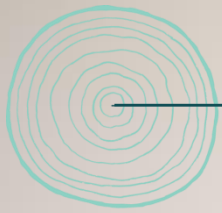


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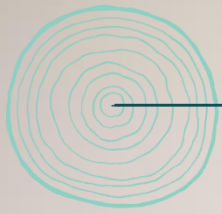


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Mandate

- To evaluate the early childhood educational services upon the twentieth anniversary of the Québec's Family Policy: *Les enfants au cœur de nos choix*;
- To set out a common vision for the future with regards to early childhood education in Québec.

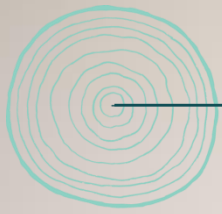


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The Commission:

- Initiative from the *Association québécoise des centres de la petite enfance*
- Independant and non-partisan;
- Managed by the *Institut du Nouveau Monde*;
- Presided by three commissaries. Martine Desjardins, Pierre Landry and Andre Lebon

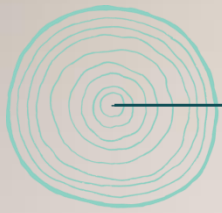


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Participation

- 14 cities visited
- 23 experts
- 135 groups and organizations
- 167 papers and comments
- 416 citizens
- 1 004 persons answered the public opinion survey
- 5 009 persons answered the parents survey

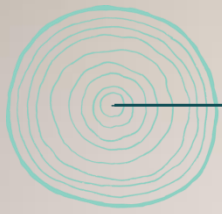


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Main stream highlights

- **Parents are** and remain primarily responsible for the education of their children. But the reality is that in Quebec, 85% of families with children 0-5 years are at work. It is essential to consider an educational childcare system to support the optimal development of children.
- *In the last 20 years, women's participation rates increased by 9 points in Quebec (to 85%), but by only 2 points in provinces other than Quebec (to 80%). In 2016, the regional detail was 82% in the Atlantic provinces, 79% in Ontario, and 80% in the Prairie provinces and British Columbia.* Pierre Fortin

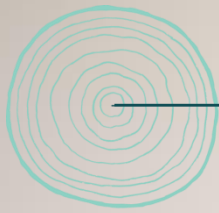


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Dedicated Community

- As Commissioners we were impressed throughout our five-month consultation process by the dedication and commitment of the women and men who work on a daily basis to provide care and stimulation for our young children. It is around this **community asset** that we have built our recommendations, which are designed to strengthen that asset and to support a social and governmental approach.



Highlights

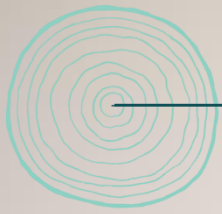
The early childhood educational services must evolve from an era of work-family balance to an era of early childhood education.

About early childhood :

1. Crucial period for the children development that is decisive for their educational success;



Fig 2 : Benefits of early childhood educational services (Atkinson Centre, 2015)



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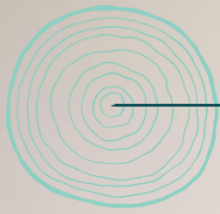
Highlights

The early childhood educational services must evolve from an era of work-family balance to an era of early childhood education.

About early childhood :

1. Crucial period for the children development that is decisive for their educational success;
2. Part of a child's educational path, from birth to university.

An approach tailored for early childhood focuses on early stimulation, socialisation and learning through play, not on early schooling.



We have to **enhance the quality of educational services** to ensure the optimum development of children and equality of chances.

- The quality of services is still only fair in the day care system and at the 4 year level of kindergarden;

