

2024 Portrait

**What environments are
Quebec's youngest children
growing up in?**

OBSERVATOIRE
des tout-petits



Fondation Lucie
et André Chagnon

The contents of this publication were prepared and edited by the Early Childhood Observatory (*Observatoire des tout-petits*), a project of the Lucie and André Chagnon Foundation.

This document is available online in the Portraits annuels section of the website of the Observatory at tout-petits.org/Portrait2024.

PROJECT TEAM

Direction

Julie Cailliau

Production coordination

Kim Gagnon

Research

Sylvana Côté and Marie-Kim Chabot, OPES

Writing

Geoffroy Boucher and Mélissa Khadra

Data analysis

Esther Schott and Institut de la statistique du Québec

Linguistic revision

Peter MacGibbon

English translation

Cynthia Gates

Graphic design and layout

GB Design Studio

Photographs

Getty images

Adaptation for the internet

Antoine Bergeron, Flora Faullumel, Tink

Communication and knowledge transfer

Kim Gagnon, Marie-Claude Gélinau and Geneviève Joseph

TO CITE THIS DOCUMENT:

Early Childhood Observatory / Observatoire des tout-petits (2024). *What environments are Quebec's youngest children growing up in?* 2024 Portrait, Montréal, Quebec, Lucie and André Chagnon Foundation.

Reproduction of excerpts from this document is authorized for non-commercial purposes provided the source is cited. Any partial reproduction must be faithful to the original.

DISTRIBUTION

Early Childhood Observatory /
Observatoire des tout-petits
Fondation Lucie et André Chagnon
2001 McGill College Avenue
Suite 1000
Montréal (Quebec) H3A 1G1
Telephone: 514-380-2001
info@toutpetits.org
© Fondation Lucie et André Chagnon

Legal deposit (physical publication) –
4th quarter 2024
Legal deposit (PDF) – 4th quarter 2024
Bibliothèque et Archives nationales du Québec
Library and Archives Canada
ISBN: 978-2-925406-05-1 (PDF)
Published on April 10th, 2025.

With future generations in mind, we have chosen to print on FSC-certified paper made from 100% pre- and post-consumer recycled fiber.



Acknowledgements

The production of this Portrait was made possible thanks to the contribution of many people, including the members of the Early Childhood Observatory's various committees as well as the experts consulted at different stages of the project. Their concerted efforts have provided us with a unique perspective on the reality of young children living in Quebec today.

To all of these dedicated professionals who are able to see the faces behind the figures, the Observatory extends its most sincere thanks.

WORKING COMMITTEE AND REVIEW COMMITTEE

Nathalie Bigras, Full professor,
Université du Québec à Montréal

Geoffroy Boucher, Economist,
Public policy consultant

Sylvana M Côté, Professor,
Université de Montréal

Marie-Kim Chabot, Coordinator,
Observatoire pour l'éducation
et la santé des enfants

Carl Lacharité, Professor Emeritus,
Université du Québec à Trois-Rivières

Amélie Lavoie, Research professional,
Institut de la statistique du Québec

Virginie Nanhou Youkoujouo,
Research professional,
Institut de la statistique du Québec

Julie Poissant, Professor,
Université du Québec à Montréal

CONTENT EXPERTS CONSULTED

Mona Lisa Borrega, Association
des garderies privées du Québec

Patricia Clermont, Association
québécoise des médecins pour
l'environnement

Julie Delorme, Alima – Centre
de nutrition sociale périnatale

Chantal Desjardins, Fédération
des OSBL d'habitation de Montréal

Isabelle Dubois and **Annie-Claude
Fournier**, Association québécoise
des centres de la petite enfance

Marie-Josée Dutil and **Ulrich B. M.
Nounagnon**, Conseil de gestion
de l'assurance parentale

Gabrielle Garon-Carrier,
Département de psychoéducation,
Université de Sherbrooke

Julie Guilbault Cournoyer and
Corinne Vachon Croteau,
Réseau pour un Québec Famille

Catherine Haeck, Département
des sciences économiques, UQAM

Sonia Hélié, Institut universitaire
Jeunes en difficulté, CIUSSS du
Centre-Sud-de-l'Île-de-Montréal

David Kaiser, Direction régionale
de santé publique du CIUSSS du
Centre-Sud-de-l'Île-de-Montréal

Véronique Laflamme, Front d'action
populaire en réaménagement urbain

Manuel Moreau, Centre d'écologie
urbaine

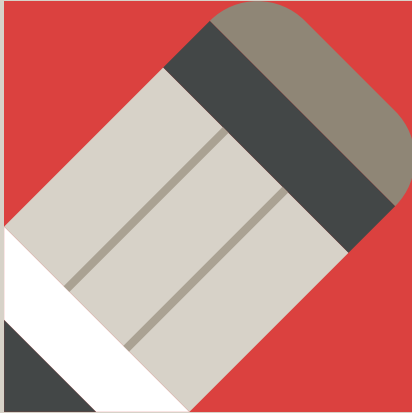
Jeanne Robin, Vivre en Ville

Sandrine Tarjon, Association des
haltes-garderies communautaires
du Québec

Marc-André Verner, École de santé
publique – Département de santé
environnementale et santé au travail,
Université de Montréal

The opinions expressed in this document are those of the authors. As such, they do not necessarily represent those of the individuals or organizations that participated in the revision.

Message from the Director



Young children live in the real world; they are not isolated from the harsh realities of our adult lives. Quite the contrary: the experiences of the adults around them, the choices we make as a society, the policies we adopt and the measures we choose to invest in (or not) affect the environments in which they live and, consequently, the way they grow up.

It is clear that the environments in which very young children are growing up may still be marked by adversity. Our 2024 Portrait gives an overview of the living conditions of children between the ages of 0 and 5 in Québec today. Based on the collaboration of a dozen experts, the Portrait describes the inequalities that affect our society starting in early childhood.

Some children, such as those from low-income, single-parent or recent immigrant families, are living in environments that present greater risks to their development. It is worrying to see that, for a significant proportion of families with young children, just meeting their basic needs is a challenge. Almost 20% of families with young children are living with food insecurity. Housing—another mainstay of children's well-being—is also in crisis. In 2021, one-quarter of families were living in inadequate housing that was either too small, too expensive or in poor condition. The quality of educational childcare services, so essential to children's development, is also in decline.

This deterioration in living conditions beginning in early childhood is cause for concern for all decision-makers. The 2024 Portrait presents several options of concrete solutions as an inspiration to guide their actions. Examples include improving financial support for the most disadvantaged families, creating more non-profit housing, facilitating the integration of immigrant parents, offering services adapted to the needs of isolated families, and supporting initiatives aimed at improving the quality of education in childcare services.

But not everything is bleak in the 2024 Portrait. After the birth of a child, parental leave is being increasingly shared by both parents, one of the effects of which is greater involvement of fathers in the lives of their children starting at a very early age. This development did not happen by magic: it is the result of a creative public policy that was resolutely designed to support families and childhood development. It is also undeniable proof that it is possible to improve the conditions in which young children are growing up. This is what children need: the creation of environments that are conducive to the development of their full potential, regardless of where they are born or where they grow up.



Julie Cailliau,
Director of the Québec Early Childhood Observatory

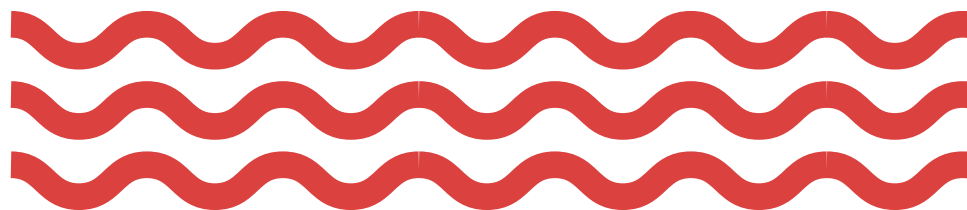
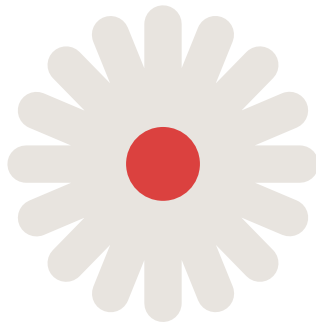
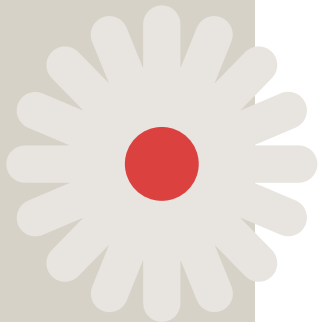
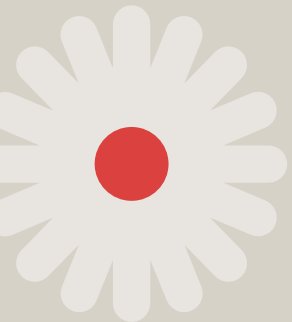


Table of contents

MESSAGE FROM THE DIRECTOR	4
INTRODUCTION	11
ABOUT THE DATA	12
FOCUSING ON ENVIRONMENTS TO IMPROVE THE LIVES OF YOUNG CHILDREN	16

YOUNG CHILDREN IN QUEBEC **18**

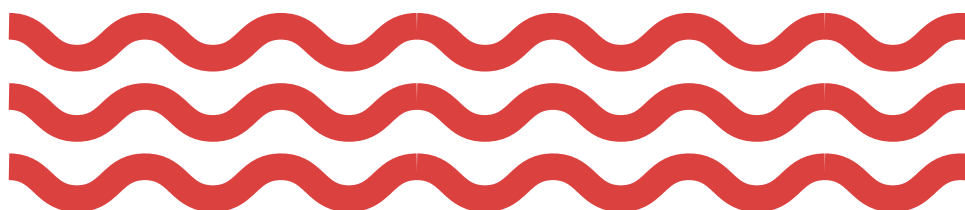
1 Children between the ages of 0 and 5	19
1.1 Number of births	20
1.2 Number of children aged 0 to 5 in Quebec	21
1.3 Regional breakdown of the population of young children in Quebec	22
1.4 Proportion of young children in each region	23
1.5 Material deprivation	24

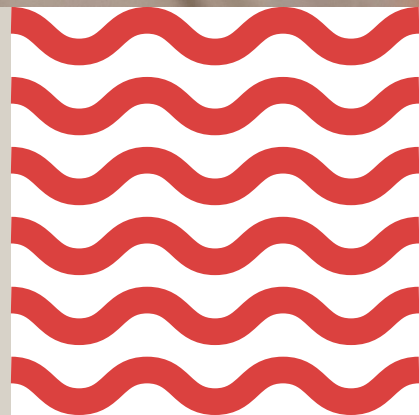


FAMILY ENVIRONMENT	26
2 Environment at birth	27
2.1 Use of the Quebec Parental Insurance Plan	28
3 Family characteristics	33
3.1 Siblings	34
3.2 Family structure and separation	35
3.3 Languages spoken at home	37
4 Parents' socio-economic situation	39
4.1 Immigration	40
4.2 Parents' education	43
4.3 Employment	46
4.4 Income and poverty	49
4.5 Food insecurity	53
5 Parents' characteristics	55
5.1 Mother's age at birth	56
5.2 Parents' general health	58
5.3 Parents' mental health	59
6 Parents' lifestyle habits and parenting practices	61
6.1 Tobacco and e-cigarette use	62
6.2 Alcohol use	63
<i>Alcohol use among mothers</i>	63
<i>Alcohol use among fathers</i>	64
6.3 Cannabis use	65
<i>Cannabis use among mothers</i>	65
<i>Cannabis use among fathers</i>	66
6.4 Parents' screen use	67
6.5 Parenting practices that foster children's literacy	69
6.6 Parental stress	70

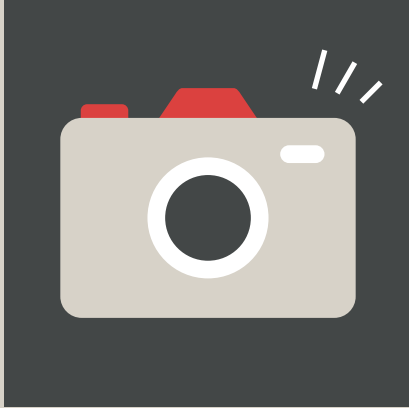
6.7	Social support	73
6.8	Psychosocial services	75
6.9	Maltreatment	76
	Key points	82
	It is possible to take action	86
	PHYSICAL ENVIRONMENT	90
7	Characteristics of the residential environment	91
7.1	Urban and rural areas	92
7.2	Perception of the quality of the living environment	93
7.3	Use and accessibility of resources	94
	<i>Community organizations</i>	94
	<i>Public areas and green spaces</i>	95
	<i>Libraries</i>	97
8	Housing	99
8.1	Housing characteristics	100
8.2	Moving house	105
9	Environmental contaminants	107
9.1	Lead concentrations	108
9.2	Pesticides	109
9.3	"Forever" pollutants	110
	Key points	112
	It is possible to take action	114

EDUCATIONAL CHILDCARE SERVICES	118
10 Use of educational childcare services	119
10.1 Attendance at recognized daycare facilities	120
<i>Daycare attendance based on age</i>	<i>126</i>
<i>Number of hours spent in daycare</i>	<i>128</i>
11 Quality of educational childcare services	131
11.1 Educational quality	133
11.2 Qualified personnel	134
11.3 Current orientations and practices in educational childcare services	138
Key points	141
It is possible to take action	144
CONCLUSION	147
REFERENCES	148





Introduction



The mission of the Early Childhood Observatory (*Observatoire des tout-petits*), created in April 2016, is to share the current state of knowledge in order to promote informed decision-making on the subject of early childhood in Quebec. Our goal is to ensure that every young child has access to conditions that will enable them to develop their full potential, regardless of where they are born or where they are growing up. The Observatory's activities revolve around three fundamental questions:

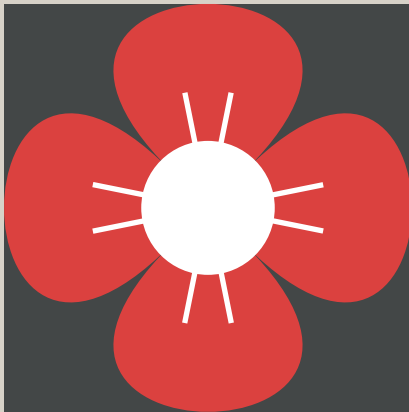
- 1. How are young children faring in Quebec?**
- 2. What kind of environments are they growing up in?**
- 3. What is Quebec doing to support young children and their families?**

The 2024 Portrait (our sixth) contains our answers to the second question in order to evaluate how the situation has evolved since the publication of the last edition of this Portrait in 2019. It is a snapshot describing the environments in which children aged 0 to 5 are growing up in Quebec. It provides information on their family, home and childcare environments. It also provides an overview of the impact of the COVID-19 pandemic on these environments.

About the data

This Portrait presents the most rigorous data available on the environments in which children between the ages of 0 and 5 are growing up. Since some of the characteristics of these environments were not measured by surveys nor recorded in administrative data banks, they are unfortunately not included in our report.

Reference years can vary, as the data used was drawn from different sources. The data presented are the most recent available to us.



Main data sources

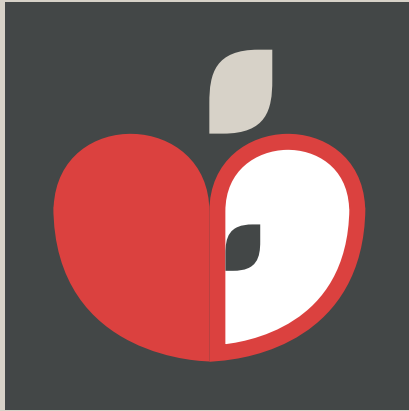
Statistics Canada Census of Population

- ▶ Data is available for 2006, 2016, 2021 and, in certain cases, 1996 and 2001.
- ▶ Because of methodology changes, data for 2011 are not comparable to those for the other years (2006, 2016 and 2021). They are therefore not included in this Portrait.
- ▶ Since data are not available for incompletely enumerated reserves and Indigenous settlements, they are not included in the totals.
- ▶ The data presented were provided and adapted by the *Institut de la statistique du Québec*.
- ▶ The publication of these data in our Portrait does not constitute an endorsement by Statistics Canada.
- ▶ Because of the rounding of data, the total value may not match the sum of the individual value. Percentage distributions may thus not necessarily add up to 100%, depending on the situation.

Population surveys

A large part of the data presented in the Portrait come from population surveys conducted by the *Institut de la statistique du Québec* (ISQ) and by Statistics Canada:

- ▶ *Enquête québécoise sur le développement des enfants à la maternelle* – **Quebec Survey of Child Development in Kindergarten (QSCDK)**
 - Conducted every five years since 2012
 - Provides a picture of the state of development of children in 5-year-old kindergarten in five developmental domains: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge
 - Questionnaires are completed by teaching personnel
- ▶ *Enquête québécoise sur le parcours préscolaire des enfants de maternelle* – **Québec Survey on the Preschool Path of Kindergarten Students (QSPPKS)**
 - Conducted every five years since 2017; linked to the QSCDK
 - Gathers information from parents on families, children and their preschool paths. By combining data from the QSCDK and the QSPPKS, we can analyze the links between children's development in kindergarten and their experiences during early childhood.
 - Information is collected from parents of children in 5-year-old kindergarten
- ▶ *Enquête québécoise sur la parentalité* – **Quebec Parenting Survey (QPS)**
 - Conducted once in 2022
 - Aims to obtain a better understanding of the parenting experience (including parental stress, parenting challenges, work-life balance, relationship with other parent, social support, etc.)
 - Information is collected from parents of children under 18
- ▶ *Étude longitudinale du développement des enfants du Québec* – **Quebec Longitudinal Study of Child Development (QLSCD)**
 - The first edition (QLSCD 1) targeted children born in 1997-98, and the second edition (QLSCD 2), those born in 2020-2021.
 - The study's longitudinal scope (following a cohort of children from birth to adulthood) allows the examination of the effects of diverse childhood and adolescent experiences on various aspects of the passage to adulthood.
 - The QLSCD 2 data presented in this Portrait concern babies approximately 5 months of age and their parents.
- ▶ **Canadian Health Measures Survey (CHMS)**
 - Conducted by Statistics Canada in partnership with Health Canada and the Public Health Agency of Canada (PHAC)
 - Representative of the Canadian population between 3 and 79 years
 - Data collection includes a face-to-face interview as well as physical measurements (taking blood and urine samples to measure certain contaminants)
 - The first data collection took place from 2007 to 2009, and the most recent data available is from the data collection carried out in 2018 and 2019



Administrative data

Administrative data consists of information compiled by certain ministries and other bodies of the Quebec and Canadian governments in the course of their day-to-day operations for management purposes.

In this Portrait, this type of data comes mainly from the following sources:

- ▶ *Registre des événements démographiques (Institut de la statistique du Québec)*
- ▶ Population estimates (Statistics Canada)
- ▶ Annual demographic estimates (Statistics Canada)
- ▶ T1 Family File (Statistics Canada)
- ▶ *Ministère de l'Emploi et de la Solidarité sociale (MESS), Direction de l'analyse et de l'information de gestion*

Comparability of data

Insofar as possible, we have tried to maintain continuity in the indicators presented in our last Portrait on environments published in 2019, but certain data are not comparable over time. An explanatory note has been added in these cases.

Data that were presented in the 2019 Portrait but are no longer compiled were not included in the current Portrait. Certain survey data will be included in the next Portrait on environments (the survey on domestic violence in the lives of Quebec children, *La violence familiale dans la vie des enfants du Québec*, for example).

Access to data

Most of the data can be consulted and downloaded at our [website](#).



Taking context into account

The past few years have been marked by the COVID-19 pandemic, a labour shortage and the rise in rents and the price of food. The years 2020 and 2021 was particularly noteworthy for its major changes. It is therefore important to keep those changes in mind when interpreting 2021 data.



Focusing on environments to improve the lives of young children



Early childhood is a critical period in human development. The brains of young children are highly sensitive and malleable. The experiences, events, and interactions that each young child undergoes influence their life course and the adult they will become. The different environments in which they grow up therefore play a crucial role.

For example, living in substandard housing is a risk factor, as it can have a negative influence on a young child's development and well-being. Conversely, attending a quality educational childcare service is a protective factor¹.



The cumulative effect of risk factors in early childhood

The more risk factors a child is exposed to, the more likely they are to be developmentally vulnerable. This is called the cumulative effect of risk factors.

This cumulative effect is linked to the probability of not obtaining a secondary (high) school diploma before age 21.

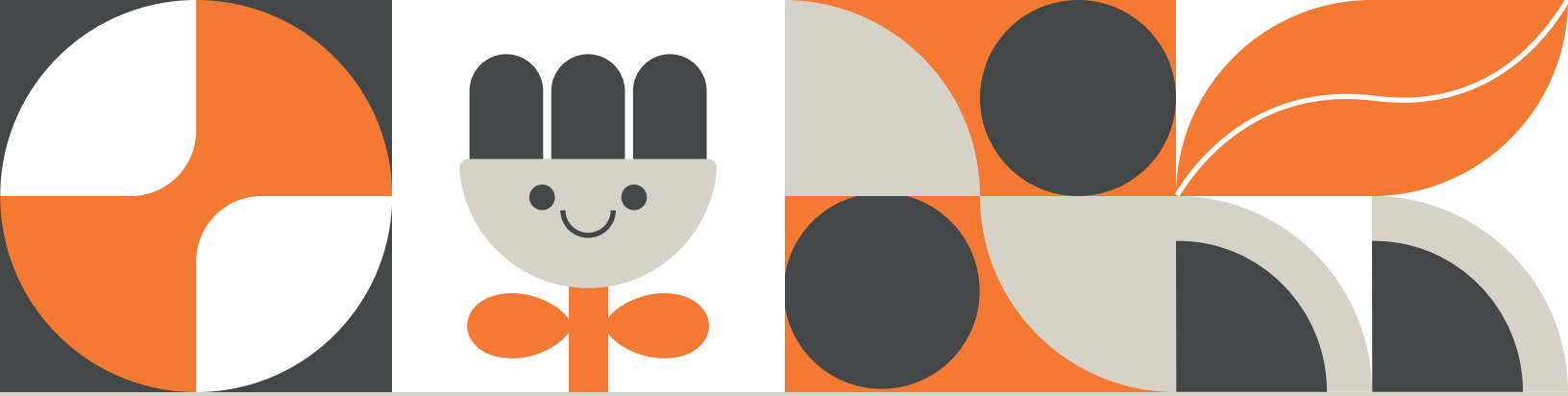
Every additional risk factor increases a child's risk of not obtaining their secondary school diploma, up to 68%².

On the other hand, children who are exposed to fewer risk factors are better prepared to start school³.

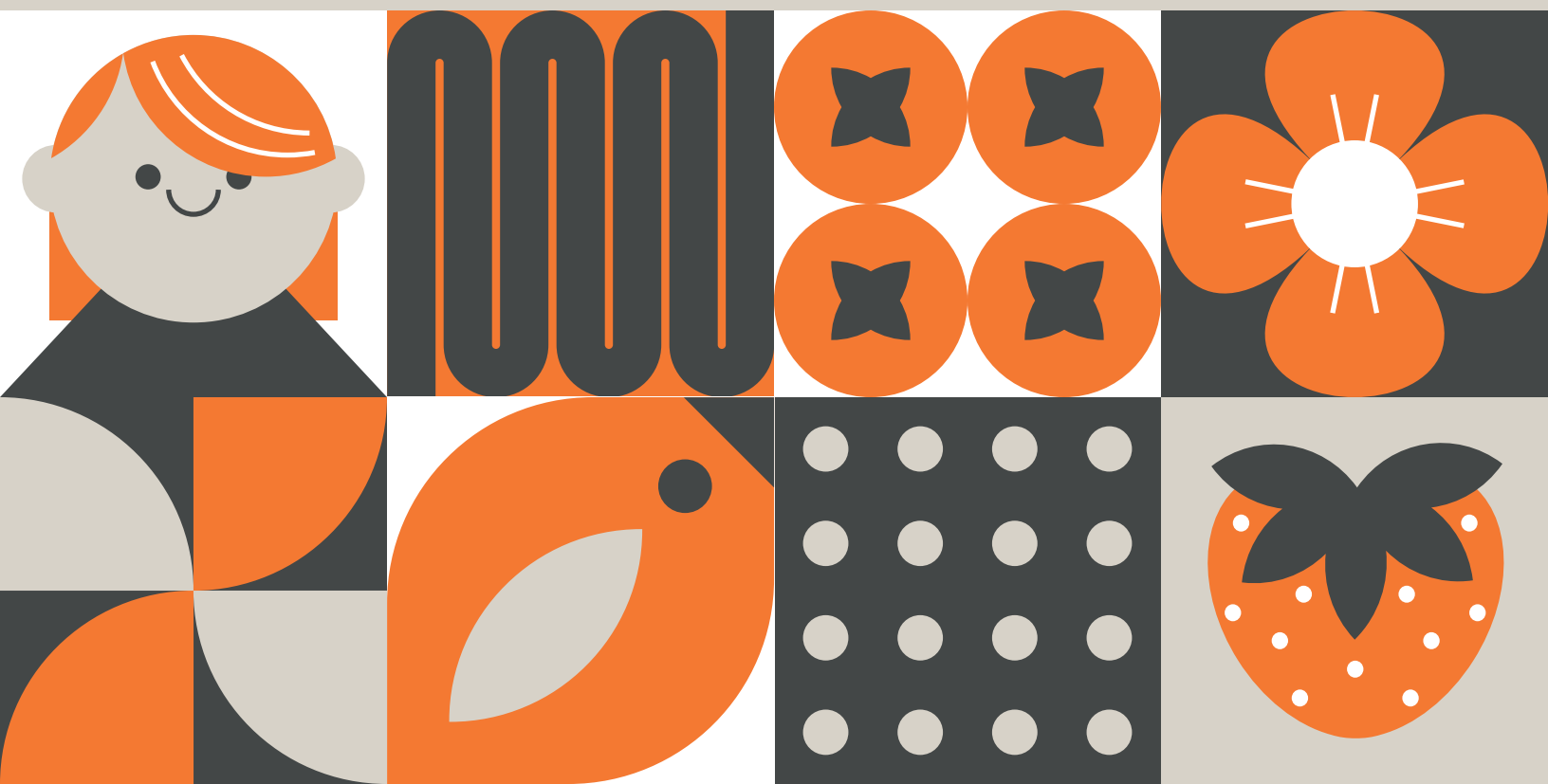
Protective factors can mitigate the influence of risk factors and positively change a child's development trajectory, supporting long-term health and development. For example, a child who grows up in a family whose income is below the poverty line and whose parents are isolated is more at risk in terms of development than a child who also lives below the poverty line, but whose parents have a solid social network⁴.

It is therefore important to paint a picture of the different environments in which young children are growing up. By doing so, we can determine what actions need to be taken to create favourable living environments that will support their development. By acting early, we give them the chance to develop their full potential.





YOUNG CHILDREN IN QUEBEC

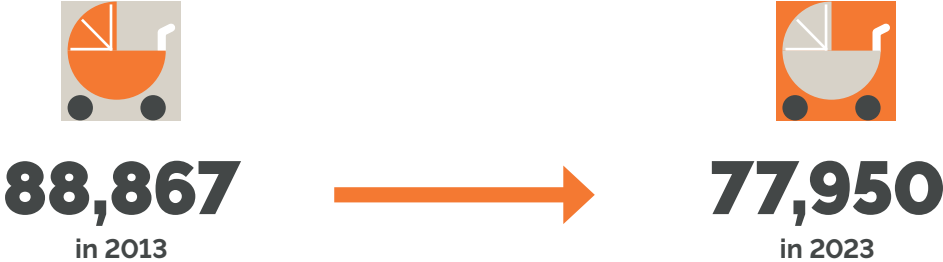


1. Children between the ages of 0 and 5

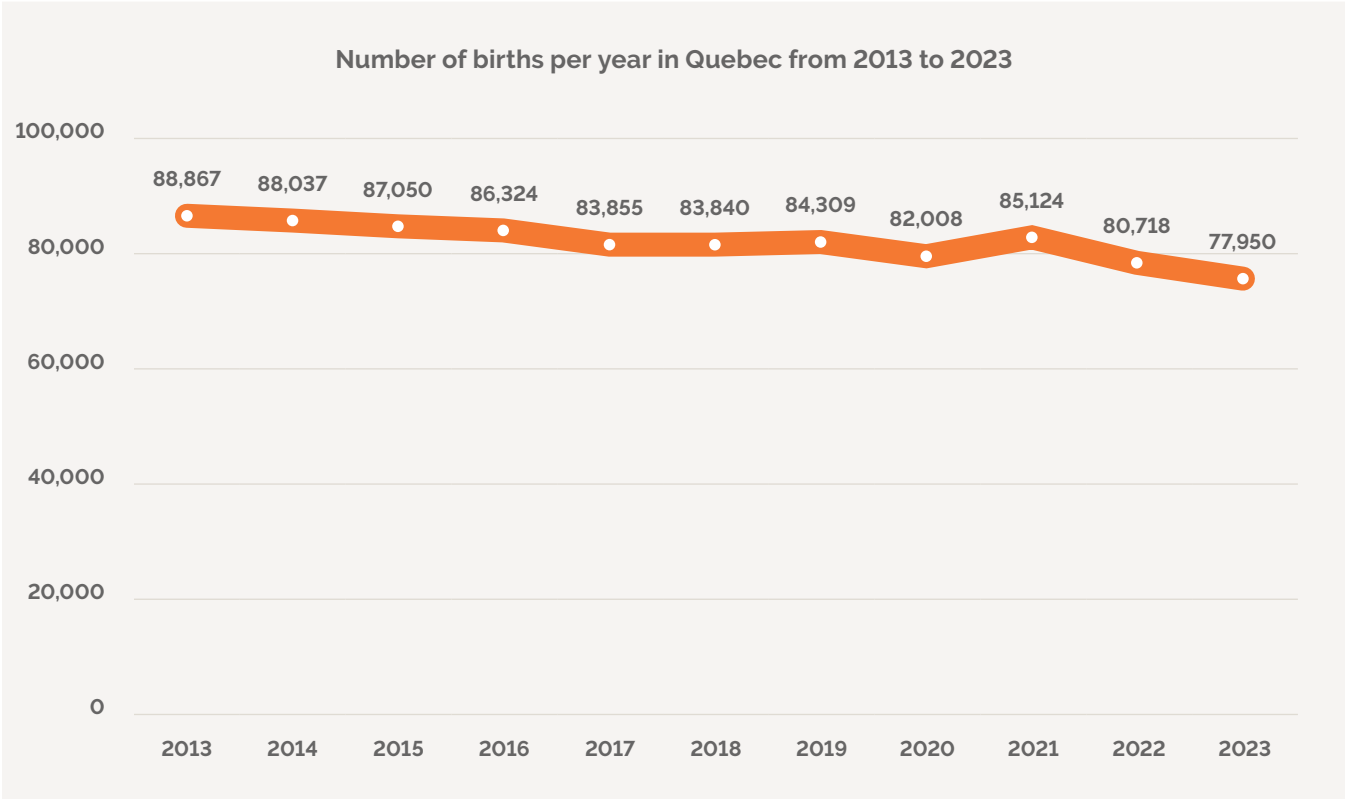
1.1	Number of births	20
1.2	Number of children aged 0 to 5 in Quebec	21
1.3	Regional breakdown of the population of young children in Quebec	22
1.4	Proportion of young children in each region	23
1.5	Material deprivation	24

1.1 Number of births

The number of births across Quebec declined from



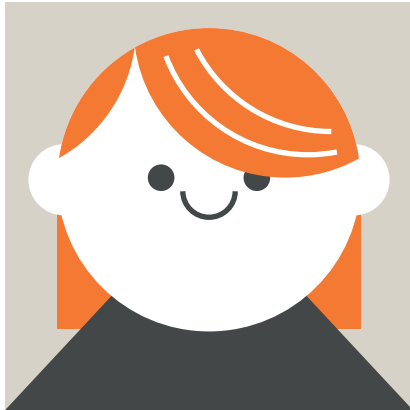
The number of births dropped by 12% between 2013 and 2023. The year 2021 saw an increase in births following a decrease in 2020.



Note: Data for 2023 are preliminary.

Source: Institut de la statistique du Québec, Registre des événements démographiques (Vital statistics registry).

1.2 Number of children aged 0 to 5 in Quebec



514,747

In 2023, there were 514,747* children between the ages of 0 and 5 in Quebec.

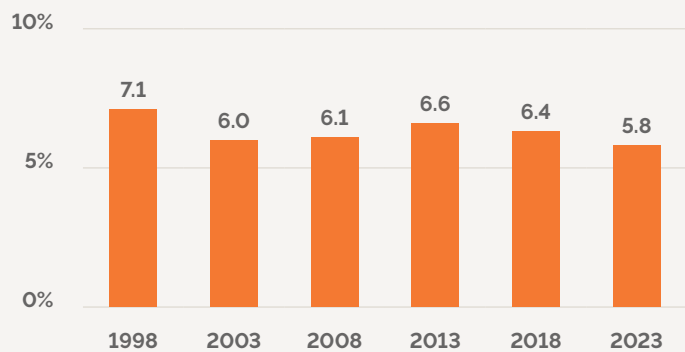
Following a period of relative stability after 2013, this figure has been on the decline since 2018⁵.

* Data for 2023 are preliminary.

With the exception of a few years, very young children represent a decreasing proportion of the population.

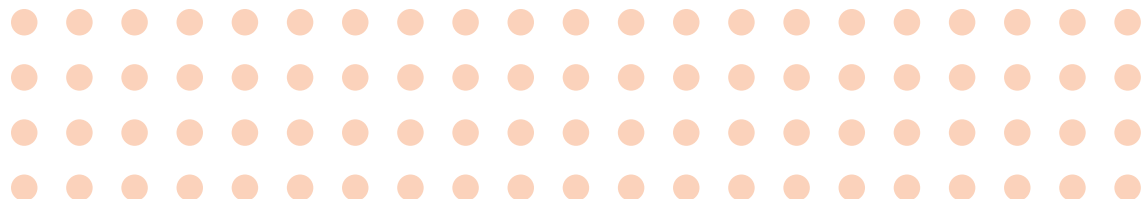
This proportion was 7.1% in 1998 and 5.8% in 2023.

Proportion of children aged 0 to 5 years in the total population of Quebec in 1998, 2003, 2008, 2013, 2018 and 2023



Note: Data for 2023 are preliminary.

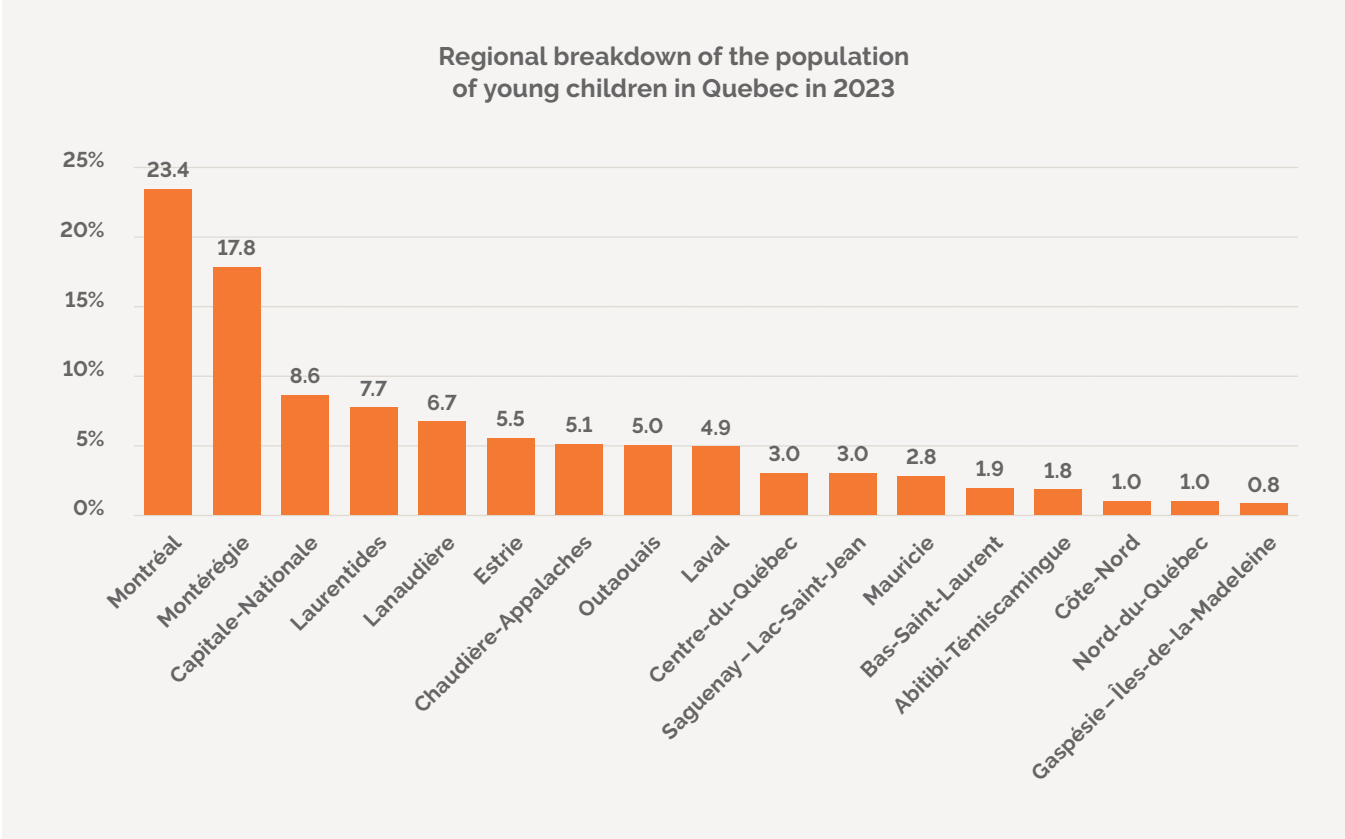
Source: Statistics Canada, Population Estimates (February 2024), data adapted by the Institut de la statistique du Québec.



1.3 Regional breakdown of the population of young children in Quebec

In 2023, a greater proportion of young children were living in the Montréal region (23.4%) and the Montérégie region (17.8%).

The distribution among the different regions of Quebec has generally changed little over the last decade.

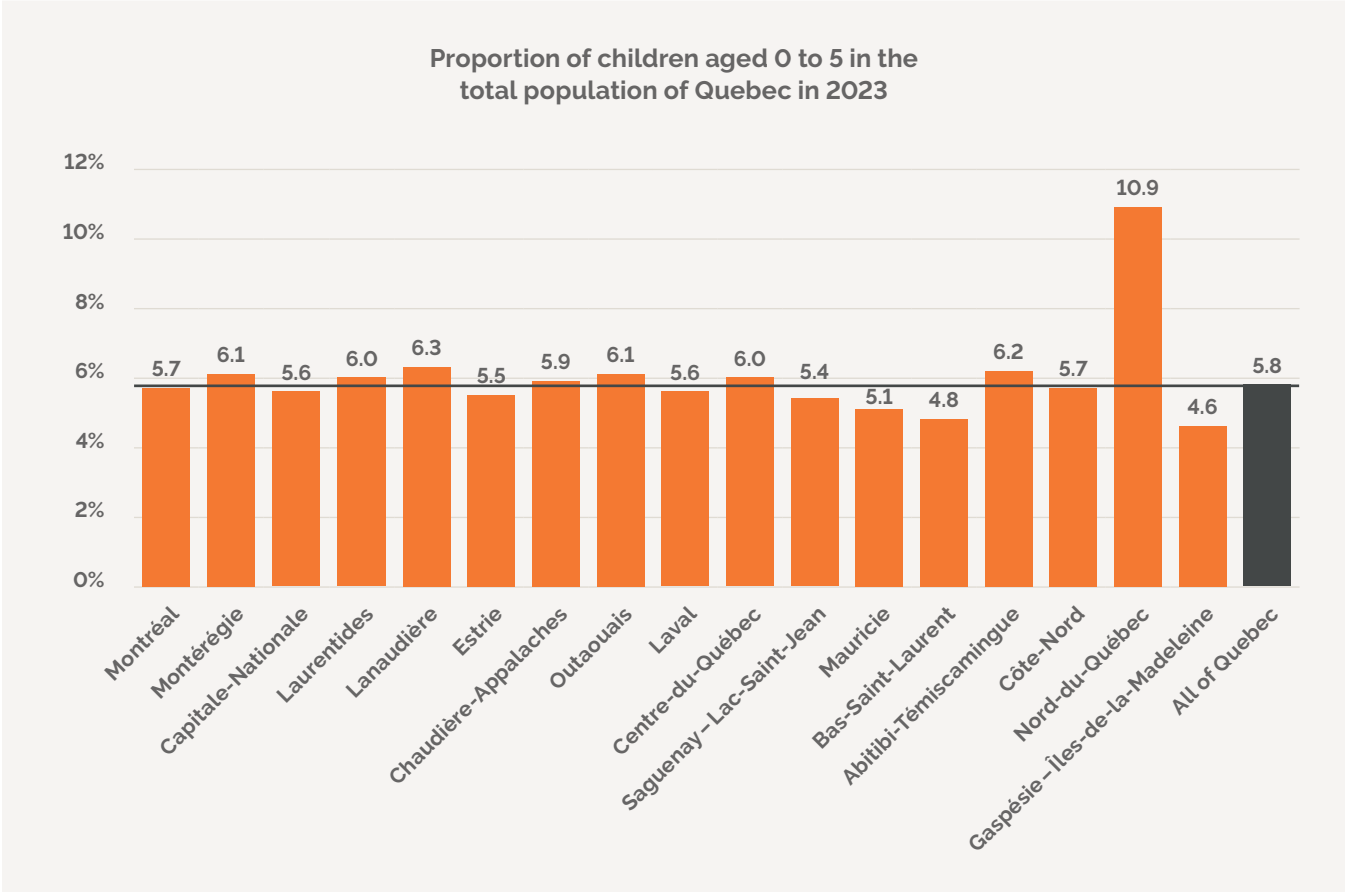


Note: Based on the geographical division of administrative regions on July 1, 2023. Preliminary data.

Source: Institut de la statistique du Québec. Statistics Canada, Annual Population Estimates (subprovincial areas, May 2024). Data adapted by the Institut de la statistique du Québec.

1.4 Proportion of young children in each region

In 2023, in the Nord-du-Québec region, 1 inhabitant out of 10 (10.9%) was a child aged 5 or under. Nord-du-Québec is the administrative region with the largest population of children between the ages of 0 and 5 in its general population.



Note: Based on the geographical division of administrative regions on July 1, 2023. Preliminary data.

Source: Institut de la statistique du Québec. Statistics Canada, Annual Population Estimates (sub-provincial areas, May 2024). Data adapted by the Institut de la statistique du Québec.

1.5 Material deprivation



Material Deprivation Index: This indicator is a geographical index based on the proportion of individuals without a secondary school diploma, the employment/population ratio, and the average income of individuals over age 15 in a given residential area. The index is used to rank regions based on their degree of deprivation. Neighbourhoods that are materially deprived are territories in the fifth quintile of the provincial Material Deprivation Index developed by the *Institut national de santé publique du Québec*. The most privileged neighbourhoods are in the first quintile⁶.



Why is this important?

According to data from the 1st edition of the *Quebec Longitudinal Study of Child Development*, children living in higher-income neighbourhoods are less likely to have trouble handling the demands of an academic environment than their counterparts in less privileged neighbourhoods⁷. These children also have better language skills and fewer behavioural problems⁸.

Children who live in disadvantaged neighbourhoods, on the other hand, are at greater risk of being exposed to various pollutants, excessive noise, overcrowded housing and sub-standard housing⁹. Studies done in 1975 and 2005 even show a connection between neighbourhood socio-economic levels and child maltreatment¹⁰. Social support can play a positive role, however, in children's development in disadvantaged neighbourhoods¹¹.

Impacts of the pandemic

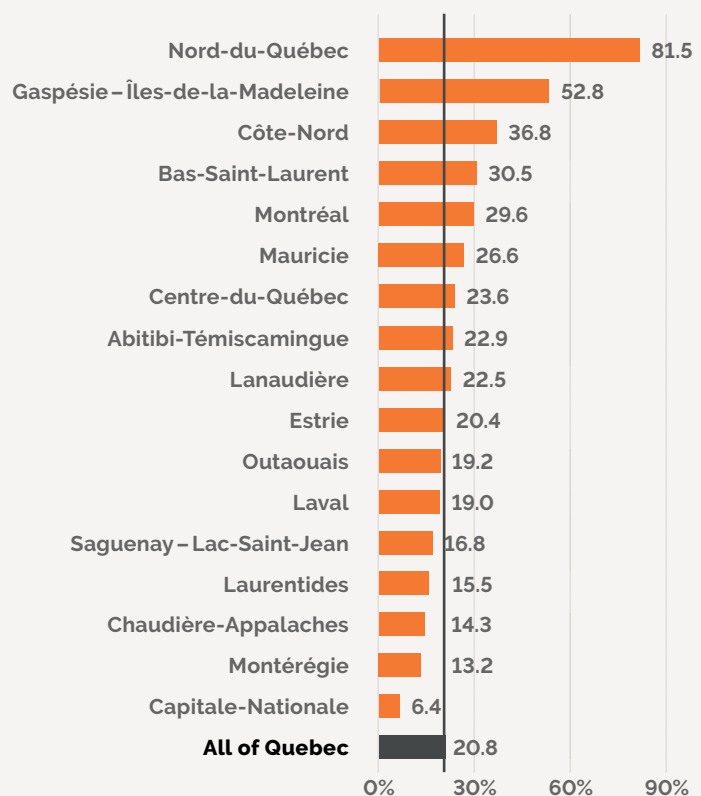
A Quebec study that looked at the link between material deprivation and the incidence of hospitalizations for COVID-19 showed that children from the most disadvantaged families accounted for 40.7% of hospitalization in a Montréal pediatric hospital. The hospitalization rate for this group was 2.4 times higher than that for the most privileged children, highlighting prevailing inequalities in health¹².

In 2021, about 20.8% of children aged 0 to 5 were living in neighbourhoods considered to have the greatest material deprivation based on the Material Deprivation Index.

Among the regions with the highest proportions of material deprivation in Quebec, **Gaspésie-Îles-de-la-Madeleine, and Nord-du-Québec had proportions over 50% (52.8% and 81.5% respectively), as was the case for every year between 1996 and 2016.**

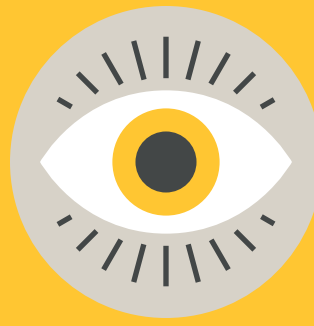
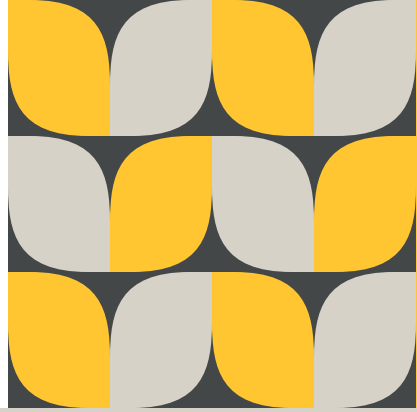
The Côte-Nord (36.8%) and Bas-Saint-Laurent (30.5%) regions followed with proportions between 30% and 50%, as had also been the case for every year between 1996 and 2016.

Proportion of children aged 0 to 5 living in the most disadvantaged areas in Quebec and in the administrative regions with the highest material deprivation in 2021



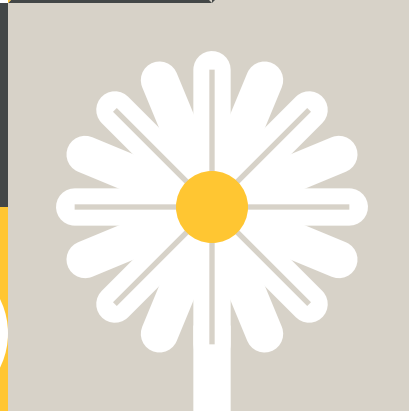
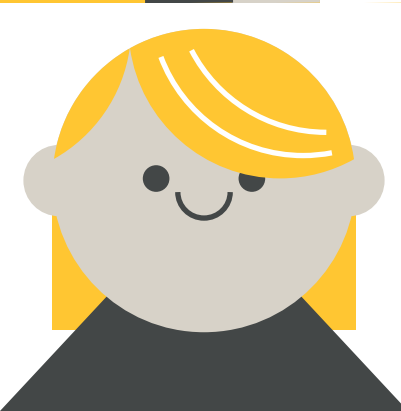
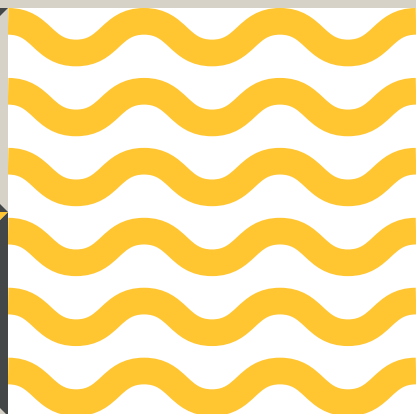
Note: Children living in a dissemination area with no Material Deprivation Index—about 3.0% of children aged 0 to 5 living in Quebec in 2021—are not included in these estimates. Estrie and Montréal: Based on new territorial boundaries that came into effect on July 28, 2021. On that date, the regional county municipalities (MRCs) of La Haute-Yamaska and Brome-Missisquoi changed administrative regions, from Montréal to Estrie.

Source: Statistics Canada, 2021 Census. Data adapted by the Institut de la statistique du Québec.



FAMILY ENVIRONMENT

The family environment, which includes parents, siblings, and extended family members in the immediate environment, has a decisive influence on young children's development. The family is the first and primary source of experiences to which children are exposed¹³. The family's characteristics, the quality of parenting practices and social support have an impact not only on young children's development, but also on their health and well-being.



