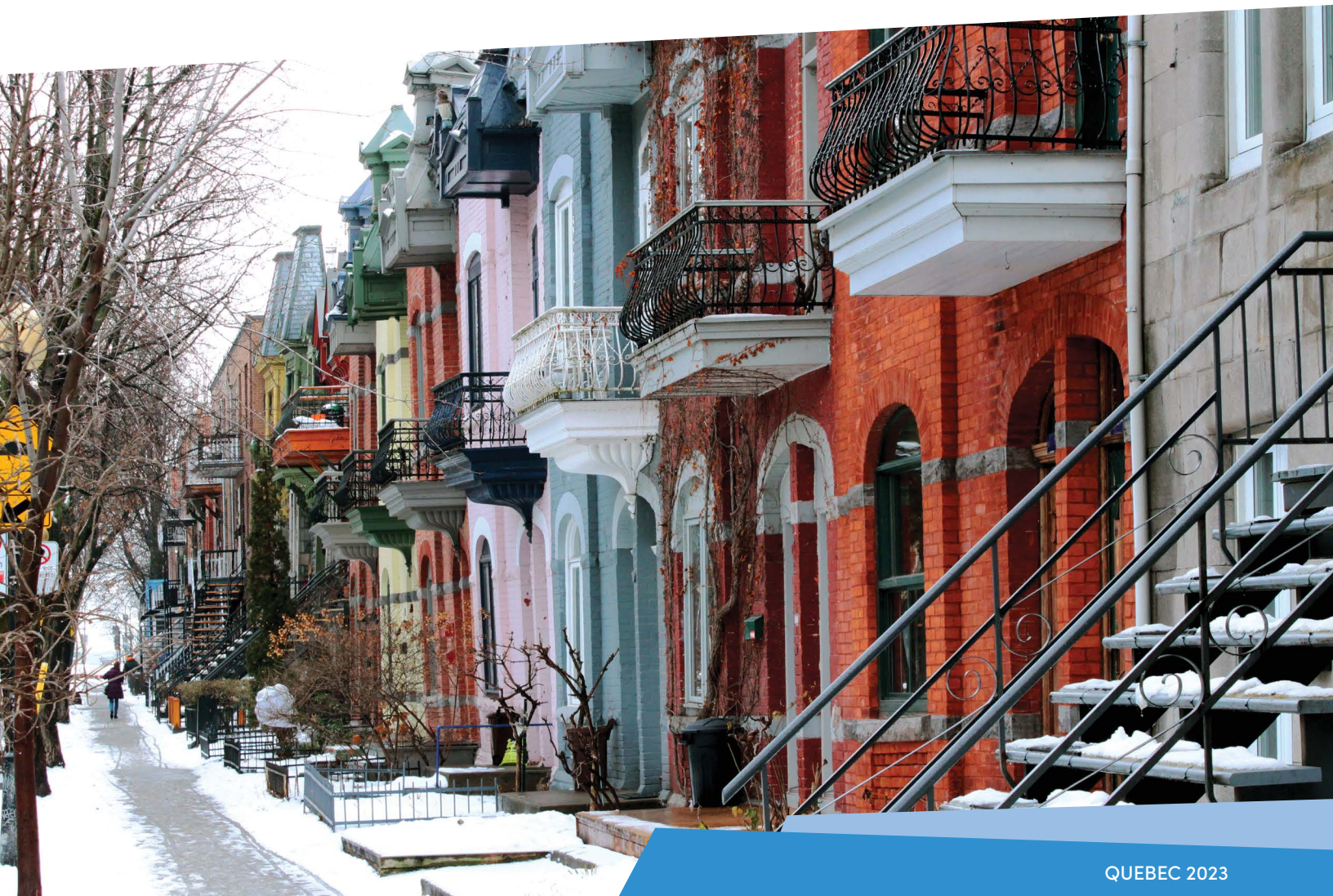
Québec Parenting Survey 2022: The Québec Parenting Survey (QPS) collects reliable data on different aspects of the lives of parents, such as the parenting experience, the stress parents encounter and the pressure they put on themselves, family-work-school balance, support from their spouse and other people in their circle, and parental involvement in their child's school and child care service. Information about the characteristics of children, their parents, and their families are also collected to determine their association with various aspects of family life.