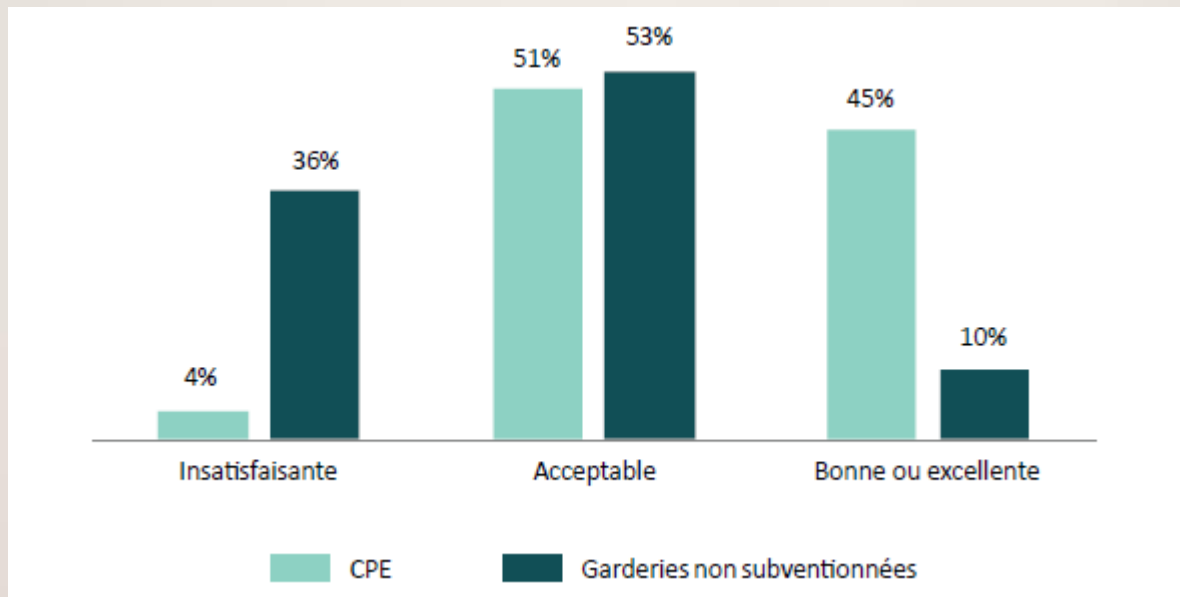
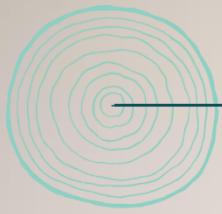


Fig 2 : Percentage of children in early childhood and unsubsidized daycare centres by overall quality rating, 2014 (Institut de la statistique du Québec, Grandir en qualité 2014)



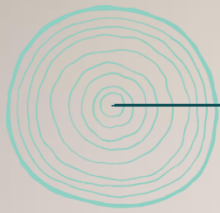
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Highlights

We have to **enhance the quality of educational services** to ensure the optimum development of children and equality of chances.

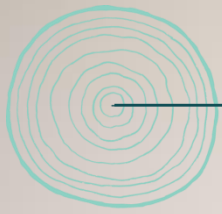
- The quality of services is still only fair in the day care system and at the 4 year level of kindergarden;
- The expenditure cuts have harmful effects on quality;
- The uneven training requirements and the lack of an adequate evaluation/assessment mechanism are important shortcomings to be remedied;
- The presence of non-regulatory resources that do not meet any qualifying requirement is disturbing.



The **current pricing has adverse effects** on the consolidation of the network and on the accessibility to quality educational services.

Date	Low-Fee Daycare Capacity				Unsubsidized Daycare	Total Capacity
	Early Childhood Centre	Home Care	Subsidized Daycare	Total		
March 31, 2003	63339	75355	24740	163434	1620	165054
March 31, 2016	92398	91604	46057	230059	55256	285315
Capacity added since 2003	29059	16249	21317	66625	53636	120261
Increase in capacity since 2003	46%	22%	86%	41%	3311%	73%

Table 1 : Changes in space available at early childhood educational services in Quebec (based on 2016 data from the MF)



We must **remove barriers** to ensure access to educational services for vulnerable families.

- Still too few children coming from vulnerable families attend educational daycare services;
- We have to secure the ties between health, community and education resources.