2. Environment at birth

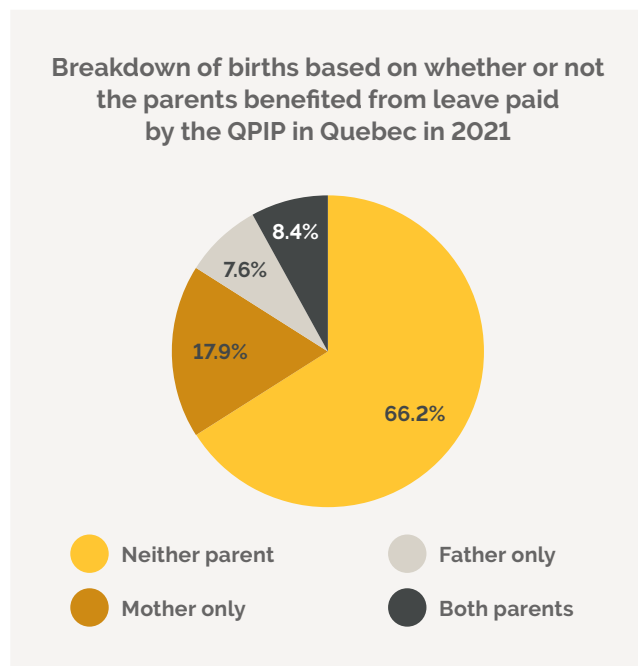
2.1	Use of the Quebec Parental Insurance Plan	28
	Breakdown of beneficiaries	28
	Number of beneficiaries	29
	Gap between mothers and fathers	30
	Rate of participation	30
	Benefit sharing	31



2.1 Use of the Quebec Parental Insurance Plan

Breakdown of beneficiaries

In 2021, for 2 out of 3 births (66.2%), both parents benefited from leave paid by the QPIP.



Note: This rate includes births only; adoptions are excluded. Because of the rounding of data, the total value may not add up to 100%.

Source: Conseil de gestion de l'assurance parentale, *Statistiques officielles sur les prestataires du Régime québécois d'assurance parentale* (Official statistics on beneficiaries of the Québec Parental Insurance Plan), 2021.



The purpose of the *Régime québécois d'assurance parentale* (Quebec Parental Insurance Plan or QPIP) is to provide financial support to parents who decide to take maternity, paternity, parental or adoption leave¹⁴.

Why is this important?

A 2023 Quebec study showed that children whose mothers were still on maternity leave five months after their child's birth had lower levels of separation anxiety between 17 months and six years than children whose mothers returned to work when they were five months old¹⁵.

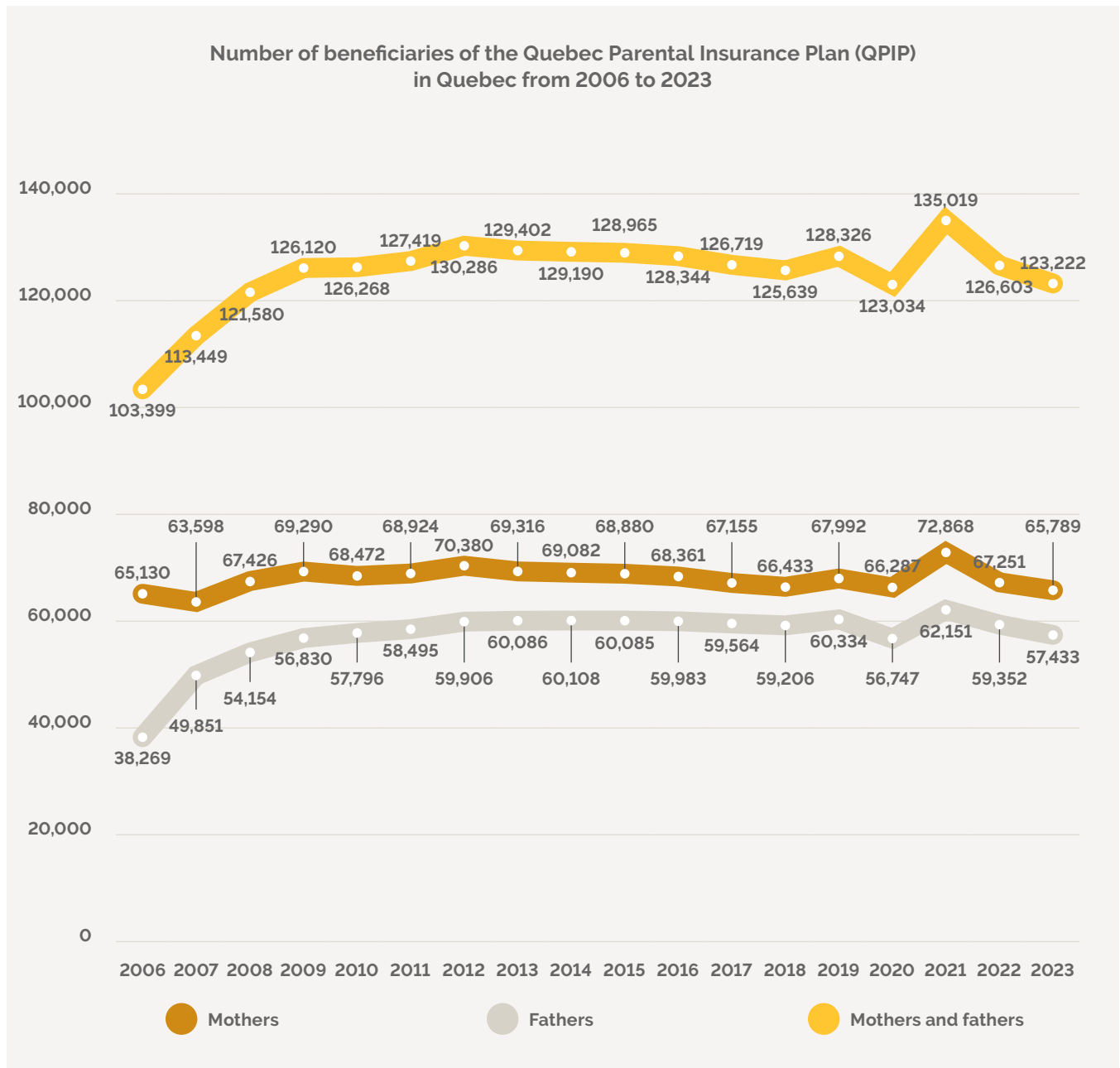
Fathers who took paternity or parental leave and got involved early in family life were more present and engaged with their children in both the short and long term¹⁶.

Children for whom both parents were actively involved in family responsibilities had fewer behavioural problems and did better at school¹⁷. Generally speaking, the presence of a parent with their child helps to develop an attachment bond and parenting skills¹⁸. A program like the QPIP, which allows parents to spend more time with their child while benefiting from financial security during the first year of life, is considered to have beneficial effects on children's mental health and development¹⁹.

Number of beneficiaries

Following an increase in the number of QPIP beneficiaries between 2006 and 2012, that figure declined slightly from 2013 to 2018. **After 2018, the number of beneficiaries hovered around 127,000, peaking at 135,019 in 2021.** In 2023, a total of 123,222 parents benefited from the QPIP.

These fluctuations are consistent with the number of births observed in Quebec between 2006 and 2023.



Source: Conseil de gestion de l'assurance parentale, Direction de l'analyse et de l'information de gestion, ministère de l'Emploi et de la Solidarité sociale, 2006 to 2023. *Statistiques officielles sur les prestataires du Régime québécois d'assurance parentale* (Official statistics on beneficiaries of the Quebec Parental Insurance Plan).

Impacts of the pandemic

During the pandemic, the proportion of mothers who received the QPIP increased, while the proportion of fathers decreased²⁰.

Gap between mothers and fathers

In 2021, the mothers and fathers who took advantage of the QPIP received benefits during a period of approximately:

Mothers



46
weeks

Fathers



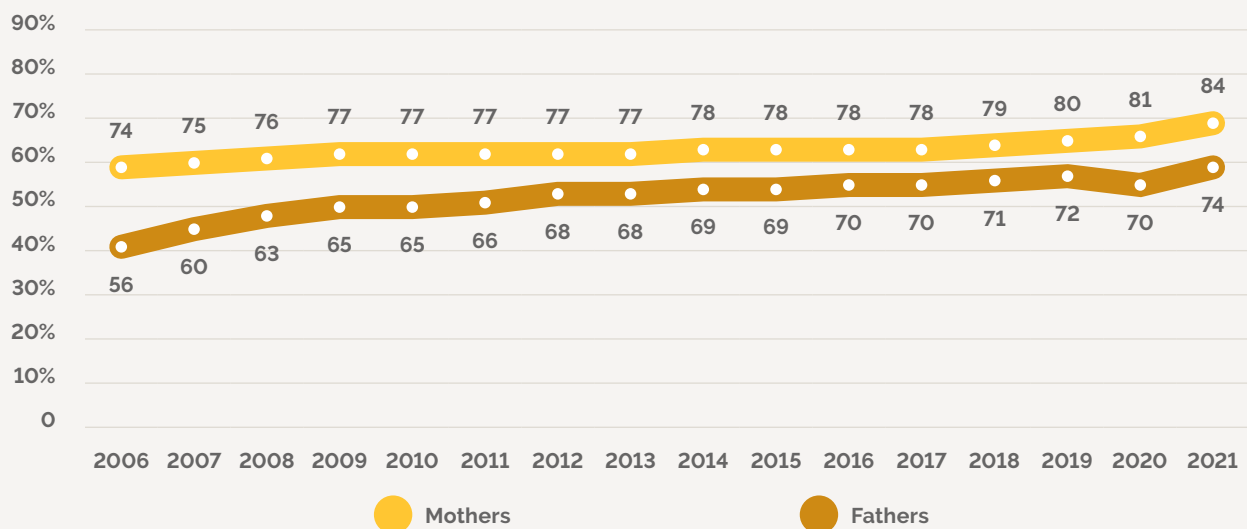
10
weeks²¹

Note: This rate includes births only; adoptions are excluded.

Rate of participation

The rate of participation among mothers has remained relatively stable over the years. **That of fathers, however, has increased sharply, especially during the first years of the QPIP, rising from 56% in 2006 to 74% in 2021.** There are still more mothers than fathers who participate in the QPIP, with a difference of 10 percentage points between mothers' and fathers' participation rates in 2021. For both mothers and fathers, however, the 2021 participation rate was the highest since the QPIP was introduced in 2006.

Rates of participation in the QPIP for mothers and fathers in Québec from 2006 to 2021

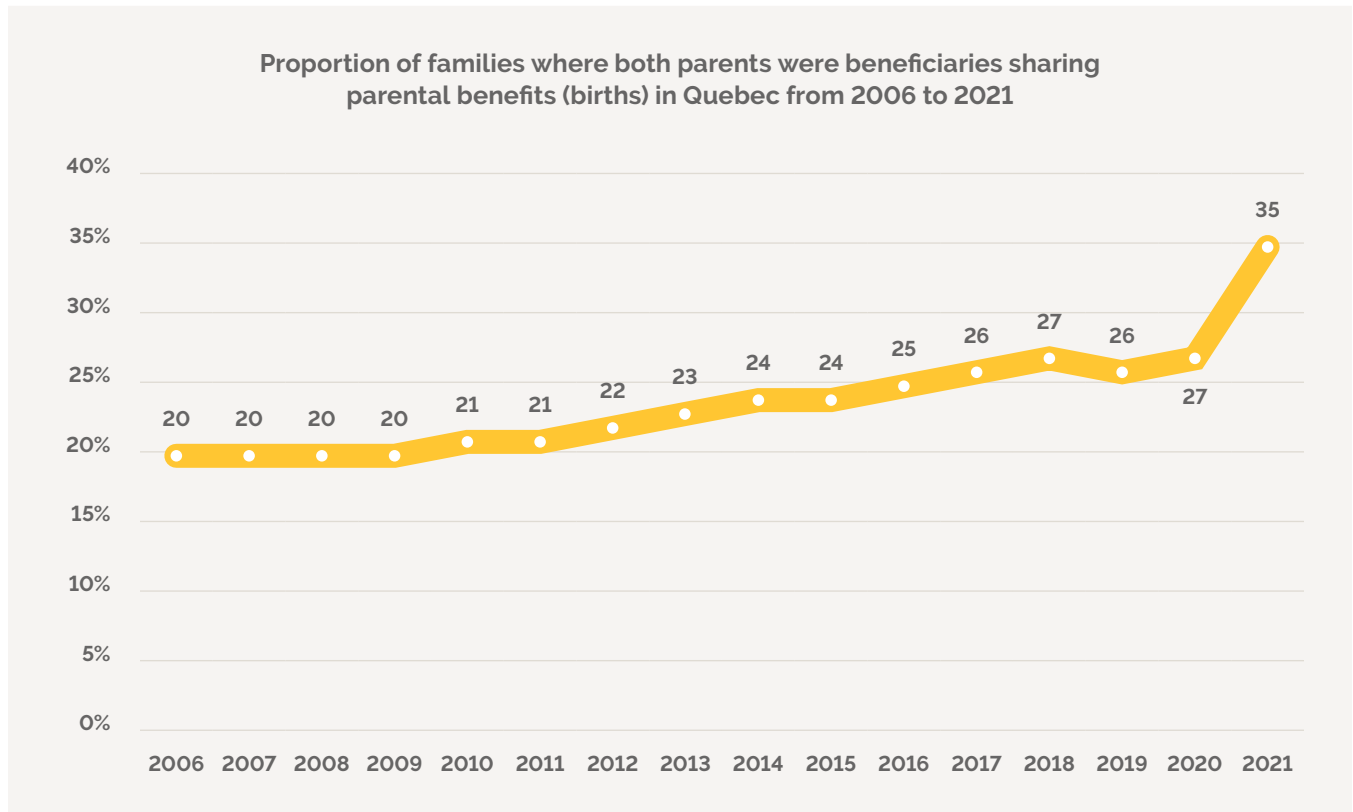


Note: This rate includes births only; adoptions are excluded.

Source: Conseil de gestion de l'assurance parentale, *Profil des prestataires du Régime québécois d'assurance parentale 2021 (Profile of beneficiaries of the 2021 Quebec Parental Insurance Plan)*.

Benefit sharing

Among all the families where both parents received benefits, there was a significant increase in the proportion of families where both parents shared their parental benefits with each other after the birth of their child, **rising from 27% in 2020 to 35% in 2021**.



Note: This rate includes births only; adoptions are excluded.

Source: Conseil de gestion de l'assurance parentale, *Profil des prestataires du Régime québécois d'assurance parentale 2021* (Profile of beneficiaries of the 2021 Quebec Parental Insurance Plan).



After more than 15 years of existence, the QPIP underwent a major overhaul in 2020²². Most of the new measures came into force on January 1, 2021. Among these, the incentive to encourage a better balance in the sharing of the 32 weeks of parental leave* between the two parents seems to be having a positive effect. This measure entitles parents to additional weeks of benefits** when both parents share a minimum number of weeks of shareable benefits***.

* 32 weeks under the basic plan and 25 weeks under the special plan

** 4 weeks under the basic plan and 3 weeks under the special plan

*** 8 weeks under the basic plan and 6 weeks under the special plan

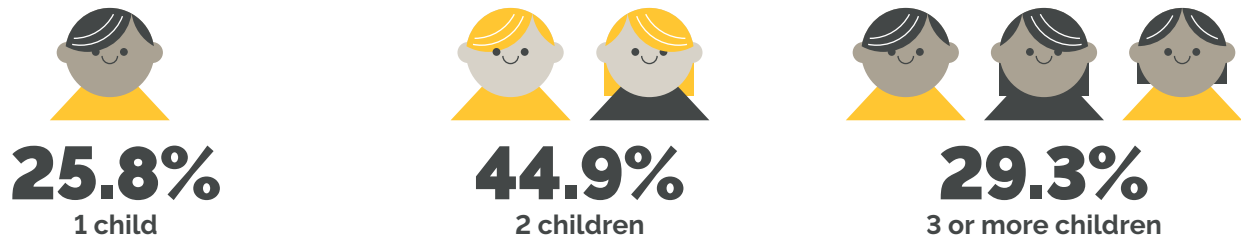


3. Family characteristics

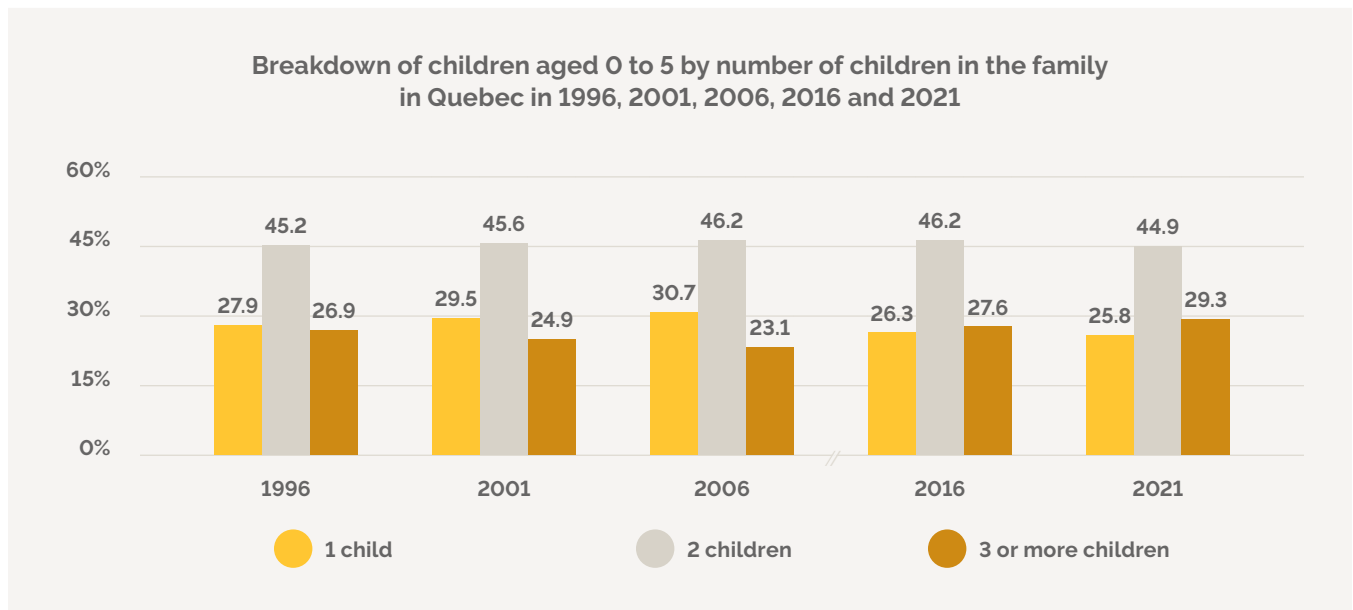
3.1	Siblings	34
3.2	Family structure and separation	35
	Type of family	35
	Parental separation	36
3.3	Languages spoken at home	37
	Language of instruction different from native language	37
	Languages spoken at home	38

3.1 Siblings

In 2021, young children in Quebec were living in families with:



From 1996 to 2006, the proportion of children aged 0 to 5 in Quebec living in single-child families first increased, then decreased between 2006 and 2021. **During the same period, the proportion of young children living in families with 3 children or more increased from 26.9% to 29.3%.**



Note: Data for 2011 are not presented, as methodological changes made to the census program in 2011 limit the potential for comparing with previous and subsequent years.

Source: Statistics Canada, Censuses for 1996, 2001, 2006, 2016 and 2021. Data adapted by the Institut de la statistique du Québec.



3.2 Family structure and separation

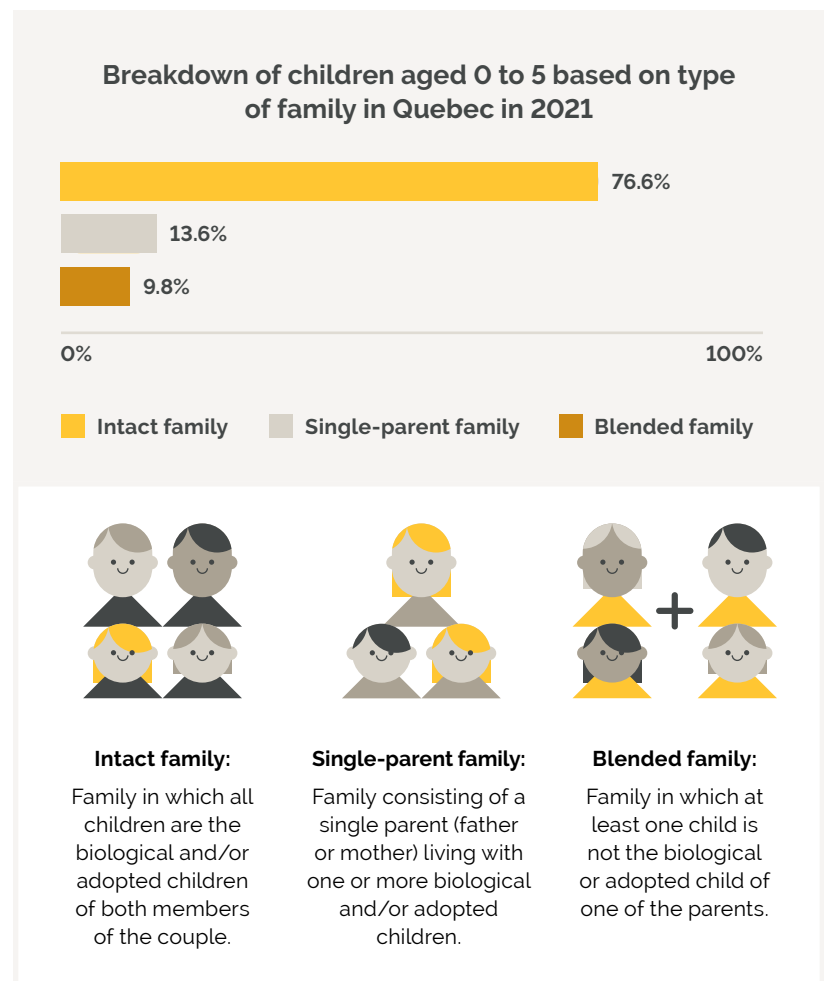
Why is this important?

According to the *2022 Quebec Survey on the Preschool Path of Kindergarten Students*, kindergarteners living in single-parent or blended families were more likely to be vulnerable in at least one area of development than those living with both parents²³.

Among other factors, the financial difficulties that can result from parental separation help to explain this association with early childhood development²⁴. The results of the same 2022 survey also showed that children living in a single-parent family were more likely to be in a low-income household than those living in an intact family²⁵.

Type of family

In 2021, the majority (76.6%) of children aged 0 to 5 were living in so-called “intact” families. This proportion has remained unchanged since 2016.

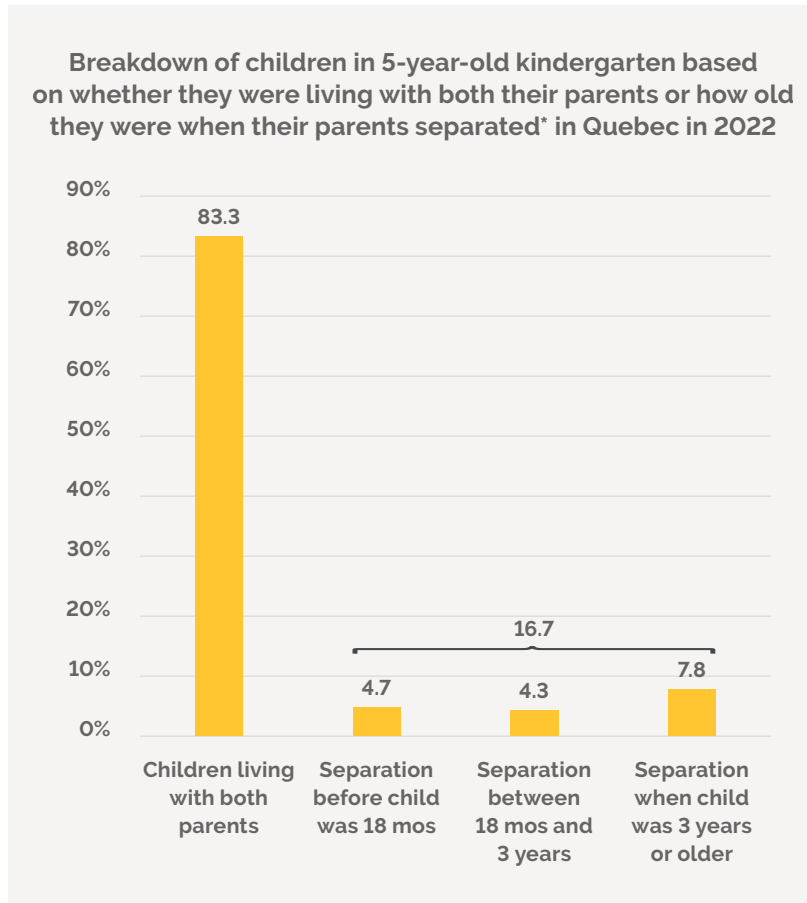


Note: These figures do not include children living with at least one grandparent and neither parent. In the case of parents who are separated, the family considered to be a single-parent family is that of the parent with whom the children live most of the time, or where the children were living on a specific reference date at the time of the census.

Source: Statistics Canada, 2021 Census, data adapted by the Institut de la statistique du Québec.

Parental separation

In 2022, 16.7% of children in 5-year-old kindergarten were not living with both their parents.



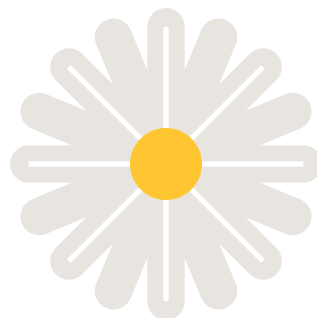
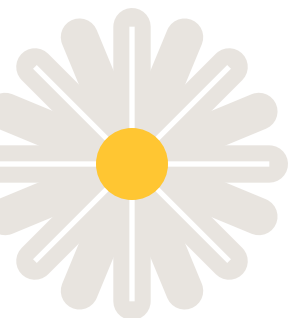
* The proportions of children whose parents were separated include children for whom one parent was deceased.

Note: Because of the rounding of data, the total value may not match the sum of the individual values or add up to 100%, depending on the situation.

Source: Institut de la statistique du Québec, 2022 Quebec Survey on the Preschool Path of Kindergarten Students.

Impacts of the pandemic

According to the 2022 Quebec Survey on the Preschool Path of Kindergarten Students, during the interval between the start of the pandemic and the survey period (from March 2020 until the survey was conducted in April-August 2022), a higher proportion of children in 5-year-old kindergarten from single-parent families lived in a household where the financial situation was difficult or very difficult (25%) than those from a blended family (18%) or an intact family (12%)²⁶.





3.3 Languages spoken at home

Why is this important?

Growing up in a multilingual environment is a strength and a rich source of cognitive stimulation that can have positive long-term effects²⁷.

The benefits of multilingualism are not always apparent in the short term, however. For example, according to the *2022 Quebec Survey on the Preschool Path of Kindergarten Students*, kindergarteners for whom French is not the language spoken most often at home yet who are educated in French are more likely to be vulnerable in at least one area of development²⁸.

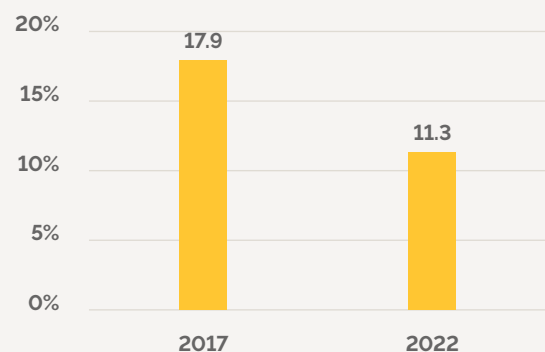
According to the same survey, kindergarteners for whom English is the language most spoken at home (with or without other languages, with the exception of French) are also more likely to be vulnerable in at least one area of development, as well as in the areas of communication skills and general knowledge²⁹.

Attending an educational childcare facility helps to expose young children to French before they start school, making the transition easier for multilingual children and promoting their long-term success³⁰.

Language of instruction different from native language

In 2022, 11.3% of children in 5-year-old kindergarten were attending a school where the language of instruction was not the same as their native language (i.e., the first language they learned and still understood). **This figure is lower than in 2017, when it was 17.9%.**

Proportion of children in 5-year-old kindergarten where the primary language of instruction (French or English) was not the same as their native language, in Quebec in 2017 and 2022

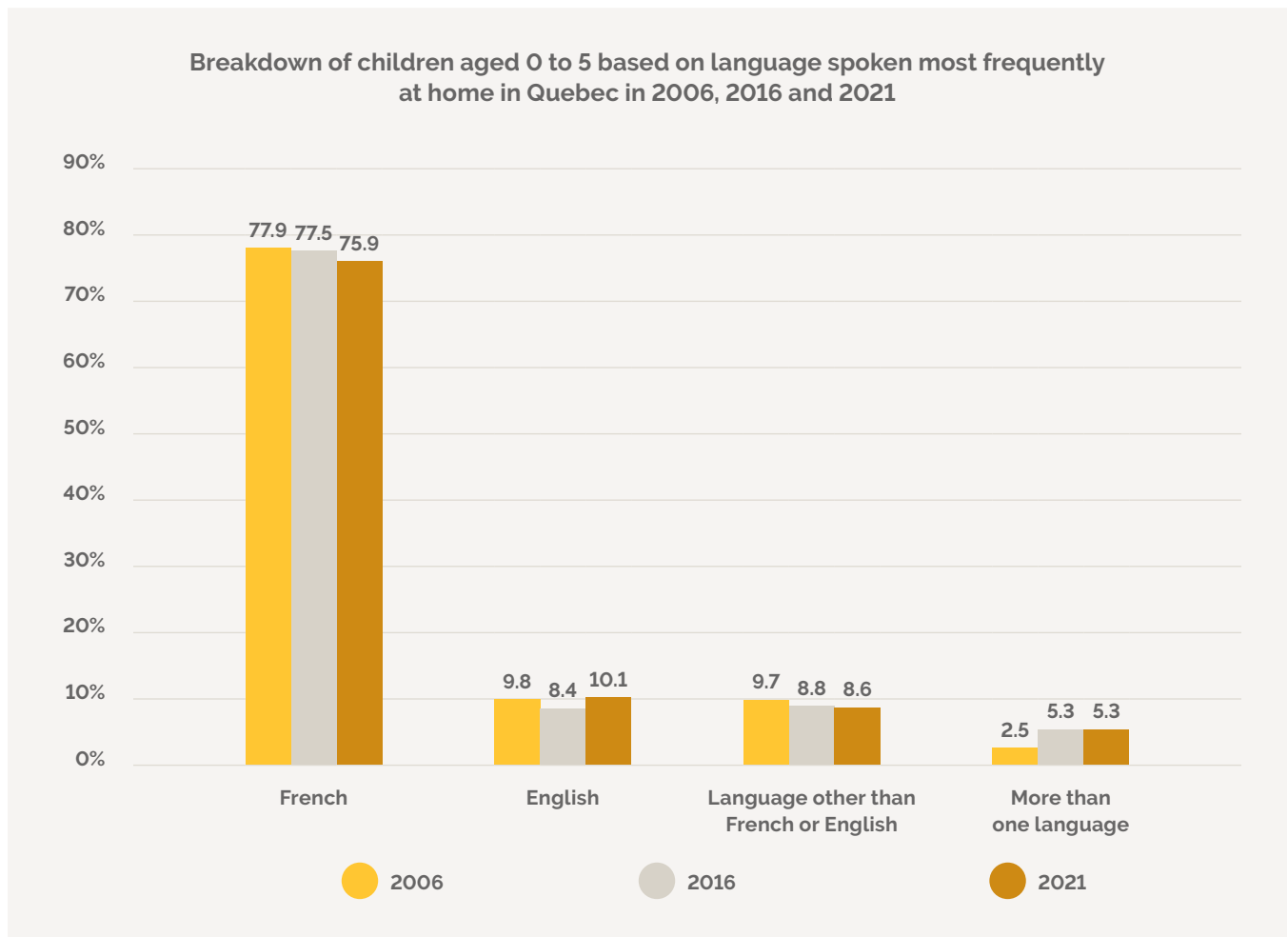


Source: Institut de la statistique du Québec, *Quebec Survey of Child Development in Kindergarten, 2017 and 2022*.

Languages spoken at home

In 2021, for the majority of children aged 0 to 5 in Quebec (75.9%), French was the language most frequently spoken at home. Furthermore, for 10.1% of children aged 0 to 5, the primary language at home was English, and for 8.6% it was a language other than French or English.

The proportion of children aged 0 to 5 whose language most spoken at home is French has fallen slightly in the past several years, **from 77.9% in 2006 to 75.9% in 2021**.



Note: Due to a change to the question on languages spoken at home, comparisons between 2021 data and those from other years should be made with caution, particularly for the category "More than one language". Data for 2011 are not presented, as methodological changes made to the census program in 2011 limit the potential for comparison with previous and subsequent years.

Source: Statistics Canada. Censuses for 2006, 2016 and 2021. Data adapted by the Institut de la statistique du Québec.

4. Parents' socio-economic situation

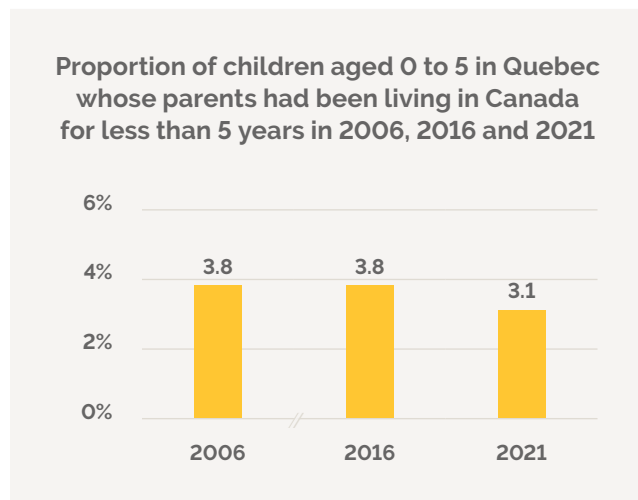
4.1	Immigration	40
	Parents who have been living in Canada for less than 5 years	40
	Parents born abroad	41
	Immigrant and refugee children	41
	Immigrant children admitted to Quebec	42
4.2	Parents' education	43
	Mothers' and fathers' education levels	44
	Mother's level of education at birth	45
4.3	Employment	46
	Employment situation	46
	Mothers' and fathers' employment	48
4.4	Income and poverty	49
	Median income	49
	Low income	50
	Basic needs	52
	Social assistance programs	52
4.5	Food insecurity	53
	Food banks	54
	Nutritious and Affordable Food Basket	54

4.1 Immigration

Parents who have been living in Canada for less than 5 years

In 2021, about 15,600 young children had at least one parent who had been living in Canada for less than 5 years.

This figure represents 3.1% of all young children in Quebec, in comparison with 3.8% in 2006 and 2016.



Note: Data for 2011 are not presented, as methodological changes made to the census program in 2011 limit the potential for comparison with previous and subsequent years.

Source: Statistics Canada. Censuses for 2006, 2016 and 2021. Data adapted by the Institut de la statistique du Québec.



Why is this important?

The trajectories of immigrant families are varied. While some encounter few difficulties, others may find themselves in precarious living conditions. Whatever the case, arriving in a new country brings many different and unforeseen situations. Experts have found that instability due to immigration can influence young children's development³¹.

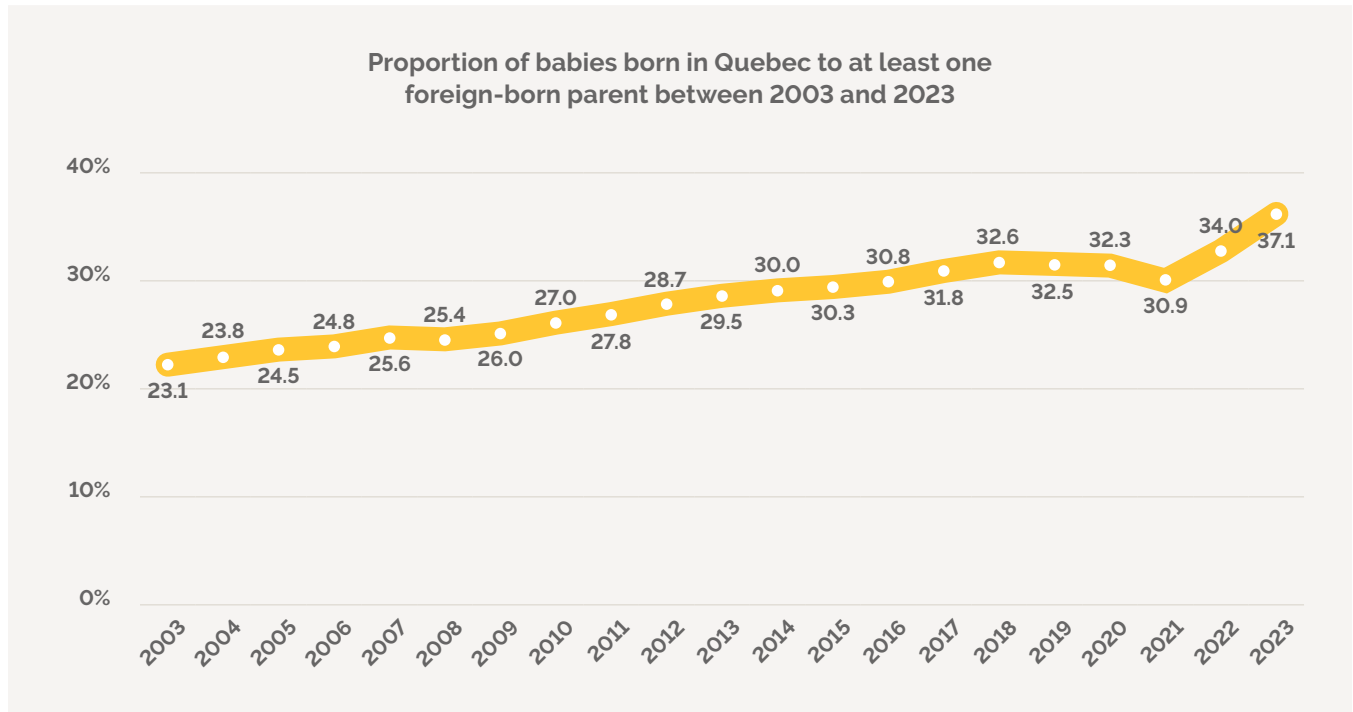
According to the *2022 Quebec Survey on the Preschool Path of Kindergarten Students*, children born outside of Canada are proportionately more likely to be vulnerable in at least one area of development than children born in Canada³² but less likely to be vulnerable in the area of emotional maturity³³.

Second-generation children do better at school than non-immigrants (third generation or more). The advantage of immigration is more pronounced in the case of Asians and children from low socio-economic communities³⁴.

Parents born abroad

In 2023, 37.1% of babies had at least one parent who was born abroad.

This figure has increased from 23.1% in 2003.



Note: Data for 2023 are preliminary.

Source: Institut de la statistique du Québec, Registre des événements démographiques (Vital statistics registry).

Immigrant and refugee children



In 2021, there were approximately:

8,425

immigrant children aged 0 to 5 living in Quebec, accounting for 1.6% of all young children in the province.

The number of immigrant children aged 0 to 5 fell by 31% as compared to 2016³⁵.



Of those immigrant children, approximately:

1,450

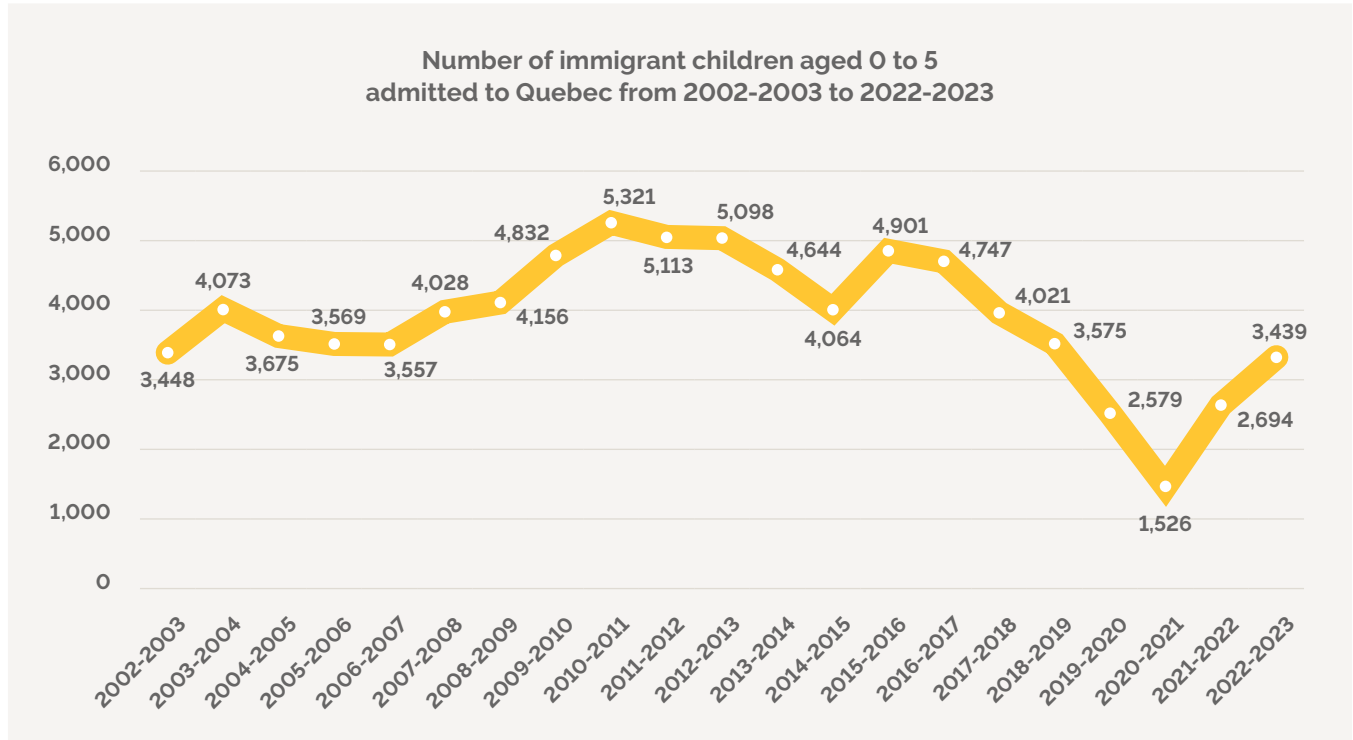
were refugees.

The number of refugee children increased by 3.2% as compared to 2016³⁶.

Immigrant children admitted to Quebec

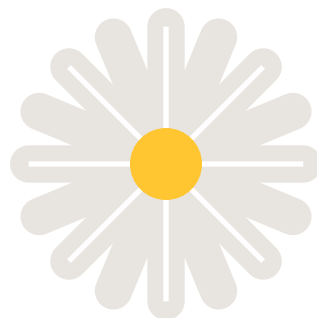
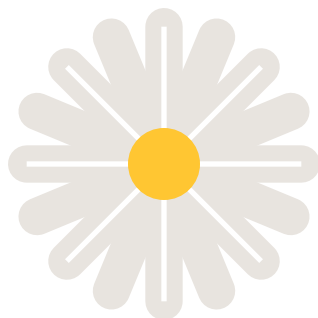
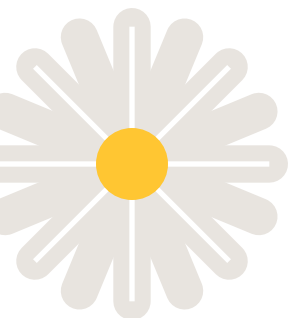
In 2022-2023, close to 3,400 immigrants between the ages of 0 and 5 were admitted to Quebec.

Following a decrease in immigration during the COVID-19 pandemic, the number of immigrant children aged 0 to 5 admitted into the province returned to the pre-pandemic levels recorded in 2018-2019.



Note: Data for 2022-2023 are preliminary.

Source: Statistics Canada, Annual Demographic Estimates (February 2024), data adapted by the Institut de la statistique du Québec.





4.2 Parents' education

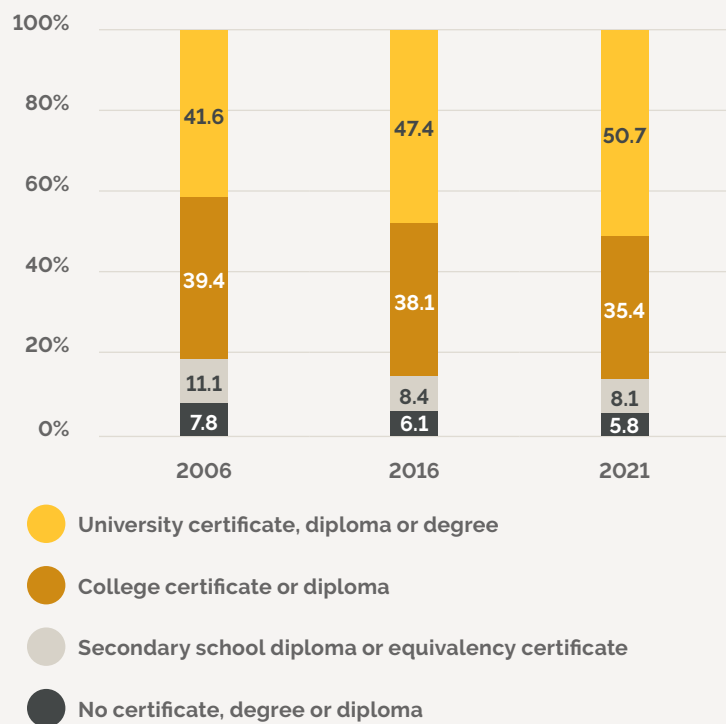
Why is this important?

According to the *2022 Quebec Survey on the Preschool Path of Kindergarten Students*, kindergarteners whose parents have low levels of education are at greater risk of vulnerability. More specifically, compared with children whose parent(s) have a university degree, children whose parent(s) have no diploma or whose highest diploma is a secondary (high) school diploma are more likely to be considered vulnerable in each of the areas of development, as well as in at least one area of development³⁷.

A mother's level of education is also thought to have an impact on her children's physical health and development. For example, mothers with higher levels of education have better lifestyle habits during pregnancy, which reduces the risk of premature birth and low birthweight³⁸. In the long term, there appears to be a positive association between a mother's level of education and her children's perseverance at school, which helps keep them in school³⁹.

In 2021, about half (51%) of children aged 0 to 5 in Quebec had at least one parent with a university degree, a figure that has been on the rise since 2006. **The proportion of children aged 0 to 5 whose parents do not have a diploma has remained stable at around 6% since 2016.**

Breakdown of children aged 0 to 5 based on the highest certificate, degree or diploma obtained by either of their parents, in Quebec in 2006, 2016 and 2021

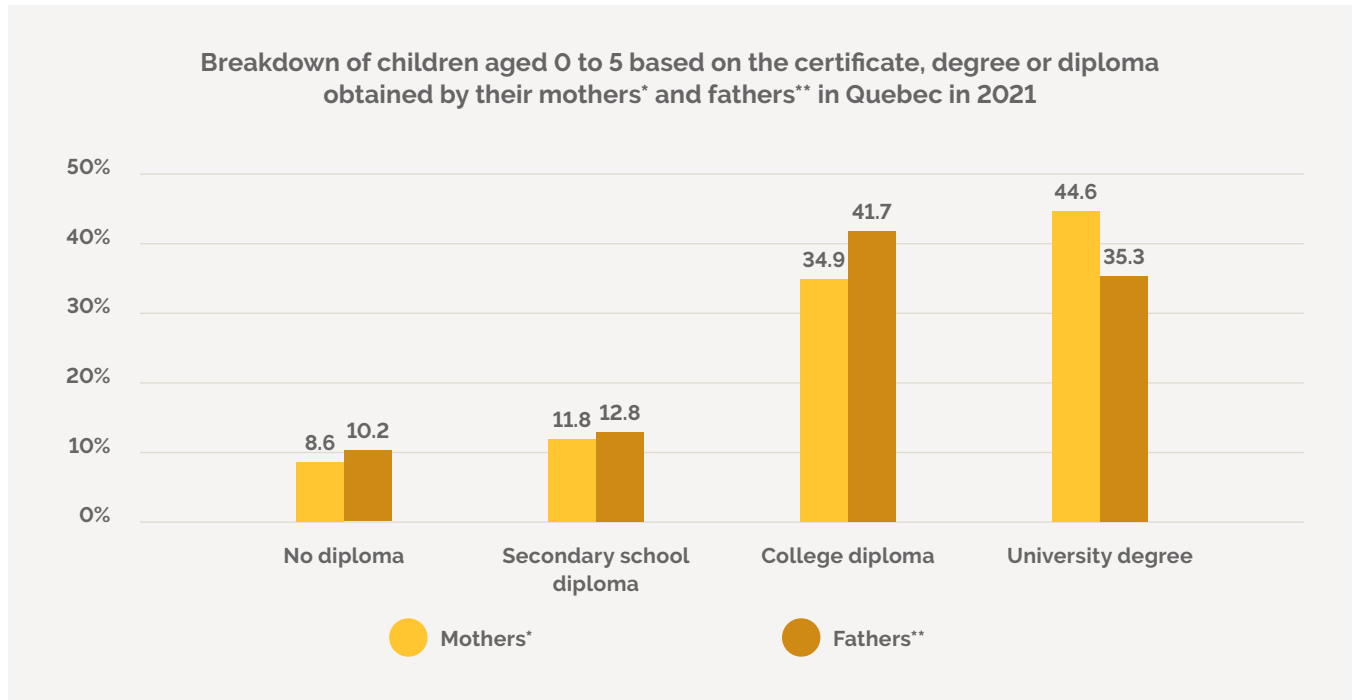


Note: Data for 2011 are not presented, as methodological changes made to the census program in 2011 limit the potential for comparison with previous and subsequent years.

Source: Statistics Canada, Censuses for 2006, 2016 and 2021. Data adapted by the Institut de la statistique du Québec.