Québec Survey of Child Development in Kindergarten (QSCDK)³⁷—2012, 2017, and 2022:

The ISQ conducts this study in collaboration with the MSSS, the MFA, the MEQ, and Avenir d'enfants. The results provide an overview of the developmental status of children in Kindergarten.

Québec Survey on the Preschool Path of Kindergarten Students³⁸—2017 and 2022:

Related to the QSCDK, the Québec Survey on the Preschool Path of Kindergarten Students (QSPPKS) was conducted with more than 11,500 children who attended Kindergarten for 5-year-olds in Québec. The QSPPKS examines certain aspects of children's preschool path to determine if they are related to children's state of development when they attend Kindergarten.



Studies in progress

Québec Longitudinal Study of Child Development, 1st edition:³⁹ Launched in 1998, Phase 1 of the Québec Longitudinal Study of Child Development (QLSCD 1) will help provide information about precursors to children's social adjustment, the pathways to this adjustment, and the effects in different areas of children's and their families' lives. Phase I of the QLSCD I (monitoring of children from birth to age 5) has been completed, along with Phases II (children aged 6 to 12) and III (children aged 13 to 17). Phase IV, which is under way, will follow the subjects from young adulthood to the age of 25.

Québec Longitudinal Study of Child Development, 2nd edition (Growing Up in Québec):⁴⁰ Starting in 2021, a new cohort of children, consisting of 4,500 babies born in 2021, was added. The study will identify the developmental trajectories and factors contributing to the educational success, social adjustment, and well-being of young people in Québec. At different stages parents and children will be asked to complete questionnaires that examine topics such as the relationships between child development and family dynamics and transitions, lifestyles, the use of new technologies, and access to, and use of, child care services.

RESEARCH AND OTHER PARTNERSHIPS

Étude Réactions research partnership: The MFA, along with other partners, joined forces with researchers from the academic sector to support the Étude Réactions project to describe the experiences of, and changes in, school-age children's and teens' well-being in relation to the COVID-19 pandemic, as well as its effects on them and their parents.

Familles en Mouance research partnership: Formed in 1993 and funded by the Fonds de recherche du Québec–Société et culture, this study is a social research partnership with a multidisciplinary and multisectoral approach. It enables multidirectional knowledge transfer, which, in turn, facilitates relevant collective action among families. One of the partnership's accomplishments is the Observatoire sur les réalités familiales au Québec, a space that disseminates current scientific knowledge about Québec families.

Séparation Parentale, Recomposition Familiale research partnership: This community–university research alliance is a partnership among over 30 researchers and partners from the academic, community, public, and government sectors, all concerned with the reality of separated and blended families.

The Understanding Inclusion and Exclusion of LGBTQ People (UNIE-LGBTQ) project: Led by the Research Chair on Homophobia at the Université du Québec à Montréal, this research program aims to document contemporary forms of social inclusion and exclusion experienced by LGBTQ people living in Québec. The goal is to understand the social inclusion and exclusion processes reported by LGBTQ people of different age groups, and to perform a critical analysis of Québec and Canadian public policies implemented to facilitate the inclusion of LGBTQ people.

Points de Vue des Parents:⁴¹ This qualitative study focuses on the viewpoints and understanding of parents of young children with respect to child care services. The study explores the child care service features that parents are looking for and their understanding of the parameters that define the different types of child care services. The goal is to determine what parents know and where they stand when it comes to formal and informal child care.

Portrait du réseau des services de garde éducatifs à l'enfance en vue d'une évaluation de sa performance⁴²–2021: This evaluation paints a descriptive picture of the early childhood services network.

Early Childhood Observatory: The Observatory is a project sponsored by the Lucie and André Chagnon Foundation. It publishes several special reports that combine the most reliable and useful data concerning the development and well-being of Québec's children, from gestation to the age of 5, and the environments in which they grow (e.g., immigration, the quality of educational services in Québec, etc.).