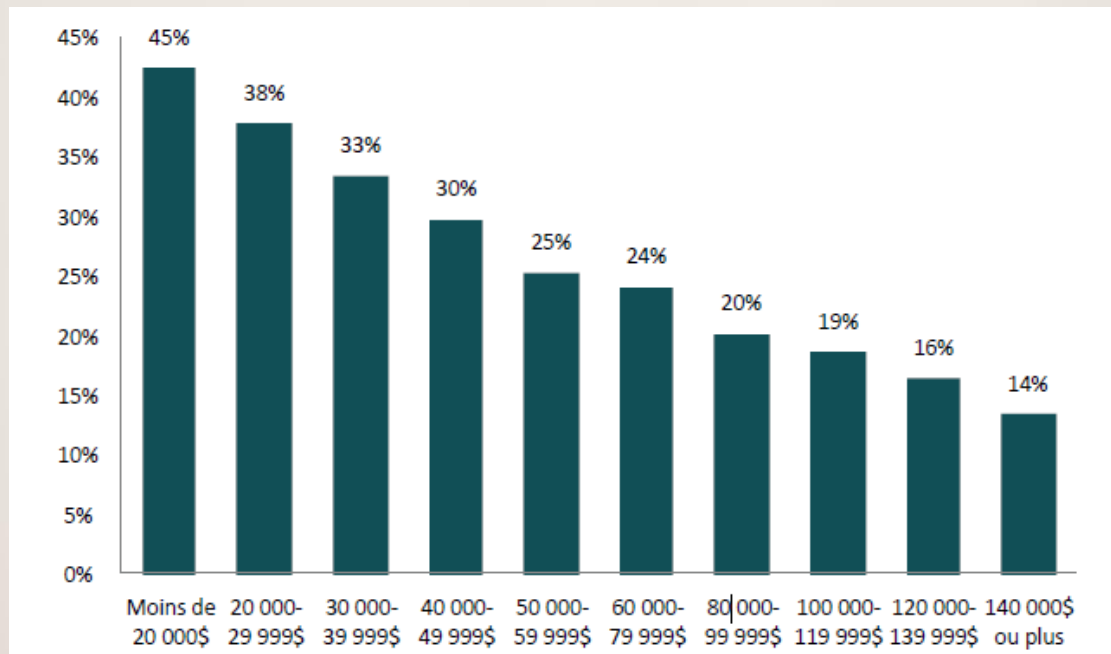
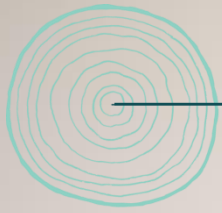


Fig 4 : Proportion of families with children under age five having no regular access to daycare, based on annual family income (Institut de la statistique du Québec, 2009)



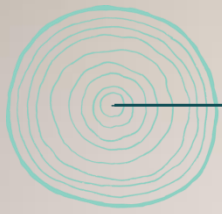
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Highlights

We must :

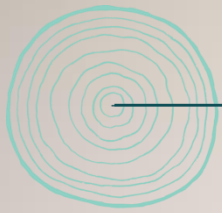
1. **Improve dialogue** between the different services offered to young children;
2. **Facilitate a better linkage** between the early childhood educational services and school.



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Five policy statements and accompanying
recommendations aimed at improving access to
quality educational services for all Quebec children.

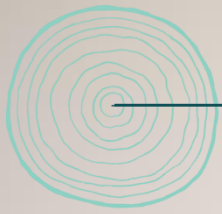


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Policy statements

- 1. The government should clearly state that child daycare services are above all educational services.**
 - The government should confirm and support the fact the early childhood is a crucial period in child development. Early childhood educational services are, accordingly, the first step in the child's educational path and must be formally integrated into the educational continuum from early childhood to university.

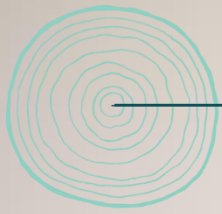


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Recommendations

- Putting one minister and one ministry in charge of all educational services offered to children from birth to 16 years of age;
- At the same time, reaffirming that the educational strategy for children from birth to age 5 remains one that nurtures overall child development, stimulation, awareness and socialization through play activities that promote success in school, rather than early schooling. This education perspective at early childhood has durable effects for children and reduce the cost of special strategy for children in difficulties



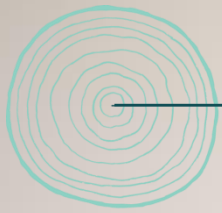
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Policy statements

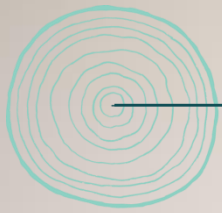
2. The quality of early childhood educational services must be improved.

Early childhood educational services will only have a positive impact if they are of high quality, starting with communities that are home to large numbers of vulnerable children. This is a matter of fairness and equal opportunity. We believe quality will be higher if training requirements are upgraded and if quality assessments, backed by educational support, are made on an ongoing basis.