Mothers' and fathers' education levels

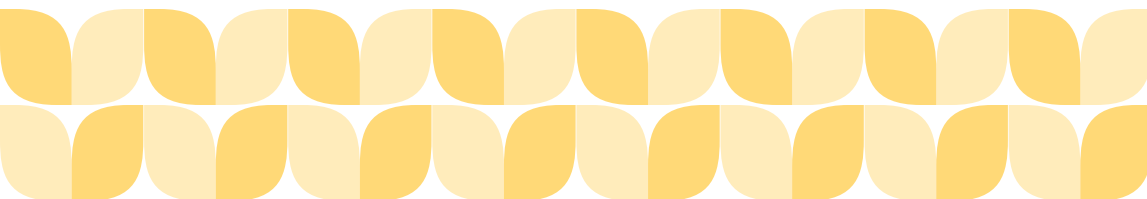
In 2021, proportionally more mothers than fathers had a university degree and fewer mothers than fathers had not obtained any diploma. The gap between the numbers of mothers and fathers with a university degree widened between 2006 and 2021, going from a difference of 3.4 percentage points in 2006 to a difference of 9.3 percentage points in 2021.



* The mother, single female parent, or Parent 1 in a same-sex (female) couple. Children with two same-sex parents (male) or a single male parent are not included.

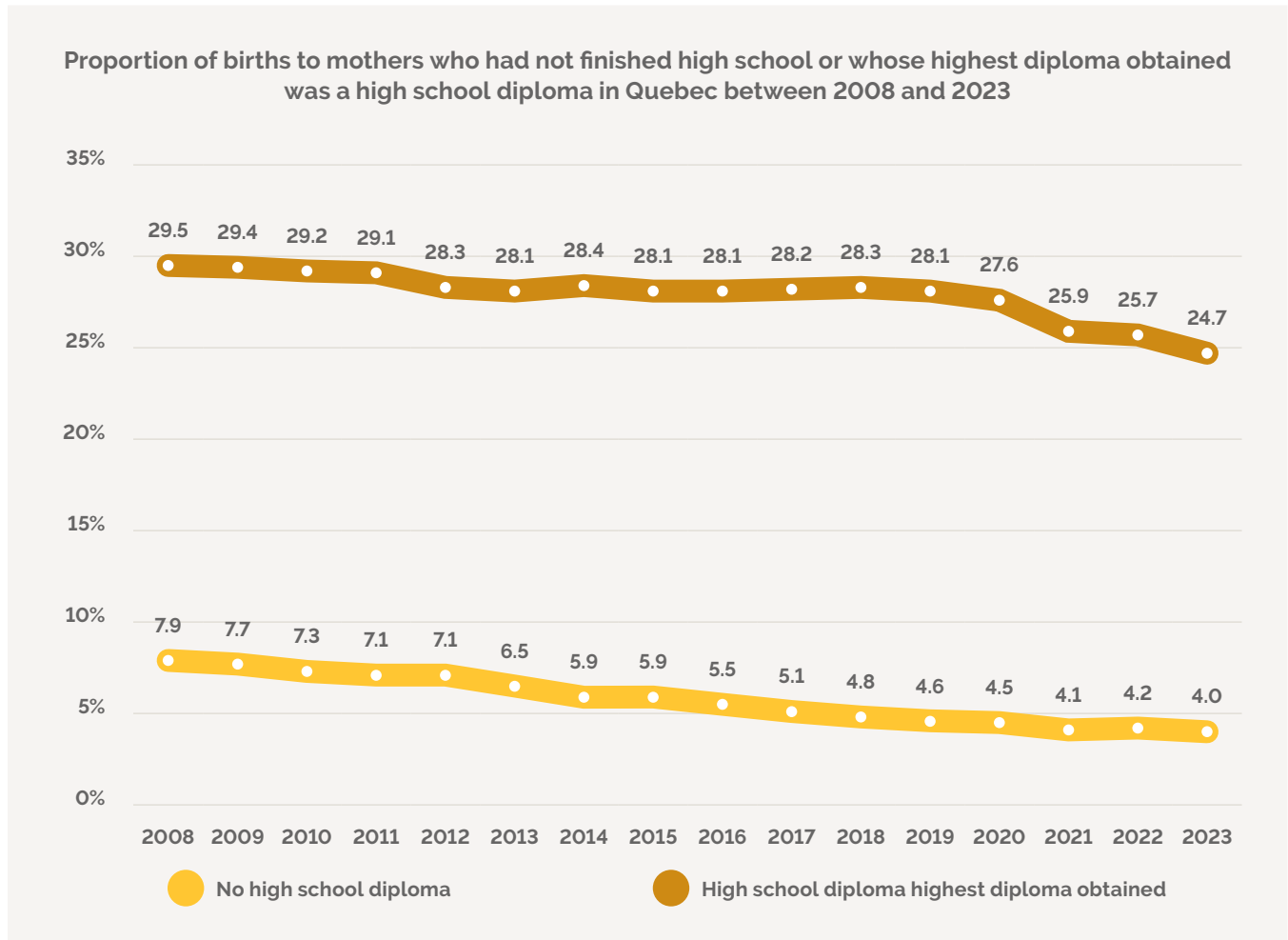
** The father, single male parent, or Parent 1 in a same-sex (male) couple. Children with two same-sex parents (female) or a single female parent are not included.

Source: Statistics Canada, 2021 Census, data adapted by the Institut de la statistique du Québec.



Mother's level of education at birth

The proportion of babies born to mothers who had not finished secondary school fell from 7.9% to 4.0% between 2008 and 2023. The proportion of babies born to mothers whose highest diploma obtained was a high school diploma fell from 29.5% to 24.7% between 2008 and 2023.



Note: Data for 2023 are preliminary.

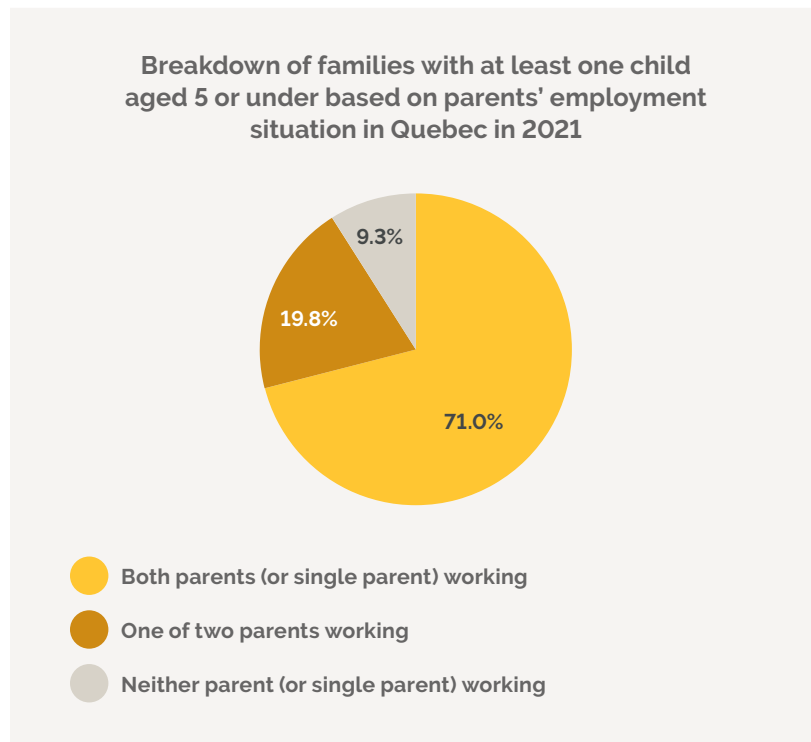
Source: Institut de la statistique du Québec, Registre des événements démographiques (Vital statistics registry).

4.3 Employment



Employment situation

In the majority (71.0%) of families with at least one very young child in 2021, both parents (or the single parent) were working.



Source: Statistics Canada, 2021 Census, data adapted by the Institut de la statistique du Québec.

Why is this important?

Generally speaking, children in kindergarten whose parents are not working are more likely to be developmentally vulnerable⁴⁰.

Parents who have employment are less likely to live in a low-income household⁴¹. Moreover, working enables parents to create bonds with other adults and to feel valued⁴². Parents with higher levels of education are also more likely to have good working conditions and several employee benefits⁴³. Although these factors do not have a direct effect on children, they can affect their living environment and thus influence their development⁴⁴.

Impacts of the pandemic

The pandemic created major economic upheaval. According to the 2022 *Quebec Survey on the Preschool Path of Kindergarten Students*, 20% of children in kindergarten had at least one parent who lost their job or their business between March 2020 and the survey period (April to August 2022). In the case of approximately 5% of kindergarteners, both their parents (or their single parent) lost their job or their business⁴⁵.

Between 2001 and 2021, the employment situation of parents with at least one child aged 0 to 5 generally improved.

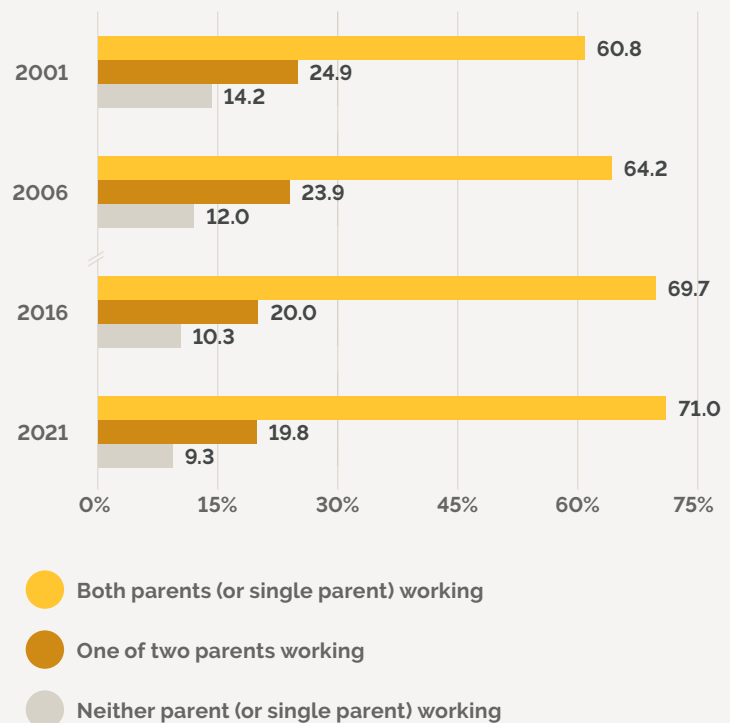


The proportion of families where neither parent was working **declined from 14.2% in 2001 to 9.3% in 2021**.



The proportion of families where both parents were working **rose from 60.8% in 2001 to 71.0% in 2021**.

Breakdown of families with at least 1 child aged 0 to 5 based on parents' employment situation in Quebec in 2001, 2006, 2016 and 2021

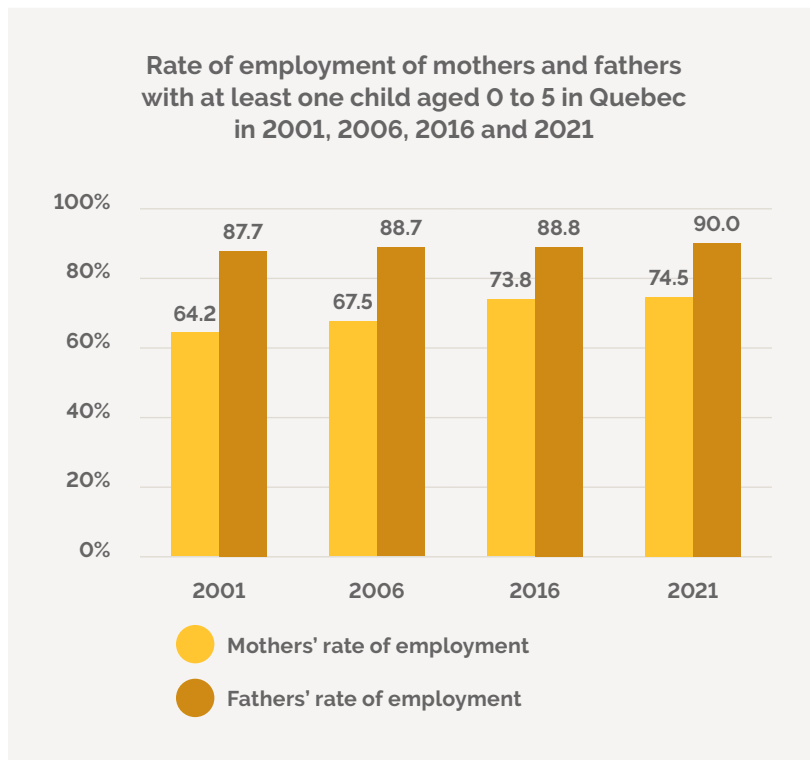


Note: Data for 2011 are not presented, as methodological changes made to the census program in 2011 limit the potential for comparison with previous and subsequent years.

Source: Statistics Canada, Censuses for 2001, 2006, 2016 and 2021. Data adapted by the Institut de la statistique du Québec.

Mothers' and fathers' employment

Between 2001 and 2021, the employment rate for mothers rose more sharply than that for fathers (an increase of 10 percentage points for mothers and 2 percentage points for fathers). The proportion of fathers who were employed was still higher than that of working mothers, however.



Note: Data for 2011 are not presented, as methodological changes made to the census program in 2011 limit the potential for comparison with previous and subsequent years.

Source: Statistics Canada, Censuses for 2001, 2006, 2016 and 2021. Data adapted by the Institut de la statistique du Québec.

Impacts of the pandemic

A study based on data from Statistics Canada's *Labour Force Survey* looked at parents' rate of employment in Canada between February 2020 (one month before the declaration of the COVID-19 health crisis) and May 2020.

For parents of preschoolers (under age 6), the gap between the employment rates of men and women expanded from 1% in February 2020 to 2.5% in May that same year.

The gap was generally larger among less educated parents. The gap between men and women with a secondary (high) school diploma or less increased from 2.5% to 11.5%⁴⁶.



4.4 Income and poverty

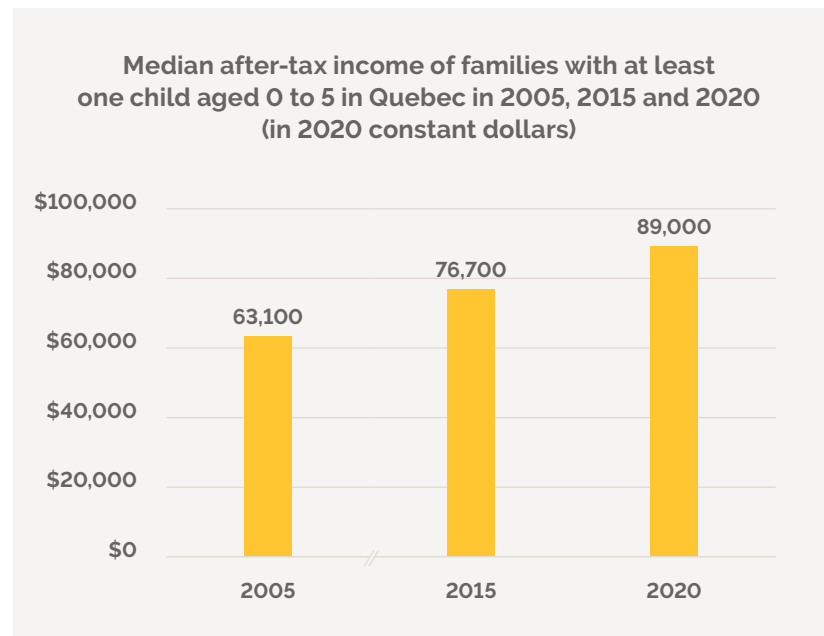
Why is this important?

According to the *2022 Quebec Survey on the Preschool Path of Kindergarten Students*, children living in low-income households are more likely to be vulnerable in at least one area of development⁴⁷.

The first edition of the *Quebec Longitudinal Study of Child Development* showed that children from low-income households may obtain below-average academic results in their first year of school⁴⁸.

Median income

In 2020 in Quebec, **the median after-tax income for families with at least one young child was \$89,000**. This means that half of households had an income above \$89,000, while half had an income below. For comparison purposes, this amount would have represented a value of \$63,100 in 2005 (in 2020 dollars).



Note: Data are presented in 2020 constant dollars and have been adjusted to reflect changes in cost of living.

"Families" includes only census families in private, non-farm, non-reserve, and owner- or renter-households with at least one child aged 0 to 5.

The Census reference period for income data is the previous calendar year.

Data for 2010 are not presented, as methodological changes made to the census program in 2011 limit the potential for comparison with previous and subsequent years.

Source: Statistics Canada, Censuses for 2006, 2016 and 2021. Data adapted by the Institut de la statistique du Québec.

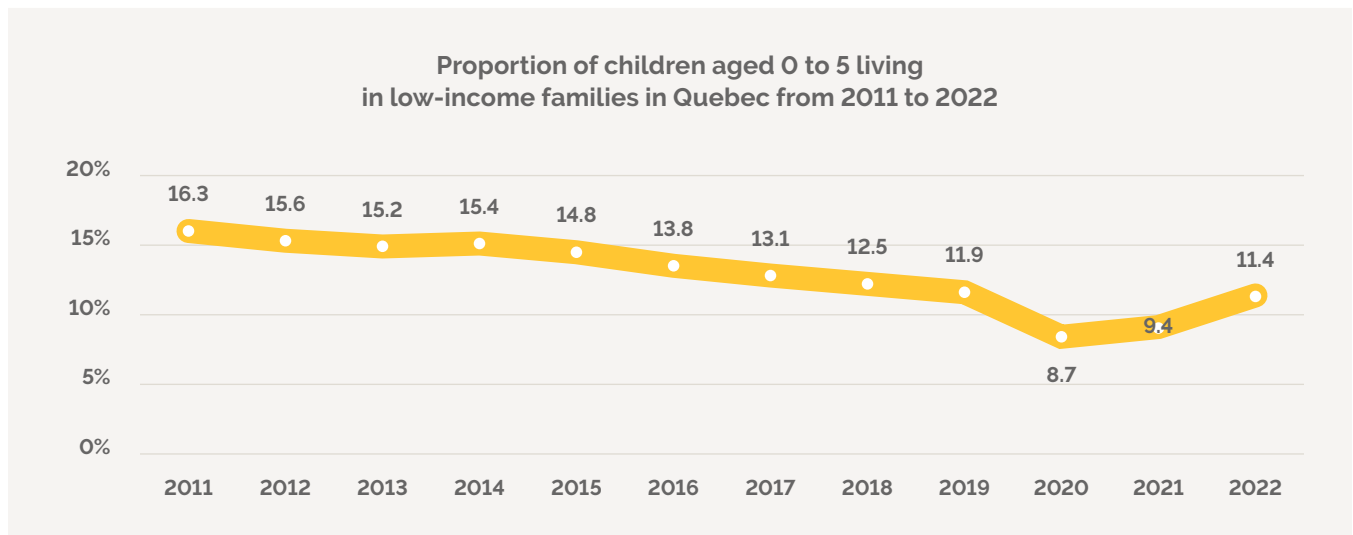
Low income



The temporary financial assistance measures offered to families during the pandemic (the Canadian Emergency Response Benefit, Canada Recovery Benefit, and additional Canada Child Benefits) helped to compensate for the difficult financial situation in 2020 and 2021⁴⁹. These financial assistance measures also contributed to a significant reduction in the low-income rate in 2020.

The positive impacts of government transfers on family income were shown during the COVID-19 pandemic. In 2020, in spite of an economic slowdown, the Canadian low-income rate sank to a record low (9.1% among families with children aged 0 to 5)⁵⁰. According to estimates by Statistics Canada, the low-income rate among families with children under 6 would have been 21.9% without the financial support measures that were introduced to mitigate the repercussions of the pandemic⁵¹.

In Quebec, the proportion of children living in a low-income family decreased between 2011 and 2020, dropping from 16.3% to 8.7%. **Between 2020 and 2022, this figure then rose to 11.4%.**



Note: The method for estimating the low-income rate has been changed: families that do not include at least one permanent resident are now excluded. Data for all previous years have been revised accordingly.

Source: Statistics Canada, T1 Family File. Data adapted by the Institut de la statistique du Québec.

The proportion of children aged 0 to 5 living in low-income families varies depending on certain characteristics. For example, in 2021 the proportion of children aged 0 to 5 living in low-income families was higher⁵² in the following groups:



children living in **single-parent (27.2%)** vs **two-parent families (4.7%)**




children whose two parents or sole parent have/had been living in Canada **for less than 5 years (23.1%)**, as compared to situations **where that is not the case* (7.3%)**.

* "Situations where that is not the case" includes the following: one parent born in Canada and the other having lived in Canada for less than 5 years, both parents (or the sole parent) having lived in Canada for 5 years or more, or one parent born in Canada and the other having lived in Canada for more than 5 years.

Note: These data include children aged 0 to 5 living on reserve and those living off reserve.

Cost of living

In 2019, the average annual increase in salaries was higher than the average annual increase of food and housing. However, since 2021, the annual increase in the cost of food and housing has exceeded the average annual increase in salaries. This situation persists in 2023.

	Price increase 2019	Price increase 2023
 Food ⁵³	3.0%	8.3%
 Housing ⁵⁴	2.0%	6.2%
 Salaries ⁵⁵	3.7%	4.6%

Basic needs

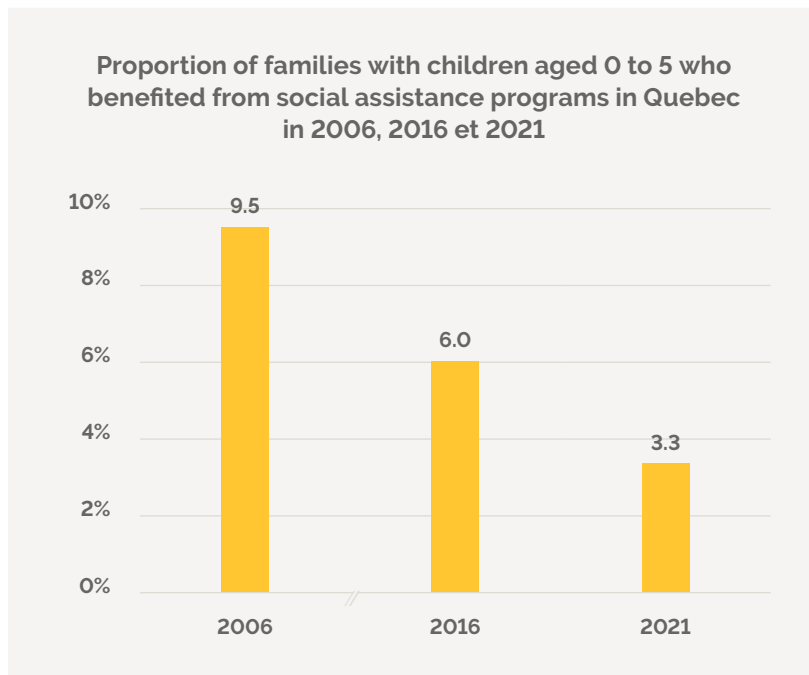


In 2022, **approximately one-quarter (25.4%) of parents of children aged 0 to 5* considered that they did not have the means to meet their family's basic needs** of food, housing, and clothing⁵⁶.

* Parents whose only child/ren was/were under 6 months of age were excluded from this survey.

Social assistance programs

In 2021, 3.3% of families with children aged 0 to 5 received benefits under a social assistance program. **From 2006 to 2021, there was a downward trend in the use of these programs.**



Note: These figures represent families with children under age 6 who received social assistance benefits at least once during the year.

Data for 2011 are not presented, as methodological changes made to the census program in 2011 limit the potential for comparison with previous and subsequent years.

Source: *Ministère de l'Emploi et de la Solidarité sociale (MESS), Direction de l'analyse et de l'information de gestion, 2024.* Statistics Canada, Censuses for 2006, 2016 and 2021. Data adapted by the Institut de la statistique du Québec.

Proportionally more single-parent families than two-parent families benefit from social assistance programs.

In 2021, the following breakdown for beneficiaries of social assistance was observed in families with children aged 0 to 5⁵⁷:

16.4%
among
single-parent families

1.0%
among
two-parent families

Note: These figures represent families with children under age 6 who received social assistance benefits at least once during the year.



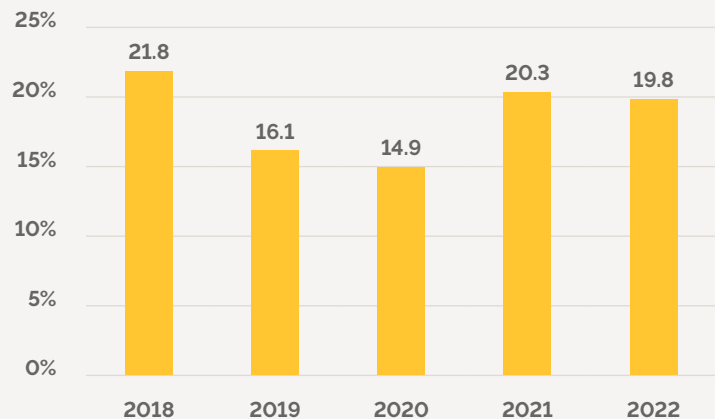
4.5 Food insecurity

Why is this important?

Food insecurity is the term used to describe inadequate or uncertain access to food due to a lack of financial resources⁵⁸. Children who are food insecure are more likely to suffer delays in their cognitive, motor, and neurophysiological development, among other things. They are also more likely to develop such chronic illnesses as asthma and allergies in adolescence and adulthood⁵⁹.

In 2022, approximately **one-fifth (20.3%)** of Quebec households with at least one child aged 0 to 5 experienced marginal, moderate, or severe food insecurity.

Proportion of households with at least one child aged 0 to 5 that experienced food insecurity (marginal, moderate or severe) in Quebec from 2018 to 2022



Food insecurity includes any of the following:



Marginal food insecurity:

worrying about running out of food due to a lack of financial resources



Moderate food insecurity:

compromising on the quantity or quality of food



Severe food insecurity:

missing meals, having a reduced food intake, or even going days without food⁶⁰.

Note: There is no significant difference between the years presented. Therefore, the change over time should be interpreted with caution.

Source: Statistics Canada, Canadian Income Survey, 2018 to 2022, Master File, data adapted by the Institut de la statistique du Québec.

The proportion of households with at least one child aged 0 to 5 that experienced marginal, moderate, or severe food insecurity varies depending on certain characteristics. In 2022, this proportion was **highest among the following households**⁶¹:



single-parent families headed by a woman as compared to two-parent families (19.5%)**



households whose **primary maintainer was a permanent resident** (29.6%), as compared to households whose primary maintainer was not a permanent resident (15.2%)



households whose **primary maintainer was a member of a visible minority** (29.9%)* as compared to households whose primary maintainer was not a member of a visible minority (15.3%)

* Coefficient of variation between 15% and 25%; interpret with caution.

** Since a household may include more than one family, for the purposes of analysis these figures represent only those households consisting of a single family. Approximately 5% of households with at least one child aged 0 to 5 were therefore excluded from this analysis. Since all those households were experiencing food insecurity, however, it is important to use caution when interpreting the data.

Food banks



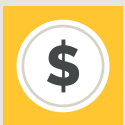
In 2022, 5.7% of parents of a child aged 0 to 5* reported that they had used the services of a food bank in the 12 months preceding the survey⁶².

* Parents whose only child/ren was/were under 6 months of age were excluded from this survey.

Impacts of the pandemic

The COVID-19 pandemic may have contributed to a slight increase in overall food insecurity in Canadian households, particularly among groups that were already vulnerable, such as single-parent mothers and their children, Indigenous populations, and racialized populations⁶⁴.

Nutritious and Affordable Food Basket (NAFB)



In Montréal, the cost of a nutritious food basket for a family with two young children* was \$240 a month in July 2024. In October 2021, that same basket cost \$181 a month. That 32% increase in under three years for the same food products is equivalent to an additional \$3,090 per year⁶³.

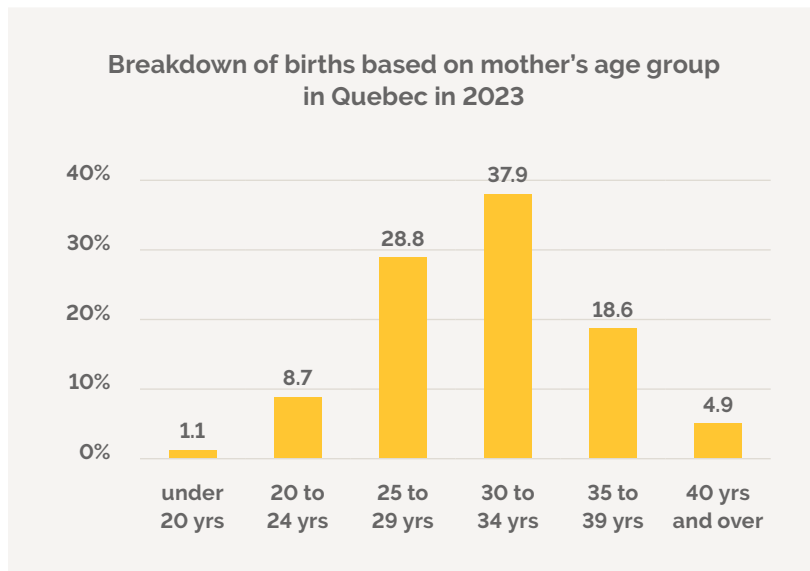
* The cost of a food basket is calculated for a family consisting of a woman aged 19-30, a man aged 19-30, a boy aged 4-8 and a girl aged 1-3.

5. Parents' characteristics

5.1	Mother's age at birth	56
	Births to mothers under age 20	57
5.2	Parents' general health	58
	Parents' perception of their own health	58
	Health problems among parents	58
5.3	Parents' mental health	59
	Parents' perception of their own mental health	60

5.1 Mother's age at birth

In 2023, 1.1% of all babies born in Quebec were born to mothers under 20 years of age. The largest proportion of babies (37.9%) was born to mothers between the ages of 30 and 34.



Note: Preliminary data.

Source: Institut de la statistique du Québec, Registre des événements démographiques (Vital statistics registry).



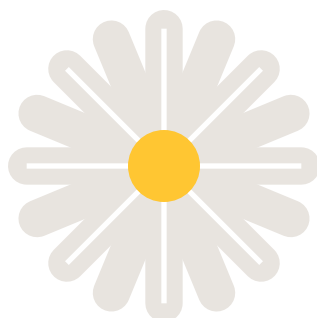
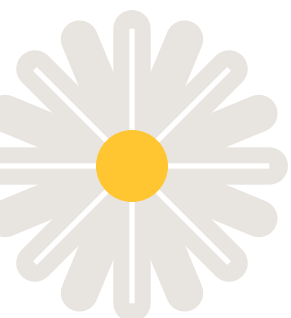
Why is this important?

Becoming a mother at a young age can bring many challenges for both adolescent mothers and their children⁶⁵.

The younger the mother is when she gives birth, the more likely her child is to be vulnerable in terms of their overall development⁶⁶. Children who are born to mothers under 20 years of age are also more likely to present behavioural problems⁶⁷.

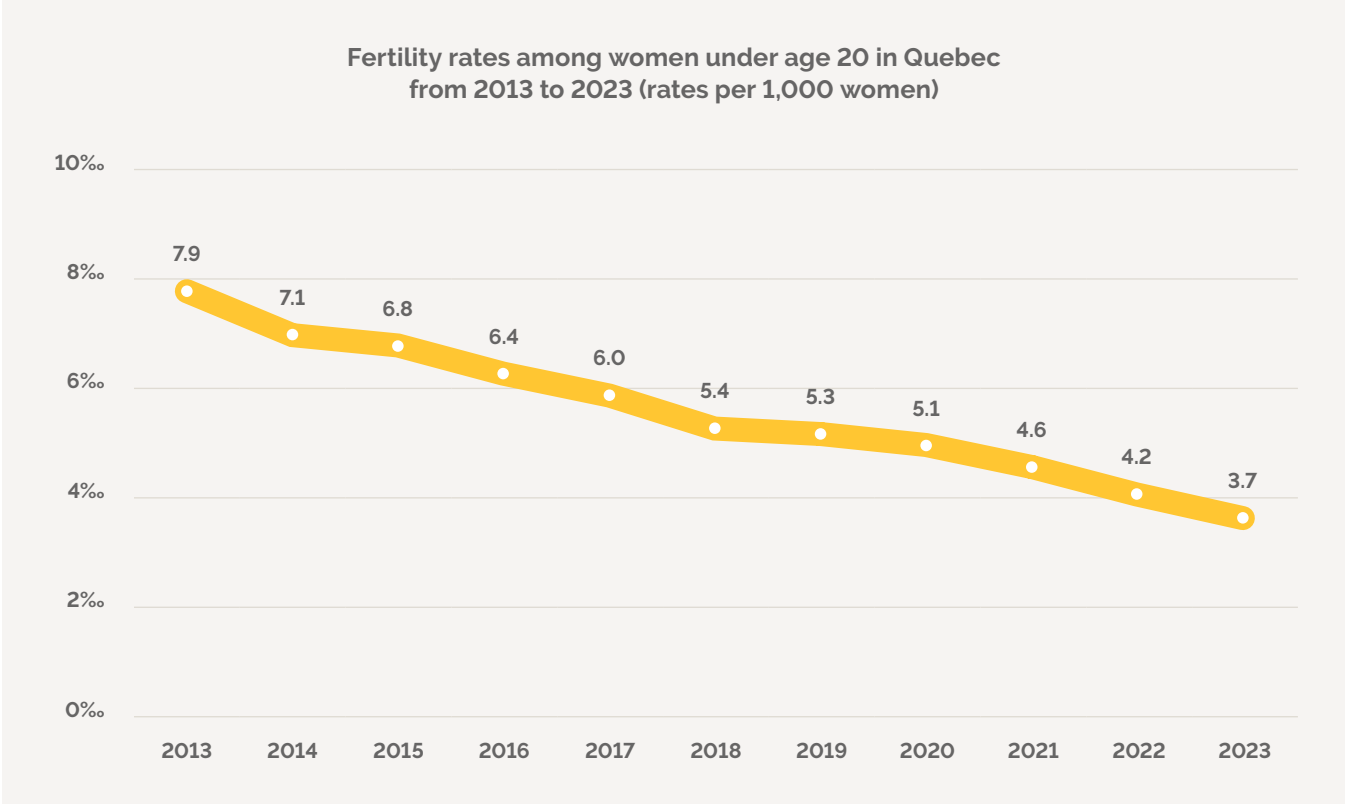
The mother's age at birth is also one of the sociodemographic factors most linked to prematurity. The risk of premature birth is higher among women under 18 and over 40⁶⁸. Pregnant women over 35 are also more likely to develop hypertension and gestational diabetes⁶⁹.

Young women who become mothers before they are 18 have lower levels of education and are more likely to depend on public financial assistance than women who have children later in life⁷⁰.



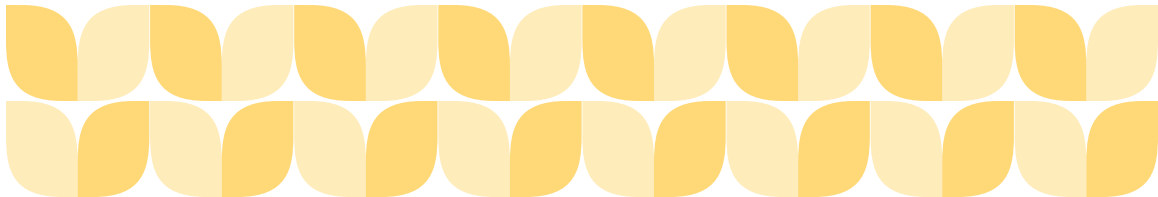
Births to mothers under age 20

In 2023, among women younger than 20, fewer than 4 out of every 1,000 women gave birth to a baby (3.7/1,000). **This is the lowest fertility rate for this age group ever recorded in Quebec.** In 2013, this rate was 7.9/1,000.



Note: Data for 2023 are preliminary.

Source: Institut de la statistique du Québec, Registre des événements démographiques (Vital statistics registry).

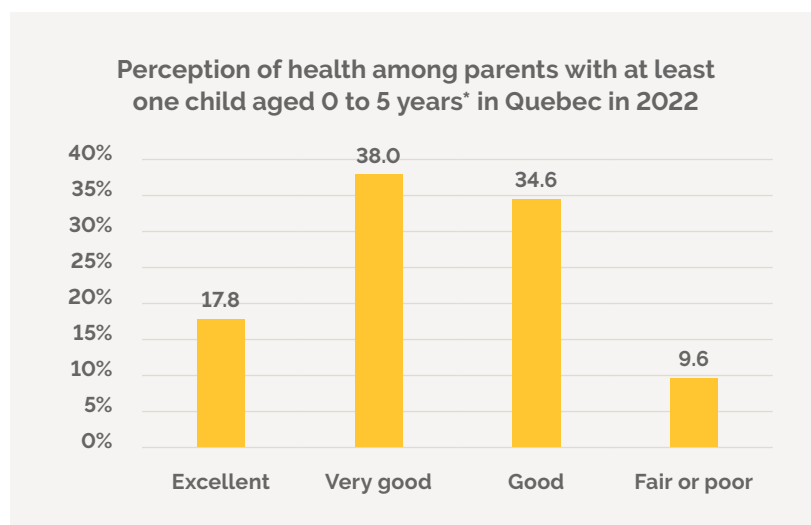




5.2 Parents' general health

Parents' perception of their own health

In 2022, a majority of parents with at least one child aged 0 to 5* considered their own health to be excellent (17.8%), very good (38.0%) or good (34.6%). **In comparison, fewer than 1 out of 10 parents considered their health to be fair or poor (9.6%).**



* Parents whose only child/ren was/were under 6 months of age were excluded from this survey.

Source: Institut de la statistique du Québec, *2022 Quebec Parenting Survey*, special compilation.

Health problems among parents



In 2022, 8.6% of children in 5-year-old kindergarten were living with at least one parent whose disability, physical, or mental health problem or chronic illness restricted their daily activities at home⁷³.

Note: This indicator is not comparable with that of the *2017 Quebec Survey on the Preschool Path of Kindergarten Students* presented in our 2019 Portrait entitled *What kind of environments are Quebec's youngest children growing up in?*

Why is this important?

Since parents who have mental or physical health problems may have less energy and higher stress levels than the average parent⁷¹, they may find it more difficult to carry out their daily activities at home, which can influence their children's development.

According to the *2022 Quebec Survey on the Preschool Path of Kindergarten Students*, the proportion of kindergarteners who are vulnerable in the area of physical health and well-being is higher among children who have at least one parent with a disability or chronic health problem⁷².



5.3 Parents' mental health

Why is this important?

Depression in mothers can affect their parenting responsibilities, the time they spend with their children and the mother-child relationship⁷⁴. Depression in fathers is thought to similarly affect early childhood development. Depressed parents—both mothers and fathers—generally interact less with their children⁷⁵, for example.

Children whose mother or father suffers from depression are more at risk of developing anxiety disorders, depression, oppositional defiant disorder, aggressivity, and anger⁷⁶. Young children with a depressed parent are more likely to have problems related to social-emotional development⁷⁷.

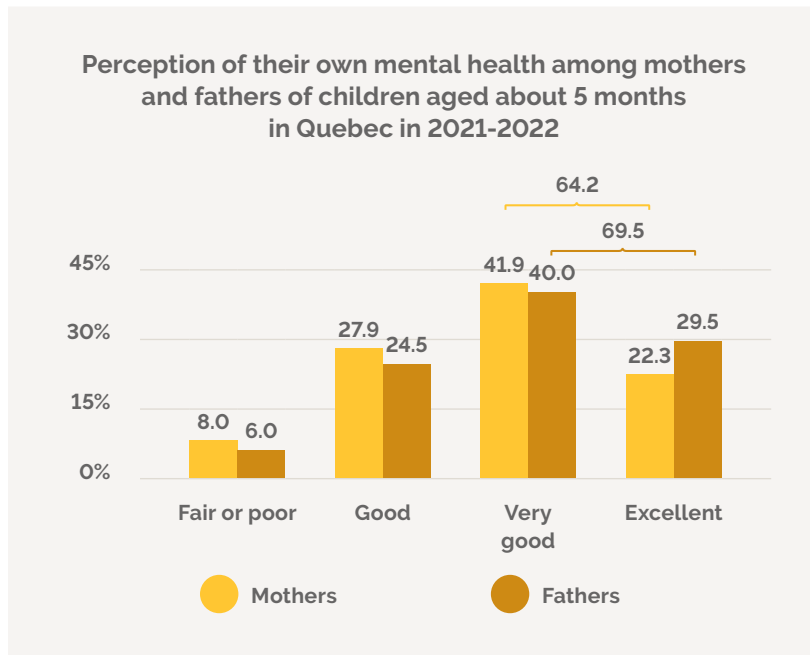
In families where the mother suffers from depression, it has been shown that the father's involvement with his young children can attenuate these negative effects⁷⁸.

Depression, anxiety, and psychological distress are the symptoms most frequently studied in research on parental mental health because they are prevalent in the population⁷⁹. It is important to note, however, that other mental health problems can also interfere with parenting⁸⁰.



Parents' perception of their own mental health

In 2021-2022, **parents of the majority of babies aged about 5 months had a positive perception of their own mental health.** The fathers of 7 out of 10 babies (69.5%) considered their own mental health to be very good or excellent. In comparison, the mothers of almost two-thirds of these babies (64.2%) considered their own mental health to be good or excellent.



Note: "Mother" includes the biological mother or other maternal figure living in the household who was present at the time of the survey. "Father" includes the biological father or other paternal figure living in the household who was present at the time of the survey.

Source: Institut de la statistique du Québec, *Quebec Longitudinal Study of Child Development*, 2nd edition, 2021-2022.

Impacts of the pandemic

According to a study that compiled data from several countries during the pandemic, mothers of children under the age of 5 presented more severe symptoms of depression and anxiety than levels observed before the pandemic in similar groups⁸¹. A review of international data produced by the *Institut national de santé publique du Québec* showed that parents' negative emotional state during the pandemic may have had a short-term adverse effect on the social and emotional development of their children aged 0 to 6⁸². Some studies have shown, however, that disruptions caused by the pandemic have had little effect on the physical and mental health of children under 5 in the medium term⁸³.

6. Parents' lifestyle habits and parenting practices

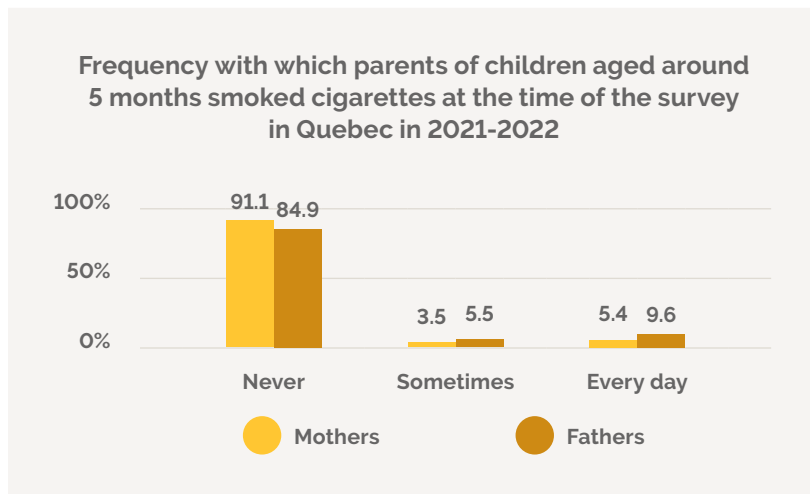
6.1	Tobacco and e-cigarette use	62
	Tobacco use	62
	E-cigarette use	62
6.2	Alcohol use	63
	Alcohol use among mothers	63
	Alcohol use among fathers	64
6.3	Cannabis use	65
	Cannabis use among mothers	65
	Cannabis use among fathers	66
6.4	Parents' screen use	67
	Interference from screens	67
	Parents' screen time	68
	Parents' perception of their screen use	68
6.5	Parenting practices that foster children's literacy	69
	Reading by parents	69
6.6	Parental stress	70
	Stress levels	71
	Work-family balance	72
	Absence from work due to personal or family obligations	72
6.7	Social support	73
	Personal support networks	73
	Source of support	74
6.8	Psychosocial services	75
6.9	Maltreatment	76
	Reports processed and retained	77
	Children under the care of the Director of Youth Protection	78
	Children under the care of the Director of Youth Protection based on their situation	79
	Children under the care of the Director of Youth Protection based on their living environment	80



6.1 Tobacco and e-cigarette use

Tobacco use

In 2021-2022, at the time of the survey, the vast majority of parents of babies aged around 5 months reported that they never smoked cigarettes: **91.1% of mothers and 84.9% of fathers did not smoke**. However, fathers of 1 out of 10 babies (9.6%) and mothers of 1 out of 20 babies (5.4%) smoked cigarettes every day.



Note: "Mother" includes the biological mother or other maternal figure living in the household who was present at the time of the survey. "Father" includes the biological father or other paternal figure living in the household who was present at the time of the survey.

Source: Institut de la statistique du Québec, *Quebec Longitudinal Study of Child Development*, 2nd edition, 2021-2022.

E-cigarette use



In 2021-2022, most mothers of babies (97.6%) reported that they had never used e-cigarettes during their pregnancy, while the mothers of just under 1 out of 10 babies (0.9%) used e-cigarettes every day⁸⁸.

Why is this important?

Tobacco use during pregnancy can present significant risks for the baby. Studies have shown a link between smoking and the risk of perinatal mortality, premature birth, low birthweight, congenital anomalies, and sudden infant death syndrome⁸⁴.

In the longer term, children exposed to tobacco during their mother's pregnancy are more likely to develop behavioural problems and do less well in school⁸⁵.

Exposure to second-hand smoke during childhood can also be harmful to young children's health and development. Second-hand smoke increases a child's risk of development respiratory illnesses, ear infections, cancer, neurocognitive disorders, and behavioural disorders⁸⁶.

To date, there is very little data on the effects of e-cigarettes on pregnant women. The *Institut national de santé publique du Québec* advises against using e-cigarettes during pregnancy, however⁸⁷.



6.2 Alcohol use

Why is this important?

Babies exposed to alcohol during their mother's pregnancy are at greater risk of developing physical malformations, intellectual deficiencies, irritability, hyperactivity, sleep problems, and developmental delays, as well as long-term learning difficulties or behavioural disorders. This phenomenon is known as fetal alcohol spectrum disorder⁸⁹.

Mothers who drink alcohol during pregnancy are at risk of having a miscarriage, a stillbirth, or giving birth prematurely⁹⁰.

The greater the quantity of alcohol consumed, the greater the risks. Even very small amounts can have consequences on the pregnancy and the baby⁹¹.

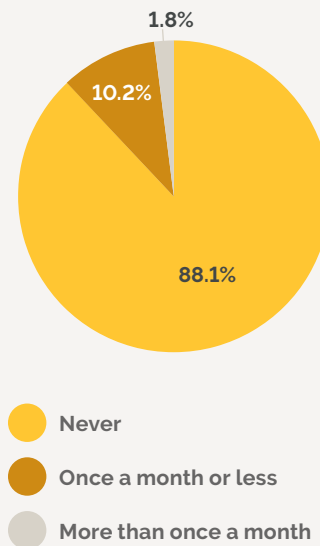
Excessive alcohol consumption by parents is associated with difficulties in young children, creating a greater risk of problems related to attachment and behavioural or emotional management⁹².

Alcohol use among mothers

During pregnancy

In 2021-2022, **the mothers of the vast majority (88.1%) of babies aged about 5 months reported that they had not consumed alcohol during their pregnancy.** In comparison, the mothers of a little over 1 in 10 babies reported drinking alcohol either once a month or less (10.2%) or more than once a month (1.8%).

Frequency with which mothers of children aged around 5 months used alcohol during pregnancy in Quebec in 2021-2022

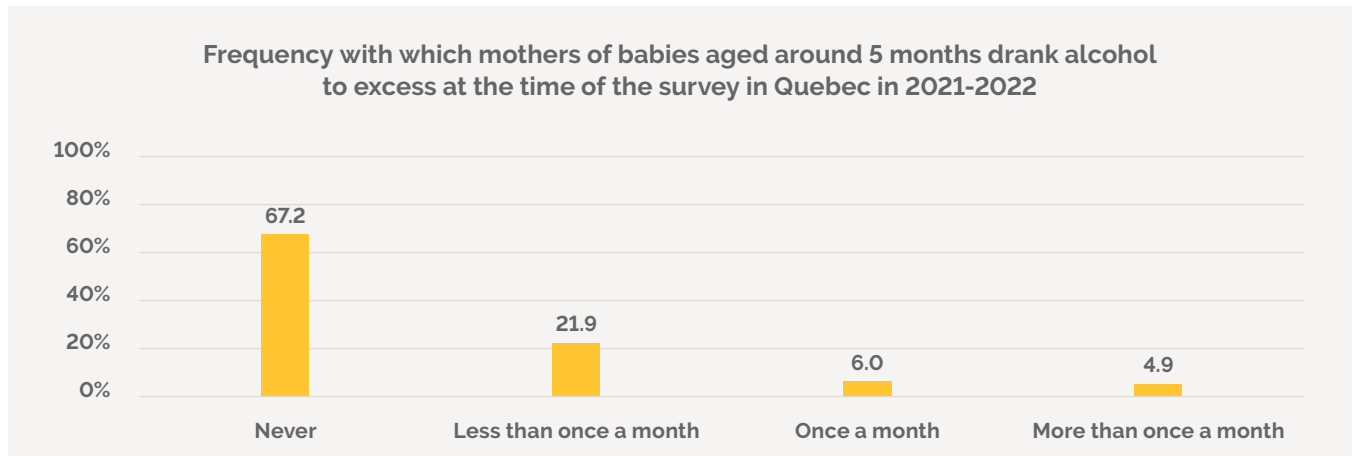


Note: Because of the rounding of data, the total value may not match the sum of the individual values or add up to 100%, depending on the situation.

Source: Institut de la statistique du Québec, *Quebec Longitudinal Study of Child Development*, 2nd edition, 2021-2022.