STRATEGIC INTELLIGENCE REPORTS

Intelligence reports provide summaries and useful hyperlinks for a variety of online scientific articles, studies, and other research documents dealing with the topics of family, childhood and child care, and bullying. They provide information that encourages strategic thinking and reveals new trends, emerging practices, and issues that might influence government decision-making.

Preschool Education Services—MEQ research partnership

The following studies are currently being carried out by the MEQ on preschool education services.

Armand, F. (ongoing). *Promoting language development (oral and written) among allophone preschool children*. Abstract available at https://frq.gouv.qc.ca/app/uploads/2021/10/francoise_armad_prescolaire-pluriethnique_rapport.pdf

Berthiaume, R. (ongoing). *Promoting early literacy skills in 5-year-old Kindergarten*. Abstract available at <https://frq.gouv.qc.ca/projet/lenseignement-des-connaissances-prealables-a-lapprentissage-de-la-lecture-aupres-deleves-du-prescolaire-en-contexte-de-classe-maternelle-5-ans/>

Boudreau, M. (ongoing). *Teacher and parent training to promote early literacy*. Abstract available at <https://frq.gouv.qc.ca/projet/former-et-accompagner-les-enseignantes-et-les-parents-denfants-de-maternelle-4-et-5-ans-pour-degager-les-conditions-a-mettre-en-place-en-classe-et-a-la-maison-afin-de-favoriser-levei/>

Charron, A. (ongoing). *Quality of the literacy environment and interactions in full-time Kindergarten for four-year-olds in disadvantaged areas and the impacts on children's spoken and written language skills*. Abstract available at <https://frq.gouv.qc.ca/histoire-et-rapport/qualite-de-lenvironnement-oral-et-ecrit-et-qualite-des-interactions-dans-des-classes-de-maternelle-quatre-ans-a-temps-plein-en-milieu-defavorise-les-effets-sur-le-developpement-du-langage-o/>

Charron, A. (ongoing). *Literacy training for future Kindergarten teachers*. Abstract available at <https://frq.gouv.qc.ca/projet/intervenir-en-formation-initiale-pour-permettre-aux-futurs-enseignants-de-sappropriier-des-pratiques-efficaces-et-de-mettre-en-place-des-conditions-s-favorisant-le-developpement-de-leme/>

Drainville, R. (ongoing). *How teachers can use observation during symbolic play to promote early literacy for children living in disadvantaged communities*. Abstract available at <https://frq.gouv.qc.ca/projet/lobserver-par-lenseignante-des-interactions-sociales-entre-les-enfants-pendant-le-jeu-symbolique-effets-sur-lemergence-de-lecrit-des-enfants-de-maternelle-4-an/>

Marinova, K. (ongoing). *Study of how teacher observations of social interactions between children during symbolic play: effects on the emergence of writing in 4-year-old children attending full-time Kindergarten*. Abstract available at <https://frq.gouv.qc.ca/projet/adapter-et-mettre-en-oeuvre-un-modele-de-situations-dapprentissage-issues-du-jeu-symbolique-pour-soutenir-lemergence-de-lecrit-chez-les-enfants-a-leducation-prescol/>

Pesco, D. (ongoing). *Professional development for teachers, focused on stories dictated and played by children, and its effects on language and the emergence of writing among French-speaking and allophone children in 4-year-old kindergarten*. Ongoing research project funded by the Literacy Research Program. Abstract available at <https://frq.gouv.qc.ca/histoire-et-rapport/la-formation-continue-des-enseignant-e-s-axee-sur-les-recits-dictes-et-joues-par-les-enfants-et-les-effets-sur-les-enfants-en-maternelle/>

Villeneuve-Lapointe, M. (ongoing). *Teaching practices in emerging writing promoting the success of early learning in reading and writing in full-time 4-year-old kindergarten in a disadvantaged environment*. Abstract available at <https://frq.gouv.qc.ca/histoire-et-rapport/pratiques-enseignantes-en-emergence-de-lecrit-favorisant-la-reussite-des-premiers-apprentissages-en-lecture-et-ecriture-en-maternelle-4-ans-a-temps-plein/>

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