2. The quality of early childhood educational services must be improved. Training issue

- The diploma of collegial studies in early childhood education techniques offers a specialization for family childcare providers, suited to their multiple tasks and responsibilities for children of different ages;
- All early childhood educational service providers should have, for basic training, a diploma of collegial studies in early childhood education techniques;
- All new family childcare providers hold a DCS before receiving family daycare provider accreditation;
- Family childcare providers should be evaluated and receive support and training to acquire any skills they have not mastered through a program involving reflective thinking and active support;
- Bachelor degrees in preschool education and in elementary education should offer more courses aimed at preschool work, to provide better preparation for teachers in kindergartens for 4- and 5-year olds;
- That childcare providers are required to participate in professional development programs, built around best practices, which help them proactively acquire new knowledge and thereby ensure the information is retained and put into practice.



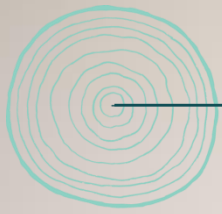
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Recommendations

2. The quality of early childhood educational services must be improved. Assessment issue

- Quality should be assessed every two years for all early childhood educational services through a system that permits comparison across all such services. This process should:
 - Provide an assessment of early childhood educational services;
 - Identify targets for continuous improvement of service quality;
 - Include direct support and accompanying measures where indicated.
- Educational services should be required to meet minimum quality standards through this evaluation process or lose their permit or accreditation;
- Tax credits for children attending unregulated daycare centres should be eliminated. All day care services have to meet standardise qualifications



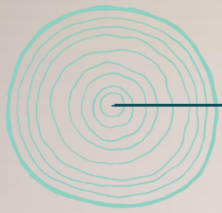
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Policy statements

3. Early childhood educational services must reach and include children from disadvantaged communities and vulnerable situations.

The educational services must support the development of all children, including those with special needs. We believe that early childhood educational services regulated by the *Educational Childcare Act* serve as the principal foundation for educational success among children from birth to age 5. We therefore believe that complementary measures (community-based family organization, integrated services and early childhood program and full-time kindergarten for four-year olds in disadvantaged neighbourhoods) must be aligned with early childhood educational services. The early childhood educational system is composed of this set of resources.



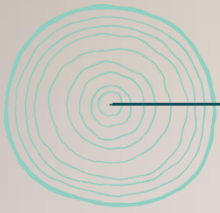
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Recommendations

3. Early childhood educational services must reach and include children from disadvantaged communities and vulnerable situations.

- Deploying recruitment/outreach programs on a priority basis to ensure greater attendance of educational services by children under 5;
- To require that children who attend full-day kindergarten for 4-year-olds from disadvantaged areas did not attend an early childhood education service before entering kindergarten for 4-year olds;
- Reviewing the financing of community-based family organization to provide them with more funding in line with their success in meeting their mission to support parents in obtaining educational daycare services.



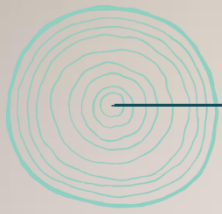
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Policy statements

4. Cohesion and complementarity must be enhanced among all stakeholders involved in early childhood services.

- Support for the optimal development of children from birth to age 5 depends on a network of resources that must work together in making the **child's needs** the focus of their concerns. Shortcomings must be overcome to ensure better continuity between services offered by the healthcare and early childhood educational sectors and the schools.



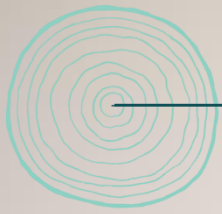
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Recommendations

4. Cohesion and complementarity must be enhanced among all stakeholders involved in early childhood services.

- A standardized child development measure should be adopted by early childhood educational services and parents, in conjunction with the healthcare and social services system;
- This measure must be used by healthcare and social services professionals and by childcare providers to ensure the transmission of information and the provision of services required by children from birth to age 5 and to facilitate their transition to kindergarten.

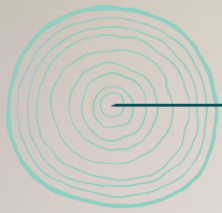


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Recommendations

- The integrated services and early childhood program (SIPPE) for young mothers from disadvantaged communities should be enhanced and treated as an inseparable part of a comprehensive educational strategy for vulnerable children, starting from pregnancy;
- The number of spaces should be increased under memorandums of understanding between early childhood educational service providers and the healthcare system and such agreements should require access by healthcare professionals to ensure the necessary support and assistance for the children they cover.