After the birth

In 2021-2022, the mothers of almost two-thirds (67.2%) of babies aged about 5 months were not drinking alcohol to excess (i.e., four or more glasses on the same occasion). **In comparison, the mothers of approximately one-tenth (10.9%) of those babies were drinking alcohol to excess either once a month (6.0%) or more than once a month (4.9%).**

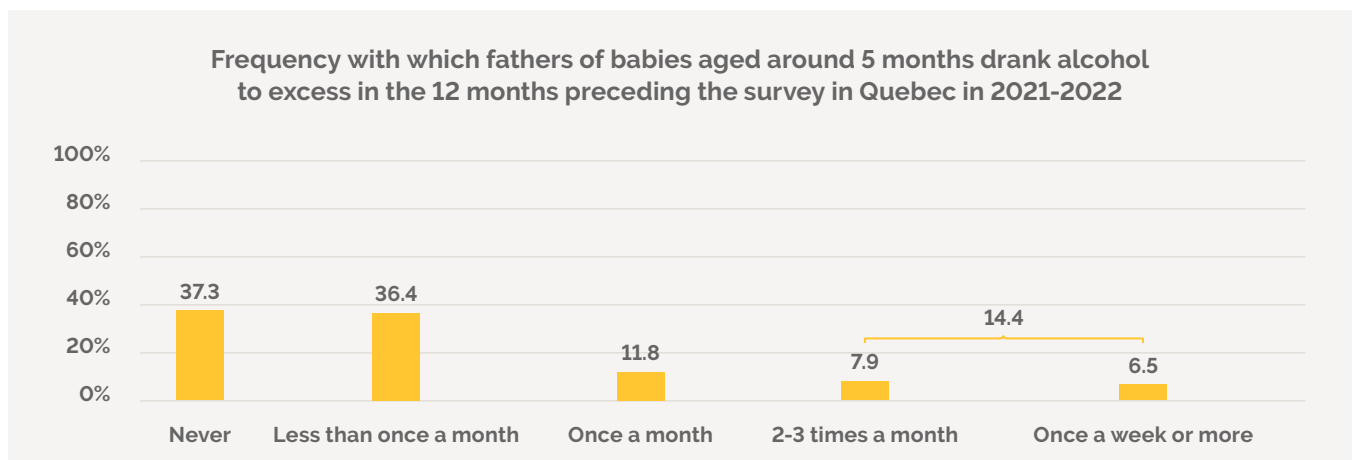


Note: "Mother" includes the biological mother or other maternal figure living in the household who was present at the time of the survey.

Source: Institut de la statistique du Québec, *Quebec Longitudinal Study of Child Development*, 2nd edition, 2021-2022.

Alcohol use among fathers

In 2021-2022, the fathers of over one-third (37.3%) of babies aged around 5 months never drank alcohol to excess (i.e., five or more glasses on the same occasion). **In comparison, the fathers of over one-quarter (26.2%) of those babies drank to excess either once a month (11.8%) or more than once a month (14.4%).**



Note: "Father" includes the biological father or other paternal figure living in the household who was present at the time of the survey. Because of the rounding of data, the total value may not match the sum of the individual values or add up to 100%, depending on the situation.

Source: Institut de la statistique du Québec, *Quebec Longitudinal Study of Child Development*, 2nd edition, 2021-2022.



6.3 Cannabis use

Why is this important?

The Society of Obstetricians and Gynaecologists of Canada recommend that mothers refrain from using cannabis during their pregnancy and while they are breastfeeding⁹³.

Babies who are exposed to cannabis during their mother's pregnancy are at risk of low birthweight⁹⁴. Low birthweight can be linked to health problems that can last throughout a child's life, such as a higher risk of developing type II diabetes, hypertension, cardiovascular disease, and respiratory problems⁹⁵. Prenatal exposure to cannabis also increases the risk of developing cognitive and mental problems during childhood⁹⁶.

There is also a risk associated with cannabis use while breastfeeding, as the THC and CBD it contains can be found in breast milk and thus be absorbed by the infant⁹⁷.

Finally, cannabis use by parents can compromise parent-child interactions. Studies have revealed an association between cannabis use and insensitive, angry, or hostile parental behaviour, which can have an effect on their young children's social and emotional development⁹⁸. Cannabis use is also thought to impair parental alertness, understanding, and judgement⁹⁹. Exposure of very young children to second-hand cannabis smoke could harm their development because of the chemicals it contains¹⁰⁰.

Cannabis use among mothers

During pregnancy

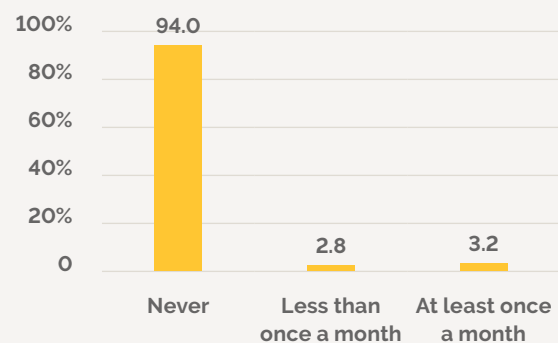


According to the *Quebec Longitudinal Study of Child Development, 2nd edition*, done in 2021-2022, **the mothers of 2.3% of babies aged around 5 months reported having used cannabis at one time or another during their pregnancy¹⁰¹**.

After birth

In 2021-2022, the mothers of the vast majority (94.0%) of babies aged around 5 months had never used cannabis since the birth of the baby.

Proportion of children aged about 5 months based on how often their mothers used cannabis since their birth in Quebec in 2021-2022

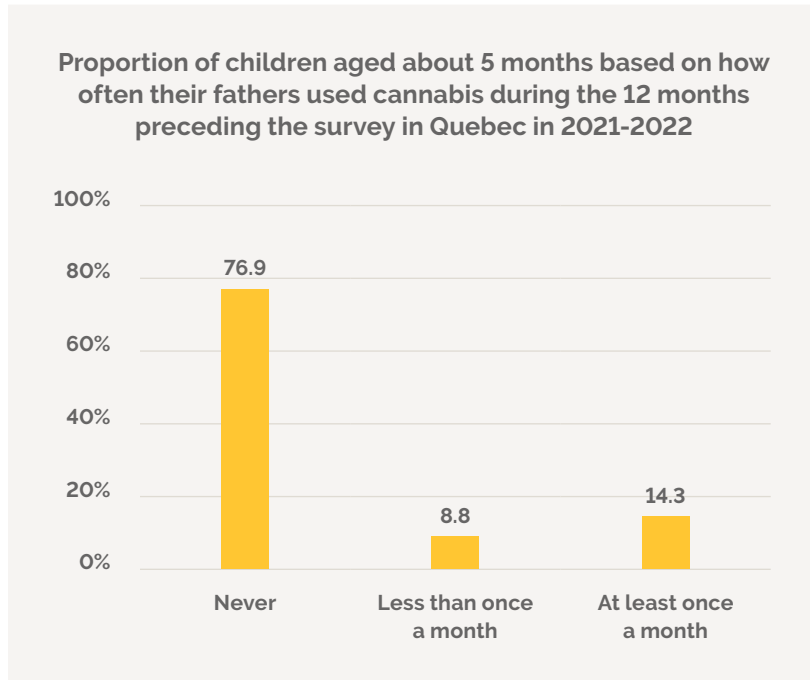


Note: "Mother" includes the biological mother or other maternal figure living in the household who was present at the time of the survey.

Source: Institut de la statistique du Québec, *Quebec Longitudinal Study of Child Development, 2nd edition*, 2021-2022.

Cannabis use among fathers

In 2021-2022, the fathers of over three-quarters (76.9%) of babies aged about 5 months had not used cannabis during the 12 months preceding the survey. **The fathers of more than 1 out of 10 babies (14.3%) used cannabis at least once a month during the same period.**



Source: Institut de la statistique du Québec, *Quebec Longitudinal Study of Child Development*, 2nd edition, 2021-2022.

Impacts of the pandemic

Stress, anxiety, isolation, and a change in routine are among the factors that can lead to an increase in cannabis, tobacco, and alcohol use¹⁰². According to a report from the Canadian Centre on Substance Use and Addiction, 37% of women with young children (under 13 years of age) reported an increase in alcohol use during the pandemic, and 48% reported an increase in cannabis use. These figures are higher among men with young children¹⁰³.



6.4 Parents' screen use

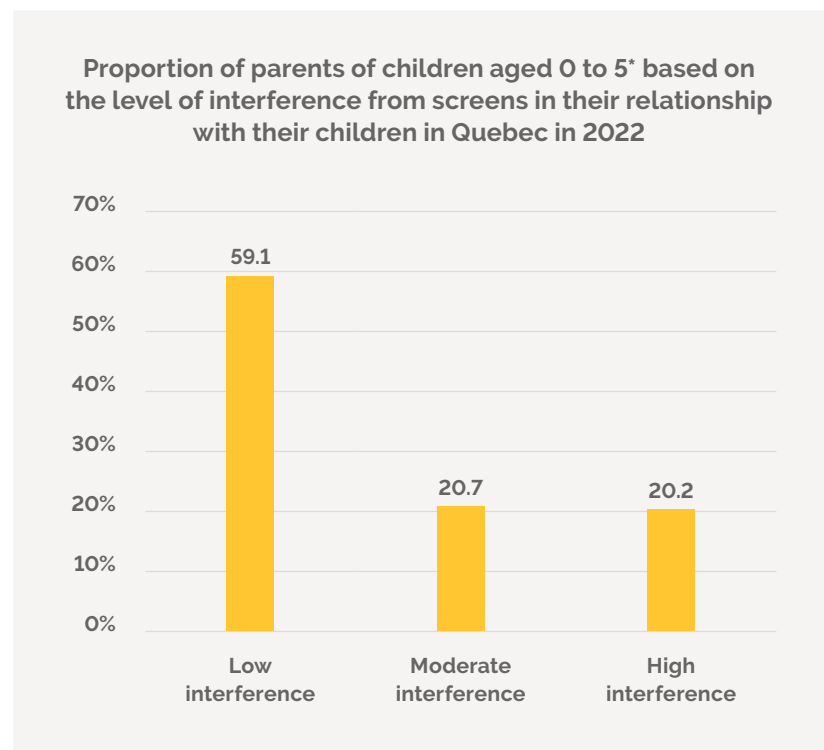
Why is this important?

Regularly consulting a mobile device while in the presence of their young child may alter a parent's behaviour and is a potential threat to the child's safety as well as their socio-emotional, cognitive, and language development. This phenomenon is referred to as "parental technoference"¹⁰⁴.

Parents who use screens may be reducing the quantity and quality of their interactions with their young child¹⁰⁵. They may be less focused on their child's requests and needs¹⁰⁶ and speak less to the child, using shorter sentences¹⁰⁷. Distracted by their device, they may also be less attentive and less vigilant¹⁰⁸.

Interference from screens

In 2022, for the majority of parents of children aged 0 to 5*, **interference from screens in the relationship with their children was considered to be low (59.1%)**.

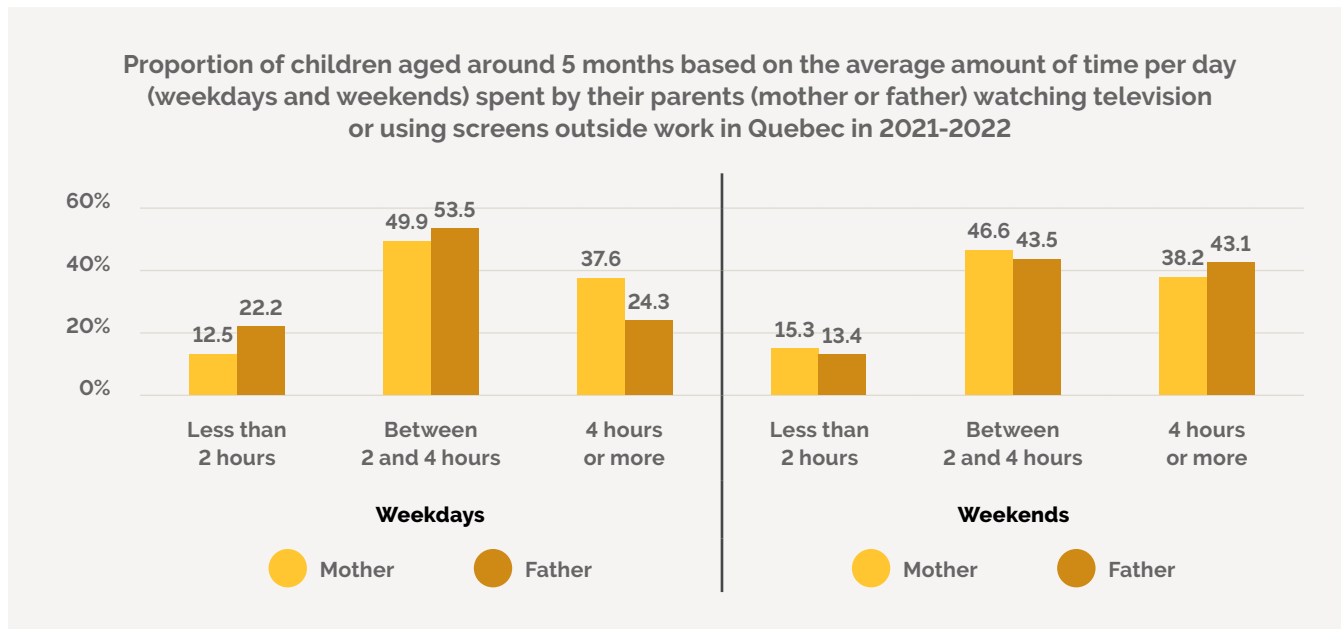


* Parents whose only child/ren was/were under 6 months of age were excluded from this survey.

Source: Institut de la statistique du Québec, *2022 Quebec Parenting Survey*, special compilation.

Parents' screen time

In 2021-2022, the mothers of half the babies aged about 5 months estimated that they spent 2-4 hours a day looking at screens outside of work during the week (49.9%) and on the weekend (46.6%). In comparison, the fathers of more than half of those babies (53.5%) estimated that they spent 2-4 hours a day looking at screens outside of work during the week.





Notes: The QLSCD defines "screens" as the various digital devices used by parents, such as televisions, cellphones, tablets, computers, and video game consoles. "Mother" includes the biological mother or other maternal figure living in the household who was present at the time of the survey. "Father" includes the biological father or other paternal figure living in the household who was present at the time of the survey.


Source: Institut de la statistique du Québec, *Quebec Longitudinal Study of Child Development*, 2nd edition, 2021-2022.


Parents' perception of their screen use

The 2022 Quebec Parenting Survey revealed that among parents of at least one child aged 0 to 5*:

 **51.3%** found they **used their cellphone too much** when spending time with their child

 **32.9%** found it **difficult to avoid looking at their cellphone** when they were with their child

 **39.2%** said they sometimes **checked their phone** when they could be playing or interacting with their child

 **18.2%** said they **thought about what they could do on their cellphone** or about the messages and notifications they might be missing when they were with their young child¹⁰⁹

* Parents whose only child/ren was/were under 6 months of age were excluded from this survey.



6.5 Parenting practices that foster children's literacy

Why is this important?

Several studies have shown that parents have an important role to play in sparking and developing their child's interest in reading and writing¹¹⁰.

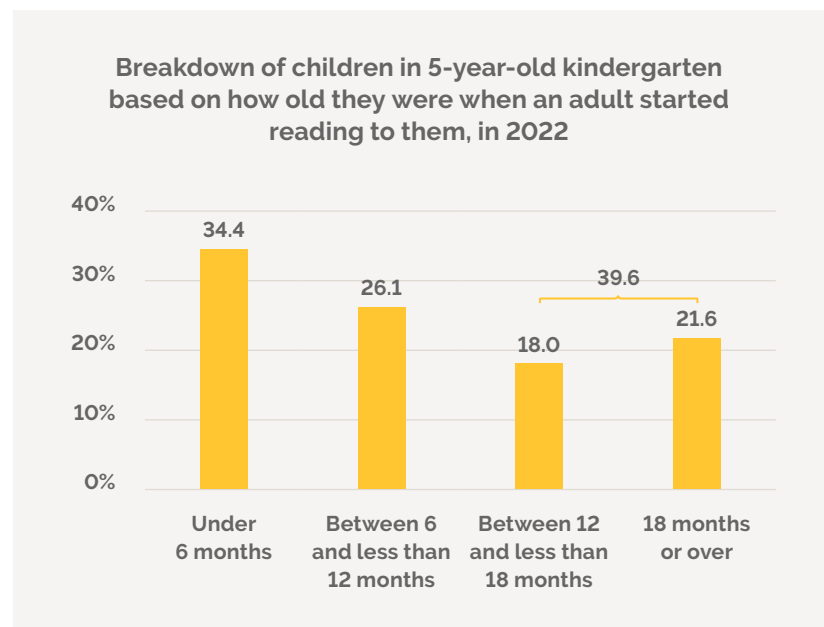
Reading or showing pictures to a child starting right at birth¹¹¹ while talking to them helps prepare them for school, especially in terms of their communication skills and general knowledge¹¹².

The scientific literature also reveals a link between being read to by parents and vocabulary acquisition and verbal communication skills in very young children¹¹³.

The benefits of emergent literacy can last an entire life. According to the 1st edition of the *Quebec Longitudinal Study of Child Development*, children around the age of 2½ who played with books every day were more motivated to read in primary school than those who played with books once a week or less. In fact, the level of reading motivation in primary school was associated with educational success at age 15¹¹⁴.

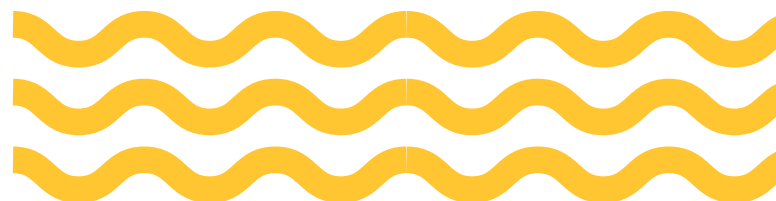
Reading by parents

In 2022, 34.4% of children in 5-year-old kindergarten had been read to by an adult before the age of 6 months. **In comparison, 39.6% of those children were over 12 months old when an adult starting reading to them.**



Note: Because of the rounding of data, the total value may not match the sum of the individual values or add up to 100%, depending on the situation.

Source: Institut de la statistique du Québec, 2022 *Quebec Survey on the Preschool Path of Kindergarten Students*.



6.6 Parental stress

The 2022 Quebec Parenting Survey reported that among parents with at least one child aged 0 to 5*:



65.2%

found that caring for their children sometimes required **more time and energy than they had to give**



15.8%

considered their children to be the **main source of stress** in their lives



18.7%

had **difficulty trying to balance** their various responsibilities because of their children



7.6%

felt overwhelmed by the responsibility of being a parent¹¹⁵

* Special compilation. Parents whose only child/ren was/were under 6 months of age were excluded from this survey.



Why is this important?

Juggling parenting and work responsibilities can be stressful. Parents of very young children may find it more difficult to balance work and family life, as they need to devote more time to childcare¹¹⁶. Although family life can sometimes interfere with professional life, studies tend to show that professional responsibilities interfere with family life more than the other way around¹¹⁷.

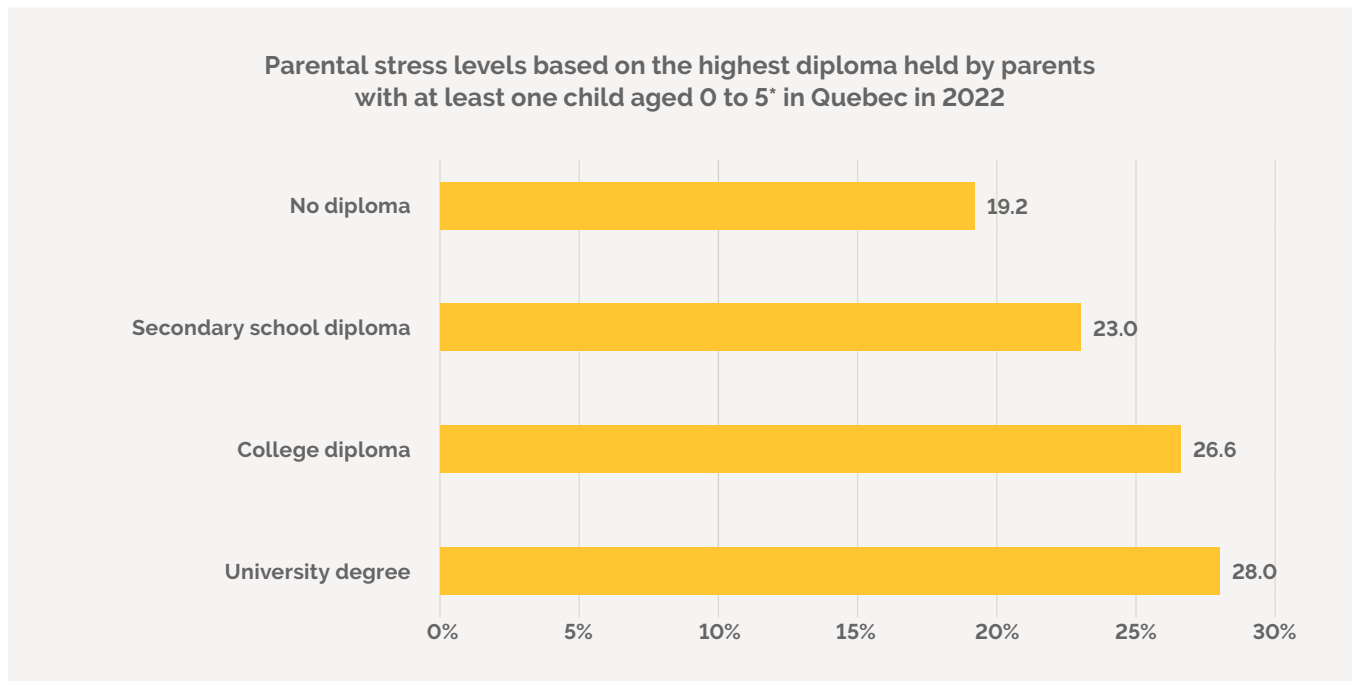
Parents experiencing chronic, intense stress run the risk of disengaging from their child. When subjected to such high levels of stress, parents can develop a negative perception of their relationship with their child. They may also have difficulty managing their emotions and responding appropriately to signs of distress from their child¹¹⁸.

Stress levels

In 2022, approximately **one-quarter (25.8%) of parents of children aged 0 to 5 showed high levels of parental stress**. This figure was higher among women than men:



Still in 2022, parents with a college diploma (26.6%) or university degree (28.0%), showed higher levels of parental stress than parents with no diplomas (19.2%).



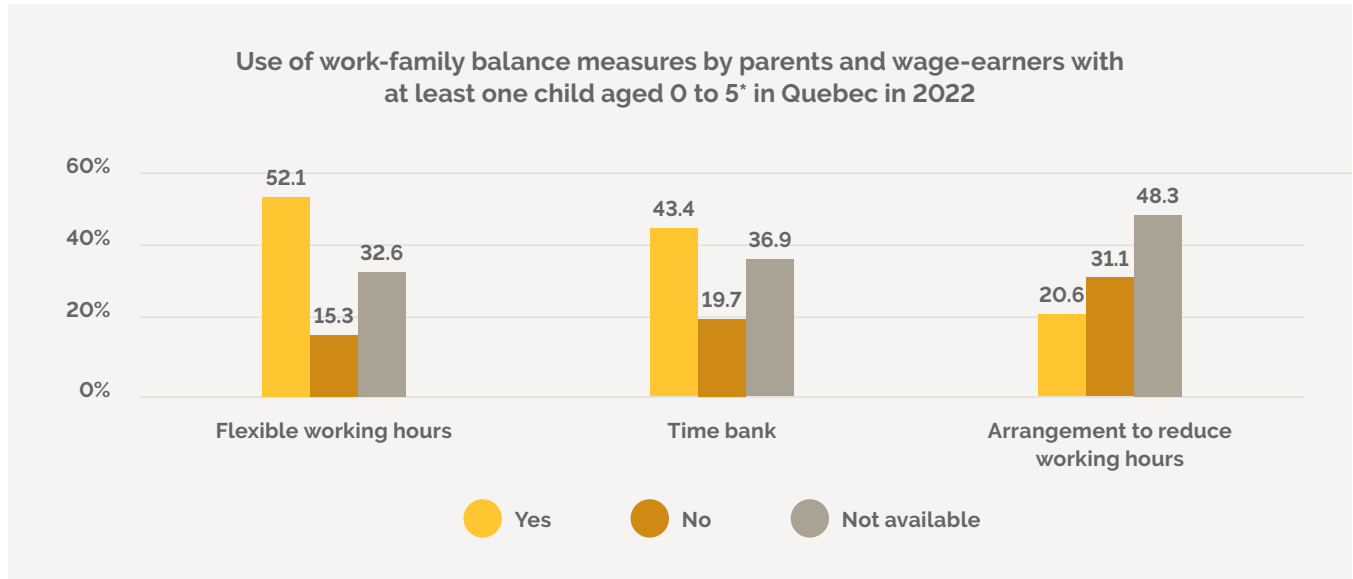
* Parents whose only child/ren was/were under 6 months of age were excluded from this survey.

Source: Institut de la statistique du Québec, 2022 Quebec Parenting Survey, special compilation.

Work-family balance

In 2022, **close to one fifth (19.1%) of parents with at least one child aged 0 to 5* said they had high levels of conflict between their family and work responsibilities**¹¹⁹.

In 2022, with regard to work-family balance measures, approximately half of parents with at least one child aged 0 to 5* took advantage of a flexible working schedule (52.1%), more than 4 out of 10 used a time bank (43.4%), and 2 out of 10 made arrangements to reduce their working hours (20.6%).



* Parents whose only child/ren was/were under 6 months of age were excluded from this survey.

Source: Institut de la statistique du Québec, 2022 Quebec Parenting Survey, special compilation.

Absence from work due to personal or family obligations



In 2023, full-time employees with at least one child aged 0 to 5 were proportionally more frequently absent from work due to personal or family obligations (4.9%) than employees without children (2.1%).

Absent employees
with children

4.9%



Absent employees
without children

2.1%



Note: The frequency of absences is the percentage of full-time employees who were absent during the reference week. In calculating the frequency, no account is taken of the duration of the absence, regardless of whether it was an hour, a day, or the entire week.

Source: Statistics Canada, Labour Force Survey (LFS), 2023, special compilation. Data adapted by the Institut de la statistique du Québec.



6.7 Social support

Why is this important?

Social support refers to a person's feeling of being surrounded and supported by people they know and trust¹²⁰.

According to the *2022 Quebec Survey on the Preschool Path of Kindergarten Students*, kindergarteners who live in families where there is little support available in case of need are more likely to be developmentally vulnerable, particularly in the areas of physical health and well-being, social skills, and emotional maturity¹²¹.

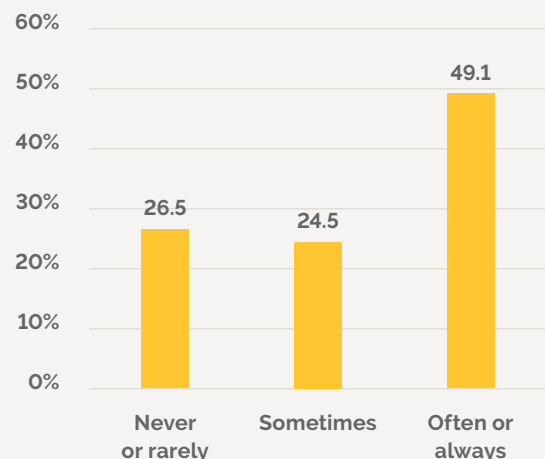
The benefits of social support for early childhood development are more significant for children who live in disadvantaged neighbourhoods or in situations of poverty, those whose parents suffer from depression, or those who experience neglect. Social support is a protective factor for young children whose parents have high levels of stress or whose families are living in precarious situations. When parents feel they have no one they can count on, they may feel overwhelmed, resulting in a degree of stress that could harm their relationship with their child¹²².

Conversely, parents who feel well supported tend to experience their parenthood in a more positive way, are less stressed, and find it easier to reconcile their daily commitments¹²³.

Personal support networks

In 2022, **slightly more than one-quarter (26.5%) of parents with at least one child aged 0 to 5* rarely or never felt assisted by their support network** when they were no longer able to cope.

Frequency with which parents with at least one child aged 0 to 5* felt assisted by their support network when they were no longer able to cope in Quebec in 2022

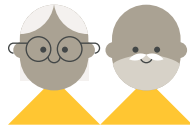


* Parents whose only child/ren was/were under 6 months of age were excluded from this survey.

Source: Institut de la statistique du Québec, *2022 Quebec Parenting Survey*. Data adapted by the Early Childhood Observatory, special compilation.

Source of support






In 2022,



33.1% of parents with at least one child aged 0 to 5* could always count on the support of their own parents when they were in need of help.

Among parents living as a couple this figure was higher for mothers (56%) than fathers (47%).

Frequency with which parents with at least one child aged 0 to 5* could count on various sources of support when their family needed help in Quebec in 2022

	Never or not applicable	Rarely	Sometimes	Often	Always
 Their own parents	22.8%	10.4%	14.4%	19.3%	33.1%
 The parents of their spouse**	32.4%	11.3%	13.9%	20.3%	22.1%
 Other members of their family	24.6%	17.8%	24.2%	20.6%	12.7%
 Their friends and colleagues	26.5%	23.5%	27.3%	14.8%	7.9%
 Neighbours	51.9%	20.4%	16.5%	7.7%	3.4%

* Parents whose only child/ren was/were under 6 months of age were excluded from this survey.

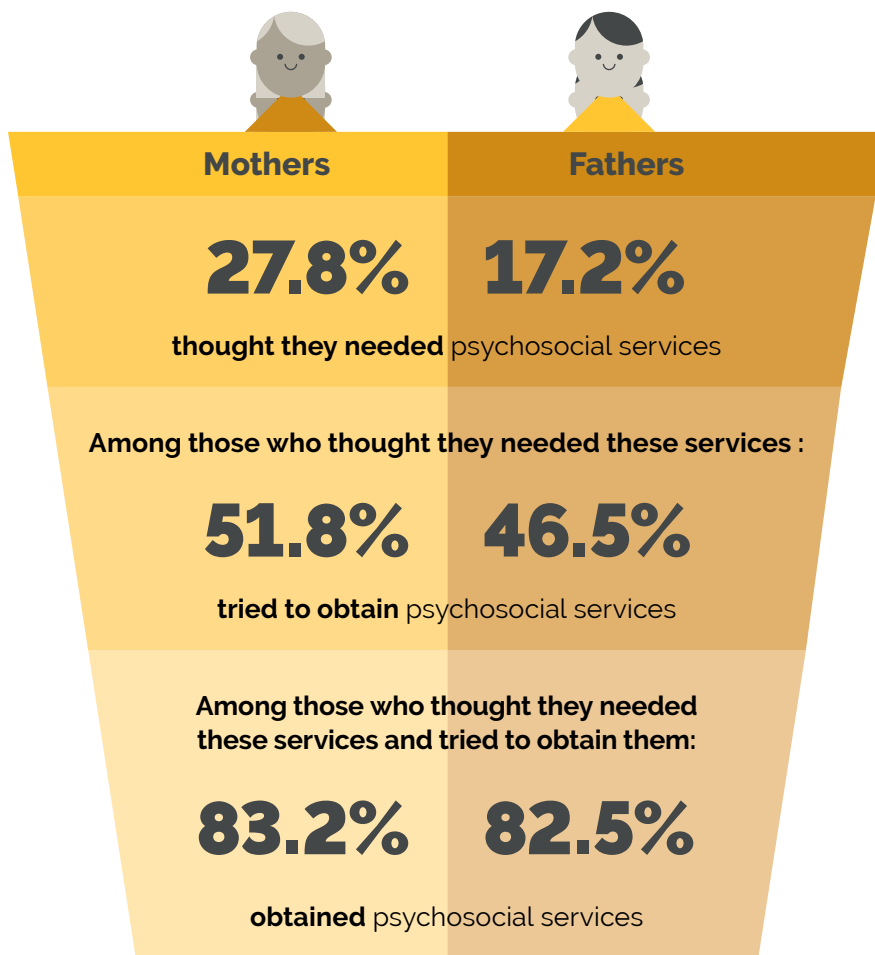
** Single parents are not included in these figures.

Source: Institut de la statistique du Québec, 2022 Quebec Parenting Survey, special compilation.



6.8 Psychosocial services

In 2021-2022, the 2nd edition of the *Quebec Longitudinal Study of Child Development* asked parents of babies aged around 5 months about their use of psychosocial services from organizations in the public, private, and community sectors. Psychosocial services include services for personal, marital, or family problems related to emotions, mental health, or alcohol/drug use. The results showed that during the 12 months preceding the study¹²⁴.



Among the parents **who thought they needed psychosocial services**, some groups were more represented than others:

Mothers



born in Canada (31%)



living in a single-parent family (39%)



living in a family with two children (31%).

Fathers



born in Canada (20%)



from a middle-to high-income household (20%)

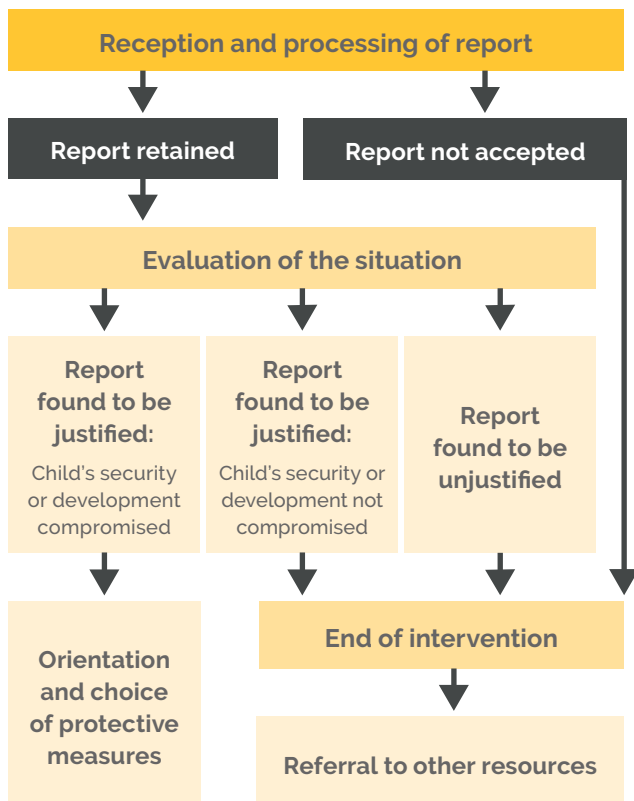


living in a family with two children (21%).



6.9 Maltreatment

Handling of a report to the Director of Youth Protection



Based on the brochure entitled *Your child's situation has been reported to the DYP – What do you need to know now?* published by the *Direction des communications, Ministère de la Santé et des Services sociaux du Québec*.

Why is this important?

Maltreatment includes abandonment, neglect, physical and psychological mistreatment, and sexual abuse¹²⁵.

Neglect is a reflection of unmet needs within families and communities. In other words, it generally stems from a failure to respond to a child's needs due to a lack of resources, rather than from abuse or violence against them¹²⁶.

The earlier it occurs, the greater its consequences¹²⁷. It can affect language development and cause attention and memory problems¹²⁸. Socio-emotionally, maltreatment can increase the risk of developing anxiety, depressive behaviour, and low self-esteem. It can also be associated with anger, aggression, and difficulty controlling emotions¹²⁹. In terms of physical development, babies who have been shaken may show changes in their brain structure, as well as permanent neurological damage¹³⁰.

In addition, numerous studies have shown that abuse and poverty in early childhood change young children's brains, causing certain structures to be underdeveloped and others, overdeveloped¹³¹.

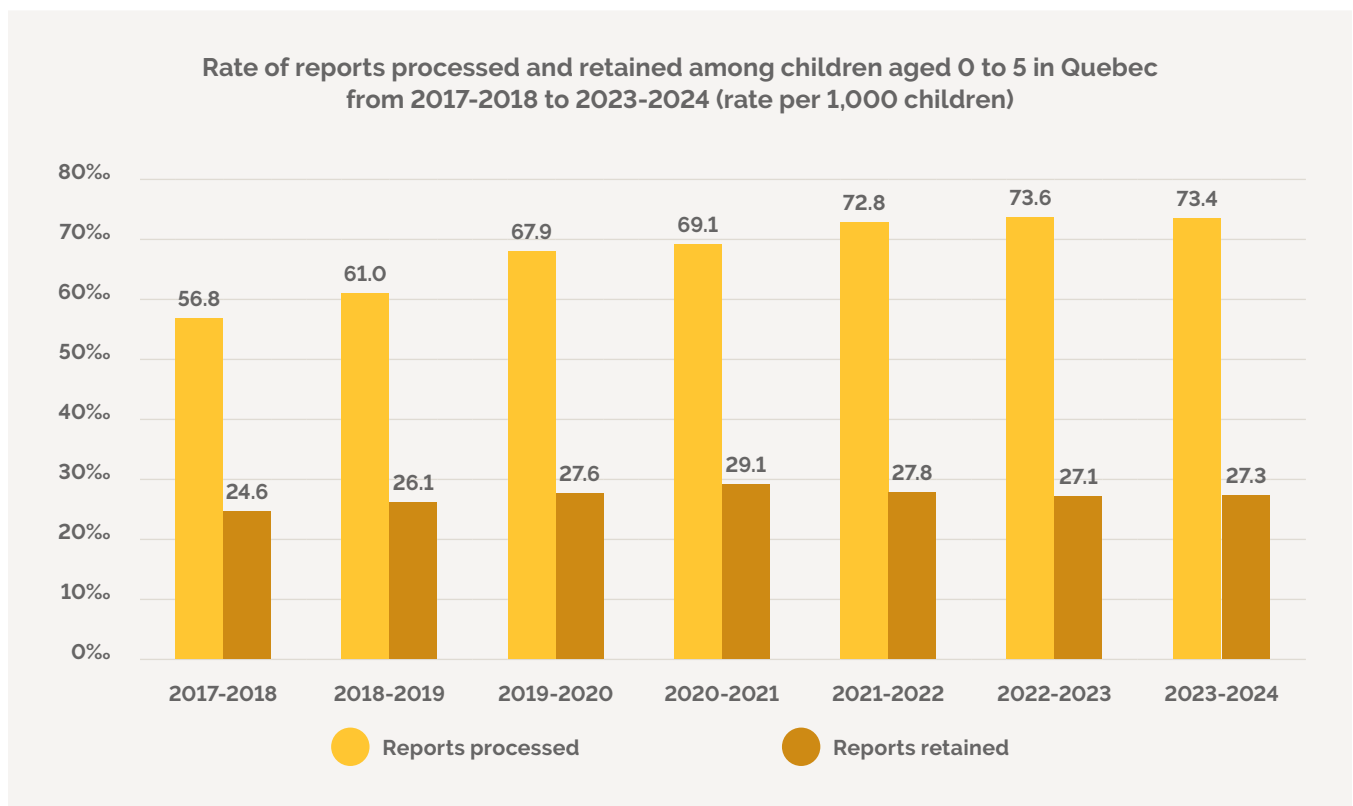
The consequences of maltreatment during childhood can persist over the long term. Maltreatment is linked to anxious and depressive behaviours, dropping out of school, substance abuse, eating disorders, intimate partner violence, and suicidal ideation¹³².



In Quebec, the Director of Youth Protection (DYP) is required to intervene when a child's safety or development is at risk. When a child's situation is reported, the DYP can decide whether or not the report should be accepted for assessment. If the file is retained, the situation is investigated in greater detail. If the evaluation determines that the child's safety or development is compromised, the child is taken into care and may be subjected to protective measures by the DYP. In certain situations, the child may be placed outside of their family.

Reports processed and retained

In 2023-2024, the rate of reports processed was 73.4 per 1,000 children. Of those, 27.3 reports per 1,000 children were retained. The number of reports processed increased by 29% between 2017-2018 and 2023-2024. **The number of reports retained also rose 11% during this period.**

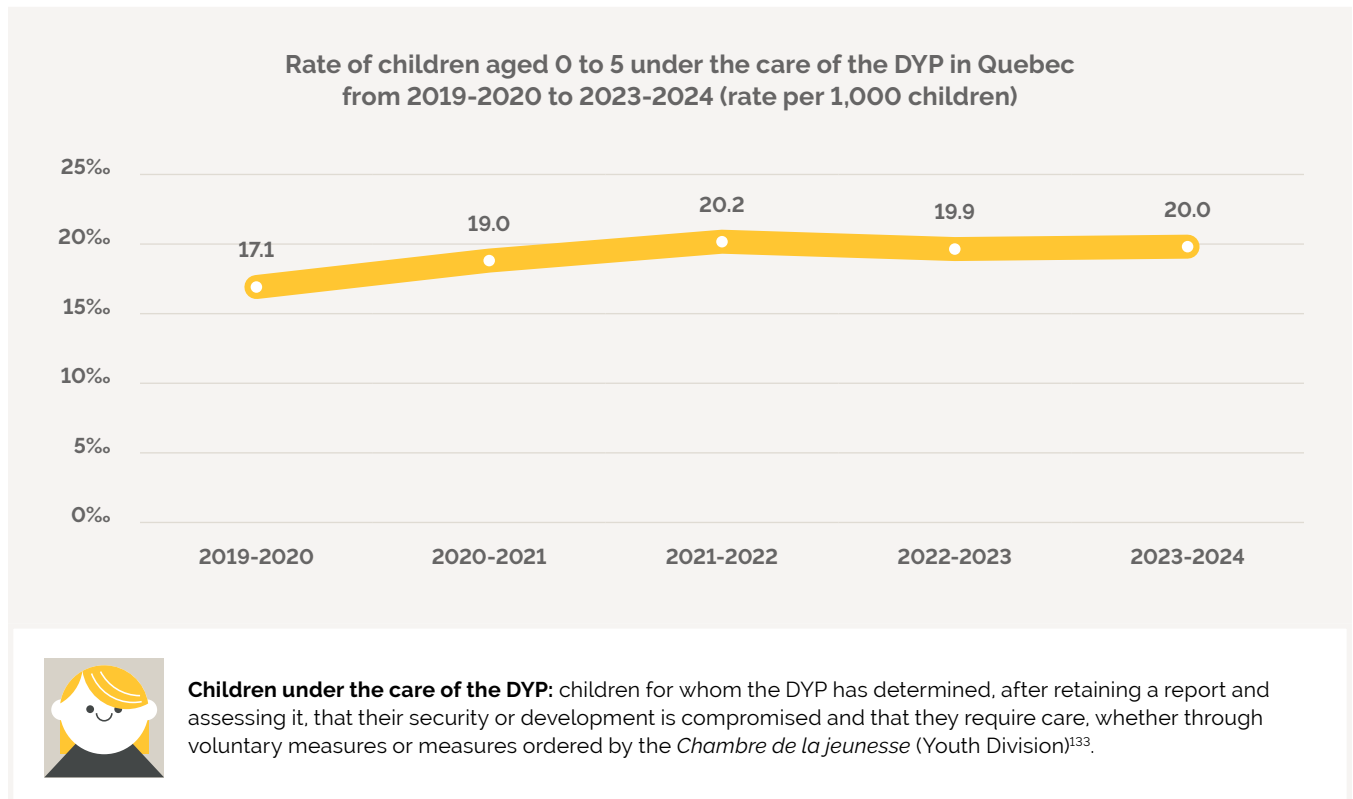


Note: These data are drawn from establishments in Quebec, not including those in Nunavik. Financial year: April 1 to March 31.

Sources: Dashboard – Bilan DPJ PROD – Power BI, MSSS: last update March 31, 2024; Institut de la statistique du Québec, Population Estimates and Projections: series produced in July 2023, revised in November 2023.

Children under the care of the Director of Youth Protection

In 2023-2024, 20.0 out of 1,000 children aged 0 to 5 were under the care of the youth protection services, a higher rate than what was observed in **2019-2020 (17.1 per 1000 children)**.



Note: These data are drawn from establishments in Quebec, not including those in Nunavik. Financial year: April 1 to March 31. These data correspond to active cases, not new cases. In other words, the data correspond to children who were in care at some point during a given year, not to the new children who are taken into charge in a given year. The same child may therefore be counted several times, from year to year, if their care extends over a long period. Thus, an increase in the rate of children under the care of the DYP can reflect both an increase in the duration of cases and/or an increase in the number of new cases. For informational purposes, in Quebec in 2023, a rate of 1 out of 1,000 corresponded to over 50 children.

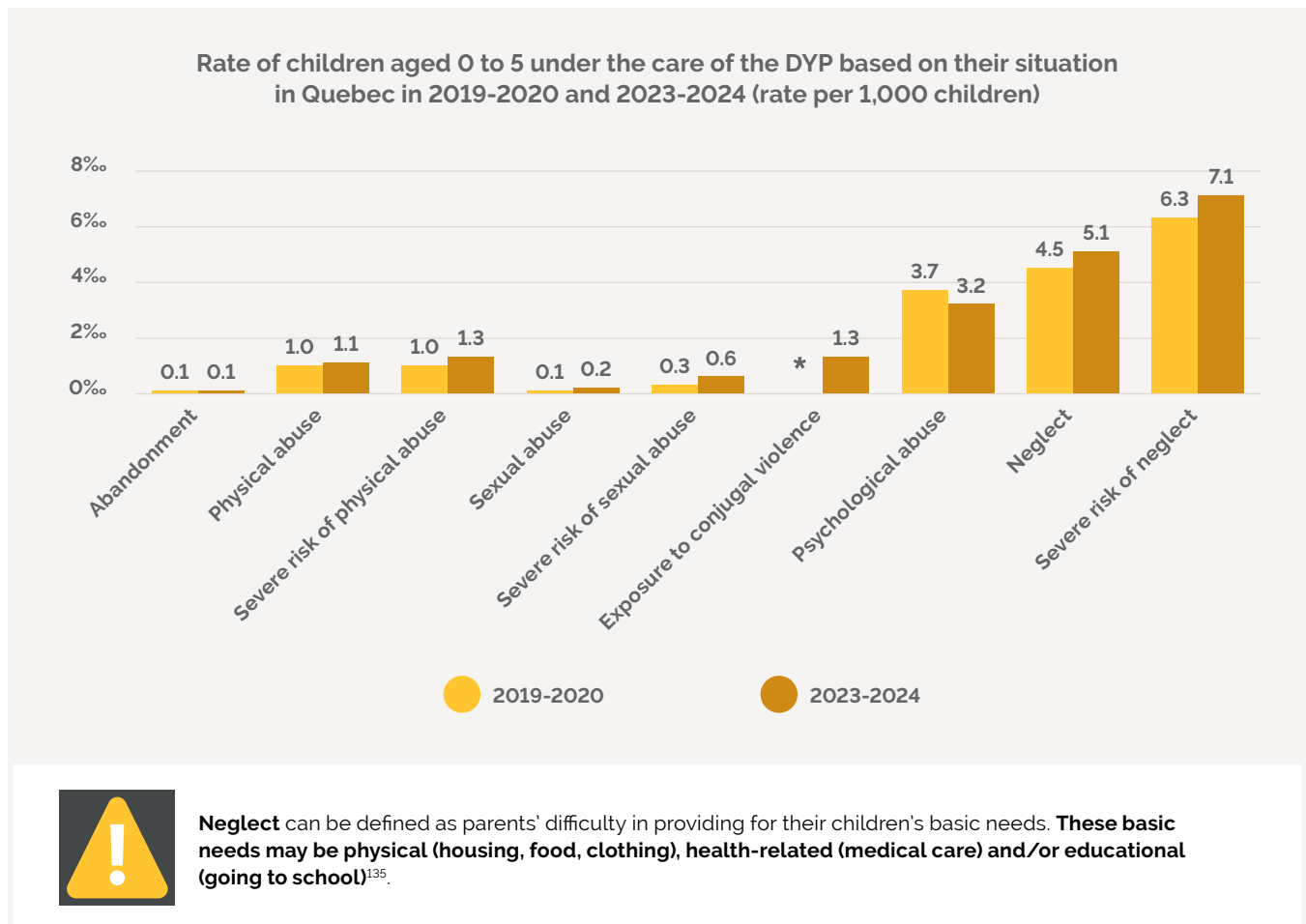
Sources: Dashboard – Bilan DPJ PROD – Power BI, MSSS: last update March 31, 2024; Institut de la statistique du Québec, Population Estimates and Projections: series produced in July 2023, revised in November 2023.



Scientific research has shown that no single risk factor is responsible for abuse. The causes are generally multiple and closely related. The more risk factors a child is exposed to, the greater the pressure within the family, and the greater the overall risk of violence and abuse. Some of the risk factors that families face include: inadequate housing, poverty, little social support, high levels of parental stress, and a parent with a mental health disorder¹³⁴.

Children under the care of the Director of Youth Protection based on their situation

In 2023-2024, the most common reasons for children being under the care of the Director of Youth Protection were neglect (5.1 per 1,000 children) and serious risk of neglect (7.1 per 1,000), followed by psychological abuse (3.2 per 1,000) and exposure to conjugal violence (1.3 per 1,000).



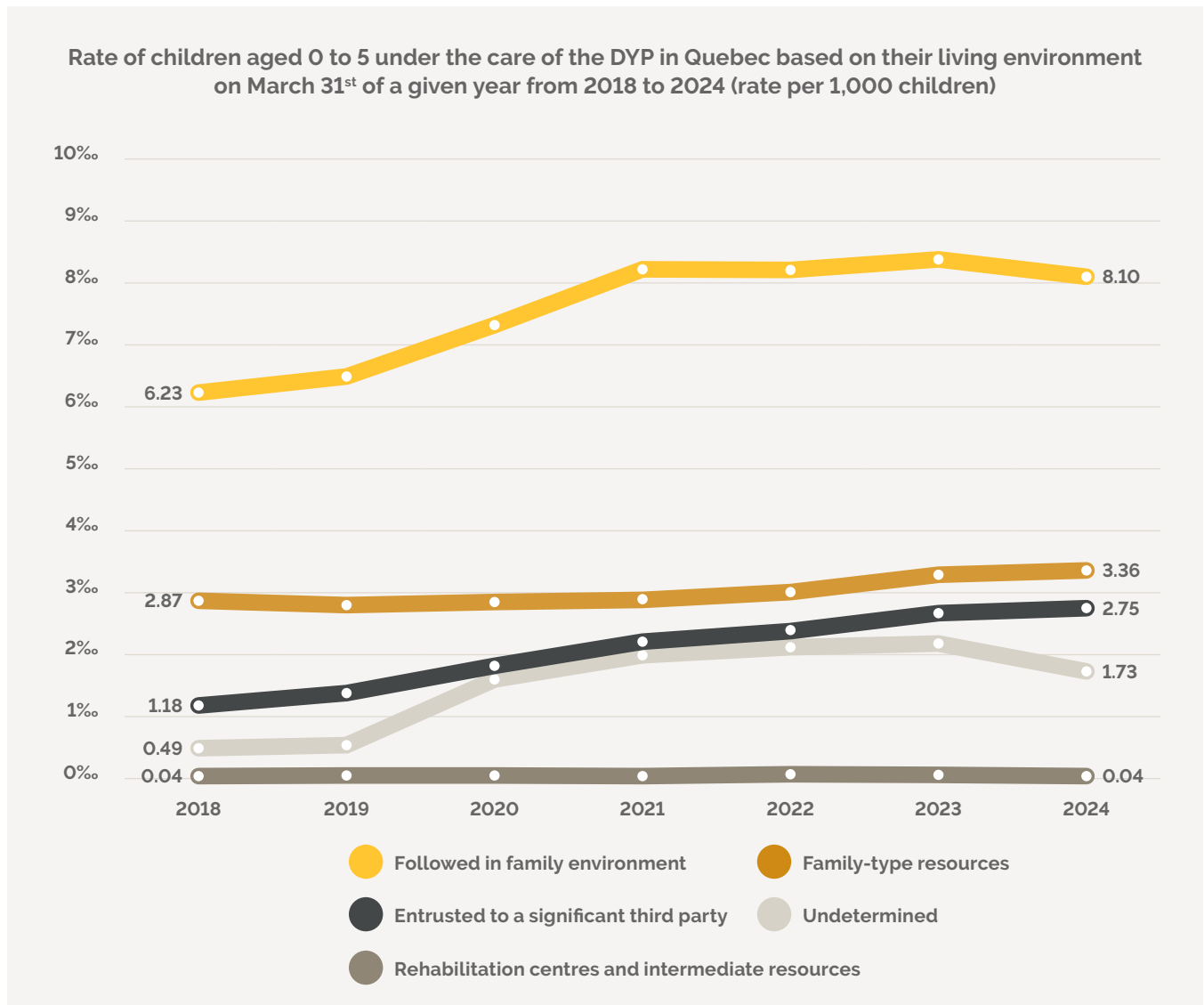
* "Exposure to conjugal violence" was added in April 2023. Before that date, exposure to conjugal violence was included in the category of psychological abuse. This change could explain the fact that the rates of children under the care of the DYP increased over time for all categories except psychological abuse.

Note: The "Severe behavioural disturbances" category was not included on this chart because there were no children under the care of the DYP for this reason in 2019-2020 and 2023-2024. These data are drawn from establishments in Quebec, not including those in Nunavik. Financial year: April 1 to March 31. These data correspond to active cases, not new cases. In other words, the data correspond to children who were in care at some point during a given year, not to the new children who are taken into charge in a given year. The same child may therefore be counted several times, from year to year, if their care extends over a long period. Thus, an increase in the rate of children under the care of the DYP can reflect both an increase in the duration of cases and/or an increase in the number of new cases. For informational purposes, in Quebec in 2023, a rate of 1 out of 1,000 corresponded to over 50 children.

Source: Dashboard – Bilan DPJ PROD – Power BI, MSSS: last update March 31, 2024; Institut de la statistique du Québec, Population Estimates and Projections: series produced in July 2023, revised in November 2023.

Children under the care of the Director of Youth Protection based on their living environment

As of March 31, 2024, **8.1 out of 1,000 children aged 0 to 5 who were under the care of the DYP were still living with their parents and being followed in their family environment—an increase of 30% since 2018.** However, 3.4 out of 1,000 children aged 0 to 5 were placed in a foster family, representing an increase of 17% since 2018.



Note: "Family-type resources" is the term used to describe foster families. Since there were no placements in the "Other resources" category between 2018 and 2024, it was not included on this chart. These data are drawn from establishments in Quebec, not including those in Nunavik. Results as on March 31 of the financial year. These data correspond to active cases, not new cases. In other words, the data correspond to children who were in care at some point during a given year, not to the new children who are taken into charge in a given year. The same child may therefore be counted several times, from year to year, if their care extends over a long period. Thus, an increase in the rate of children under the care of the DYP can reflect both an increase in the duration of cases and/or an increase in the number of new cases. For informational purposes, in Quebec in 2023, a rate of 1 out of 1,000 corresponded to over 50 children.

Source: Dashboard – Bilan DPJ PROD – Power BI, MSSS; last update March 31, 2024; Institut de la statistique du Québec, Population Estimates and Projections: series produced in July 2023, revised in November 2023.



Impacts of the pandemic

Increased sources of stress and social isolation during lockdowns created situations that increased the risk of child abuse and neglect. In addition, the closure of educational daycares and schools, as well as the reduction of social services and home support programs have made it more difficult to detect cases of child abuse¹³⁶.

In fact, there was a decrease in reports in Quebec related to physical abuse and neglect during the first wave of the pandemic. This decline coincided with the implementation of lockdown measures and school closings¹³⁷.

The increased risk of child maltreatment and reduced reporting have also been noted in the international literature. The authors of a systematic literature review conducted from March to October 2020 concluded that children's rights may have been jeopardized during the pandemic because they were not identified as a health risk group¹³⁸.





Family environment

Key points

The family situation of very young children in Quebec is encouraging in several respects.

More fathers and mothers benefiting from the Quebec Parental Insurance Plan

- ▶ In 2021, for 2 out of 3 births (66.2%), both parents benefited from QPIP-paid parental leave.

Fewer mothers without secondary school diploma

- ▶ The proportion of babies born to mothers who had not finished secondary school fell from 7.9% to 4.0% between 2008 and 2013.

Fewer unemployed parents

Generally speaking, from 2001 to 2021, the employment situation of parents with at least one child aged 0 to 5 improved.

- ▶ The proportion of families where neither parent worked declined from 14.2% in 2001 to 9.3% in 2021.

The median income increased

- ▶ In 2020 the median after-tax income for families in Quebec with at least one young child was \$89,000—up from 2005, when it was \$63,100 (in 2020 constant dollars).

Fewer low-income households

- ▶ Across Quebec, the proportion of children living in low-income families decreased between 2011 and 2022, dropping from 16.3% to 11.4%. This proportion then increased from 2020 to 2022, reaching a proportion of 11.4% in 2022.

Fewer births to women under age 20

- ▶ In 2023, among women younger than 20, fewer than 4 out of every 1,000 women gave birth to a baby (3.7/1,000). **This is the lowest fertility rate for this age group ever recorded in Quebec.** In 2013, this figure was 7.9/1,000.



However, certain aspects give cause for concern.

Rise in the cost of living

- ▶ Since 2021, the annual increase in food and housing costs exceeded the average annual salary increase. In 2023, for example, the cost of food rose by 8.3% and the cost of housing by 6.2%. For the same period, the average annual increase in salaries was 4.6%. In comparison, in 2019, food costs rose by 3.0%, housing by 2.0% and salaries by 3.7%.
- ▶ In 2022, approximately one-quarter (25.4%) of parents of children aged 0 to 5 said they did not have the means to provide for their family's basic needs of food, housing, and clothing.

Ongoing food insecurity

- ▶ In 2022, about one-fifth (19.8%) of Quebec households with at least one child aged 0 to 5 experienced marginal, moderate, or severe food insecurity.

Parents under stress

- ▶ In 2022, about one-quarter (25.8%) of parents of children aged 0 to 5 experienced high levels of parental stress.

Difficult work-family balance

- ▶ In 2022, close to 19.1% of parents with at least one child aged 0 to 5 reported high levels of work-family conflict.

Parents who don't feel supported by their network

- ▶ In 2022, more than one-quarter (26.5%) of parents of at least one child aged 0 to 5 never or rarely felt assisted by their personal support network when they were no longer able to cope.





However, certain aspects **give cause for concern.** (continued)

Parents are concerned about their use of screens in the presence of their children

- ▶ In 2022, 51.3% of parents of children 5 years of age and under felt they were spending too much time on their cell phones when they were with their children.
- ▶ In 2022, 39.2% of parents of children years of age and under said that they were sometimes checking their phone when they could have been playing or otherwise interacting with their children.

Late introduction to reading

- ▶ In 2022, close to 40% (39.6%) of children in 5-year-old kindergarten were older than 12 months when an adult started reading aloud to them.

An increase in reports to the DYP

- ▶ The rate of reports processed rose by 29% from 2017-2018 to 2023-2024. Reports retained also rose during the same period, increasing by 11%.

Neglect is the main reason for children under the care of the Director of Youth Protection

- ▶ During 2023-2024, 20.0 out of 1,000 children between 0 and 5 were taken into care by the Director of Youth Protection, up from 17.1 out of 1,000 in 2019-2020.
- ▶ In 2023-2024, the most common reasons for children being taken into care by the Direction of Youth Protection were neglect (5.1 out of 1,000) and serious risk of neglect (7.1 out of 1,000).





It is possible to take action

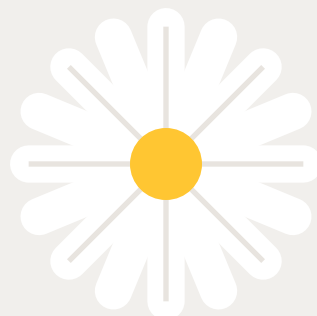
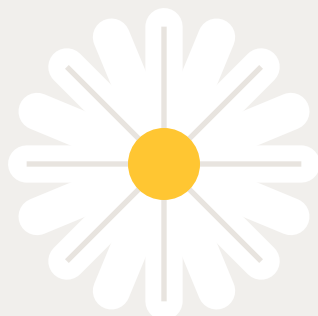
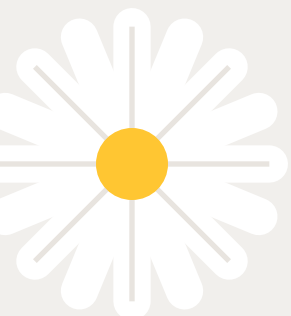
At the end of each chapter, we present relevant projects, measures, and public policies that are either promising or documented and scientifically evaluated. Insofar as possible, they are part of a social or collective—rather than individual—approach. In presenting these measures, our goal is to inspire reflection on possible actions in the area of early childhood and to propose avenues for consideration by decision-makers.

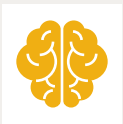


Improve financial support for families

Measures such as the Family Allowance (provincial) and the Canada Child Benefit (federal) can ease the burden of a lack of money, particularly for the most disadvantaged families. Financial support enables families to better meet their basic needs and reduces the risk of food insecurity in particular.

- ▶ In July 2024, the federal government announced a 4.7% increase in the maximum annual Canada Child Benefit for the 2024-25 benefit year¹³⁹.
- ▶ The Quebec Parental Insurance Plan is another measure that provides families with a degree of financial security while one or both parents are not working. According to the Organization for Economic Cooperation and Development (OECD), it is during the period between the birth of a child and their fourth birthday that family income changes the most¹⁴⁰.
- ▶ It can be difficult for parents with a child who needs special support to reconcile their participation in the labour force with the demands of their young child's situation¹⁴¹. The Quebec Family Allowance provides additional financial assistance in the form of the Supplement for Handicapped Children (*Supplément pour enfant handicapé*). This measure is designed to help families pay for the care and education of a child whose disability significantly limits the child's ability to carry out their daily activities¹⁴².





Support parents' mental health

Mental health interventions that offer emotional and psychological support during the perinatal period can help parents deal with parenting challenges and prevent perinatal depression¹⁴³.

- ▶ The You, Me, Baby intervention, based on the proven "Mothers and Babies" program, provides tools to promote the mental health and well-being of future and new parents. Topics include stress management, social support, and healthy co-parenting. The addition of a telephone support option is currently being studied in Quebec¹⁴⁴.
- ▶ Developed by a team at the *Université du Québec à Trois-Rivières*, the STEP project (Supporting the Transition to and Engagement in Parenthood) provides support for the specific needs of future parents who experienced difficult events in their childhood. The objective of the STEP project is to support parents' adaptation during this highly stressful period and to foster their child's development¹⁴⁵.



Facilitate the integration of immigrant parents

Provide support for parents of young children with immigrant or refugee status during their cultural, social, and professional integration process. The integration of immigrant families into their host society is not always a straightforward process. These families need to be highly adaptable, especially with respect to their parenting role.

- ▶ It is therefore important that people working in educational daycare services, the health and social services network, in schools, and within the community be made aware of these families' situation in order to better understand their needs¹⁴⁶.
- ▶ The Espace parents program offers activities for small groups of immigrant parents. The evaluation of this program, which is offered in every region of Quebec, has shown that it fosters social support, use of health services, and participants' adaptation process. *Espace parents* also provides resources for people who work with/for immigrant parents¹⁴⁷.



Ensure access to transitional housing for women who are victims of domestic violence and their children

Access to safe, affordable housing is essential to help women leave abusive situations, reduce the risk of revictimization and help them rebuild their lives. In Quebec, exposure to domestic violence is one of the most frequent categories of incidents investigated by youth protection services¹⁴⁸.

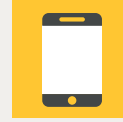


Respond to the chronic needs of families

to prevent maltreatment

Neglect, which is the most common reason given when reporting situations to youth protection services, often stems from parents' lack of resources. Focusing on prevention by providing parents with support before their situation escalates and their children's development is compromised would reduce recourse to the DYP. As it now stands, the DYP is the entry point to services, when it should be at the very end of the trajectory and dedicated to exceptional situations¹⁴⁹.

- ▶ Certain measures that provide parents with support as soon as a child is born can help to prevent future maltreatment. The Integrated Perinatal and Early Childhood Services program (*Services intégrés en périnatalité et pour la petite enfance* or SIPPE) provides support for vulnerable families through home visits and the creation of supportive environments¹⁵⁰.
- ▶ There is a direct link between poverty and reports to the DYP and children repeatedly taken into care¹⁵¹. All measures that improve families' living conditions and reduce the cumulative effect of stress factors help to prevent maltreatment¹⁵².



Raise parents' awareness of the effects of their use

of screens in the presence of their young children

- ▶ A social communication campaign for families with young children could help to make parents more aware of their screen use. The PAUSE campaign aimed at young people and run by Capsana is an example of this type of initiative, which also includes 24-hour unplugging events for families, as well as tools for parents.
- ▶ Personnel in the health and social services network can also play a role by initiating dialogue about screens during their interactions with parents of young children. For example, the *Agir tôt* (acting early) program, which is used throughout the health and social services network, offers opportunities to discuss screen use with parents.



Offer support and services that reflect the needs of isolated families

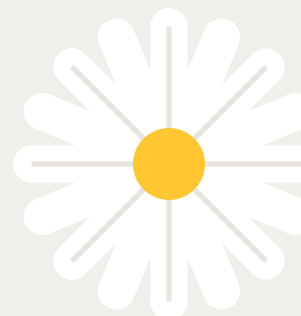
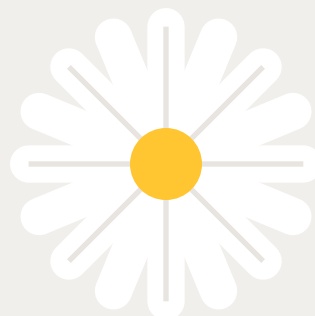
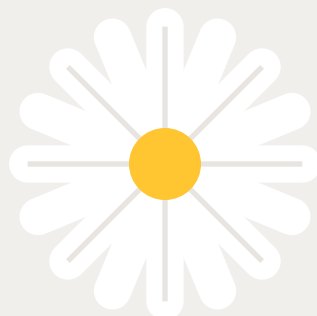
- ▶ The Constellation Project supported by *Concertation Montréal* aims to help local organizations adapt their practices in an effort to reach out to isolated families and respond to their needs. By supporting actors on the ground in their practices and offering them practical tools, *Constellation* helps to better understand the needs of isolated individuals and the obstacles they face, and to adapt practices through concrete action.
- ▶ The local approach, which is an effective way to establish and maintain connections, requires the various organizations in a given area to form a partnership to better meet the needs of their population. This approach makes it possible to reach certain clientele who face barriers in accessing services. For example, the **agents de milieux (community relations workers) in the Eastern Townships** work to connect families with the different services that are available in the region, opening up possibilities for referral and partnership among the resources in the families' best interest and creating a social safety net. This approach also benefits families by facilitating access to services and strengthening their trust in the network, by enhancing their feeling of self-efficacy and self-esteem, and by breaking these families' isolation¹⁵³.

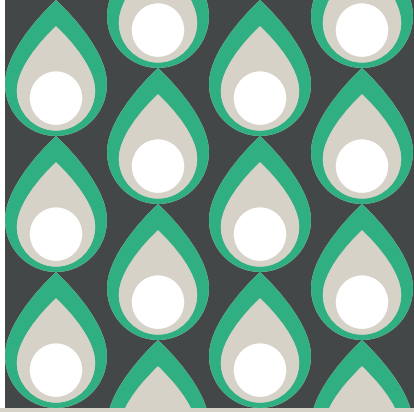


Promote family-work balance

There is a wide variety of family-work balance measures that have a significant impact on the daily lives of working parents. Regardless of the activity sector, it is possible to set up measures that reflect an organization's reality while responding to employees' needs. Those needs may be related to the organization of work time and space, leave for family responsibilities, support for employees and their families, and organizational adaptability.

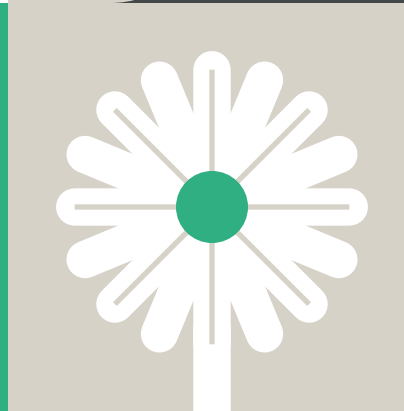
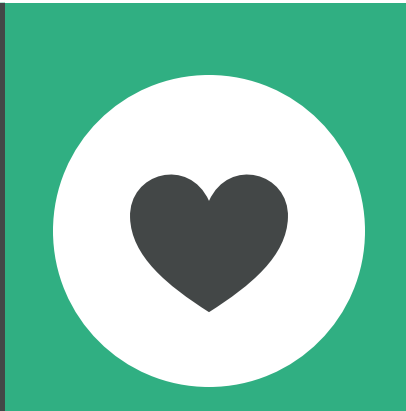
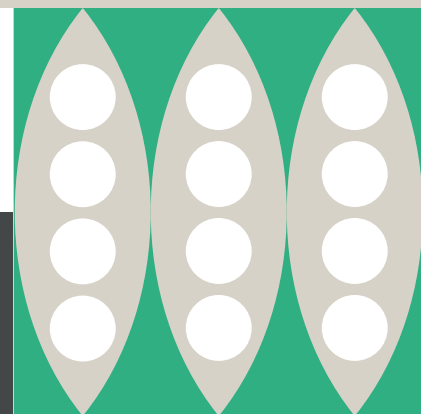
- ▶ The Concilivi initiative of *Réseau pour un Québec famille* (RPQF) supports employers who are interested in setting up family-work balance measures through the process of obtaining the *Concilivi* Seal, which recognizes organizations that want to stand out in the market in this area. *Concilivi* works globally to raise the business community's awareness of the changing needs of employees so that they can make their own contribution to improving families' quality of life.





PHYSICAL ENVIRONMENT

The neighbourhood where young children live, play, and build relationships has a significant influence on their development and well-being—as does the housing they live in¹⁵⁴. Having access to high-quality physical spaces such as playgrounds and libraries gives them the opportunity to explore and learn.

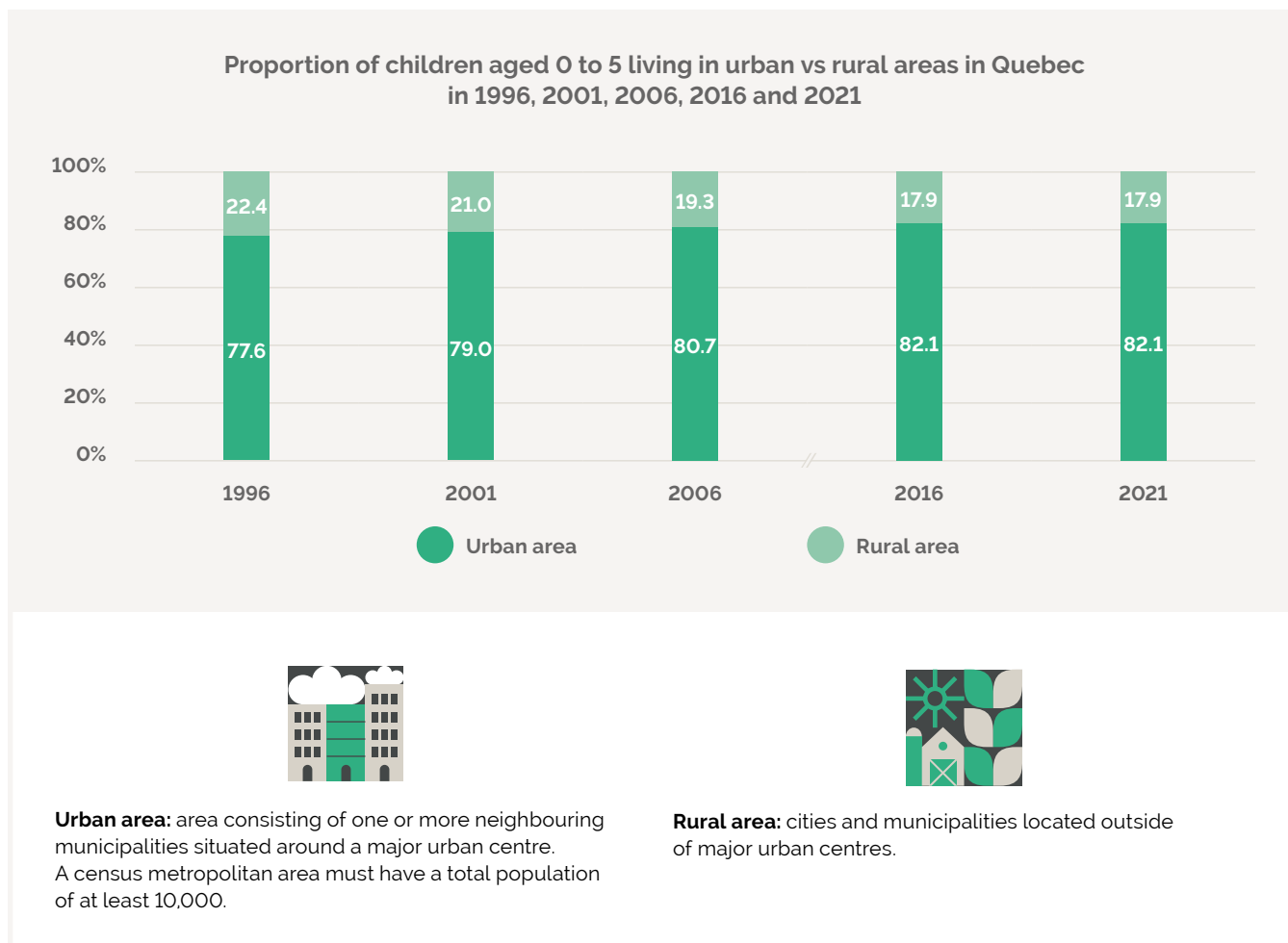


7. Characteristics of the residential environment

7.1	Urban and rural areas	92
7.2	Perception of the quality of the living environment	93
	Perception of living environment	93
	Neighbourhood safety	93
7.3	Use and accessibility of resources	94
	Community organizations	94
	Public areas and green spaces	95
	Libraries	97
	Library use	97
	Vulnerability in at least one area of development	98

7.1 Urban and rural areas

In 2021, the majority (82.1%) of young children in Quebec were living in urban areas. This figure has generally been on the rise over the past 20 years.



Note: Data for 2011 are not presented, as methodological changes made to the census program in 2011 limit the potential for comparison with previous and subsequent years.

Source: Statistics Canada, Censuses for 1996, 2001, 2006, 2016 and 2021. Data adapted by the Institut de la statistique du Québec.



7.2 Perception of the quality of the living environment

Why is this important?

A neighbourhood can be considered safe if it is safe to walk alone in the evening or at night, if children can play freely outside during the day, and if parks and playgrounds are safe spaces for children¹⁵⁵.

Children living in unsafe neighbourhoods are more likely to be vulnerable in at least one area of development compared with those living in safe neighbourhoods. More specifically, children living in unsafe neighbourhoods are more likely to present behavioural problems, hyperactivity, or emotional difficulties¹⁵⁶.

Finally, living in a safe neighbourhood with good social cohesion—where there is little conflict and people help each other—can be beneficial for the development and well-being of young children. Social support helps parents to reduce their stress levels and offer their children a more harmonious family environment¹⁵⁷.

Perception of living environment

In 2022, among parents with at least one child aged 0 to 5*:



86.6% had a positive perception of the **safety** of their neighbourhood or living environment



85.2% had a positive perception of how **easy it was to get around** their neighbourhood (presence of sidewalks, automobile traffic, accessible public transportation, etc.)



86.4% had a positive perception of their relationship with their neighbours



76.8% had a positive perception of their living environment with regard to noise from neighbours or outside

* Parents whose only child/ren was/were under 6 months of age were excluded from this survey.

Source: Institut de la statistique du Québec, *Quebec Parenting Survey 2022*, special compilation.



Neighbourhood safety

Perceptions of neighbourhood safety vary according to family income level. In **2022, more than 1 out of 5 parents of young children* with a low income (21.1%) were living in a neighbourhood or living environment perceived as unsafe**. This proportion was 8.9% among average-to-high or high-income parents¹⁵⁸.

* Parents whose only child/ren was/were under 6 months of age were excluded from this survey.

7.3 Use and accessibility of resources



Community organizations

In 2022:



16.7%

of parents with at least one child aged 0 to 5* **visited a local family resource centre (*organisme communautaire Famille*) a few times or more during the year**



32.6%

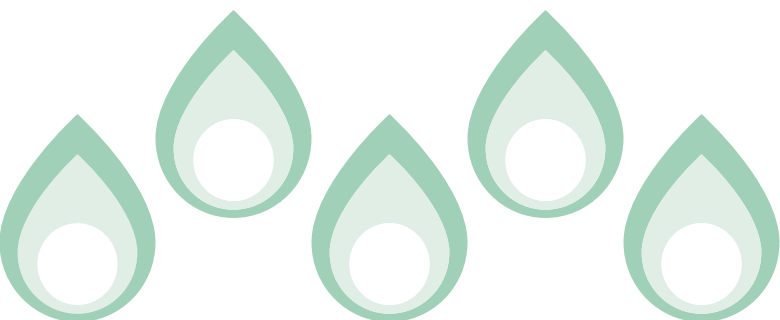
of parents with at least one child aged 0 to 5* **visited a recreation or community centre a few times or more during the year**¹⁵⁹

* Parents whose only child/ren was/were under 6 months of age were excluded from this survey.

Why is this important?

In general, community organizations strive to counter exclusion and promote equality¹⁶⁰. They work in a number of sectors that help to improve living conditions for families and children. The mission of *organismes communautaires Famille* (local family resource centres), for example, is to support parents by providing social support, popular education and material assistance based on the realities and needs of families¹⁶¹.

Families' involvement in community organizations can have many positive effects on young children's development. The resources offered by these organizations help parents to develop their autonomy while enriching their parenting experience¹⁶². This type of support is particularly beneficial for families in situations of vulnerability, such as those with low incomes, those with a child needing special support or recent immigrants¹⁶³. Community organizations also encourage mutual support¹⁶⁴ and help to improve families' material living conditions¹⁶⁵. Finally, workers in community organizations can accompany parents of the most vulnerable families when they need to meet with a professional to discuss their child's development¹⁶⁶.





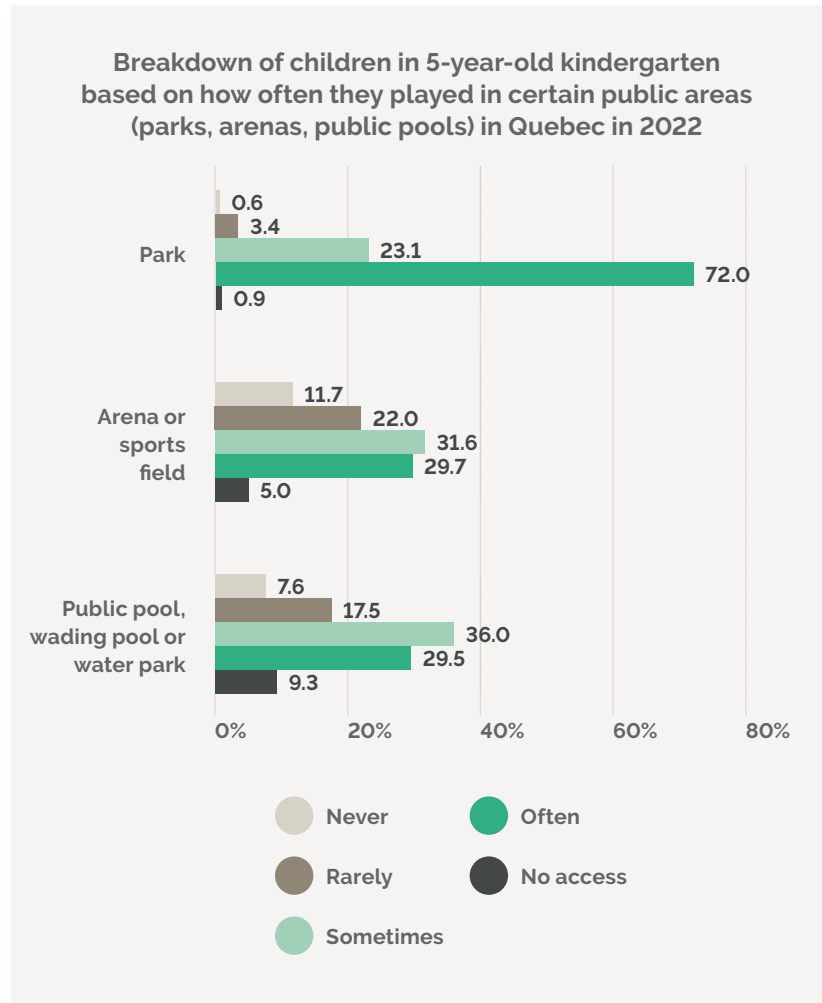
Why is this important?

Active play develops young children's motor skills and gives them confidence in their physical abilities. Moreover, the lifestyle habits acquired in early childhood—such as being physically active—tend to continue into adolescence and adulthood and can contribute to overall health¹⁶⁷.

There are many advantages to letting young children play outdoors, particularly in nature. Outdoor play has an important role in their development, health, general well-being and success at school. Contact with nature allows them to develop their curiosity and senses by touching, observing, and smelling their surroundings¹⁶⁸. Being outdoors also encourages them to run, jump, and climb. It also gives them the opportunity to take small risks, such as climbing on a rock, which allows them to test their limits and develop their self-confidence and independence¹⁶⁹. Finally, in comparison with indoor play, outdoor play tends to last longer and be more active and imaginative¹⁷⁰.

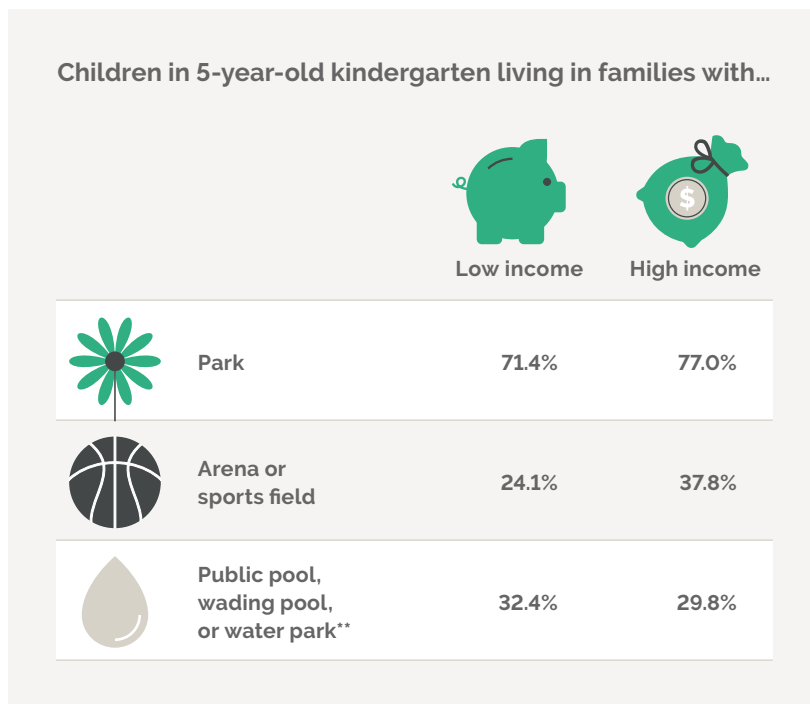
Public areas and green spaces

Parks are popular with children in 5-year-old kindergarten. **In 2022, almost three-quarters of them (72.0%) had played frequently in parks** in the 12 months preceding the survey. That proportion was 29.7% for arenas or sports fields and 29.5% for pools, wading pools, and water parks.



Source: Institut de la statistique du Québec, 2022 Quebec Survey on the Preschool Path of Kindergarten Students.

Use of public areas varies based on household income:



* In the "public pool, wading pool or water park" category, the comparison between children living in low-income and high-income families must be interpreted with caution, as the difference is not significant.

Source: Institut de la statistique du Québec, 2022 Quebec Survey on the Preschool Path of Kindergarten Students.

Impacts of the pandemic

A Canadian study conducted in April 2020 reported that the average amount of time spent outdoors and the average amount of time spent playing outdoors among children aged 5-11 was down from pre-pandemic levels¹⁷¹. It seems that the proportion of children and young Canadians who play outdoors on a regular basis has been slow to increase since that time. It has yet to reach pre-pandemic levels¹⁷².



Why is this important?

According to the *2022 Quebec Survey on the Preschool Path of Kindergarten Students*, young children who rarely or never visit a public library with their parents are more likely to be considered developmentally vulnerable than children who sometimes visit the library¹⁷³.

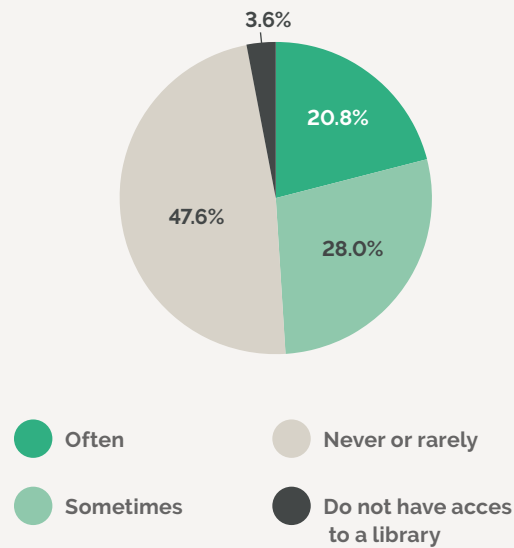
The scientific literature shows that visiting a library with one's child helps to reduce the risk of their failing to learn to read and write, while making it easier for them to succeed at school in general. In fact, according to the Canadian Pediatric Society, exposing young children to books helps to develop a love of reading and encourages them to learn to read and write. Stimulating this awareness before they start school ultimately helps to prevent them from dropping out later on¹⁷⁴.

Libraries

Library use

In 2022, **close to half (47.6%) of children in 5-year-old kindergarten had never or rarely visited a library** in the 12 months preceding the survey. Moreover, 3.6% of kindergarteners had not had access to a library in their neighbourhood or municipality.

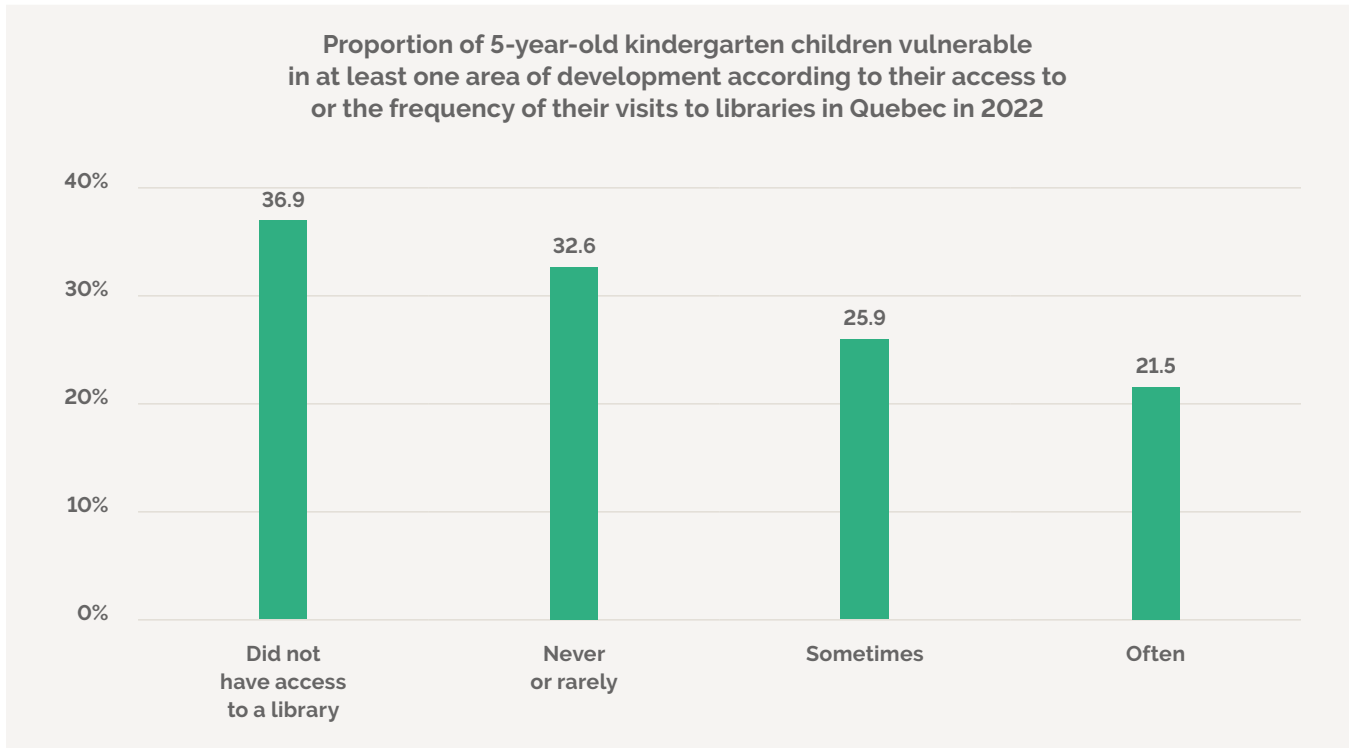
Breakdown of children in 5-year-old kindergarten based on how often they visited a library in Quebec in 2022



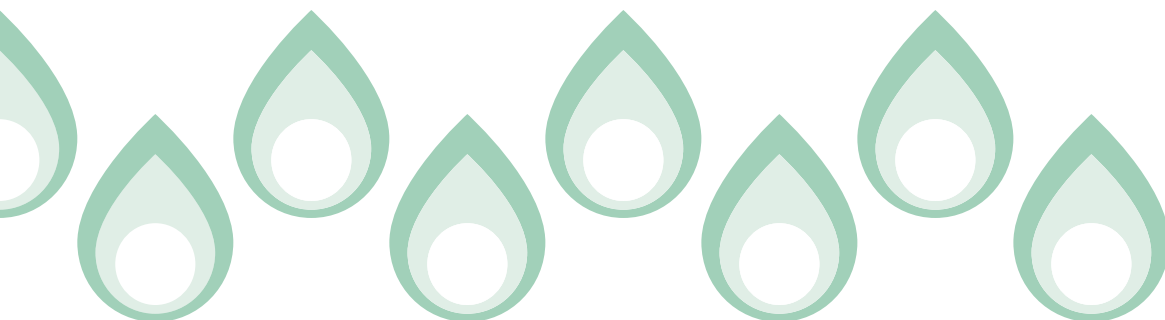
Source: Institut de la statistique du Québec, *2022 Quebec Survey on the Preschool Path of Kindergarten Students*.

Vulnerability in at least one area of development

In 2022, **among kindergarteners who had never or rarely visited a library** in the 12 months preceding the survey, **almost 1 child out of 3 (32.6%) was vulnerable in at least one area of development.** The corresponding figure for children who had often visited a library was 1 out of 5, or 21.5%.



Source: Institut de la statistique du Québec, 2022 Quebec Survey on the Preschool Path of Kindergarten Students, special compilation.



8. Housing

8.1	Housing characteristics	100
	Unacceptable housing	101
	Housing tenure	103
	Forms of nuisance	104
	Rent prices	104
8.2	Moving house	105
	Number of moves	105

8.1 Housing characteristics



According to the 2022 Quebec Parenting Survey, **one-quarter of parents of children aged 0 to 5* reported that they did not have the means to provide for their family's basic needs, including housing**¹⁷⁵. Exacerbated by the housing crisis in Quebec, this concern is compounded by other sources of parental stress. This accumulation of stress factors can have repercussions on young children, as it can make parents less willing to respond appropriately to their children's needs¹⁷⁶.

* Parents whose only child/ren was/were under 6 months of age were excluded from this survey.



Recent years have been marked by a housing crisis in Quebec¹⁷⁷.

More specifically, there has been a shortage of affordable rental housing that is suitable in terms of size and condition. It is therefore important to take this context into account when interpreting the data, particularly the 2021 census data.

Why is this important?

The housing characteristics of young children can also influence their development. Living in unaffordable housing is linked to a greater risk of physical, emotional, cognitive, language, and social developmental delay¹⁷⁸. For example, in terms of physical development, very young children who live in housing that their parents cannot afford often weigh less than other children of the same age. This phenomenon can be explained by the fact that parents have less money to spend on feeding their children¹⁷⁹.

There is also a link between housing characteristics and the risk that a child will be a victim of maltreatment. Studies have suggested a connection between housing characteristics (such as noise, overcrowding, frequent comings and goings) and the quality of parent-child verbal interactions, parental sensitivity, and the feeling of parental competence¹⁸⁰.

Finally, regarding housing that is fit to live in, kindergarteners who live in housing with at least one form of nuisance (presence of mould, odours, insects or rodents) are more developmentally vulnerable than those who live in a nuisance-free environment¹⁸¹. Furthermore, very young children who live in unfit housing are more likely to develop health problems such as asthma¹⁸².

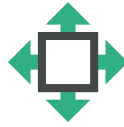
Unacceptable housing

Unacceptable housing is housing that fails to meet at least one of the three following standards*:



Affordable

Housing is **unaffordable** if the household devotes **more than 30% of its before-tax income** to housing costs.



Suitable size

Housing is of an **insufficient size** if it does not have **enough rooms to meet the household's needs** based on household size and composition**.



Need for major repairs

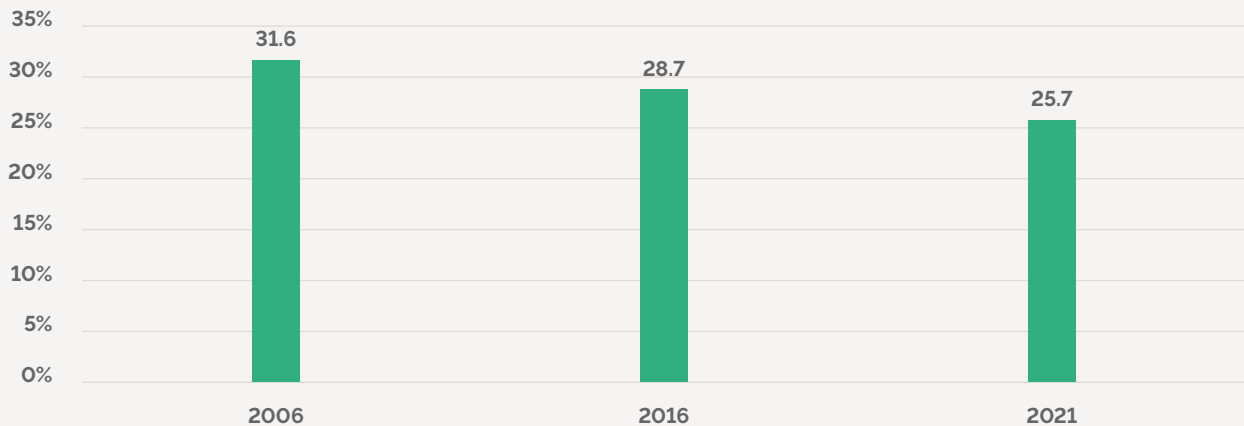
Housing with **defective plumbing or electrical wiring** or that needs **structural repairs to walls, floors, or ceilings**.

* According to the Canada Mortgage and Housing Corporation

** Based on National Housing Standard (NHS) criteria

In 2021, **1 out of 4 families with at least one child aged 0 to 5 were living in unacceptable housing (25.7%). This proportion has been on the decline since 2006, when it was 31.6%.**

Families with at least one child aged 0 to 5 living in unacceptable housing in Quebec in 2006, 2016 and 2021



Note: These are only census families in private, non-farm, non-reserve, and owner- or renter-households with at least one child aged 0 to 5. Data for 2011 are not presented, as methodological changes made to the census program in 2011 limit the potential for comparison with previous and subsequent years.

Source: Statistics Canada, Censuses for 2006, 2016 and 2021. Data adapted by the Institut de la statistique du Québec.

In 2021, among families with at least one child aged 0 to 5¹⁸³:



8.7%
were living in **unaffordable housing**



12.7%
were living in **housing of an unsuitable size**



7.8%
were living in **inadequate housing requiring major repairs**

Note: These are only census families in private, non-farm, non-reserve, and owner- or renter-households with at least one child aged 0 to 5. Some families may be living in housing that fails to meet more than one acceptability standard.

The proportion of families with at least one child aged 0 to 5 living in **unacceptable housing** varies depending on certain characteristics. For example, in 2021, this proportion was higher among:



single-parent families
(46.6%)

than

two-parent families
(22.0%)



families **with at least one immigrant member** (38.3%)

than

those with no immigrant members
(20.2%)¹⁸⁴

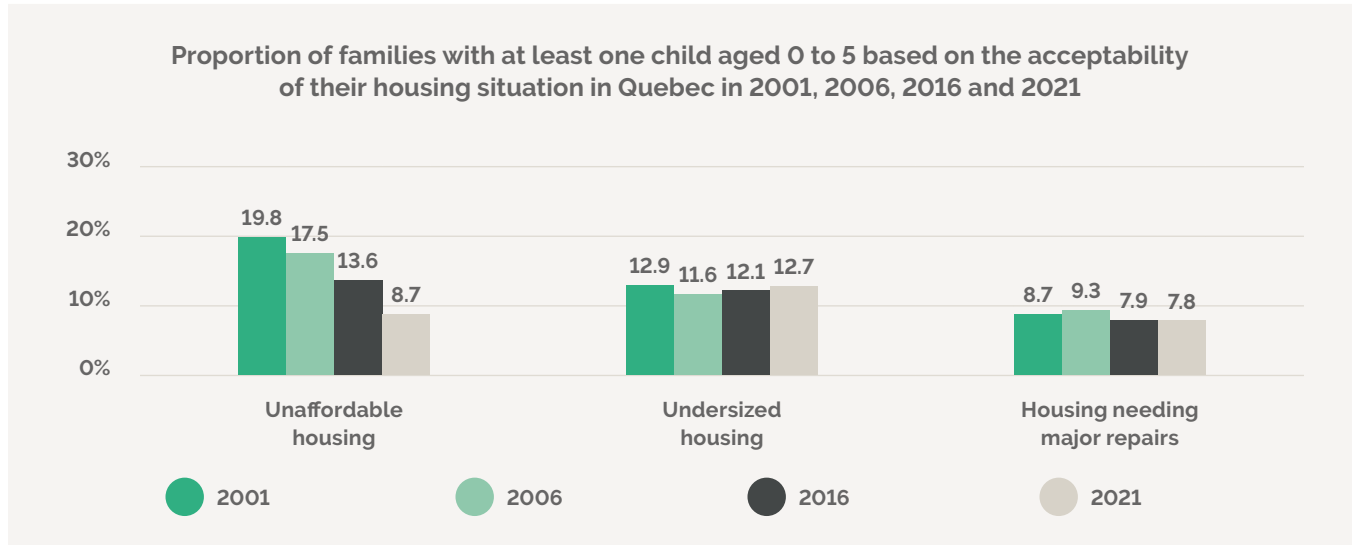


Note: These are only census families in private, non-farm, non-reserve, and owner- or renter-households with at least one child aged 0 to 5.

Impacts of the pandemic

The adverse effects of poor-quality housing on physical and mental health were exacerbated during periods of lockdown. During isolation, households with private outdoor space were able to benefit from outdoor activities, while materially disadvantaged households saw their access to outdoor space restricted¹⁸⁵.

Housing affordability improved between 2001 and 2021 for families with at least one child aged 0 to 5. The proportion of families in this category living in an undersized dwelling or one in need of major repairs remained stable.



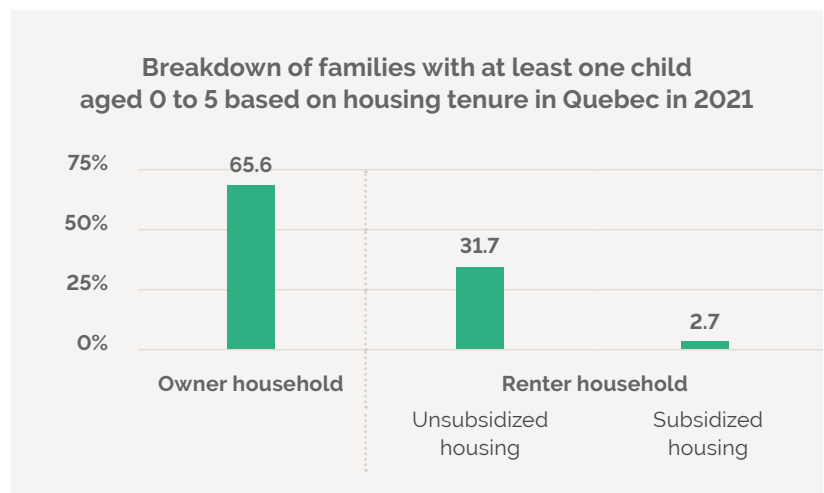
Note: Data for 2011 are not presented, as methodological changes made to the census program in 2011 limit the potential for comparison with previous and subsequent years.