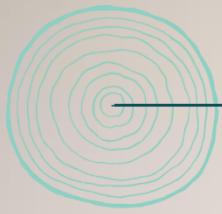
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Policy statements

5. Early childhood (birth to age 5) educational services should be free just like school

Since early childhood educational services are the first step on the child's educational path and should be formally integrated into the preschool and school educational continuum, we believe they should be covered by the same broad principles of universal and free access that apply to schooling.



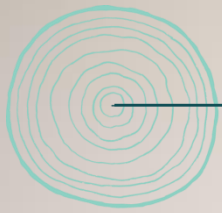
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Recommendations

5. Early childhood (birth to age 5) educational services should be free just like school

- Early childhood educational services are the first step on the child's educational path;
- They should be formally integrated into the preschool and school educational continuum;
- They should be covered by the same broad principles of universal and free access that apply to schooling.

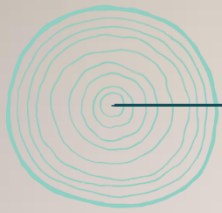


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Financial concerns: Pierre Fortin analysis

- 1) The program cost of 2.5 billion, or 0.6% of GDP, in 2016-2017 is of the same order of magnitude as the proportion of GDP that OECD member countries devote in average expenditure on institutions responsible for early childhood development.
- 2) Over the last 20 years, the number of reduced-fee spaces financed directly by the Quebec government has more than tripled. It has risen from 75,000 in 1997 to 230,000 in 2016.
- 3) After five years of setting up the network from 1997 to 2002, the annual cost per space available in reduced-fee childcare has increased at the same rate as inflation from 2002 to 2016, or 1.8% per year on average.
- 4) Over the past 15 years, in Quebec, the weekly wage of employees in the childcare sector has grown at exactly the same pace as the average wage of all employees in the province, an average of 2.3% per year.
- 5) By 2016, there were approximately 75,000 women aged 20 to 44 years in the labor force in Quebec because of the childcare program. The participation rate for women in this group was 85% in Quebec and 80% elsewhere in Canada. This impact in Quebec is of the same order of magnitude as observed in Germany, Spain and Norway.



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Financial concerns: Pierre Fortin analysis

6) Considering its impact on all forms of taxation, government transfers and medium-term tax expenditures, it can be estimated that the Quebec childcare program provides a favorable annual return to governments of about 2.6 billion on their budget balances. The federal government receives 800 million and the government of Quebec has 1.8 billion.

7) The net benefit of the government of Quebec is, however, of 200 million, after removing 1.8 billion from the additional cost of 1.6 billion for introducing the reduced-fee program in 1997 rather than maintaining the program prior to that date until today.

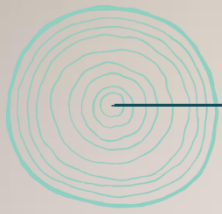
8) The current challenge of the Quebec program is quality and fairness. The fiscal surplus it provides to public finances justifies a greater financial involvement of governments in raising the overall quality of services and in responding more adequately to special needs of children in low-income families.

Lessons from Quebec experience

- **Do quality educational day care or don't.....** if you are concerned by early childhood development
- Be sure to reach vulnerable children because they benefit more and it is durable change.. The best way is still mixing everyone in an universal system
- Make sure your financial model will be base on equity and will not hide some contradiction
- 0-5 years old is not schooling issue but focuses on early stimulation, socialisation and learning through play,

Lessons from Quebec experience

- **One** ministry should be the *ball carrier* for all the continuum of a successful educational process and they should coordinate the complementary resources and assure that there are *bridge and concertation*.
- Keeping parents involved in the Board of Administration of the day care services is something to promote

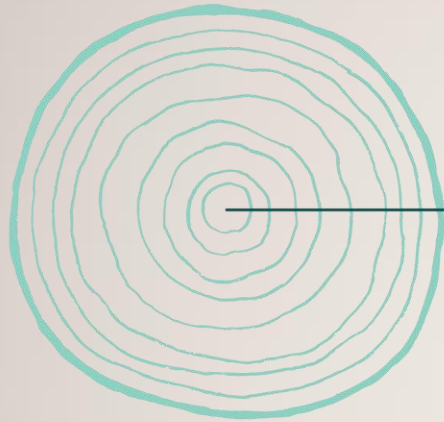


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Conclusion

- We wish that our recommendations pave the way for a social and governmental positioning on the educational path in Quebec or support dialogue on early childhood education in any other province.



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