These are only census families in private, non-farm, non-reserve, and owner- or renter-households with at least one child aged 0 to 5.

Source: Statistics Canada, Censuses for 2001, 2006, 2016 and 2021. Data adapted by the Institut de la statistique du Québec.

Housing tenure

In 2021, approximately two-thirds (65.6%) of families with children aged 0 to 5 owned their own residence. The other third were renters, living for the most part in unsubsidized housing (31.7%). The proportion of owner and renter households has changed very little since 2006, when it was 64.9% for owners and 35.1% for renters.



Note: These are only census families in private, non-farm, non-reserve, and owner- or renter-households with at least one child aged 0 to 5.

Source: Statistics Canada, 2021 Census. Data adapted by the Institut de la statistique du Québec.

Forms of nuisance

In 2022, in Quebec, **more than 1 out of 10 kindergarteners (10.6%) were living in a dwelling with at least one form of nuisance** (such as mould, odours, or problems with insects or rodents) in the 12 months preceding the survey¹⁸⁶.

Proportionally speaking, certain groups of kindergarteners are more likely to live in a dwelling with at least one form of nuisance¹⁸⁷ :



those with **at least one development disorder or detected health problem** (13.6%)



those who were **born outside of Canada** (20.4%)

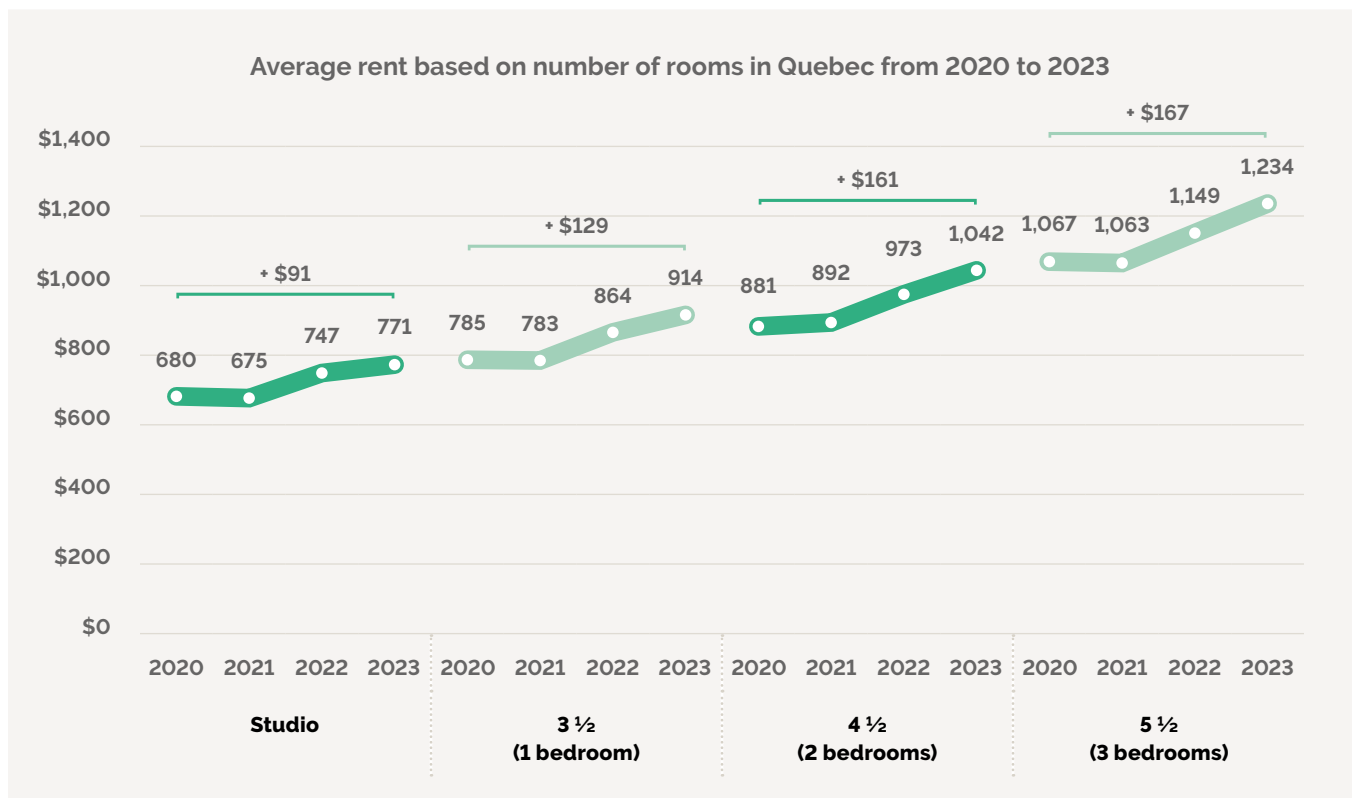


those living in a **low-income household** (17.8%)

Rent prices

Between **2020 and 2023**, the average rent for all types of rental housing in the province rose by **17.7%**, from **\$868 to \$1,022** (\$154) over three years.

More precisely, the average rent increased by 18.3% (or \$161) for a **two-bedroom apartment (called a “4½” in Quebec)**, and 15.7% (or \$167) for a **three-bedroom apartment (a “5½”)**, which are the sizes of dwelling often preferred by families.



Source: Canada Mortgage and Housing Corporation (CMHC), *Rental Market Survey*, 2020 to 2023.





8.2 Moving House

Why is this important?

Generally speaking, greater residential instability is associated with socio-emotional and behavioural difficulties in young children, which may take the form of difficulty in managing their emotions, anxiety, impulsivity, or opposition. A high frequency of moves can also cause learning difficulties and delays in schooling, which can be long-lasting¹⁸⁸.

These negative effects on young children depend primarily on the circumstances in which the changes take place. For example, if families move because of separation or job loss, they may end up living in poorer quality housing or in neighbourhoods with fewer resources or public services¹⁸⁹.

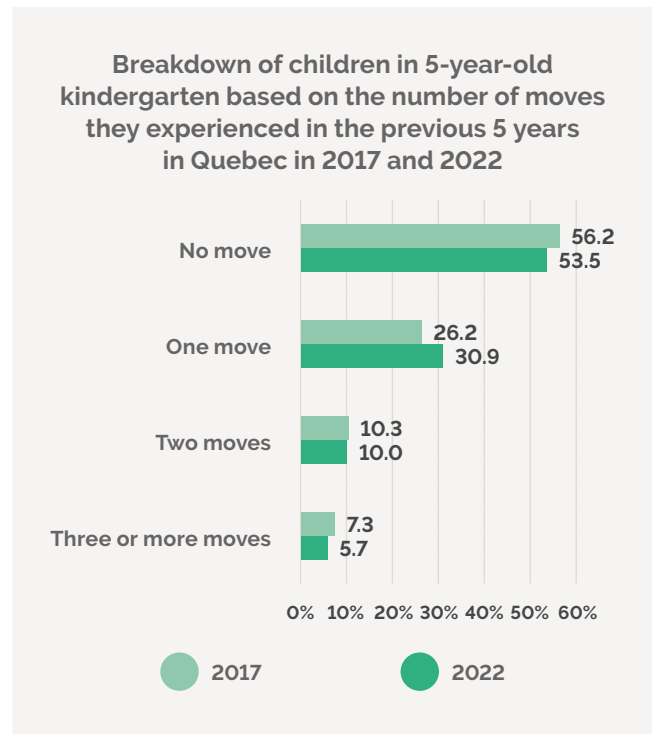
According to the *2022 Quebec Survey on the Preschool Path of Kindergarten Students*, children who moved house during the past few years (regardless of the number of times) are more likely to be considered developmentally vulnerable in the domains of physical health and well-being, social skills, and emotional maturity, as compared to children who did not move¹⁹⁰.

Moves can also have positive effects on early childhood development, however, especially if the new home better meets the family's needs—for example, if it is located in a safer or less disadvantaged neighbourhood¹⁹¹.

Number of moves

In 2022, **more than half (53.5%) of children in 5-year-old kindergarten had not moved in the previous 5 years.**

Between 2017 and 2022, the percentage of children in 5-year-old kindergarten who had experienced a move rose from 26.2% to 30.9%. The proportion of children in 5-year-old kindergarten who had moved 3 or more times in the previous 5 years decreased from 7.3% to 5.7% between 2017 and 2022.



Source: Institut de la statistique du Québec, *Quebec Survey on the Preschool Path of Kindergarten Students*, 2017 and 2022.

According to the 2022 Quebec Survey on the Preschool Path of Kindergarten Students, 5.7% of children in 5-year-old kindergarteners moved 3 or more times during the previous 5 years. This figure is higher among¹⁹² :



children living in low-income families

10.9%



children whose parents (or sole parent) had no diploma

14.6%



children living in single-parent families

12.0%



children born outside of Canada

19.7%



children living in blended families

11.0%

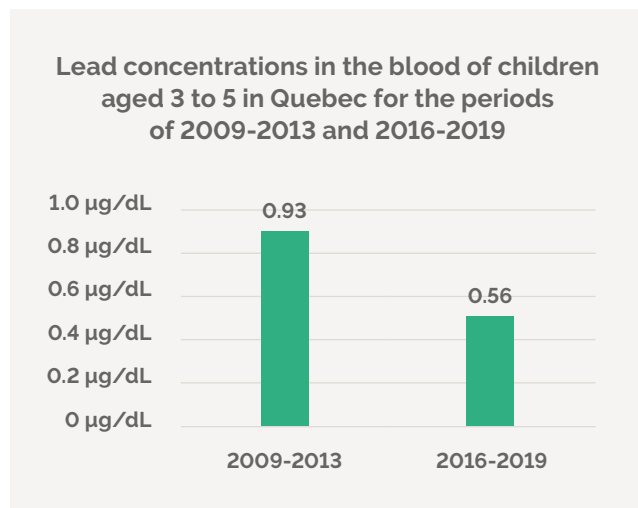


9. Environmental contaminants

9.1	Lead concentrations	108
9.2	Pesticides	109
9.3	“Forever” pollutants	110

9.1 Lead concentrations

Blood lead concentrations in children aged 3 to 5 in Quebec decreased by 40% between the periods of 2009-2013 and 2016-2019, falling from 0.93 to 0.56 µg/dL.



Note: Data for 2009-2017 and 2012-2013 were combined, as were those for 2016-2017 and 2018-2019, in order to increase the sample size required for statistical analyses. Concentrations are presented as geometric means.

Source: Health Canada, *Canadian Health Measures Survey*, 2024, special compilation.

Presence of lead in educational childcare services

On December 15, 2023,



16% of educational childcare services visited (CPEs, subsidized and non-subsidized daycares) showed concentrations of lead in the water that exceeded the standards for drinking water¹⁹³.



Why is this important?

Every day, adults as well as children are exposed to a large number of chemical substances in the air, water, food, soil, dust, and consumer products¹⁹⁴. These substances, which are present in the environment either naturally or as a result of human activity, can represent a health risk¹⁹⁵.

Lead is a toxic substance that accumulates in the body. Infants and children are mainly exposed through contaminated food and drinking water¹⁹⁶. While lead has historically been present in many consumer products, public health measures and regulations have reduced young children's exposure to this contaminant. The Canada Consumer Product Safety Act¹⁹⁷ and Children's Jewellery Regulations¹⁹⁸ for example, restrict the use of lead in toys, jewellery, clothing, accessories and products intended for children, as well as in ceramic and glass dishware.

Lead can also be found in breast milk and transferred to the infant during breast-feeding¹⁹⁹.

According to the World Health Organization, fetuses, infants, toddlers, and children are particularly sensitive to the harmful effects of lead on neurological development²⁰⁰. To date, there is no safe exposure threshold for this contaminant²⁰¹.

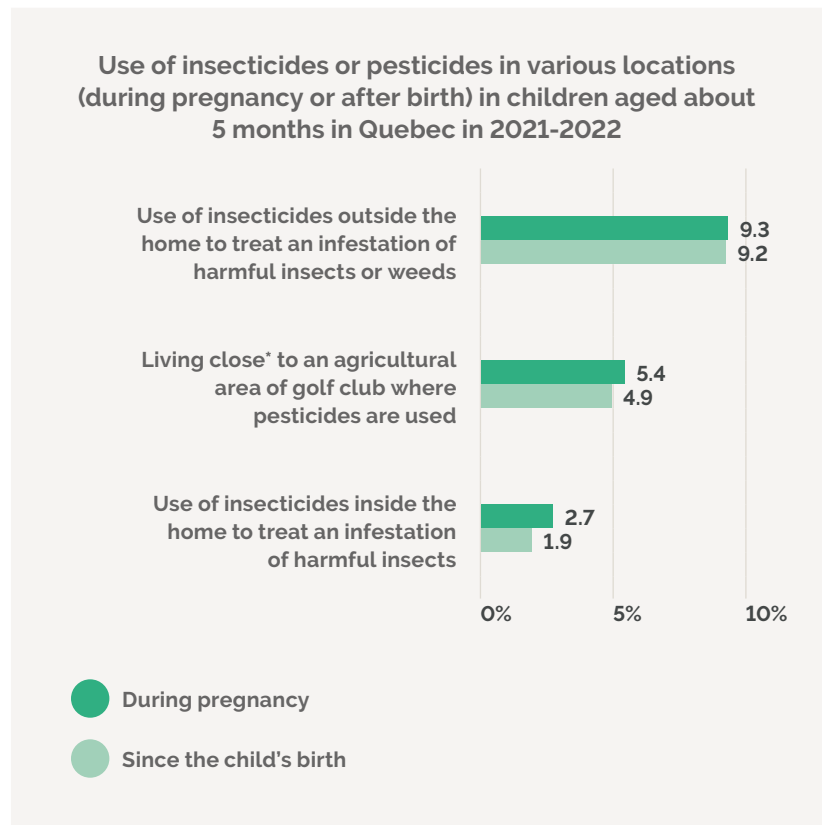


Why is this important?

Children can be exposed to pesticides, either by consuming contaminated food or water, or by skin contact with these chemicals or inhaling them while they are being used²⁰². Some studies have shown a link between young children's exposure to certain pesticides and brain development disorders²⁰³. There may also be a connection between exposure to certain pesticides during pregnancy and low birthweights²⁰⁴.

9.2 Pesticides

In 2021-2022, almost one in five 5-month-olds were living in a dwelling where pesticides had been used to treat an infestation of harmful insects or weeds outdoors, either during their mother's pregnancy (9.3%) or since their birth (9.2%). In addition, close to 1 out of 20 5-month-olds had been living since birth in a dwelling close to an agricultural area or golf club where pesticides were used (1.9%).

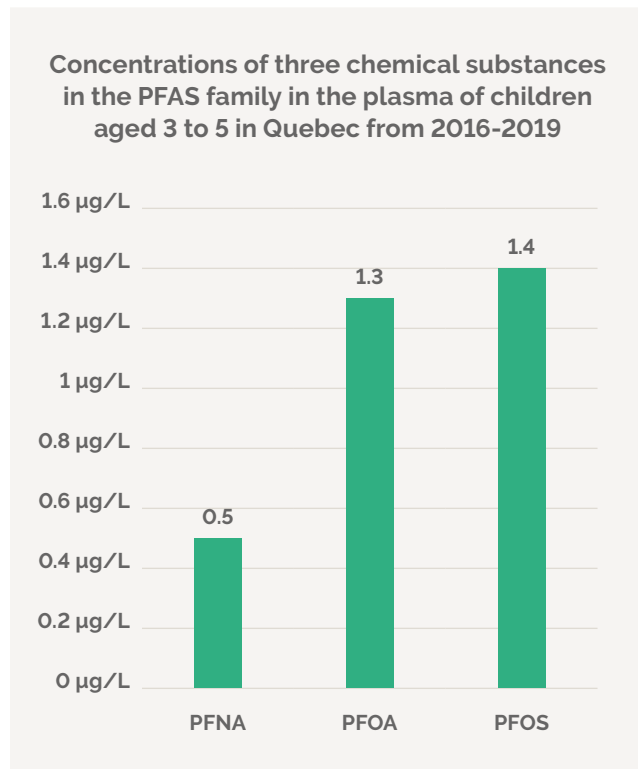


* In other words, an area within sight of the home.

Source: Institut de la statistique du Québec, *Quebec Longitudinal Study of Child Development*, 2nd edition, 2021-2022.

9.3 “Forever” pollutants

From 2016 to 2019, **PFAS were detected in the plasma (the liquid component of blood) in children aged 3-5 in Quebec.** Average concentrations measured for three PFAS (PFNA, PFOA and PFOS) ranged from 0.5 to 1.4 µg/L.



Note: The concentrations of three chemical substances in the PFAS family are presented: PFNA = perfluorononanoic acid, PFOA = perfluorooctanoic acid, and PFOS = perfluorooctane sulfonate. Data for 2016-2017 and 2018-2019 were combined to increase the sample size required for statistical analyses. Concentrations are presented as geometric means.

Source: Health Canada, *Canadian Health Measures Survey*, 2024, special compilation.



Why is this important?

PFAS—also known as “forever pollutants” because they are difficult to break down—are found in a wide range of everyday products, such as stain-repellents (applied to upholstered furniture and carpets), certain fabrics and clothing, non-stick frying pans, and popcorn bags²⁰⁵. Young children are exposed to PFAS in many ways, including consumption of contaminated food and drinking water²⁰⁶. These substances have also been detected in breastmilk and umbilical cord blood, indicating exposure beginning in the prenatal period²⁰⁷. Some studies have revealed a link between children’s exposure to PFAS and such adverse effects as reduced immune response to vaccines and increased blood cholesterol levels²⁰⁸. To date, there is no toxicity threshold below which there is no risk to health.





Physical environment

Key points

Several aspects related to young children's residential environments are encouraging.

Families consider their neighbourhoods to be safe

In 2022, among parents with at least one child aged 0 to 5:

- ▶ 86.6% had a positive perception of the **safety** of their neighbourhood or living environment

Extensive use of public spaces and green areas

- ▶ In 2022, close to three-quarters (72%) of children in 5-year-old kindergarten had often played in parks during the year before they started kindergarten.

Increasingly lower concentrations of lead in children's blood

- ▶ Concentrations of lead in the blood of children aged 3 to 5 living in Quebec decreased by 40% between 2009-2013 and 2016-2019.





There are **still some areas of concern**, however, with respect to children's overall development.

Lower sense of security among low-income families

- ▶ In 2022, more than 1 out of 5 (21.1%) low-income parents of young children were living in a neighbourhood or living environment considered to be unsafe. This proportion was 8.9% for middle- and high-income parents.

Many young children rarely or never visit a public library

- ▶ In 2022, almost half (47.6%) of children in 5-year-old kindergarten had never or rarely visited a library. Moreover, 3.6% of kindergarteners did not have access to a library in their neighbourhood or municipality.

Children of immigrants move house more often

- ▶ 19.7% of children in 5-year-old kindergarten whose parents were born outside of Canada had moved 3 times or more during the previous 5 years. The corresponding figure for all young children of the same age living in Quebec was 5.7%.

Effects of the housing crisis

In 2022 in Quebec, more than 1 out of 10 kindergarteners were living in a dwelling with at least one form of nuisance (such as mould, odours or problems with insects or rodents) during the 12 months preceding the survey. This figure was even higher among children:

- ▶ who had at least one developmental disorder or detected health problem (13.6%)
- ▶ who were born outside of Canada (20.4%)
- ▶ who were living in a low-income household (17.8%)

In 2021, among families with at least one child aged 0 to 5 living in unacceptable housing:

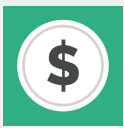
- ▶ 8.7% were living in unaffordable housing
- ▶ 12.7% were living in housing of unsuitable size
- ▶ 7.8% were living in housing needing major repairs

Between 2020 and 2023, the average rent increased by 18.3% (or \$161) for a two-bedroom apartment, and by 15.7% (or \$167) for a three-bedroom apartment—the sizes of apartment often preferred by families.



It is possible to take action

At the end of each chapter, we present relevant projects, measures, and public policies that are either promising, or documented and scientifically evaluated. Insofar as possible, they are part of a social or collective—rather than individual—approach. In presenting these measures, our goal is to inspire reflection on possible actions in the area of early childhood and to propose avenues for reflection by decision-makers.



Continue to create affordable and social housing

The Canadian government's Rapid Housing Initiative has led to the creation of close to 3,000 units in Quebec since 2021²⁰⁹. Although this is certainly a step in the right direction, it is important to note that public rental housing accounts for less than 10% of the total housing stock in most OECD and EU countries, but over 20% in Austria, Denmark, and the Netherlands²¹⁰. In Canada, the corresponding figure is less than 5%.

In order to guarantee long-term housing affordability, many experts believe that we need to focus on **non-profit rental housing**, also called "non-market housing." This term refers to housing that is not intended for profit and whose rent is not governed by the law of supply and demand: social and community housing, such as housing NPOs (non-profit organizations), cooperatives, or low-rent or public housing.

- ▶ As part of its new housing strategy launched in 2023, the City of Longueuil set itself the goal of increasing the proportion of non-profit rental housing to 20% of its territory²¹¹.
- ▶ The not-for-profit organization *Mères avec pouvoir* (mothers with power) fosters the autonomy and social and professional integration of women living in low-income households who are single parents of children aged 0 to 5. By offering them access to transitional social housing for a period of 3 to 5 years, this organization makes it easier for them to find their way.





Revitalize existing social housing

Investing in the revitalization of existing social housing by ensuring that former tenants can return to their homes. This type of measure directly benefits low-income or vulnerable families.

- ▶ The revitalization of the San Romanoway apartment towers in Toronto was carried out in partnership between the public, private, and community sectors. The project has had a positive effect on tenants' satisfaction and their feeling of belonging—in addition to offering solutions for food insecurity, such as balcony vegetable gardens and community gardens²¹².
- ▶ Closer to home, the *Habitations Saint-Michel Nord* project is the largest renovation and restructuring operation carried out by Montréal's municipal housing board (*Office municipal d'habitation de Montréal* or OMHM). Located in the Villeray–Saint-Michel–Parc-Extension borough in Montréal, this living environment focuses on natural light, the creation of outdoor spaces (benches and meeting places), and social interaction.



Facilitate access to parks and outdoor playgrounds

Guaranteeing access to parks and outdoor playgrounds is a promising course of action, especially in areas of material deprivation. In addition to improving our physical environment, parks and outdoor playgrounds help to foster young children's physical activity, mental health, and social interactions.

- ▶ *L'Île aux volcans* (volcano island) is a public children's playground in Montréal's Rosemont-La-Petite-Patrie neighbourhood. Children were asked to share their vision of this new space during a neighbourhood party²¹³.
- ▶ Allow access to schoolyards outside of school hours and make them greener so that younger children and their families can enjoy them too.
- ▶ In 2016, the city of Beloeil in the Montérégie region was an innovator when it launched the pilot project *Dans ma rue, on joue!* (In my street, we play!). The goal of the project was to encourage free play in certain residential streets selected by citizens, while taking the necessary measures to ensure children's safety.
- ▶ In 2023, one of the parking lots in Parc Jean-Drapeau, located right next to the La Ronde amusement park, was transformed into an adventure playground. Children aged 3 to 8 had access to a variety of materials to invent games, such as orange cones, car and bicycle tires, and old windshield washer bottles that had been repurposed as shovels. Under the theme of "the lost mitten," this temporary activity gave children and their parents the opportunity to take full advantage of an urban space that is generally deserted in winter.



Make libraries more accessible to young children and their families

Every family can benefit from visiting their local library to take advantage of all the ways libraries can enhance young children's development and educational success. However, not all families have a library close to where they live, and some may be unfamiliar with libraries and their importance.

- ▶ To make up for this lack of use, some libraries have developed partnerships with CIUSSS, community organizations or daycare centres to reach out to families and bring books directly to young children²¹⁴. For example, in 2008 the literacy organization *L'ABC des Hauts Plateaux* in the Chaudière-Appalaches region launched a home library service. Riding in the *Bibliomobile*, specialists in emergent reading and writing travel to remote villages every two weeks to visit families with children aged 0 to 5 and bring them books. They also make occasional visits to home-based daycares and drop-in daycares in the region.
- ▶ In 2023, *Concertation Montréal, Metalude*, the Montréal library management department (*Direction des bibliothèques de Montréal*) and the Saint-Michel borough library launched a collaborative pilot project. Called "*Une bibliothèque qui me ressemble*" (My Kind of Library), the objective of the project was to consult with children between ages 4 to 13 on the services and programs offered by their local public library. Through its eventual deployment on a larger scale, the project's ultimate goal is to increase use of the network's libraries—particularly among isolated families—and to encourage children to develop a sense of belonging to their neighbourhood library.

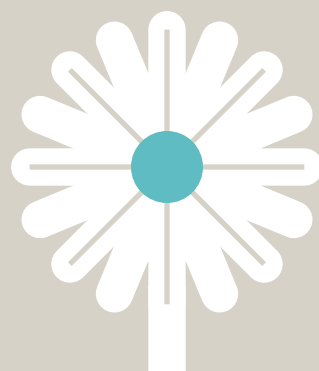
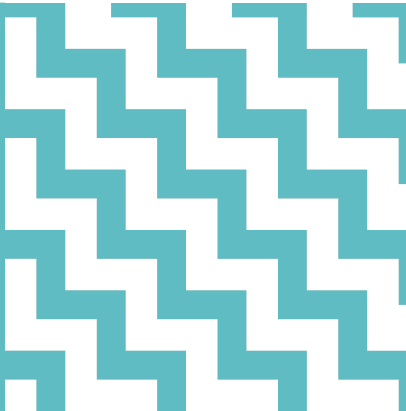
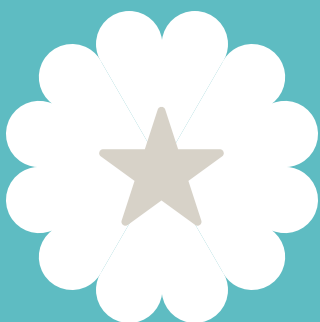






EDUCATIONAL CHILDCARE SERVICES

Educational childcare services complement the role of parents in their children's lives. Their level of quality can have an influence on young children's cognitive, motor, language, and social-emotional development²¹⁵.



10. Use of educational childcare services

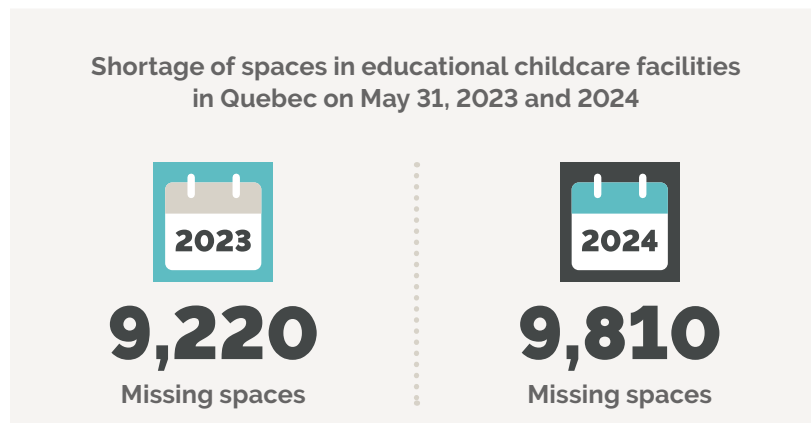
10.1 Attendance at recognized daycare facilities	120
Shortage of daycare spaces	120
Children waiting for a space	120
Available spaces	121
Difficulties in finding a space	121
Children attending a recognized childcare service	122
Reasons for not attending daycare	123
Atypical working hours	123
Protective effect of educational childcare services	124
Annual expenses for parents	124
Type of childcare facility attended	125
Daycare attendance based on age	126
Age on starting daycare	126
Type of daycare attended based on age	127
Number of hours spent in daycare	128
Number of hours of attendance	128
Four-year-old kindergarten	130



10.1 Attendance at recognized daycare facilities

Shortage of daycare spaces

On May 31, 2024, the shortage in educational childcare spaces stood at 9,810, **representing an increase of 6.4% over 2023**, when the corresponding figure was 9,220. There is a deficit when the number of spaces offered is smaller than the sum of children waiting for a space (registered at the *guichet unique La Place 0-5*) and those who already occupy a space.



Source: Ministère de la famille, *modèle d'estimation de l'offre et de la demande en services de garde éducatifs à l'enfance* (supply and demand estimation model for educational childcare services).



Children waiting for a space

The total number of children waiting for a space in daycare is 34,055 (that is, registered at the *guichet unique La Place 0-5*). All of these children's parents were hoping to obtain a space before May 31, 2024²¹⁶.

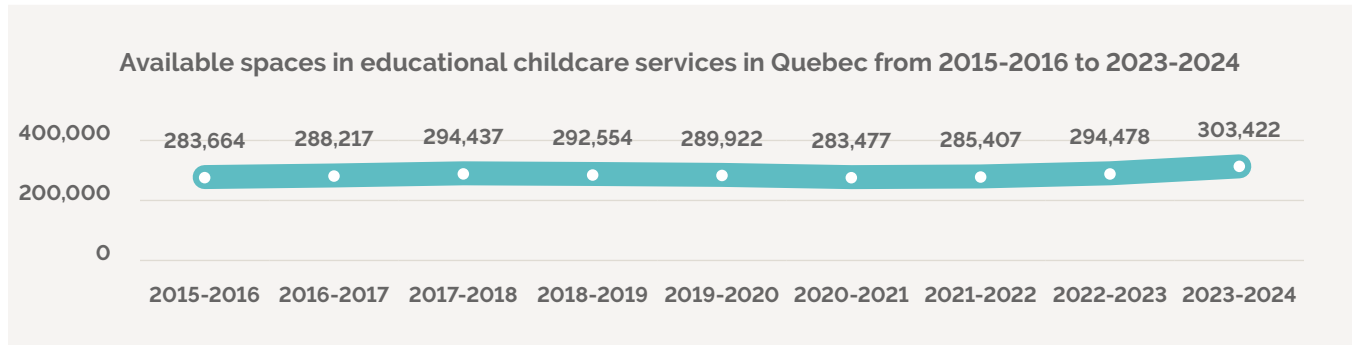
Why is this important?

Data from Quebec²¹⁷ and international²¹⁸ studies have shown that children from disadvantaged environments benefit more from attending quality educational childcare facilities, subject to certain conditions being met. First, children must attend a facility with qualified personnel, where the physical layout provides a welcoming environment adapted to children's needs. Second, attendance must be regular. Positive effects are observed when attendance is continuous, full-time (25 to 35 hours/week) and begins in the first or second year of life. These conditions help to provide stability in the lives of young children, foster attachment to peers and educational personnel, and promote successful integration²¹⁹.

In the short term, attending a quality childcare facility appears to have positive effects on young children's school readiness and social development. In the long term, it could have a positive influence on their educational success and graduation²²⁰.

Available spaces

In 2023-2024, there were 303,422 daycare spaces. Over the past eight years, the number of spaces fluctuated between 283,000 and 294,000, **then increased by 3,0% between 2022-2023 and 2023-2024.**

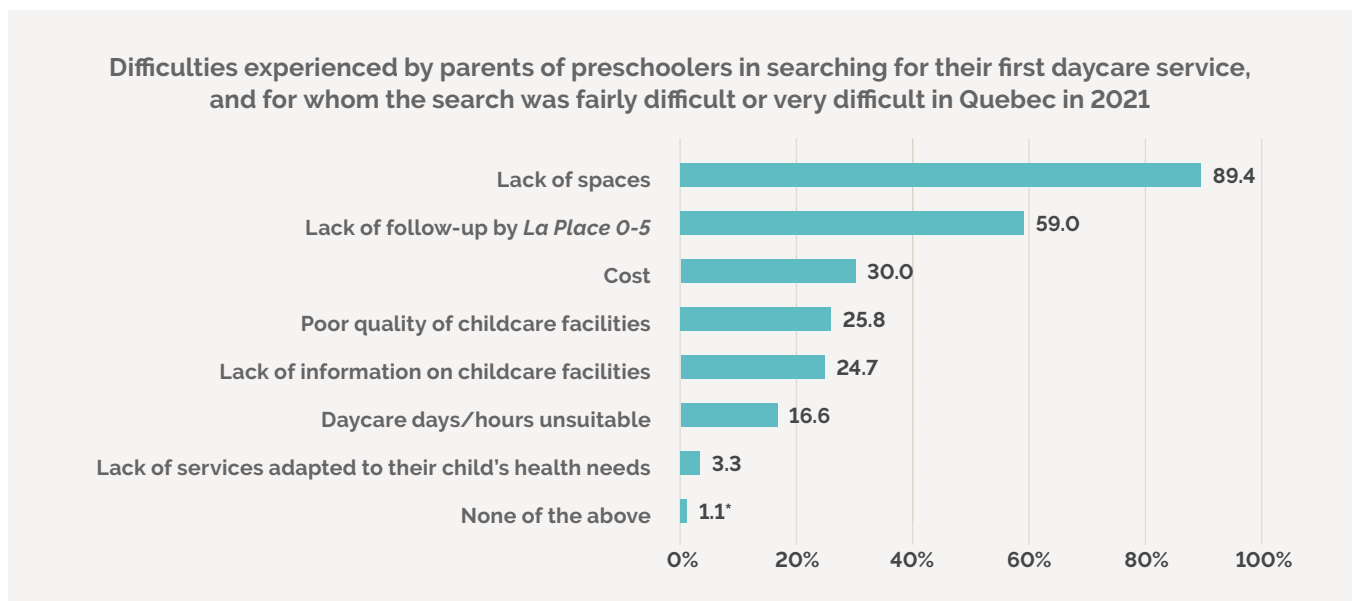


Note: Data as of March 31 of each year.

Source: Ministère de la Famille, *Sommaire des créations nettes: 31 mars 1999 à ce jour* (Summary of net space creation : March 31st 1999 to today).

Difficulties in finding a space

According to the *2021 Quebec Survey on the Accessibility and Use of Child Care Services*, of the preschool-age children whose parents were searching for their first space in daycare, **47.4% of their parents found the search fairly difficult or very difficult.** Amongst these parents, lack of available spaces was the reason most frequently cited (89.4%), followed by lack of follow-up by *La Place 0-5* (59.0%), and cost (30.0%).



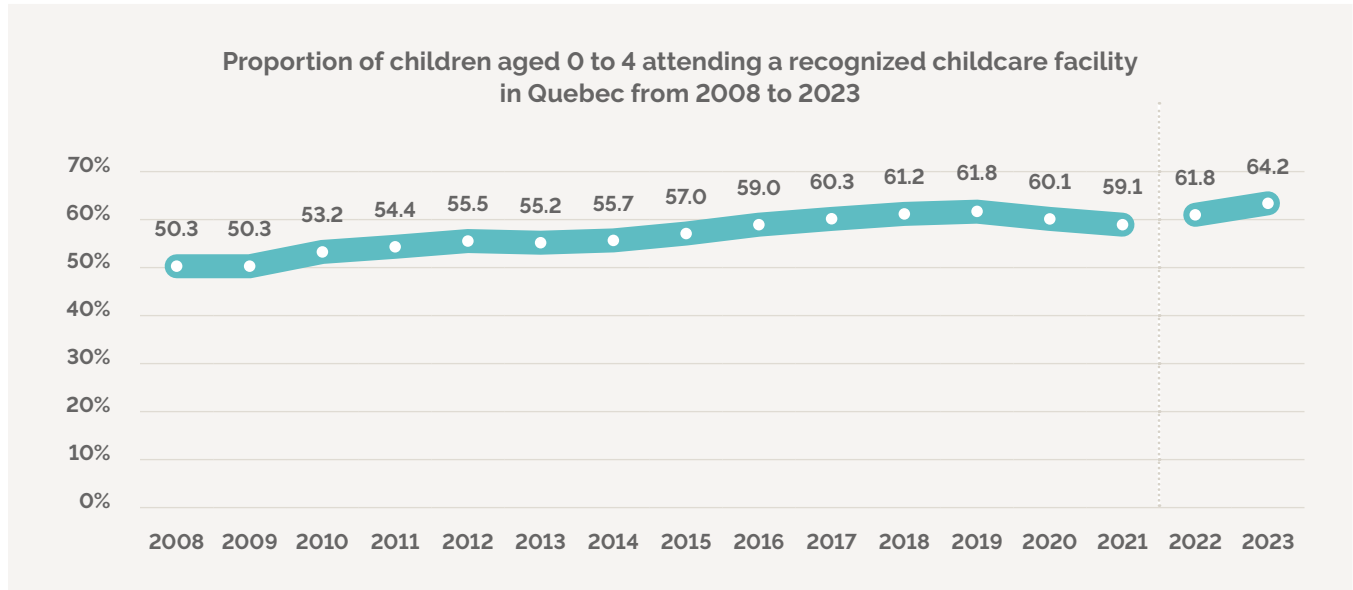
* Coefficient of variation between 15% and 25%; interpret with caution.

Note: Since parents could select more than one difficulty, the total does not equal 100%.

Source: Institut de la statistique du Québec, *2021 Quebec Survey on the Accessibility and Use of Child Care Services*.

Children attending a recognized childcare service

In 2023, **64.2% of children under age 5 were attending a recognized childcare facility**—either an early childcare centre (CPE), a subsidized or non-subsidized daycare, or a recognized home-based daycare. **This figure was up 2.4 percentage points from 2022.**



Note: Data for 2008 to 2021 are not comparable with those for 2022 to 2023. In addition, the data for 2022 to 2023 do not include Indigenous educational childcare services under a delegation of powers agreement. Data for 2008 to 2021 include only those children whose educational childcare facilities submitted an activity report to the *Ministère de la Famille*. They are based on children's ages on September 30 of the previous year, and are compiled for a specific reference week in March, which varies from year to year.

Source: [2008–2021] Ministère de la Famille, *Situation des centres de la petite enfance, des garderies et de la garde en milieu familial au Québec* (Status of early childhood centres, daycare centres and family daycare in Québec), 2008 to 2021, Statistics Canada, Population Estimates (February 2024), estimate of the Quebec population under 5 years of age as of July 1 of the year in question, data adapted by the *Institut de la statistique du Québec*. Compilation: Early Childhood Observatory. [2022–2023] Ministère de la Famille, *modèle d'estimation de l'offre et de la demande en services de garde éducatifs à l'enfance* (supply and demand estimation model for educational childcare services), data as of May 31 of the year in question. Institut de la statistique du Québec, demographic projections as of July 31 of the year in question.

In 2022, **92.8% of children in 5-year-old kindergarten in Quebec had attended daycare** for at least three months before starting 4-year-old or 5-year-old kindergarten. This figure was lower for children in the following groups²²¹:

from low-income households



83.2%

who were born in Canada, but outside of Quebec



82.8%

whose parents had no diploma



80.5%

who were born outside of Canada

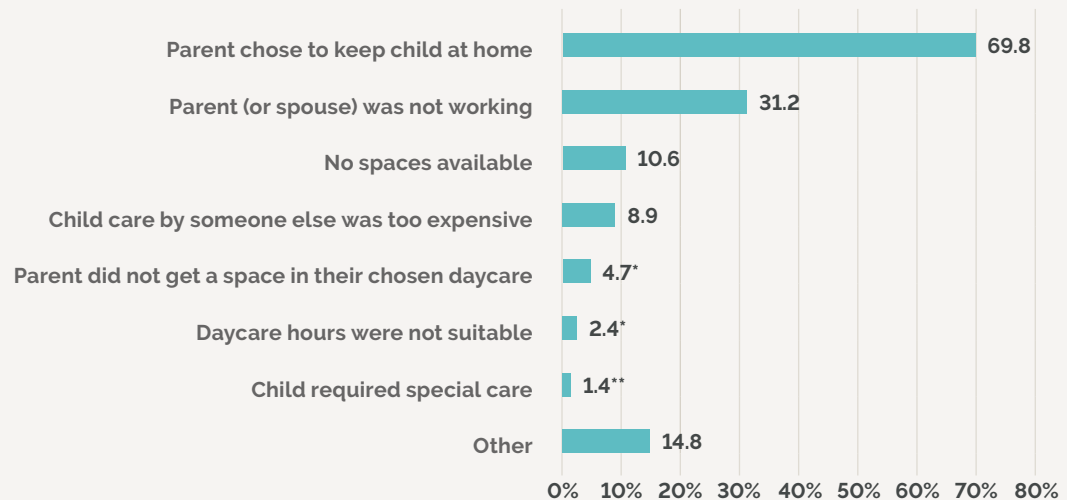


77.3%

Reasons for not attending daycare

According to the 2022 Quebec Survey on the Preschool Path of Kindergarten Students, about **7% of children in 5-year-old kindergarten had not attended any daycare facility during the three months before they started school**. The main reason for this is that one of the parents chose to stay at home for a prolonged period after their child's birth.

Proportion of children in 5-year-old kindergarten who did not attend daycare, based on the main reason for not attending in Quebec in 2022



* Coefficient of variation between 15% and 25%; interpret with caution.

** Coefficient of variation over 25%; imprecise estimate provided for information purposes only.

Note: Since parents could select all reasons that applied, the total does not equal 100%.

This indicator is not comparable to that from the 2017 Quebec Survey on the Preschool Path of Kindergarten Students presented in our 2019 Portrait, *What kind of environments are Quebec's youngest children growing up in?*

Source: Institut de la statistique du Québec, 2022 Quebec Survey on the Preschool Path of Kindergarten Students.

Atypical working hours



In 2022, **almost 1 out of 3 parents of a young child* had atypical working hours (31.6%)**. This figure was higher for parents with no diploma (44.7%) than for those with a university degree (25.2%)²²².

* Parents whose only child/ren was/were under 6 months of age were excluded from this survey.

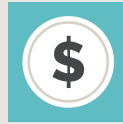
Protective effect of educational childcare services



According to the *2022 Quebec Survey on the Preschool Path of Kindergarten Students*, children who attended daycare for at least 3 months before starting school were **less likely to be vulnerable in the communication skills and general knowledge area of development** than children who did not attend daycare²²³.

Annual expenses for parents

In 2023, the average annual cost of the main form of childcare for a child aged 0 to 5 in Quebec was \$4,767 for full-time care (30 hours or more a week)²²⁴.



Impacts of the pandemic

According to a review of international data produced by the *Institut national de santé publique du Québec*, attending daycare during the pandemic may have had a protective effect on social-emotional and language development in children aged 0 to 6²²⁵. To date, there is no scientific evidence showing that the wearing of masks by educational staff adversely affected children's language development²²⁶. However, some studies have shown that it was more difficult for children to recognize their educators' emotions when they were wearing a mask²²⁷. Further research is needed to understand the effects on children's social and emotional development.

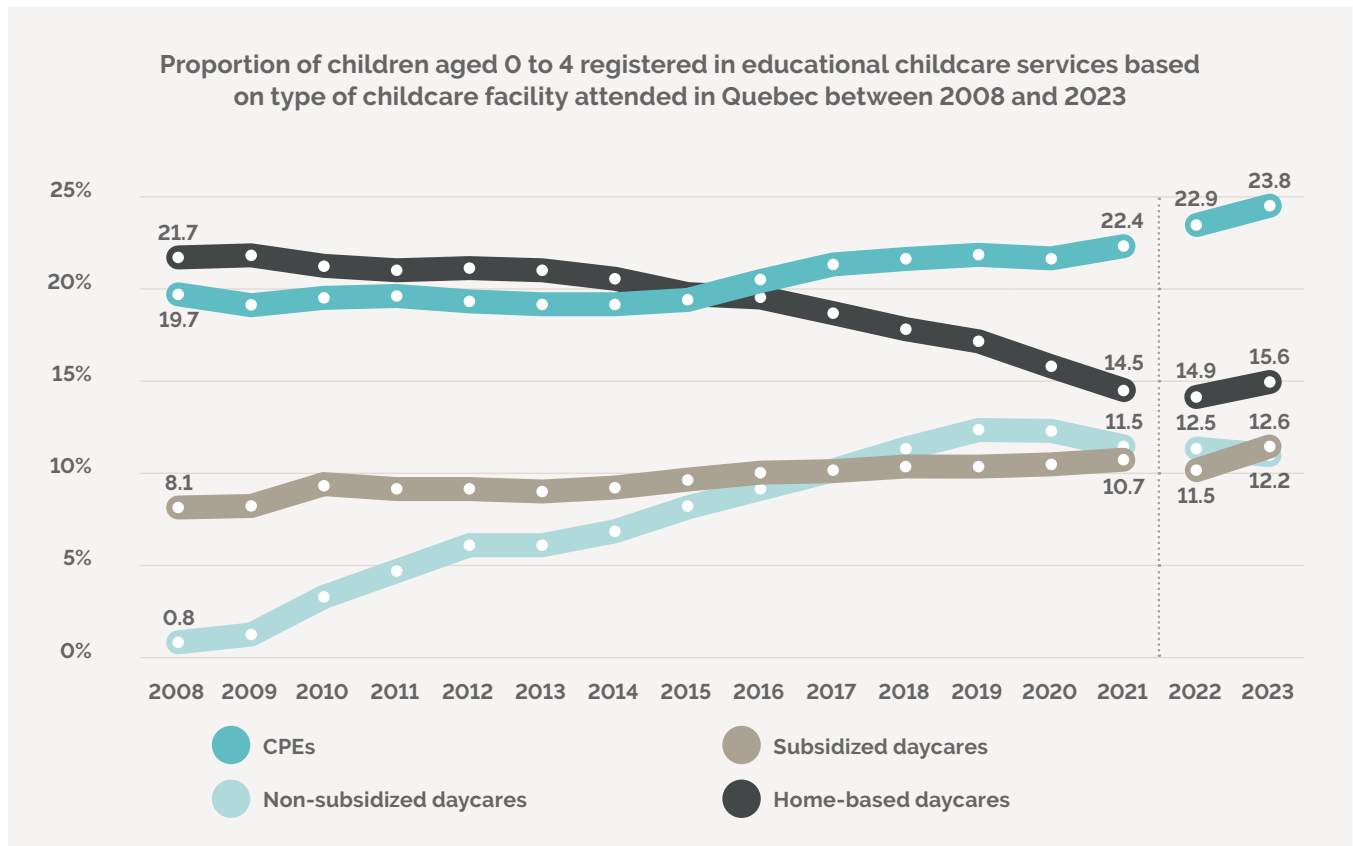
Type of childcare facility attended

The type of childcare facility attended has evolved during recent years.

The proportion of children in CPEs or subsidized daycares increased slightly between 2008 and 2021, then again between 2022 and 2023.

The proportion of children in non-subsidized daycares generally increased between 2008 and 2021, rising from 0.8% to 11.5%, **then remained relatively stable** at around 12% between 2022 and 2023.

Finally, **the proportion of children in home-based daycares fell from 21.7% to 14.5%** between 2008 and 2021, **then remained relatively stable** at around 15% between 2022 and 2023.



Note: Data for 2008 to 2021 are not comparable with those for 2022 to 2023. In addition, the data for 2022 to 2023 do not include Indigenous educational childcare services under a delegation of powers agreement. Data for 2008 to 2021 include only those children whose educational childcare facilities submitted an activity report to the *Ministère de la Famille*. They are based on children's ages on September 30 of the previous year, and are compiled for a specific reference week in March, which varies from year to year.

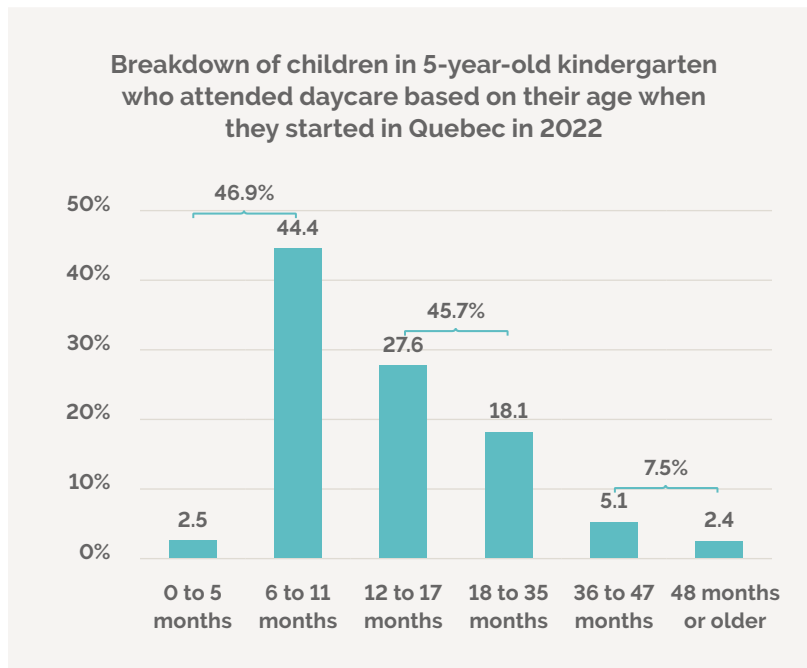
Sources: [2008-2021] Ministère de la Famille, *Situation des centres de la petite enfance, des garderies et de la garde en milieu familial au Québec* (Status of early childhood centres, daycare centres and family daycare in Québec), 2008 à 2021, Statistics Canada, Population Estimates (February 2024), estimate of the Quebec population under 5 years of age as of July 1 of the year in question, data adapted by the *Institut de la statistique du Québec*. Compilation: Early Childhood Observatory. [2022-2023] Ministère de la Famille, *modèle d'estimation de l'offre et de la demande en services de garde éducatifs à l'enfance* (supply and demand estimation model for educational childcare services), data as of May 31 of the year in question. Institut de la statistique du Québec, demographic projections as of July 31 of the year in question.



Daycare attendance based on age

Age on starting daycare

In 2022, almost half (**46.9%**) of children in 5-year-old kindergarten **had started attending daycare on a regular basis before they were a year old**. Only 7.5% of kindergarteners had entered daycare after the age of 3.



Note: This indicator is not comparable to that from the 2017 *Quebec Survey on the Preschool Path of Kindergarten Students* presented in our 2019 Portrait, *What kind of environments are Quebec's youngest children growing up in?*

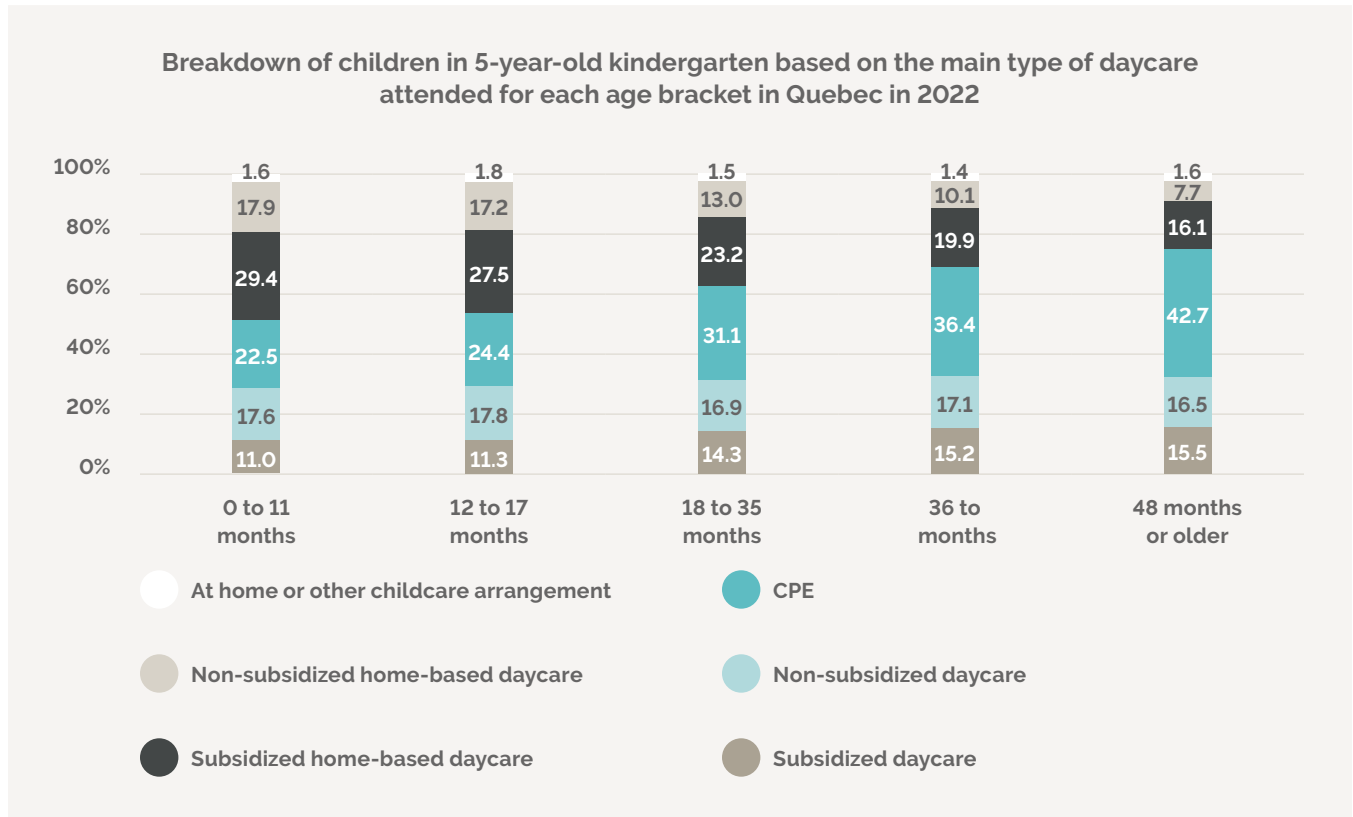
Source: Institut de la statistique du Québec, *2022 Quebec Survey on the Preschool Path of Kindergarten Students*.

Why is this important?

According to the results of the *2022 Quebec Survey on the Preschool Path of Kindergarten Students*, children who started attending daycare after the age of 18 months were more likely to be vulnerable in terms of cognitive and language development than children who began attending daycare between 0 and 17 months. In addition, children who started daycare between the ages of 18 and 35 months were more likely to be considered vulnerable in terms of their physical health and well-being than children who started before they were 18 months old²²⁸.

Type of daycare attended based on age

Data from the 2022 Quebec Survey on the Preschool Path of Kindergarten Students indicates **that the type of childcare facility attended varies based on the child's age**. Until the age of 18 months, there is a greater proportion of children in home-based daycare (subsidized or not) than a subsidized daycare establishment (CPE or subsidized daycare). This difference reverses after 18 months, however.



Note: This graph presents data that applies solely to children who attended some type of childcare facility. Children who were cared for at home by their parents—often the case for children between 0 and 17 months—are not included.

This indicator is not comparable to that from the 2017 Quebec Survey on the Preschool Path of Kindergarten Students presented in our 2019 Portrait, *What kind of environments are Quebec's youngest children growing up in?*

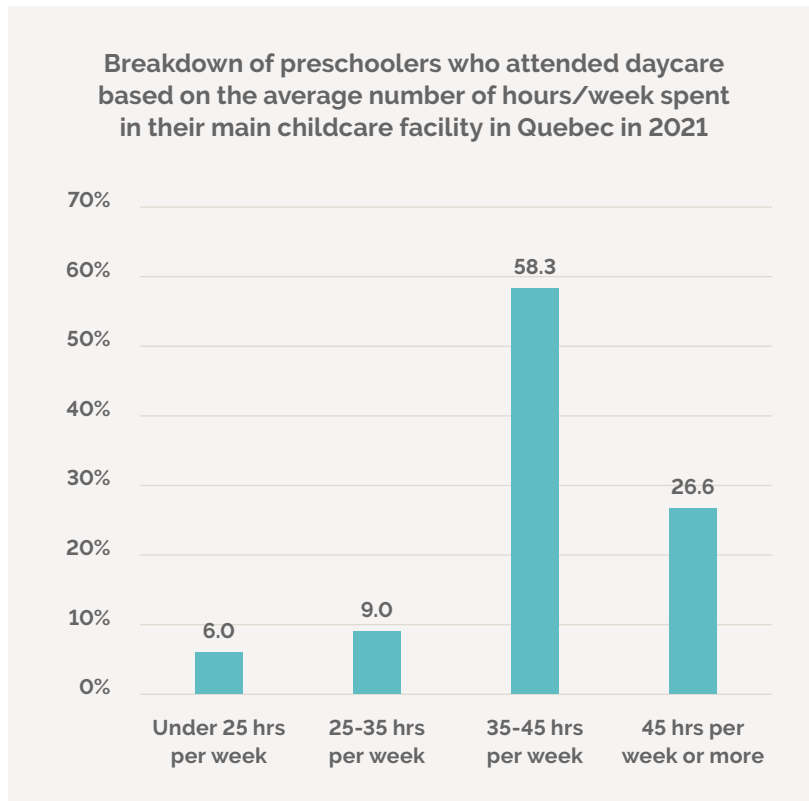
Source: Institut de la statistique du Québec, 2022 Quebec Survey on the Preschool Path of Kindergarten Students.



Number of hours spent in daycare

Number of hours of attendance

In 2021, over half (58.3%) of preschoolers who attended daycare spent an average of 35-45 hours per week there before starting school. Furthermore, **over one-quarter (26.6%) of preschoolers spent 45 hours per week or more in daycare.**



Source: Institut de la statistique du Québec, 2021 *Quebec Study on the Accessibility and Use of Childcare Services*.

Why is this important?

According to the 2017 *Quebec Survey on the Preschool Path of Kindergarten Students*, children who spent 35 hours or more a week in childcare were more likely to be vulnerable in the developmental areas of social skills and emotional maturity in comparison with children who were not in childcare before they started school²²⁹.

If children either attend daycare for over 45 hours/week²³⁰, move from one childcare environment to another several times²³¹ or begin to be cared for by someone other than their parents before they are 3 months old²³², daycare attendance can have negative effects on their social-emotional skills, leading to feelings of insecurity or problems related to behaviour and aggressivity²³³.

The link between a large number of hours spent in daycare every week during early childhood and certain behavioural problems can even continue into adolescence²³⁴.

Impacts of the pandemic

The 2021 *Quebec Study on the Accessibility and Use of Childcare Services (QSAUCS)* revealed certain changes in daycare attendance and the amount of time young children spent in childcare settings before and after the March 2020 lockdown. The study showed that a small proportion of children were unable to attend childcare for reasons related to the pandemic.

In addition, 16% of children did not return to their childcare after the first lockdown. The main reasons for this were:



the child stayed at home

29.7%



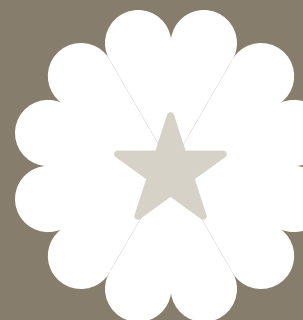
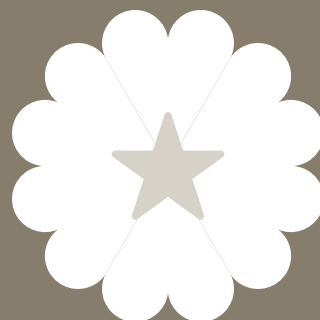
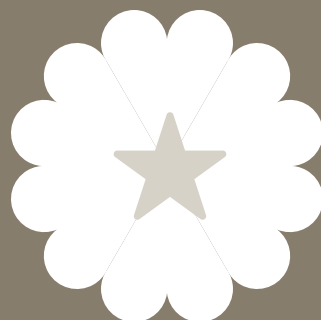
the parent(s) chose to send their child to a new childcare facility

29.0%



the childcare facility had closed definitively²³⁵

22.5%

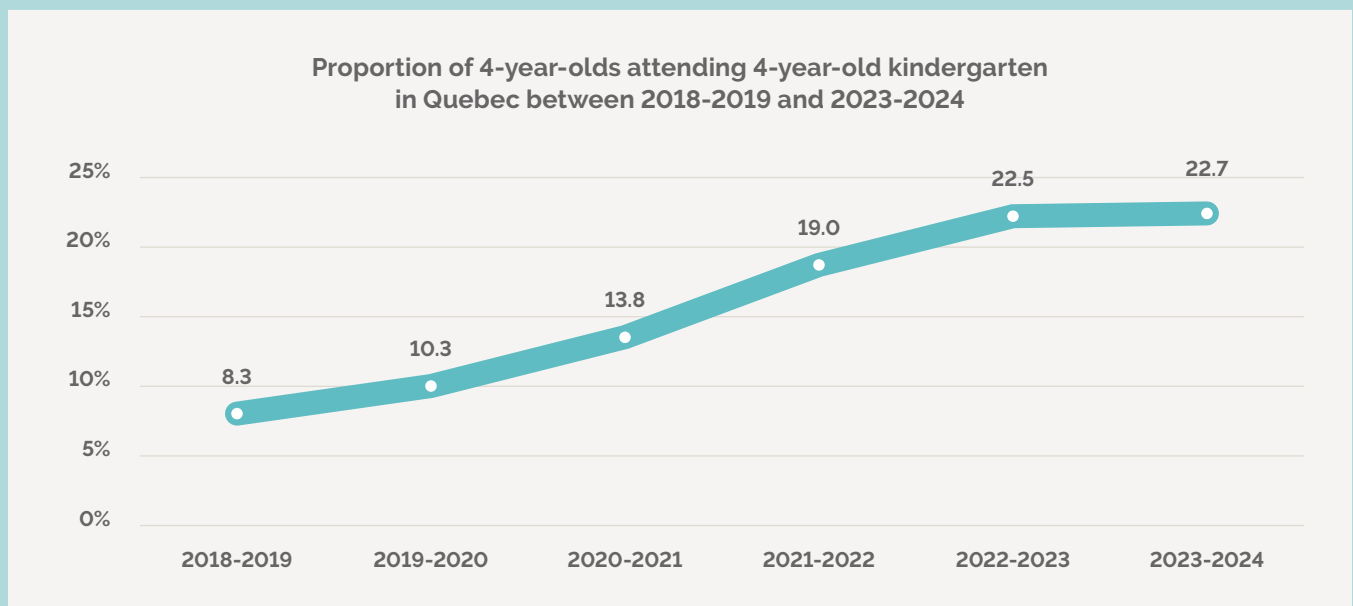


Four-year-old kindergarten

Four-year-old kindergartens were set up in the 1970s to better prepare children in disadvantaged neighbourhoods to start school and to foster their educational success. Since 2013, 4-year-old kindergarten has been offered full-time to all children who have reached their 4th birthday by September 30 of each school year. Four-year-old kindergarten is not compulsory and is not yet available in all Quebec schools²³⁶.

The 4-year-old kindergarten program focuses on all areas of early childhood development. It is part of the *Programme-cycle d'éducation préscolaire* (Preschool Education Cycle Program) for children attending 4- and 5-year-old kindergarten, which is in line with the education program for childcare services in Quebec, called *Accueillir la petite enfance*²³⁷.

In 2023-2024, **22.7% of 4-year-olds attended 4-year-old kindergarten** (20,182 children): 419 children (0.5%) were in the half-day program, and 19,763 (22.3%) were full-time.



Note: Data for the 2023-2024 school year are preliminary. These data do not include students in *animation Passe-Partout* and in mixed-age preschool.

Sources: MEQ, SNI, DGVI, DIS, Entrepôt de données ministériel, système Charlemagne, données au 26 janvier 2024. Statistics Canada, Populations Estimates (February 2024), data adapted by the Institut de la statistique du Québec. Compilation: Early Childhood Observatory.

11. Quality of educational childcare services

11.1	Educational quality	133
11.2	Qualified personnel	134
	Inclusive practices	135
	Changes in requirements regarding the ratio of qualified personnel	136
	Ratio of qualified personnel	137
11.3	Current orientations and practices in educational childcare services	138
	<i>Gazelle and Pumpkin</i>	139



Why is this important?

High-quality educational childcare services can have beneficial effects on young children's health and development and help to prevent the onset of behavioural problems²³⁸.

The scientific literature points to a number of elements that are essential for quality educational childcare. These can be grouped into three categories²³⁹:

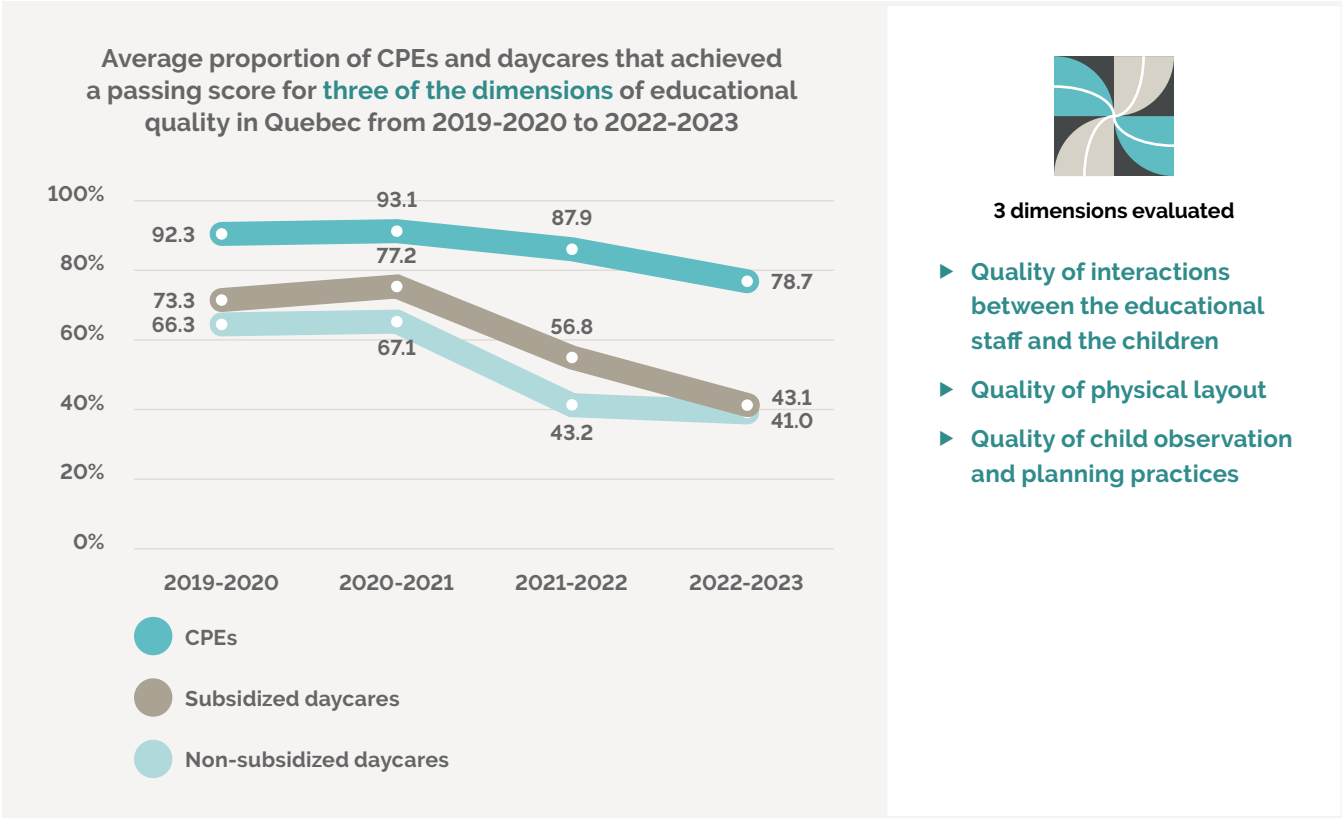
- ▶ the process quality, especially with respect to interactions between the educational personnel and the children
- ▶ the structural quality (staff-to-child ratio, group size, level of staff training, material offered, size of the areas available to children, etc.)
- ▶ the quality of orientations and pedagogical approaches

For example, reducing the number of children in each group contributes to the development of young children's social-emotional, language, and motor skills²⁴⁰.

Some of the beneficial effects of attending a quality educational childcare facility can also be sustained over the long term, including higher graduation rates, lower crime rates, and fewer children needing specialized services²⁴¹.

11.1 Educational quality

Since 2019, the *Ministère de la Famille* has been evaluating certain aspects of the educational quality of educational childcare services, three of which have a passing score. Variations are measured based on the type of educational childcare service being evaluated. **In 2022-2023, close to 8 out of 10 (78.7%) early childhood centres (CPEs) evaluated achieved a passing score, down from 9 out of 10 in 2019-2020.** **In the daycare category (subsidized or non-subsidized), a little more than 4 out of 10 facilities achieved a passing score.** CPEs continue to be the childcare facilities with the highest educational quality. Home-based daycares are not evaluated by the *Ministère de la Famille*.



Note: These data are preliminary; they do not cover all educational childcare services or all age groups. They are the results of the implementation of the *Mesure d'évaluation et d'amélioration de la qualité éducative des CPE et des garderies* (Measure to Assess and Improve Educational Quality at Educational Childcare Establishments for groups of 0- to 5-year-olds). In addition to the three dimensions of educational quality that are included in the data because they have a passing score, the *Ministère de la Famille*'s evaluation also assesses (1) the quality of interactions between the childcare educational staff and parents, and (2) the structural quality of the facility (management practices, experience, training, etc.). Since these two dimensions do not have a passing score, they are not included in the data presented on the graph.

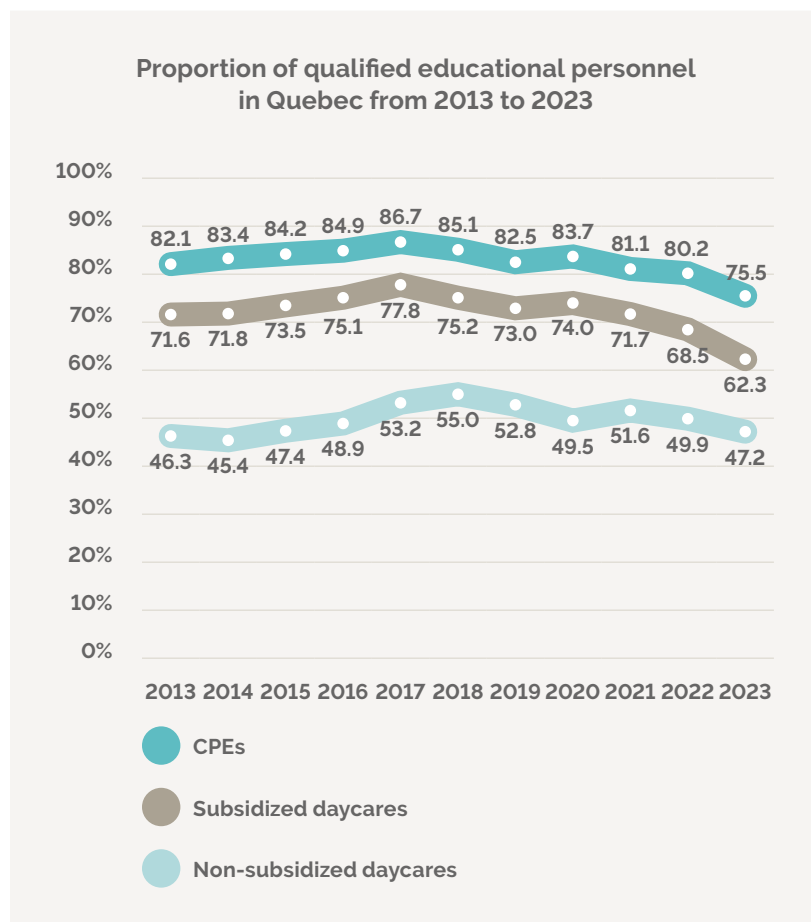
Source: Auditor General of Quebec, based on data from the *Ministère de la Famille*, 2024.

11.2 Qualified personnel

The proportion of qualified educational personnel increased steadily until 2017.

This proportion subsequently declined between 2017 and 2023, dropping from 86.7% to 75.5% in CPEs and from 77.8% to 62.3% in subsidized daycares.

Since 2013, non-subsidized daycares have continued to be the type of childcare with the lowest proportion of qualified personnel, while CPEs have the largest proportion.



Note: Data is presented only for educational childcare facilities that submitted an activity report to the *Ministère de la Famille*.

Source: Ministère de la Famille, *Situation des centres de la petite enfance, des garderies et de la garde en milieu familial au Québec* (Status of early childhood centres, daycare centres and family daycare in Québec), 2013 à 2023.



Why is this important?

The term “qualified personnel” means that the educator has a college diploma in early childhood education, an attestation of college studies in early childhood education techniques combined with three years of work experience, a university certificate in early childhood education, or any other equivalency recognized by the *Ministère de la Famille*²⁴².

There is a link between quality of educational childcare and the training of educational personnel. Training improves educators' ability to:

- ▶ be more sensitive to children's needs, interact more with them, and provide better personal care²⁴³
- ▶ accompany children on their explorations²⁴⁴
- ▶ create an environment that is more supportive of children's social, motor, language, and cognitive development²⁴⁵

Moreover, ongoing training of educational personnel is associated with a higher quality of educational services²⁴⁶.



Effects of the pandemic

During the pandemic, educational childcare services were affected by a drop in enrolment. Specifically, childcare services with the most qualified personnel and highest quality services were the most affected by the decline in enrolments. In facilities where more than two-thirds of educators were qualified, enrolments dropped by 7.9%. In facilities where less than a third of educators were qualified, the corresponding figure was 4.6%²⁴⁷.



Inclusive practices

The initial and ongoing training of educational personnel has been identified as a key element in fostering an inclusive approach to early childhood education and care²⁴⁸.

According to a 2022 provincial survey of inclusive practices in childcare services (*Enquête provinciale sur les pratiques inclusives dans les milieux de garde*):



52%

of educational personnel felt that their training had not adequately prepared them to work with children who need special support²⁴⁹.

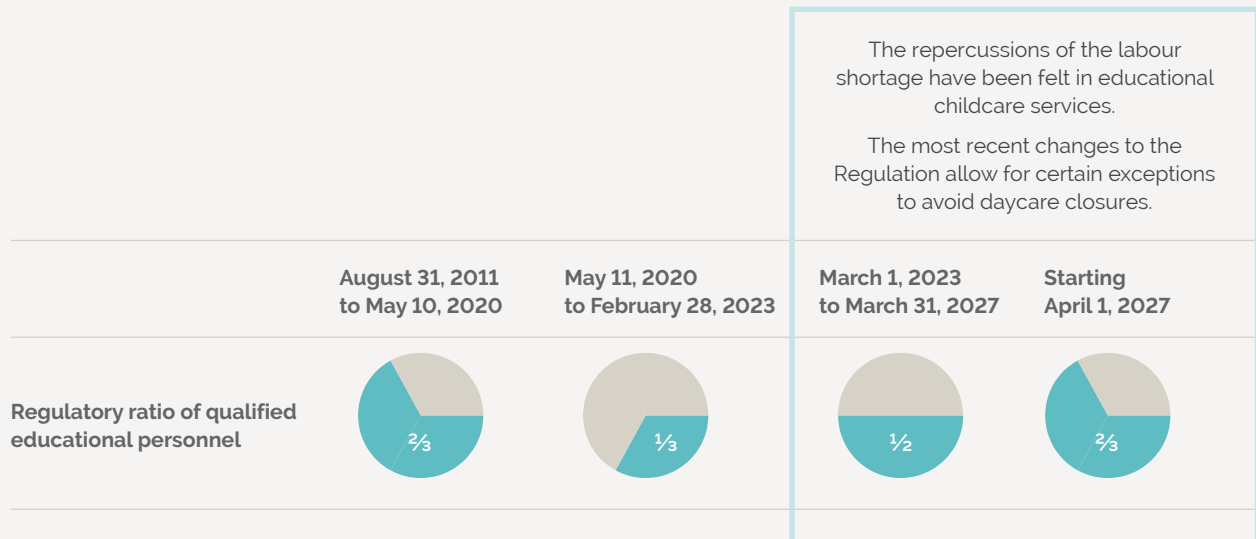


Changes in requirements regarding the ratio of qualified personnel



The *Educational Childcare Regulation* stipulates that childcare establishment must ensure that **at least 2 out of 3 members of their educational staff are qualified**. Due to the COVID-19 pandemic and labour shortages, however, this requirement was temporarily reduced. A gradual return to the 2 out of 3 ratio is planned for April 2027²⁵⁰.

Changes in requirements regarding the ratio of qualified personnel in educational childcare services

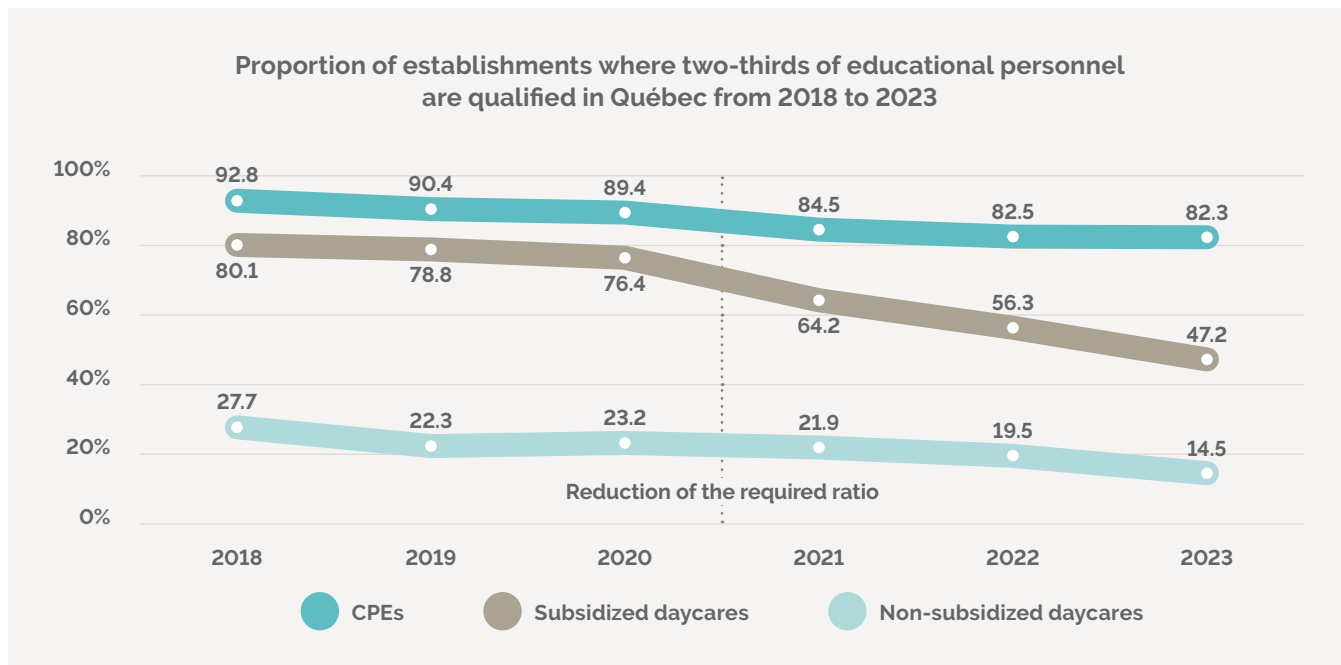


Source: Inspired by Auditor General of Quebec. Report of the Auditor General of Quebec to the National Assembly for 2023-2024, Chapter 4: *Qualité des services de garde éducatifs à l'enfance* (Quality of educational childcare services), 2024.

Ratio of qualified personnel

In 2023, 82.3% of CPEs had a ratio of at least two-thirds of qualified educational personnel. This proportion was 47.2% for subsidized daycares and 14.5% for non-subsidized daycares.

This figure has been gradually declining since 2018 for all types of educational childcare services. More specifically, there has been a drop of 10.5 percentage points for CPEs, 32.9 percentage points for subsidized daycares, and 13.2 percentage points for non-subsidized daycares.



Source: Auditor General of Quebec, *Qualité des services de garde éducatifs à l'enfance* (Quality of educational childcare services), 2024.



On May 23, 2024, the *Report of the Auditor General of Quebec to the National Assembly for 2023-2024* was unveiled, including one chapter on the quality of educational childcare services in subsidized and non-subsidized daycares and CPEs. The results of the evaluation of these services highlighted the following:



a deterioration in educational quality



a decline in the qualifications of educational personnel



a lack of follow-up and support from the *Ministère de la Famille*²⁵¹



11.3 Current orientations and practices in educational childcare services

In 2020-2021, **the vast majority of childcare facilities offered activities to help children make the transition to school.**

Between 2013-2014 and 2020-2021, the proportion of facilities claiming to offer this type of activity rose from 85.0% to 96.3% for CPEs, 76.0% to 96.3% for subsidized daycares, and 72.8% to 93.6% for non-subsidized daycares.

Also in 2020-2021, regarding the use of municipal installations (such as parks and playgrounds), proportionally more non-subsidized daycares (72.3%) applied these practices than subsidized daycares (63.6%) and CPEs (63.1%). Between 2013-2014 and 2020-2021, there was a decrease of 8.8 percentage points in the proportion of CPEs that reported using these installations.

Why is this important?

The objective of the educational program *Accueillir la petite enfance* proposed by the *Ministère de la Famille* is to promote the educational quality of educational childcare services. The program, which underwent a complete overhaul in 2019, is generally recognized and used by the majority of educational childcare services²⁵².

According to the 2014 edition of *Grandir en qualité*, the Quebec Survey on the quality of educational childcare, knowledge of the *Accueillir la petite enfance* program and the recognition of its usefulness by educational personnel were associated with a higher level of overall quality²⁵³. For methodological reasons, the results of this survey did not include home-based daycare services.

Proportions of childcare facilities that reported...

	Year	CPEs	Subsidized daycares	Non-subsidized daycares
Using the <i>Accueillir la petite enfance</i> program	2013-2014	98.1%	90.5%	87.3%
	2020-2021	95.0%	91.1%	86.9%
Offering activities to facilitate children's transition to school	2013-2014	85.0%	76.0%	72.8%
	2020-2021	96.3%	96.3%	93.6%
Using municipal installations (a park or playground, for example)	2013-2014	71.9%	57.3%	59.3%
	2020-2021	63.1%	63.6%	72.3%

Note: Data is presented only for educational childcare facilities that submitted an activity report to the *Ministère de la Famille*.

Source: Ministère de la Famille, *Situation des centres de la petite enfance, des garderies et de la garde en milieu familial au Québec* (Status of early childhood centres, daycare centres and family daycare in Québec), 2014 and 2021.



The benefits of attending an educational childcare facility go beyond improving children's educational success. Better educational success generates significant economic consequences that benefit society as a whole by:

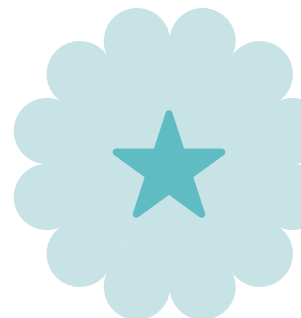
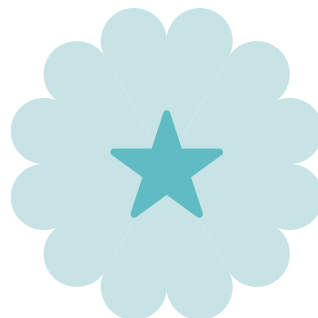
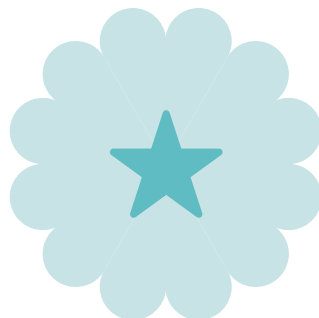
- ▶ improving education possibilities for disadvantaged children, thus helping to reduce growing income inequalities
- ▶ fostering the acquisition of skills that help children find better jobs and earn higher incomes than children who did not attend educational childcare services²⁵⁴

The quality of educational childcare services is crucial in order to benefit from these positive effects. According to the Organization for Economic Cooperation and Development (OECD), poor quality educational childcare not only fails to deliver a return on investment in early childhood education, it can also create or exacerbate developmental problems in some children, resulting in significant costs to society²⁵⁵.

Gazelle and Pumpkin

The *Gazelle and Pumpkin* framework²⁵⁶ (*Gazelle et Potiron* in French) was adopted by the *Ministère de la Famille* in 2014 to create environments conducive to healthy eating, active play, and motor development in educational childcare services.

In 2022, **82.1% of CPEs were using *Gazelle and Pumpkin* as a framework to encourage children to adopt healthy lifestyle habits.** This figure was 60.5% for subsidized daycares and 51.8% for non-subsidized daycares²⁵⁷.







Educational childcare services

Key points

Several aspects related to educational childcare for young children in Quebec are encouraging.

The majority of young children attend a recognized childcare facility

- ▶ In 2023, 64.2% of children under 5 years of age were attending a recognized childcare facility—either an early childhood centre (CPE), daycare (subsidized or non-subsidized), or a recognized home-based daycare. This figure represents an increase of 2.4 percentage points over 2022.

Daycares offering activities to help children make the transition to kindergarten

- ▶ In 2020-2021, the vast majority of childcare facilities offered activities to help children make the transition to school. Between 2013-2014 and 2020-2021, the proportion of facilities claiming to offer this type of activity rose from 85% to 96.3% for CPEs, 76.0% to 96.3% for subsidized daycares, and 72.8% to 93.6% for non-subsidized daycares.





However, certain aspects **give cause for concern.**

Some young children are less likely to attend daycare

In 2022, among children in 5-year-old kindergarten in Quebec, 92.8% had attended a daycare facility for at least three months before entering 4- or 5-year-old kindergarten. This figure was lower among children:

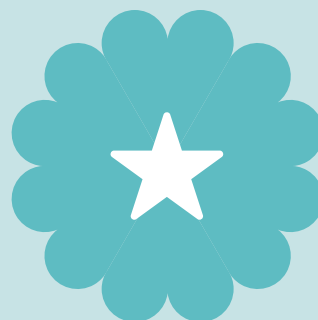
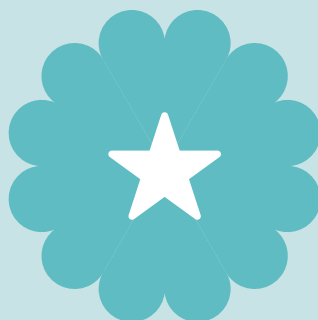
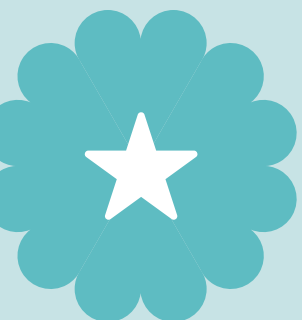
- ▶ living in a low-income household (83.2%)
- ▶ whose parents had no diplomas (80.5%)
- ▶ who were born outside of Canada (77.3%)

Deficit of daycare spaces

- ▶ On May 31, 2024, there was a deficit of 9,810 spaces in daycare. In 2023, that figure was 9,220, representing an increase of 6.4%.
- ▶ The parents of 47% of preschoolers found the search for a childcare facility fairly difficult or very difficult. Lack of spaces was the reason most often cited (89.4%), followed by a lack of follow-up by *La Place 0-5* (59.0%), and the cost (30.0%).

Many hours spent in daycare

- ▶ In 2021, **over one-quarter (26.6%)** of preschoolers enrolled in childcare spent **45 hours or more there every week.**



Educational quality remains a key issue

Since 2019, the *Ministère de la Famille* has been evaluating certain elements of the educational quality of educational childcare services based on four dimensions. Variations are measured according to the type of educational childcare service being evaluated.

- ▶ In 2022-2023, close to 8 out of 10 (78.7%) early childhood centres (CPEs) evaluated achieved a passing score, down from 9 out of 10 in 2019-2020. In the daycare category (subsidized or non-subsidized), a little more than 4 out of 10 facilities achieved a passing score.
- ▶ A little over 4 out of 10 daycare facilities (subsidized or not) achieved quality thresholds.

Better training needed to include children who need special support

- ▶ 52% of educational personnel feel that their training did not adequately prepare them to work with children requiring special support.

Fewer qualified personnel

- ▶ The proportion of qualified educational personnel declined between 2017 and 2023, dropping from 86.7% to 75.5% in CPEs and from 77.8% to 62.3% in subsidized daycares.
- ▶ Since 2013, non-subsidized daycares have continued to be the childcare facilities with the lowest proportion of qualified educational personnel, and CPEs those with the highest ratio of qualified educational personnel.
- ▶ In 2023, 82.3% of CPEs had a ratio of at least two-thirds of qualified educational personnel. This figure was 47.2% for subsidized daycares and 14.5% for non-subsidized daycares.



It is possible to take action

At the end of each chapter, we present relevant projects, measures, and public policies that are either promising or documented and scientifically evaluated. Insofar as possible, they are part of a social or collective—rather than individual—approach. In presenting these measures, our goal is to inspire reflection on possible actions in the area of early childhood and to propose avenues for reflection by decision-makers.



Reduce inequalities in access to educational childcare services

Children from disadvantaged backgrounds are more likely not to have attended an educational daycare facility before starting kindergarten, even though they are the children who would benefit the most. The factors explaining non-use of educational childcare services have more to do with the organization of the service offering than with parents' preferences²⁵⁸.

- ▶ As part of a pilot project, the Quebec government currently supports atypical working hours in certain types of educational childcare facilities²⁵⁹ and community drop-in daycares²⁶⁰. Atypical childcare hours refer to non-standard work schedules (evenings, nights, early mornings, or weekends), or part-time or on-demand daycare attendance.
- ▶ Promoting initiatives aimed at removing barriers to access and evaluating their effectiveness in reaching children who do not use educational childcare services also helps to foster access.
- ▶ Converting unsubsidized childcare facilities to subsidized facilities is a promising way to help eliminate financial inequality among families²⁶¹. The Quebec government has committed to converting all non-subsidized daycare spaces into subsidized spaces by 2025²⁶². As of March 31, 2024, 8,618 spaces had been converted²⁶³.



Implement concrete actions to improve the quality of educational childcare services

Although quality childcare services can have significant benefits for children's development, educational quality in daycare centres was on the decline in all types of centres evaluated in 2022-2023.

- ▶ The *Ministère de la Famille* issued a call for projects to improve educational quality. Some funded projects specifically targeted home-based daycares. Others, which focused on educational childcare services, were led by the *Association québécoise des centres de la petite enfance* (infrastructure component) and the *Conseil québécois des services éducatifs à la petite enfance* (continuous improvement of educational quality)²⁶⁴.
- ▶ Survey results have shown that educators' working conditions have an impact on educational quality. These conditions include having time to plan pedagogical activities and better hourly wages²⁶⁵.



Support emerging pedagogical approaches, such as initiatives that encourage learning in interaction with nature²⁶⁶

Nature education is inspired by forest schools in Scandinavian countries. This approach considers immersion in a natural environment and contact with nature as the foundations of early childhood development. It is said to promote cognitive, language, physical, socio-emotional and motor development²⁶⁷. Furthermore, this type of approach is said to promote high-quality interactions between educational personnel and children²⁶⁸. The quality of interactions is an essential dimension in the evaluation of educational quality.

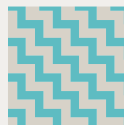
- ▶ The "Alex" framework, for example, is a nature-based education approach affiliated with the *Accueillir la petite enfance* program. Created by the *Association québécoise des centres de la petite enfance* (AQCPE), this project encourages educational early childcare services to promote free outdoor play in a natural setting.
- ▶ The COOP Enfant Nature offers training in free play in nature for educational personnel.
- ▶ Nature-based education is also accessible in urban areas²⁶⁹. For example, Montréal's CPE Populaire St-Michel organizes extended nature-play sessions in parks throughout the city²⁷⁰.



Improve inclusion practices

Although children who need special support have much to gain from attending an educational childcare facility, educational personnel do not always feel adequately equipped to meet their needs. Resources are available to help educators gain confidence and improve their knowledge and skills in inclusion, thereby maintaining and enhancing the quality of the services offered.

- ▶ The *Table pour l'intégration en services de garde des enfants ayant une déficience* (round table for the integration of children with disabilities in daycares) has produced a kit to support and equip the various actors involved in the care of children who need special support in daycare centres. The kit, which includes a range of tools, resources and training opportunities, also provides concrete examples of inclusive practices.
- ▶ The initial training program for educational personnel is currently being revised to include more content on inclusion in the academic curriculum.



Support mobilization and intersectoral work at all levels²⁷¹

By working together, community organizations, health professionals, and educational personnel can offer more comprehensive, better coordinated services that could improve children's health and development.

- ▶ The organization *La maison de l'enfance* offers Montréal families in the neighbourhoods of Saint-Laurent and Bordeaux-Cartierville a full range of preventive and specialized services: a community social pediatrics centre, an early childhood centre (CPE), and a *Maison de la famille*.



Conclusion

The objective of our 2024 Portrait was to look at the environments in which children between 0 and 5 are growing up in Québec. It presents rigorous data on the characteristics of young children's families, their living environments and the educational childcare facilities they attend. It also provides an overview of the impacts that the COVID-19 pandemic had on these factors.

On the one hand, this Portrait highlights the fact that certain aspects of young children's environments have improved in recent years, or are encouraging. More and more parents are sharing benefits under the Québec Parental Insurance Plan, which allows them to spend more time with their little ones, promoting their overall development. We also note that blood lead concentrations in very young children decreased between 2009 to 2019 as a result of public health measures and regulations aimed at reducing children's exposure to this contaminant.

On the other hand, however, our Portrait reveals that certain aspects of early childhood development are still giving cause for concern. In 2022, almost one out of every five families (19.8%) with at least one young child was experiencing food insecurity. In the same year, one-quarter of families with at least one young child were living in unacceptable housing, and more than one out of 10 kindergarteners were living in housing with at least one form of nuisance. Finally, the Portrait points out that, in addition to the shortage of spaces in the educational childcare network, the educational quality in all types of facilities evaluated is declining.

It is crucial that we take a collective interest in the environments in which young children are growing up as these environments have a significant influence on their development. Both the scientific literature and practical experience have shown us that it is possible to take action to give the best possible start to every young child living in Québec.

**All sectors of society are concerned.
Our future depends on it.**

References

- 1 MATTE-LANDRY, A., et autres. « Milieux de vie des petits citoyens : perspectives de personnes influentes sur les facteurs environnementaux en lien avec le développement des jeunes enfants et le bien-être des familles », *Revue de psychoéducation*, vol. 51, n° 3, 2022, p. 7-31.
- 2 RIVEST, A., M-K. CHABOT, et S. CÔTÉ. *Effet du cumul de facteurs de risque pendant la petite enfance sur la maturité et la réussite scolaire chez les enfants de l'Étude longitudinale sur le développement des enfants du Québec*, [document inédit], Université de Montréal, 2023.
- 3 RIVEST, A., M-K. CHABOT, et S. CÔTÉ. *Effet du cumul de facteurs de risque pendant la petite enfance sur la maturité et la réussite scolaire chez les enfants de l'Étude longitudinale sur le développement des enfants du Québec*, [document inédit], Université de Montréal, 2023.
- 4 RIVEST, A., M-K. CHABOT, et S. CÔTÉ. *Effet du cumul de facteurs de risque pendant la petite enfance sur la maturité et la réussite scolaire chez les enfants de l'Étude longitudinale sur le développement des enfants du Québec*, [document inédit], Université de Montréal, 2023.
- 5 STATISTIQUE CANADA. *Estimations de la population (février 2024)*, données adaptées par l'Institut de la statistique du Québec.
- 6 GAMACHE, P., R. PAMPALON et D. HAMEL. *L'indice de défavorisation matérielle et sociale : en bref. Guide méthodologique*, Institut national de santé publique du Québec, 2010.
- 7 DESROSIERS, H. et TÊTREAU, K.. « Caractéristiques démographiques, socioéconomiques et résidentielles des enfants vulnérables à l'entrée à l'école », *Portraits et trajectoires*, n° 14, 2012.
- 8 KOHEN, D.E., et autres. « Neighbourhood income and physical and social disorder in Canada: Associations with young children's competencies », *Child Development*, vol. 73, n° 6, 2002, p. 1844-1860.
- 9 HERTZMAN, C. *Framework for the Social Determinants of Early Child*, Encyclopedia on Early Childhood Development, 2010.
- 10 OBSERVATOIRE DES TOUT-PETITS. *Violence et maltraitance : les tout-petits québécois sont-ils à l'abri ?*, 2017.
- 11 MINH, A., et autres. « Does social capital flatten the social gradient in early childhood development? An ecological study of two provinces in Canada », *Social Indicators Research*, vol. 159, n° 2, 2022, p. 549-568.
- 12 ABDA, A., et autres. « Association between area-level material deprivation and incidence of hospitalization among children with SARS-CoV-2 in Montreal », *Paediatrics Child Health*, vol. 27, 2022, p. S27-S32.
- 13 HERTZMAN, C. *Framework for the Social Determinants of Early Child Development*, Encyclopedia on Early Childhood Development, 2010.
- 14 GOUVERNEMENT DU QUÉBEC. *Régime québécois d'assurance parentale*, [En ligne]. www.rqap.gouv.qc.ca.
- 15 GARON-CARRIER, G., et autres. « Maternal Labor Force Participation During the Child's First Year and Later Separation Anxiety Symptoms », *Health Education & Behavior*, vol. 50, n° 6, 2023, p. 792-801.
- 16 TREMBLAY, D-G., et N. LAZZARI DODELER. *Les pères et la prise du congé parental ou de paternité : une nouvelle réalité*, Québec, Presses de l'Université du Québec, 2015.
- 17 GARON-CARRIER, G., et autres. « Maternal Labor Force Participation During the Child's First Year and Later Separation Anxiety Symptoms », *Health Education & Behavior*, vol. 50, n° 6, 2023, p. 792-801.
- 18 GARON-CARRIER, G., et autres. « Maternal Labor Force Participation During the Child's First Year and Later Separation Anxiety Symptoms », *Health Education & Behavior*, vol. 50, n° 6, 2023, p. 792-801.
- 19 GARON-CARRIER, G., et autres. « Maternal Labor Force Participation During the Child's First Year and Later Separation Anxiety Symptoms », *Health Education & Behavior*, vol. 50, n° 6, 2023, p. 792-801.
- 20 L'INSTITUT VANIER DE LA FAMILLE. *Recours aux prestations de paternité pendant la pandémie de COVID-19 : premières constatations au Québec*, [En ligne], 2022. <https://institutvanier.ca/ressource/recours-aux-prestations-de-paternite-pendant-la-pandemie-de-covid-19-premieres-constatations-au-quebec/>.
- 21 CONSEIL DE GESTION DE L'ASSURANCE PARENTALE. *Profil des prestataires du Régime québécois d'assurance parentale 2021*, 2023.
- 22 OBSERVATOIRE DES TOUT-PETITS. *Les changements apportés au RQAP corrigent plusieurs inégalités et offrent davantage de flexibilité en ce qui concerne l'utilisation des prestations*, [En ligne], 2021. <https://tout-petits.org/actualites/2021/rqap-plusieurs-inegalites-corrigees-et-davantage-de-flexibilite/>.

- 23 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 24 AMATO, P.R. « Research on divorce: Continuing trends and new developments », *Journal of Marriage and Family*, vol. 72, n° 3, 2010, p. 650-666.
- 25 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 1 – Portrait des caractéristiques, de l'environnement et du parcours préscolaire des enfants de maternelle 5 ans pour le Québec et ses régions*, Institut de la statistique du Québec, 2023.
- 26 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Enfants de maternelle 5 ans en 2021-2022 : quarantaines et situation d'emploi des parents pendant la pandémie de COVID-19*, [En ligne], 2023. <https://statistique.quebec.ca/fr/document/enfants-maternelle-5-ans-2021-2022-pandemie-covid-publication/enfants-maternelle-2021-2022-quarantaines-situation-emploi-parents-pandemie-covid-19>.
- 27 DESROSIERS, H., NANHOU, V. et BELLEAU, L.. *L'adaptation psychosociale et scolaire des jeunes lors du passage au secondaire*, Institut de la statistique du Québec, vol. 8, fascicule 2, 2016.
- 28 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 29 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 30 DESROSIERS, H., NANHOU, V. et BELLEAU, L.. *L'adaptation psychosociale et scolaire des jeunes lors du passage au secondaire*, Institut de la statistique du Québec, vol. 8, fascicule 2, 2016.
- 31 NATIONAL RESEARCH COUNCIL AND INSTITUTE OF MEDICINE. *From Generation to Generation: The Health and Well-Being of Children in Immigrant Families*, Washington DC, National Academy Press, 1998.
- 32 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 33 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 34 DUONG, M.T., et autres. « Generational Differences in Academic Achievement Among Immigrant Youths: A Meta-Analytic Review », *Review of Educational Research*, vol. 86, n° 1, 2016, p. 3-41.
- 35 STATISTIQUE CANADA. Recensements de 2021 et 2016, données adaptées par l'Institut de la statistique du Québec.
- 36 STATISTIQUE CANADA. Recensements de 2021 et 2016, données adaptées par l'Institut de la statistique du Québec.
- 37 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 38 MINISTÈRE DE LA SANTÉ ET DES SERVICES SOCIAUX. *Le tabagisme chez les jeunes adultes : rapport du directeur national de santé publique*, 2017.
- 39 CENTRE DE RECHERCHE ET D'INTERVENTION SUR LA RÉUSSITE SCOLAIRE. *La réussite scolaire en milieu populaire : quelques pistes d'intervention*, Bulletin du CIRES, [En ligne], 2000. https://crires.ulaval.ca/no_12_2000.pdf.
- 40 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 41 LAVOIE, A., et C. FONTAINE. *Mieux connaître la parentalité au Québec : un portrait à partir de l'Enquête québécoise sur l'expérience des parents d'enfants de 0 à 5 ans 2015*, Institut de la statistique du Québec, 2016.
- 42 LACHARITÉ, C., et autres. *Penser la parentalité au Québec : un modèle théorique et un cadre conceptuel pour l'initiative Perspectives parents*, Les Cahiers du CEIDF, vol. 3, Trois-Rivières, Québec, 2015.
- 43 LAVOIE, A., et A. AUGER. *Être parent au Québec en 2022 : un portrait à partir de l'Enquête québécoise sur la parentalité 2022*, Institut de la statistique du Québec, 2023.
- 44 GUY-EVANS, O. « Bronfenbrenner's Ecological Systems Theory », [En ligne], 2024. www.simplypsychology.org/bronfenbrenner.html.
- 45 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Enfants de maternelle 5 ans en 2021-2022 : quarantaines et situation d'emploi des parents pendant la pandémie de COVID-19*, [En ligne], 2023. <https://statistique.quebec.ca/fr/document/enfants-maternelle-5-ans-2021-2022-pandemie-covid>.

- 46 QIAN, Y., et S. FULLER. « Covid-19 and The Gender Gap in Employment Among Parents of Young Children in Canada », *Canadian Public Policy*, vol. 1, n° 46, 2020, p. S89–S101.
- 47 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 48 LEMELIN, J-P., et M. BOIVIN. « Mieux réussir dès la première année : l'importance de la préparation à l'école », Institut de la statistique du Québec, vol. 4, n° 2, 2007.
- 49 STATISTIQUE CANADA. *La contribution des prestations d'aide liées à la pandémie aux revenus des Canadiens en 2020*, [En ligne], 2022. <https://www12.statcan.gc.ca/census-recensement/2021/as-sa/98-200-X/2021005/98-200-x2021005-fra>.
- 50 STATISTIQUE CANADA. *Disaggregated trends in poverty from the 2021 Census of Population*, 2022.
- 51 CAMPAIGN2000. *Pandemic Lessons: Ending Child and Family Poverty is Possible*, 2023.
- 52 STATISTIQUE CANADA. Recensement de 2021, données adaptées par l'Institut de la statistique du Québec.
- 53 STATISTIQUE CANADA et INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Indice des prix à la consommation (IPC), produits et groupes de produits, Québec, Canada, RMR de Montréal et RMR de Québec, moyennes annuelles (2002=100)*, [En ligne], 2024. statistique.quebec.ca/fr/produit/tableau/3880#.
- 54 STATISTIQUE CANADA et INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Indice des prix à la consommation (IPC), produits et groupes de produits, Québec, Canada, RMR de Montréal et RMR de Québec, moyennes annuelles (2002=100)*, [En ligne], 2024. statistique.quebec.ca/fr/produit/tableau/3880#.
- 55 STATISTIQUE CANADA. *Tableau 14-10-0064-01 Salaires des employés selon l'industrie, données annuelles*, [En ligne], 2024. <https://doi.org/10.25318/1410006401-fra>.
- 56 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Enquête québécoise sur la parentalité 2022*, 2023.
- 57 MINISTÈRE DE L'EMPLOI ET DE LA SOLIDARITÉ SOCIALE. Direction de l'analyse et de l'information de gestion, données adaptées par l'Institut de la statistique du Québec, 2024.
- 58 SANTÉ CANADA. *Sécurité alimentaire liée au revenu dans les ménages canadiens*, 2007.
- 59 KE, J., et E.L. FORD-JONES. « Food insecurity and hunger: A review of the effects on children's health and behaviour », *Paediatrics Child Health*, vol. 20, n° 2, 2015, p. 89-91.
- 60 SANTÉ CANADA. *Sécurité alimentaire liée au revenu dans les ménages canadiens*, 2007.
- 61 STATISTIQUE CANADA. *Enquête canadienne sur le revenu, 2021*, fichier maître, données adaptées par l'Institut de la statistique du Québec, 2021.
- 62 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Enquête québécoise sur la parentalité 2022*, compilation spéciale, 2023.
- 63 ALIMIA CENTRE DE NUTRITION SOCIALE PÉRINATALE. *Rapport 2023-2024 sur le coût du Panier à provisions nutritif et économique*, Montréal, compilation spéciale, mars 2025.
- 64 IDZERDA, L., et autres. « What is known about the prevalence of household food insecurity in Canada during the COVID-19 pandemic: A systematic review », *Health Promotion and Chronic Disease Prevention in Canada*, vol. 42, n° 5, 2022, p. 177-187.
- 65 GENDRON, S., et autres. *Évaluation du programme de soutien aux jeunes parents (PSJP) des Services intégrés en périnatalité et pour la petite enfance à l'intention des familles vivant en contexte de vulnérabilité. Partie 3. Modélisation de cibles d'action du PSJP : le développement des enfants et les parcours de vie des jeunes parents*, Faculté des sciences infirmières, Université de Montréal, 2014.
- 66 FALSTER, K., et autres. « Maternal age and offspring developmental vulnerability at age five: A population-based cohort study of Australian children », *PLoS Med*, vol. 15, n° 4, 2018, p. e1002558.
- 67 BIGRAS, N., et autres. « Stress parental, soutien social, comportements de l'enfant et fréquentation des services de garde », *Enfances, Familles, Générations*, n° 10, 2009, p. 1-30.
- 68 KOZUKI, N., et autres. « The associations of parity and maternal age with small-for-gestational-age, preterm, and neonatal and infant mortality: A meta-analysis », *BMC Public Health*, vol. 13, n° 3, 2013, p. 1-10.
- 69 GLICK, I., et autres. « Management of Pregnancy in Women of Advanced Maternal Age: Improving Outcomes for Mother and Baby », *International Journal of Women's Health*, vol. 13, 2021, p. 751-759.
- 70 OBSERVATOIRE DES TOUT-PETITS. *Comment se portent les tout-petits au Québec ? Portrait 2021*. Montréal, Québec, 2021.
- 71 LAVOIE, A., GINGRAS, L., et AUDET, N., *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2017. Portrait statistique pour le Québec et ses régions administratives. Tome 1*, Institut de la statistique du Québec, 2019.
- 72 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.

- 73 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 74 NATSUAKI, M.N., et autres. « Raised by depressed parents: Is it an environmental risk? », *Clinical Child and Family Psychology Review*, vol. 17, n° 4, 2014, p. 357-367.
- 75 FISHER, S.D., et autres. « Longitudinal contribution of maternal and paternal depression to toddler behaviors: Interparental conflict and later depression as mediators », *Couple and Family Psychology: Research and Practice*, vol. 4, n° 2, 2015, p. 61-73.
- 76 GOODMAN, S.H., et autres. « Maternal depression and child psychopathology: A meta-analytic review », *Clinical Child and Family Psychology Review*, vol. 14, n° 1, 2011, p. 1-27.
- 77 SOW, M., A. MELANÇON et L. POULIOT. *Développement socioaffectif de l'enfant entre 0 et 5 ans et facteurs associés*, Institut national de santé publique du Québec, 2022.
- 78 VAKRAT, A., Y. APTER-LEVY et R. FELDMAN. « Fathering moderates the effects of maternal depression on the family process », *Development and Psychopathology*, vol. 30, n° 1, 2018, p. 27-38.
- 79 GLIED, S., et D. OELLERICH. « Two-Generation Programs and Health », *The Future of children*, vol. 24, n° 1, 2014, p. 79-97.
- 80 MENSAH, F.K., et K.E. KIERNAN. « Parents' mental health and children's cognitive and social development », *Social Psychiatry and Psychiatric Epidemiology*, vol. 45, 2010, p. 1023-1035.
- 81 RACINE, N., et autres. « When the bough breaks: A systematic review and meta-analysis of mental health symptoms in mothers of young children during the COVID-19 pandemic », *Infant Mental Health Journal*, vol. 43, n° 1, 2022, p. 36-54.
- 82 MELANÇON, A. *Développement des enfants de 0 à 6 ans en contexte de COVID-19. État des connaissances. Synthèse rapide des connaissances*, Institut national de santé publique du Québec, 2024.
- 83 GEOFFROY, M.C., et autres. « Mental health of Canadian youth: A systematic review and meta-analysis of studies examining changes in depression, anxiety, and suicide-related outcomes during the COVID-19 pandemic », *Canadian Journal of Public Health*, vol. 115, n° 3, 2024, p. 408-424.
- 84 U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES. *The Health Consequences of Smoking: 50 Years of Progress: A Report of the Surgeon General*, 2014.
- 85 BINNS, H.J., et autres. « From the American Academy of Pediatrics: Policy statement—Tobacco use: A pediatric disease », *Pediatrics*, vol. 124, n° 5, 2009, p. 1474-1487.
- 86 POLANSKA, K., et autres. « Environmental tobacco smoke exposure and children's health », *Acta Pædiatrica*, vol. 95, n° 453, 2006, p. 86-92.
- 87 DORÉ, Nicole et Danielle LE HÉNAFF. *Mieux vivre avec notre enfant de la grossesse à deux ans : guide pratique pour les parents*, Institut national de santé publique du Québec, 2024.
- 88 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Étude longitudinale du développement des enfants du Québec, 2^e édition, 2021-2022*.
- 89 WOZNIAK, J.R., E.P. RILEY et M.E. CHARNESS. « Clinical presentation, diagnosis, and management of fetal alcohol spectrum disorder », *Lancet Neurology*, vol. 18, n° 8, 2019, p. 760-770.
- 90 POPOVA, S., et autres. « Alcohol's impact on the fetus », *Nutrients*, vol. 13, n° 10, 2021, p. 3452.
- 91 MAY, P.A., et autres. « Maternal alcohol consumption producing fetal alcohol spectrum disorders (FASD): Quantity, frequency, and timing of drinking », *Drug Alcohol Depend*, vol. 133, n° 2, 2013, p. 502-512.
- 92 GUTTMANNOVA, K., et autres. « Parental Alcohol Use, Parenting, and Child On-Time Development », *Infant and Child Development*, vol. 26, n° 5, 2017, p. e2013.
- 93 SOCIÉTÉ DES OBSTÉTRICIENS ET GYNÉCOLOGUES DU CANADA. *La légalisation du cannabis ne signifie pas nécessairement qu'il est sécuritaire pour les femmes enceintes d'en consommer. Pourquoi prendre le risque ?*, [En ligne], 2022. <https://sogc.org/fr/fr/content/featured-news/legalisation-du-cannabis-ne-signifie-pas-necessairement-quil-est-securitaire.aspx?>
- 94 NATIONAL ACADEMIES OF SCIENCES, ENGINEERING, AND MEDICINE. *The health effects of cannabis and cannabinoids: The current state of evidence and recommendations for research*, Washington DC, National Academies Press, 2017.
- 95 GLUCKMAN, P.D., et autres. « Effect of in utero and early-life conditions on adult health and disease », *The New England Journal of Medicine*, vol. 359, n° 1, 2008, p. 61-73.
- 96 EL MARROUN, H., et autres. « Intrauterine cannabis exposure affects fetal growth trajectories: The Generation R Study », *Journal of the American Academy of Child & Adolescent Psychiatry*, vol. 48, n° 12, 2009, p. 1173-1181.
- 97 GARRY, A., et autres. « Cannabis and breastfeeding », *Journal of Toxicology*, vol. 2009, 2009, p.0596149.
- 98 SCHUETZE, P., et autres. « Prenatal exposure to tobacco and marijuana and child autonomic regulation and reactivity: An analysis of indirect pathways via maternal psychopathology and parenting », *Developmental Psychobiology*, vol. 61, n° 7, 2019, p. 1022-1034.

- 99 SACHS, H.C., et autres. « The transfer of drugs and therapeutics into human breast milk: An update on selected topics », *Pediatrics*, vol. 132, n° 3, 2013, p. e796-809.
- 100 AGENCE DE LA SANTÉ PUBLIQUE DU CANADA. *Pensez-vous consommer du cannabis si vous avez de jeunes enfants ?*, 2018.
- 101 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Étude longitudinale du développement des enfants du Québec, 2^e édition, 2021-2022*, 2023.
- 102 DEGRAAF, R., et autres. « Risk factors for 12-month comorbidity of mood, anxiety, and substance use disorders: Findings from the Netherlands mental health survey and incidence study », *American Journal of Psychiatry*, vol. 159, n° 4, 2002, p. 620-629.
- 103 CENTRE CANADIEN SUR LES DÉPENDANCES ET L'USAGE DE SUBSTANCES, et COMMISSION DE LA SANTÉ MENTALE DU CANADA. *Santé mentale et usage de substances pendant la pandémie de COVID-19. Rapport sommaire 2 : le genre et la taille du ménage*, 2021.
- 104 MCDANIEL, B.T., et J.S. RADESKY. « Technoference: Parent Distraction With Technology and Associations With Child Behavior Problems », *Child Development*, vol. 89, n° 1, 2018, p. 100-109.
- 105 BARR, R., E. MCCLURE et R. PARLAKIAN. « Screen Sense: What the Research Says About the Impact of Media on Children Aged 0-3 Years Old », ZERO TO THREE, 2018; CHRISTAKIS, D.A., et M.M. GARRISON. « Preschool-aged children's television viewing in child care settings », *Pediatrics*, vol. 124, n° 6, 2019, p. 1627-1632; KIRKORIAN, H.L., et autres. « The impact of background television on parent-child interaction », *Child Development*, vol. 80, n° 5, 2009, p. 1350-1359.
- 106 BRAUNEKRICKAU, K., et autres. « Smartphones in the nursery: Parental smartphone use and parental sensitivity and responsiveness within parent-child interaction in early childhood (0-5 years): A scoping review », *Infant Mental Health Journal*, vol. 42, n° 2, 2021, p. 161-175.
- 107 PEMPEK, T.A., H.L. KIRKORIAN et D.L. ANDERSON. « The effects of background television on the quantity and quality of child-directed speech by parents », *Journal of Children and Media*, vol. 8, n° 3, 2014, p. 211-222.
- 108 KILDARE, C.A., et W. MIDDLEMISS. « Impact of parents mobile device use on parent-child interaction: A literature review », *Computers in Human Behavior*, vol. 75, 2017, p. 579-593; BRAUNEKRICKAU, K., et autres. « Smartphones in the nursery: Parental smartphone use and parental sensitivity and responsiveness within parent-child interaction in early childhood (0-5 years): A scoping review », *Infant Mental Health Journal*, vol. 42, n° 2, 2021, p. 161-175.
- 109 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Enquête québécoise sur la parentalité 2022*, compilation spéciale, 2023.
- 110 MYRE-BISAILLON, J., et autres. « L'apport des pratiques d'éveil des mères dans la préparation de leurs enfants à l'entrée dans l'écrit », *Revue des sciences de l'éducation*, vol. 38, n° 3, 2012, p. 601-616.
- 111 SHAW, A. « Lisez, parlez, chantez : la promotion de l'alphabétisation précoce dans le milieu de la santé », *Paediatrics & Child Health*, vol. 26, n° 3, 2021, p. 189-196.
- 112 DESROSIERS, H. « Conditions de la petite enfance et préparation pour l'école : l'importance du soutien social aux familles », *Portraits et trajectoires*, n° 18, Institut de la statistique du Québec, 2013.
- 113 BERTHOMIER, N., et S. OCTOBRE. « Primo-socialisation au langage : le rôle des interactions langagières avec les parents durant les 365 premiers jours de l'enfant d'après l'enquête Elfe », *Culture Études*, vol. 2, n° 2, 2018.
- 114 NANHOU, Virginie, et autres. « La motivation en lecture durant l'enfance et le rendement dans la langue d'enseignement à 15 ans », vol. 8, fascicule 2, Institut de la statistique du Québec, 2016.
- 115 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Enquête québécoise sur la parentalité 2022*, compilation spéciale, 2023.
- 116 TREMBLAY, D-G. *Conciliation emploi-famille et temps sociaux*, 4^e éd., Québec, Presses de l'Université du Québec, 2019.
- 117 ST-ONGE, S., et autres. « Vérification d'un modèle structurel à l'égard du conflit travail-famille », *Relations industrielles/Industrial relations*, vol. 57, n° 3, 2002, p. 491-516.
- 118 MOLFESE, V.J., et autres. « Infant temperament, maternal personality, and parenting stress as contributors to infant developmental outcomes », *Merrill-Palmer Quarterly*, vol. 56, n° 1, 2010, p. 49-79.
- 119 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Enquête québécoise sur la parentalité 2022*, compilation spéciale, 2023.
- 120 DESROSIERS, H. « Conditions de la petite enfance et préparation pour l'école : l'importance du soutien social aux familles », *Portraits et trajectoires*, n° 18, 2013.
- 121 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 - Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 122 MCEWEN, C.A., et B.S. MCEWEN. « Social structure, adversity, toxic stress, and intergenerational poverty: An early childhood model », *Annual Review of Sociology*, vol. 43, 2017, p. 445-472.

- 123 LAVOIE, A., et AUGER A., *Être parent au Québec en 2022 : un portrait à partir de l'Enquête québécoise sur la parentalité 2022*, Institut de la statistique du Québec, 2023.
- 124 DOUCET, C., *Pratiques et attitudes parentales, relations, santé et bien-être des mères et des pères : un portrait à partir de l'étude Grandir au Québec*, Institut de la statistique du Québec, 2024.
- 125 KRUG, E.G., et autres. « The world report on violence and health », *The Lancet*, vol. 360, n° 9339, 2002, p. 1083-1088.
- 126 TROCME, N., et autre. « Urgent protection versus chronic need: Clarifying the dual mandate of child welfare services across Canada », *Social Sciences*, vol. 3, n° 3, 2014, p. 483-498.
- 127 SYLVESTRE, A., E.L. BUSSIERES et C. BOUCHARD. « Language problems among abused and neglected children: A meta-analytic review », *Child Maltreatment*, vol. 21, n° 1, 2015, p. 47-58.
- 128 NAUGHTON, A.M., et autres. « Emotional, behavioral, and developmental features indicative of neglect or emotional abuse in preschool children: A systematic review », *JAMA Pediatrics*, vol. 167, n° 8, 2013, p. 769-775.
- 129 CLARKSON FREEMAN, P.A. « Prevalence and relationship between adverse childhood experiences and child behavior among young children », *Infant Mental Health Journal*, vol. 35, n° 6, 2014, p. 544-554.
- 130 LIND, K., et autres. « Le syndrome du bébé secoué : les séquelles ? », *Archives de pédiatrie*, vol. 20, n° 6, 2013, p. 446-448.
- 131 CHAD-FRIEDMAN, E., et autres. « Early childhood cumulative risk is associated with decreased global brain measures, cortical thickness, and cognitive functioning in school-age children », *Developmental Psychobiology*, vol. 63, n° 2, 2021, p. 192-205.
- 132 INFURNA, M.R., et autres. « Associations between depression and specific childhood experiences of abuse and neglect: A meta-analysis », *Journal of Affective Disorders*, n° 190, 2016, p. 47-55.
- 133 GOUVERNEMENT DU QUÉBEC. *En équilibre vers l'avenir. Bilan des directeurs de la protection de la jeunesse/ Directeurs régionaux*, 2023.
- 134 OBSERVATOIRE DES TOUT-PETITS. *Violence et maltraitance : les tout-petits québécois sont-ils à l'abri?*, Fondation Lucie et André Chagnon, 2017.
- 135 *Loi sur la protection de la jeunesse*, L.Q. 2023, c. 4, art. 38.
- 136 GARSTANG, J., et autres. « Effect of COVID-19 lockdown on child protection medical assessments: A retrospective observational study in Birmingham, UK », *BMJ Open*, vol. 10, 2020, p. e042867.
- 137 ROYER, M.-N., et D. LAFORTUNE. *Une année de pandémie. Analyse des signalements reçus au cours de l'année 2020-2021 et comparaison avec l'année 2019-2020 (compléments et annexes)*, Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de-Montréal, 2021.
- 138 MARMOR, A., N. COHEN et C. KATZ. « Child Maltreatment During COVID-19: Key Conclusions and Future Directions Based on a Systematic Literature Review », *Trauma Violence Abuse*, vol. 24, n° 2, 2023, p. 760-775.
- 139 EMPLOI ET DÉVELOPPEMENT SOCIAL DU CANADA. *Le gouvernement du Canada augmente de nouveau l'Allocation canadienne pour enfants afin de tenir compte du coût de la vie*. [En ligne], 2024. <https://www.canada.ca/fr/emploi-developpement-social/nouvelles/2024/07/le-gouvernement-du-canada-augmente-de-nouveau-l'allocation-canadienne-pour-enfants-afin-de-tenir-compte-du-cout-de-la-vie.html>.
- 140 OCDE. *Assurer le bien-être des familles*, Éditions OCDE, 2011.
- 141 DUMAIS, L., et M-N DUCHARME. « Les coûts du handicap au Québec : que font les ménages et comment les soutenir équitablement ? », *Alter*, vol. 11, n° 2, 2017, p. 99-112.
- 142 RETRAITE QUÉBEC. Supplément pour enfant handicapé : admissibilité, Gouvernement du Québec, [En ligne]. https://www.rrq.gouv.qc.ca/fr/programmes/soutien_enfants/supplement/Pages/admissibilite.aspx.
- 143 O'CONNOR, E., et autres. *Interventions to Prevent Perinatal Depression: A Systematic Evidence Review for the U.S. Preventive Services Task Force*, 2019.
- 144 TOI, MOI, BÉBÉ. [En ligne]. <https://toimoibebe.ca/>.
- 145 STEP. [En ligne]. https://oraprdnt.uqtr.quebec.ca/portail/gscw031?owa_no_site=2059.
- 146 HUARD, S.-L., *Évaluation des activités ponctuelles de l'Initiative Espace Parents, une innovation sociale visant à soutenir les parents immigrants et le développement optimal de leurs enfants*, Mémoire de maîtrise, 2022.
- 147 LAURIN I., et autres. *Les ateliers Espace parents sur le rôle parental en contexte d'immigration. Évaluation d'implantation de la collaboration entre les organismes communautaires ayant une mission d'accueil et d'intégration des nouveaux arrivants, et les CLSC*, 2019.
- 148 HÉLIE, S., et autres. *Étude d'incidence québécoise sur les situations évaluées en protection de la jeunesse en 2014*, 2017.
- 149 GOUVERNEMENT DU QUÉBEC. *Instaurer une société bienveillante pour nos enfants et nos jeunes – Rapport de la Commission spéciale sur les droits des enfants et la protection de la jeunesse*, 2021.
- 150 LAFOREST, J., P. MAURICE et L.M. BOUCHARD. *Rapport québécois sur la violence et la santé*, Institut national de santé publique du Québec, 2018.

- 151 Esposito, T., et autres. « Recurrent involvement with the Quebec child protection system for reasons of neglect: A longitudinal clinical population study », *Child Abuse & Neglect*, vol. 111, n° 104823, 2021.
- 152 GOUVERNEMENT DU QUÉBEC. *Instaurer une société bienveillante pour nos enfants et nos jeunes : rapport de la Commission spéciale sur les droits des enfants et la protection de la jeunesse*, 2021.
- 153 CENTRE INTÉGRÉ UNIVERSITAIRE DE SANTÉ ET DE SERVICES SOCIAUX DE L'ESTRIE – CENTRE HOSPITALIER UNIVERSITAIRE DE SHERBROOKE. *Rapport de recherche : portrait de la pratique et effets du travail de proximité sur la capacité des parents à favoriser le développement global des enfants*, 2019.
- 154 MATTE-LANDRY, A., et autres. « Milieux de vie des petits citoyens : perspectives de personnes influentes sur les facteurs environnementaux en lien avec le développement des jeunes enfants et le bien-être des familles », *Revue de psychoéducation*, vol. 51, n° 3, 2022, p. 7-31.
- 155 KOHEN, D.E., et autres. « Neighborhood disadvantage: Pathways of effects for young children », *Child Development*, vol. 79, n° 1, 2008, p. 156-169.
- 156 LAURIN, I., et autres. « Quelle est l'association entre les caractéristiques résidentielles et du quartier et le développement de l'enfant à la maternelle ? », *Canadian Journal of Public Health*, vol. 109, n° 1, 2018, p. 35-42.
- 157 LAURIN, I., et autres. « Quelle est l'association entre les caractéristiques résidentielles et du quartier et le développement de l'enfant à la maternelle ? », *Canadian Journal of Public Health*, vol. 109, n° 1, 2018, p. 35-42.
- 158 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Enquête québécoise sur la parentalité 2022*, compilation spéciale, 2023.
- 159 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Enquête québécoise sur la parentalité 2022*, compilation spéciale, 2023.
- 160 SANTÉ MONTRÉAL. *Organismes communautaires*, [En ligne]. <https://santemontreal.qc.ca/population/ressources/organismes-communautaires/#:~:text=Un%20organisme%20communautaire%20qui%20a.am%C3%A9liorer%20leur%20qualit%C3%A9%20de%20vie>.
- 161 FÉDÉRATION QUÉBÉCOISE DES ORGANISMES COMMUNAUTAIRES FAMILLE. « Qu'est-ce qu'un OCF? », [En ligne]. <https://fqocf.org/parents/quest-ce-quun-ocf/>.
- 162 BÉRUBÉ, A., et autres. *Projet d'évaluation de programmes en négligence : résultats de l'évaluation des effets du Programme d'aide personnelle, familiale et communautaire, 2^e génération (PAPFC2)*, [En ligne], Rapport présenté au ministère de la Santé et des Services sociaux, 2014. <https://uqo.ca/docs/22564>; CLAVIER, C., et autres. *Évaluation du programme de soutien aux jeunes parents (PSJP) des Services intégrés en périnatalité et pour la petite enfance à l'intention des familles vivant en contexte de vulnérabilité, Partie 2, Évaluation de l'actualisation du PSJP : Axe Création d'environnements favorables*, Rapport de recherche adressé au MSSS, Faculté des sciences infirmières, Université de Montréal, 2013; SAVARD, S., D. TURCOTTE et A. BEAUDOIN. « Le partenariat et les organisations sociosanitaires du secteur de l'enfance, de la famille et de la jeunesse : une analyse stratégique », [En ligne], *Nouvelles pratiques sociales*, vol. 16, n° 2, 2003, p. 160-177. <https://doi.org/10.7202/009849ar>.
- 163 CLÉMENT, M.-È. *Regard mixte sur certaines particularités et retombées de l'approche de la pédiatrie sociale telle qu'implantée au Québec et sur son intégration dans le système actuel des services sociaux et de santé*, Rapport scientifique présenté au Fonds de recherche du Québec, Société et Culture, 2012. www.frqsc.gouv.qc.ca/documents/11326/448958/PC_Clement_M-E_rapport2014_approche+p%C3%A9diatrie+sociale.pdf/10da8aaa-e329-4899-ba4b-9deabc38f75b.
- 164 LACHARITÉ, C., et autres. *Faire communauté autour et avec les familles au Québec : les organismes communautaires Famille, un réseau innovant et mobilisant*, Rapport de recherche présenté à l'organisme Avenir d'enfants, 2019.
- 165 TURCOTTE, D., et autres. « Les pratiques d'aide aux familles dans les organismes non gouvernementaux au Québec », [En ligne], *La revue internationale de l'éducation familiale*, vol. 2, n° 30, 2011, p. 95-118. <https://www.cairn.info/revue-la-revue-internationale-de-l-education-familiale-2011-2-page-95.htm?contenu=article>.
- 166 LAROSE, F., et autres. *Étude évaluative des interventions éducatives et socioéducatives de La Relance, jeunes et familles : rapport final 2014-2017*, [En ligne], 2018. http://usherbrooke.cripe.ca/wp-content/uploads/2018/07/Etude-%C3%A9valuative-La-Relance-Rapport-scientifique_Juin-2018.pdf.
- 167 MINISTÈRE DE LA FAMILLE. *Gazelle et Potiron*, 2017.
- 168 BRUSSONI, M. *Commentaire général sur le thème : pourquoi le jeu extérieur ?*, Encyclopédie sur le développement des jeunes enfants, 2019.
- 169 SOCIÉTÉ CANADIENNE DE PÉDIATRIE. *Le développement sain de l'enfant par le jeu risqué extérieur : un équilibre à trouver avec la prévention des blessures*, [En ligne], 2024. <https://cps.ca/fr/documents/position/le-jeu-risque-exterieur>.

- 170 DE LANNOY, L. et autres. « Examen de la portée des publications sur le jeu à l'extérieur chez les adultes au Canada », *Promotion de la santé et prévention des maladies chroniques au Canada*, vol. 43, 2023, p. 151-164.
- 171 DE LANNOY, L., et autres. « Regional differences in access to the outdoors and outdoor play of Canadian children and youth during the COVID-19 outbreak », *Canadian Journal of Public Health*, vol. 111, n° 6, 2020, p. 988-994.
- 172 DE LANNOY, L., et autres. « Examen de la portée des publications sur le jeu à l'extérieur chez les enfants et les jeunes au Canada », *Promotion de la santé et prévention des maladies chroniques au Canada*, vol. 43, n° 1, 2023.
- 173 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 174 MYRE-BISAILLON, J., et autres. « Stimuler l'éveil à la lecture et à l'écriture des enfants d'âge préscolaire : rôle des bibliothèques publiques dans les communautés défavorisées », *McGill Journal of Education*, vol. 49, n° 2, 2014, p. 287-306.
- 175 LAVOIE, A., et AUGER, A., *Être parent au Québec en 2022 : un portrait à partir de l'Enquête québécoise sur la parentalité 2022*, Institut de la statistique du Québec, 2023.
- 176 TAYLOR, L.A. « Housing And Health: An Overview Of The Literature », *Health Affairs Health Policy Brief*, [En ligne], 2018. <https://www.healthaffairs.org/doi/10.1377/hpb20180313.396577/full/>.
- 177 SOCIÉTÉ CANADIENNE D'HYPOTHÈQUES ET DE LOGEMENT. *Rapport sur le marché locatif*, 2024.
- 178 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 179 DONG, M., et autres. « Childhood Residential Mobility and Multiple Health Risks During Adolescence and Adulthood: The Hidden Role of Adverse Childhood Experiences », *Archives of Pediatrics & Adolescent Medicine*, vol. 159, n° 12, 2005, p. 1104-1110; JELLEYMAN, T., et N. SPENCER. « Residential mobility in childhood and health outcomes: A systematic review », *Journal of Epidemiology and Community Health*, vol. 62, n° 7, 2008, p. 584-592.
- 180 COULTON, C.J., et autres. « How neighborhoods influence child maltreatment: A review of the literature and alternative pathways », *Child Abuse & Neglect*, vol. 31, 2007, p. 1117-1142.
- 181 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 182 BORNEHAG, C.G., J. SUNDELL et T. SIGSGAARD. « Dampness in buildings and health (DBH): Report from an ongoing epidemiological investigation on the association between indoor environmental factors and health effects among children in Sweden », *Indoor Air*, vol. 14, n° 7, 2004, p. 59-66.
- 183 STATISTIQUE CANADA. Recensement de 2021, données adaptées par l'Institut de la statistique du Québec.
- 184 STATISTIQUE CANADA. Recensement de 2021, données adaptées par l'Institut de la statistique du Québec.
- 185 LABESSE, M.E., et A. St-LOUIS. *Logement et inégalités sociales de santé en temps de COVID-19 : des stratégies pour des logements abordables et de qualité. Synthèse rapide des connaissances*, Institut national de santé publique du Québec, 2021.
- 186 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022*, 2023.
- 187 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022*, 2023.
- 188 ADAM, E.K. « Beyond quality: Parental and residential stability and children's adjustment », *Current Directions in Psychological Science*, vol. 13, n° 5, 2004, p. 210-213.
- 189 LUPTON, R. « Housing policies and their relationship to residential moves for families with young children », *Longitudinal and Life Course Studies*, vol. 7, n° 3, 2016, p. 288-301.
- 190 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 191 ZIOLGUEST, K.M., et C.C. MCKENNA. « Early childhood housing instability and school readiness », *Child Development*, vol. 85, n° 1, 2014, p. 103-113.
- 192 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022*, 2023.
- 193 VÉRIFICATEUR GÉNÉRAL DU QUÉBEC. *Rapport du Vérificateur général du Québec à l'Assemblée nationale 2023-2024, Chapitre 4 : Qualité des services de garde éducatifs à l'enfance*, 2024.
- 194 SANTÉ CANADA. *Sixième rapport sur la biosurveillance humaine des substances chimiques de l'environnement au Canada*, 2021.
- 195 NATIONAL ACADEMIES OF SCIENCES, ENGINEERING, AND MEDICINE. *Guidance on PFAS Exposure, Testing, and Clinical Follow-Up*. Washington DC, The National Academies Press, 2022.
- 196 SANTÉ CANADA. *Rapport final sur l'état des connaissances scientifiques concernant les effets du plomb sur la santé humaine*, 2013.

- 197 GOUVERNEMENT DU CANADA. *Loi canadienne sur la sécurité des produits de consommation*, [En ligne]. <https://laws-lois.justice.gc.ca/fra/lois/c-1.68/>.
- 198 GOUVERNEMENT DU CANADA. *Règlement sur les bijoux pour enfants*, DORS/2018-92, [En ligne]. <https://laws-lois.justice.gc.ca/fra/reglements/DORS-2018-82/index.html>.
- 199 AGENCY FOR TOXIC SUBSTANCES AND DISEASE REGISTRY. *Toxicological Profile for Lead*, 2020.
- 200 ORGANISATION MONDIALE DE LA SANTÉ. *Lead in Drinking-water: Background document for development of WHO Guidelines for Drinking water Quality*, 2011.
- 201 SANTÉ CANADA. *Rapport final sur l'état des connaissances scientifiques concernant les effets du plomb sur la santé humaine*, 2013.
- 202 SANTÉ CANADA. *Sixième rapport sur la biosurveillance humaine des substances chimiques de l'environnement au Canada*, 2021.
- 203 GONZÁLEZ-ALZAGA, B., et autres. « A systematic review of neurodevelopmental effects of prenatal and postnatal organophosphate pesticide exposure », *Toxicology Letters*, vol. 230, n° 2, 2014, p. 104-121.
- 204 GUPTA, R.C., J.K. MALIK et D. MILATOVIC. « Chapter 37 – Organophosphate and carbamate pesticides », dans *Reproductive and developmental toxicology*, San Diego, Academic Press, 2011.
- 205 NEWLAND, A., J. HALAMEK et S. RAMKUMAR. « Remediation of Per - and Polyfluoroalkyl Substances in Nonwoven Production and Paper Sectors: A Brief Review », *AATCC Journal of Research*, vol. 11, n° 3, 2024.
- 206 SUNDERLAND, E.M., et autres. « A review of the pathways of human exposure to poly- and perfluoroalkyl substances (PFASs) and present understanding of health effects », *Journal of Exposure Science & Environmental Epidemiology*, vol. 29, n° 2, 2019, p. 131-147.
- 207 MONROY, R. « Serum levels of perfluoroalkyl compounds in human maternal and umbilical cord blood samples », *Environmental Research*, vol. 108, n° 1, 2008, p. 56-62.
- 208 NATIONAL ACADEMIES OF SCIENCES, ENGINEERING, AND MEDICINE. *Guidance on PFAS Exposure, Testing, and Clinical Follow-Up*, 2022.
- 209 SOCIÉTÉ D'HABITATION DU QUÉBEC. *Initiative pour la création rapide de logements*, [En ligne], 2023. http://www.habitation.gouv.qc.ca/programme/programme/initiative_pour_la_creation_rapide_de_logements_icrl.html.
- 210 ORGANISATION DE COOPÉRATION ET DE DÉVELOPPEMENT ÉCONOMIQUES. *Le logement social : un élément essentiel des politiques de logement d'hier et de demain*, 2020.
- 211 OBSERVATOIRE DES TOUT-PETITS. *Investir dans le logement à but non lucratif : une stratégie prometteuse pour les tout-petits*, [En ligne], 2024. <https://tout-petits.org/actualites/2024/investir-dans-le-logement-a-but-non-lucratif-une-strategie-prometteuse-pour-les-tout-petits/>.
- 212 TORONTO AND REGION CONSERVATION AUTHORITY. *Transforming the San Romanoway Towers*, 2020.
- 213 VILLE DE MONTRÉAL. *L'île aux volcans*, [En ligne], 2024. <https://montreal.ca/lieux/ile-aux-volcans>.
- 214 MYRE-BISAILLON, J., et autres. « Stimuler l'éveil à la lecture et à l'écriture des enfants d'âge préscolaire : rôle des bibliothèques publiques dans les communautés défavorisées », *McGill Journal of Education*, vol. 49, n° 2, 2014, p. 287-306.
- 215 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 216 GOUVERNEMENT DU QUÉBEC. *Tableau de bord Développement du réseau des services de garde éducatifs à l'enfance – Données au 31 août 2024*, 2024.
- 217 BIGRAS, N., et L. LEMAY. *Petite enfance, services de garde éducatifs et développement des enfants : états des connaissances*, Québec, Presses de l'Université du Québec, 2012.
- 218 NUFFIELD FOUNDATION. *The role of early childhood education and care in shaping life chances: The changing face of early childhood in the UK*, 2021.
- 219 LAURIN, I., et autres. *Quel est l'effet de la fréquentation d'un service éducatif sur le développement de l'enfant à la maternelle selon le statut socioéconomique : résultats de l'Enquête montréalaise sur l'expérience préscolaire des enfants de maternelle*, Agence de la santé et des services sociaux de Montréal, fascicule 2, 2015.
- 220 LAURIN, I., et autres. *Quel est l'effet de la fréquentation d'un service éducatif sur le développement de l'enfant à la maternelle selon le statut socioéconomique : résultats de l'Enquête montréalaise sur l'expérience préscolaire des enfants de maternelle*, Agence de la santé et des services sociaux de Montréal, fascicule 2, 2015.
- 221 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 1 – Portrait des caractéristiques, de l'environnement et du parcours préscolaire des enfants de maternelle 5 ans pour le Québec et ses régions*, Institut de la statistique du Québec, 2023.
- 222 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Enquête québécoise sur la parentalité 2022*, compilation spéciale, 2023.

- 223 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 1 – Portrait des caractéristiques, de l'environnement et du parcours préscolaire des enfants de maternelle 5 ans pour le Québec et ses régions*, Institut de la statistique du Québec, 2023.
- 224 STATISTIQUE CANADA. *Tableau 42-10-0053-01. Dépenses parentales en services de garde pour le principal mode de garde, enfants âgés de 0 à 5 ans*, [En ligne], 2023. <https://www150.statcan.gc.ca/t1/tbl1/fr/tv.action?pid=4210005301>.
- 225 MELANÇON, A. *Développement des enfants de 0 à 6 ans en contexte de COVID-19. État des connaissances. Synthèse rapide des connaissances*, Institut national de santé publique du Québec, 2024.
- 226 AUDY, E., et A. MELANÇON. *Covid-19 : effets du port du masque par le personnel des services de garde sur le développement langagier et socioaffectif des 0-5 ans. Synthèse rapide des connaissances*, Institut national de santé publique du Québec, 2021.
- 227 BOURKE, L., et autres. « The effect of face mask wearing on language processing and emotion recognition in young children », *Journal of Experimental Child Psychology*, vol. 226, 2023, p. 105580.
- 228 AUGER, A., et A. GROLEAU. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2022. Rapport statistique. Tome 2 – Mieux comprendre la vulnérabilité des enfants de maternelle 5 ans : les facteurs associés*, Institut de la statistique du Québec, 2023.
- 229 LAVOIE, A. *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2017. Tome 2 – Examen du lien entre la fréquentation des services de garde et le développement des enfants de maternelle*, Institut de la statistique du Québec, 82 p.
- 230 NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT. *Findings for Children up to Age 4½ Years*, 2006.
- 231 PILARZ, A.R., et H.D. HILL. « Unstable and Multiple Child Care Arrangements and Young Children's Behavior », *Early Childhood Research Quarterly*, vol. 29, n° 4, 2014, p. 471-483.
- 232 BELSKY, J., et autres. « Are there long-term effects of early child care? », *Child Development*, vol. 78, n° 2, 2007, p. 681-701.
- 233 FELFE, C., et R. LALIVE. « Does Early Child Care Affect Children's Development? », *Journal of Public Economics*, vol. 159, 2018, p. 33-53.
- 234 VANDELL, D.L., et autres. « Do Effects of Early Child Care Extend to Age 15 Years? Results From the NICHD Study of Early Child Care and Youth Development », *Child Development*, vol. 81, n° 3, 2010, p. 737-756.
- 235 INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Fréquentation des services de garde pendant la pandémie de COVID-19*, [En ligne]. <https://statistique.quebec.ca/fr/document/frequentation-services-garde-pandemie-covid-19/publication/frequentation-services-garde-pandemie-covid-19>.
- 236 ROY-VALLIÈRES, M., A. CHARRON et N. BIGRAS. « Portrait de la qualité éducative en maternelles 4 ans et en CPE », *Revue Préscolaire*, vol. 61, n° 3, 2023, p. 18-21.
- 237 MINISTÈRE DE L'ÉDUCATION ET DE L'ENSEIGNEMENT SUPÉRIEUR. *Programme de formation de l'école québécoise. Éducation préscolaire 4 ans*, 2017.
- 238 BURCHINAL, M., et autres. « Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs », *Early Childhood Research Quarterly*, vol. 25, n° 2, 2010, p. 166-176.
- 239 BIGRAS, N., et autres. « Qualité de l'accueil d'enfants de 3 ans en centre de la petite enfance au Québec et en maternelle en France », *Enfances, Familles, Générations*, n° 35, 2020.
- 240 SABOL, T.J., et autres. « Can rating pre-k programs predict children's learning? », *Science*, vol. 341, n° 6148, 2013, p. 845-846.
- 241 SCHWEINHART, L.J., et autres. *Lifetime Effects: The High/Scope Perry Preschool Study Through Age 40*, Michigan, High/Scope Press, 2005.
- 242 MINISTÈRE DE LA FAMILLE. *Directive concernant l'évaluation de la qualification du personnel de garde*, 2024.
- 243 GINGRAS, L., A. LAVOIE et N. AUDET. *Enquête québécoise sur la qualité des services de garde éducatifs – Grandir en qualité 2014. Tome 2 – Qualité des services de garde éducatifs dans les centres de la petite enfance*, Institut de la statistique du Québec, 2015.
- 244 ANNING, A., J. CULLEN et M. FLEER. *Early childhood education: Society and culture*, Londres, SAGE, 2004.
- 245 BIGRAS, N., J. LEMIRE et M. TREMBLAY. « Le développement cognitif des enfants qui fréquentent les services de garde », dans *Petite enfance, services de garde éducatifs et développement des enfants : état des connaissances*, Sainte-Foy, Presses de l'Université du Québec, 2012.
- 246 JENSEN, B., P. JENSEN et A. WÜRTZ RASMUSSEN. « Does professional development of preschool teachers improve child socio-emotional outcomes? », *IZA Discussion Paper*, n° 8957, 2015.
- 247 CHARTERS T.J., et L.C. FINDLAY. *Caractéristiques des services de garde offerts en centre pour les enfants âgés de 0 à 5 ans au Canada, 2021 à 2022*, [En ligne], 2023. <https://www150.statcan.gc.ca/n1/pub/36-28-0001/2023003/article/00001-fra.htm>.

- 248 DAGENAIS, F., et J.-P. HOTTE. *Rapport préliminaire du comité-conseil Agir pour que chaque tout-petit développe son plein potentiel*, Québec, 2019; DIONNE, C., et autres. « Expérience des familles dont un enfant présente une incapacité : perceptions et besoins actuels », *Service social*, vol. 52, n° 1, 2006, p. 65-77; DELISLE, J., H. LAVOIE et S. ROY. *Évaluation de l'allocation pour l'intégration des enfants handicapés dans les services de garde (AIEH)*, Ministère de la Famille et des Aînés, 2009; ST-LOUIS, M.-P., et autres. *Trajectoire de l'intégration des enfants ayant des besoins particuliers : du service de garde éducatif à l'enfance jusqu'à l'entrée à l'école*, Centre de recherche sociale appliquée, 2021; CHANG, F., D. M. EARLY et P. J. WINTON. « Early Childhood Teacher Preparation in Special Education at 2- and 4-Year Institutions of Higher Education », *Journal of Early Intervention*, vol. 27, n° 2, 2005 p. 110-124; ODOM, S. L., Virginia BUYASSE et E. SOUKAKOU. « Inclusion for Young Children With Disabilities: A Quarter Century of Research Perspectives », *Journal of Early Intervention*, vol. 33, n° 4, 2011, p. 344-356.
- 249 DIONNE, C., et autres. *Rapport de recherche : résultats de l'Enquête provinciale sur les pratiques inclusives dans les milieux de garde*, 2022.
- 250 MINISTÈRE DE LA FAMILLE. *Directive concernant l'évaluation de la qualification du personnel éducateur de la petite enfance*, 2024.
- 251 VÉRIFICATEUR GÉNÉRAL DU QUÉBEC. *Rapport du Vérificateur général du Québec à l'Assemblée nationale 2023-2024, Chapitre 4 : Qualité des services de garde éducatifs à l'enfance*, 2024.
- 252 GOUVERNEMENT DU QUÉBEC. *Accueillir la petite enfance*, Ministère de la Famille, 2019.
- 253 OBSERVATOIRE DES TOUT-PETITS. *Petite enfance : la qualité des services éducatifs au Québec*, 2018.
- 254 CONFERENCE BOARD DU CANADA. *Prêts pour la vie : analyse socio-économique de l'éducation et des soins à la petite enfance*, 2017.
- 255 ORGANISATION DE COOPÉRATION ET DE DÉVELOPPEMENT ÉCONOMIQUES. *Early Childhood Education: Equity, Quality and Transitions – Report for the G20 Education Working Group*, 2020.
- 256 MINISTÈRE DE LA FAMILLE. *Gazelle et Potiron : cadre de référence*, 2017.
- 257 MINISTÈRE DE LA FAMILLE. *Situation des centres de la petite enfance, des garderies et de la garde en milieu familial au Québec en 2021*, 2023.
- 258 GOUVERNEMENT DU QUÉBEC. *Projet-pilote de garde à horaires atypiques en service de garde éducatif à l'enfance*, [En ligne], 2023. <https://www.quebec.ca/famille-et-soutien-aux-personnes/aide-financiere-services-familles/services-garde/projets-pilotes-horaires-atypiques>.
- 259 GOUVERNEMENT DU QUÉBEC. *Projet-pilote de garde à horaires atypiques en service de garde éducatif à l'enfance*, [En ligne], 2023. <https://www.quebec.ca/famille-et-soutien-aux-personnes/aide-financiere-services-familles/services-garde/projets-pilotes-horaires-atypiques>.
- 260 GOUVERNEMENT DU QUÉBEC. *Soutien ponctuel aux activités de halte-garderie communautaires : guide d'appel de projets*, 2022.
- 261 MINISTÈRE DE LA FAMILLE. *Consultation sur les services de garde éducatifs à l'enfance : rapport de consultation*, 2021.
- 262 COALITION AVENIR QUÉBEC. *Fiche média : une place en service de garde subventionné pour chaque enfant*, 2022.
- 263 MINISTÈRE DE LA FAMILLE. *Tableau de bord du développement du réseau des services de garde éducatifs à l'enfance : données au 31 mars 2024*, 2024.
- 264 MINISTÈRE DE LA FAMILLE. « Soutien financier offert pour le rehaussement de la qualité éducative des services de garde éducatifs à l'enfance », *Info-Qualité*, vol. 8, n° 2, automne 2024.
- 265 DROUIN, C., et autres. *Grandir en qualité 2003 : enquête québécoise sur la qualité des services de garde éducatifs*, Institut de la statistique du Québec, 2004.
- 266 CARDINAL, M.-J. *Garderies en pleine nature : qu'en dit la science ?*, 100°, [En ligne], 2017. <https://centdegres.ca/ressources/garderies-en-pleine-nature-qu-en-dit-la-science>.
- 267 ASSOCIATION QUÉBÉCOISE DES CENTRES DE LA PETITE ENFANCE. *Cadre de référence : l'éducation par la nature en service de garde éducatif à l'enfance*, 2023.
- 268 LÉVESQUE-DESROSIERS, C.. *Soutien des comportements prosociaux des enfants âgés de 3 à 5 ans par leur éducatrice en contexte d'éducation par la nature*, Mémoire de maîtrise, 2020.
- 269 MONTRÉAL PHYSIQUEMENT ACTIVE. *Fiche L'éducation par la nature en milieu urbain*.
- 270 CPE POPULAIRE ST-MICHEL. *Programme pédagogique*, [En ligne]. <https://cpepopstmichel.weebly.com/peacutedagogie.html>.
- 271 DAGENAIS, F., et J.-P. HOTTE. *Rapport préliminaire du comité-conseil Agir pour que chaque tout-petit développe son plein potentiel*, Montréal, Québec, 2019.

For consultation



A **summary** that presents the key points



An **animation** that shows the importance of the environments that the very youngest children grow up in



Visuals for your presentations

Consult all materials (in French):
tout-petits.org/Portrait2024

OBSERVATOIRE des tout-petits

The Observatoire des tout-petits, a project of the Lucie and André Chagnon Foundation, has the mission of communicating the state of knowledge to inform decision-making in early childhood in Quebec, so that the very youngest children have access to the conditions that ensure the development of their full potential, regardless of the environment in which they are born and grow up.

[Tout-petits.org](https://tout-petits.org)