



How are English-speaking Children in Quebec doing?

Presentation to ESDC Dialogue Day
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**Presentation
Objectives**

Provide the most recent data on the situation of English-speaking children and their parents in Quebec.

A large, solid orange circle containing the text 'Who are we?'.

Who are we?

The CHSSN is a network that aims to support English-speaking communities in Quebec in the development of programs and services related to the social determinants of health through knowledge sharing, collaboration and training.

Our Bright Beginnings program is an innovative approach that supports the mobilization of local, regional and provincial partners with the aim of improving the well-being of English-speaking children and their families in Quebec.

The information we are presenting today is drawn primarily from four reports:

- [Vulnerable English-speaking children: 2017 Quebec Survey of Child Development in Kindergarten data analysis](#)
- [Enquête québécoise sur l'accessibilité et l'utilisation des services de garde, 2021](#)
- [Socio-Demographic Profile of Children Aged 0 to 5 and their Parents, Quebec, 2021](#)
- La parentalité au Québec en 2022 : une analyse comparative selon le groupe linguistique (will be released to the public in Nov 2024)



English-speaking
Children in
Quebec at a
Glance

There are **71, 730** English-speaking children aged 0 to 5 living in Quebec, and they represent **5.8%** of the total **English-speaking population**

Vulnerability factors within the young English-speaking population of Quebec

- 35.9% of English-speaking children aged 0 to 5 who are members of a visible minority is higher than that of the total of French-speaking children 0 to 5 in Quebec (12%).
- Among parents in English-speaking couples, 16.6% are recent immigrants, which is much higher than those in French-speaking couples (5.6%).
- There are 6.4% of English-speaking children aged 0 to 5 who are reported to have an aboriginal identity. This proportion is much higher than that displayed by the French-speaking population (2.2%).
- Each region is unique...

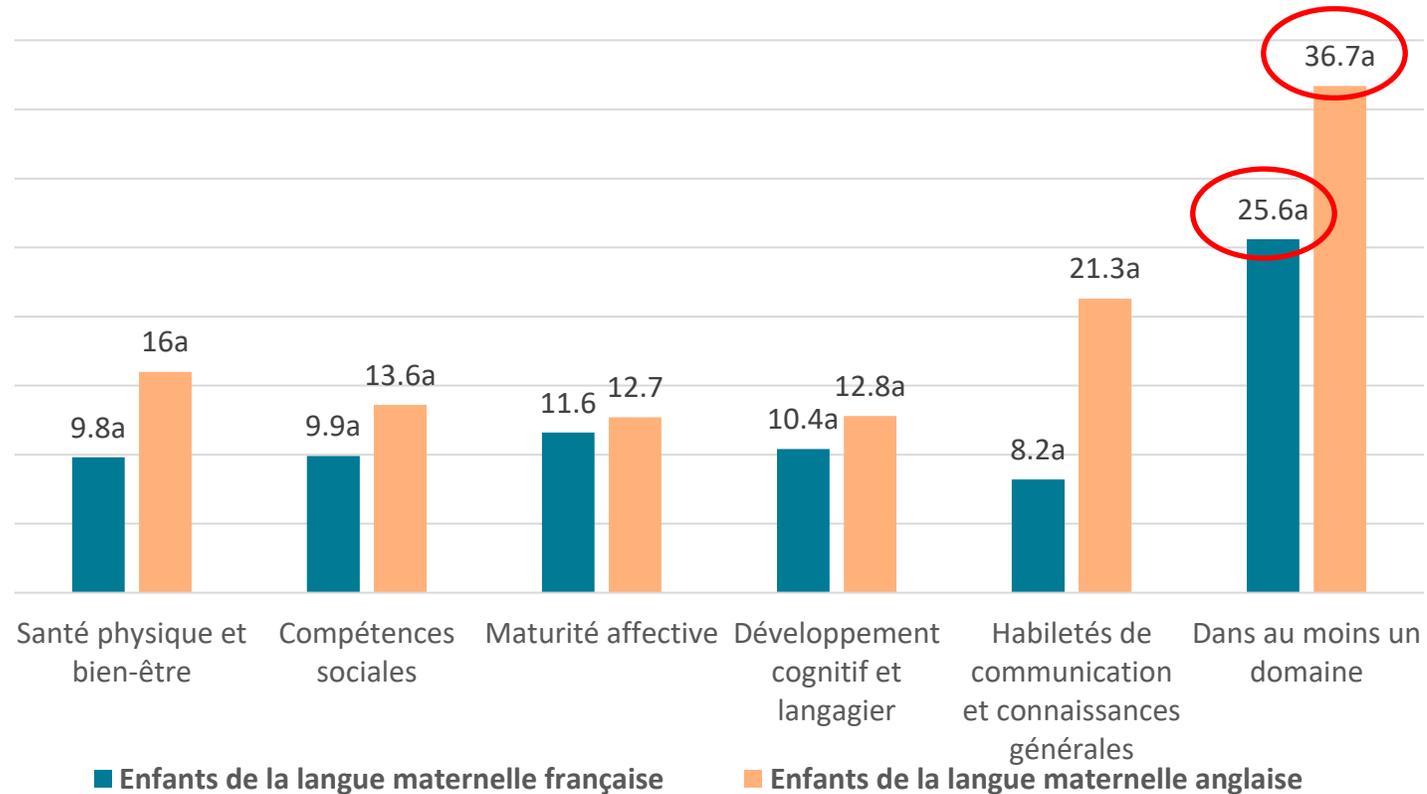
Economic Vulnerability within the Young English-speaking Population of Quebec

Among English-speaking **families** we find twice as many :

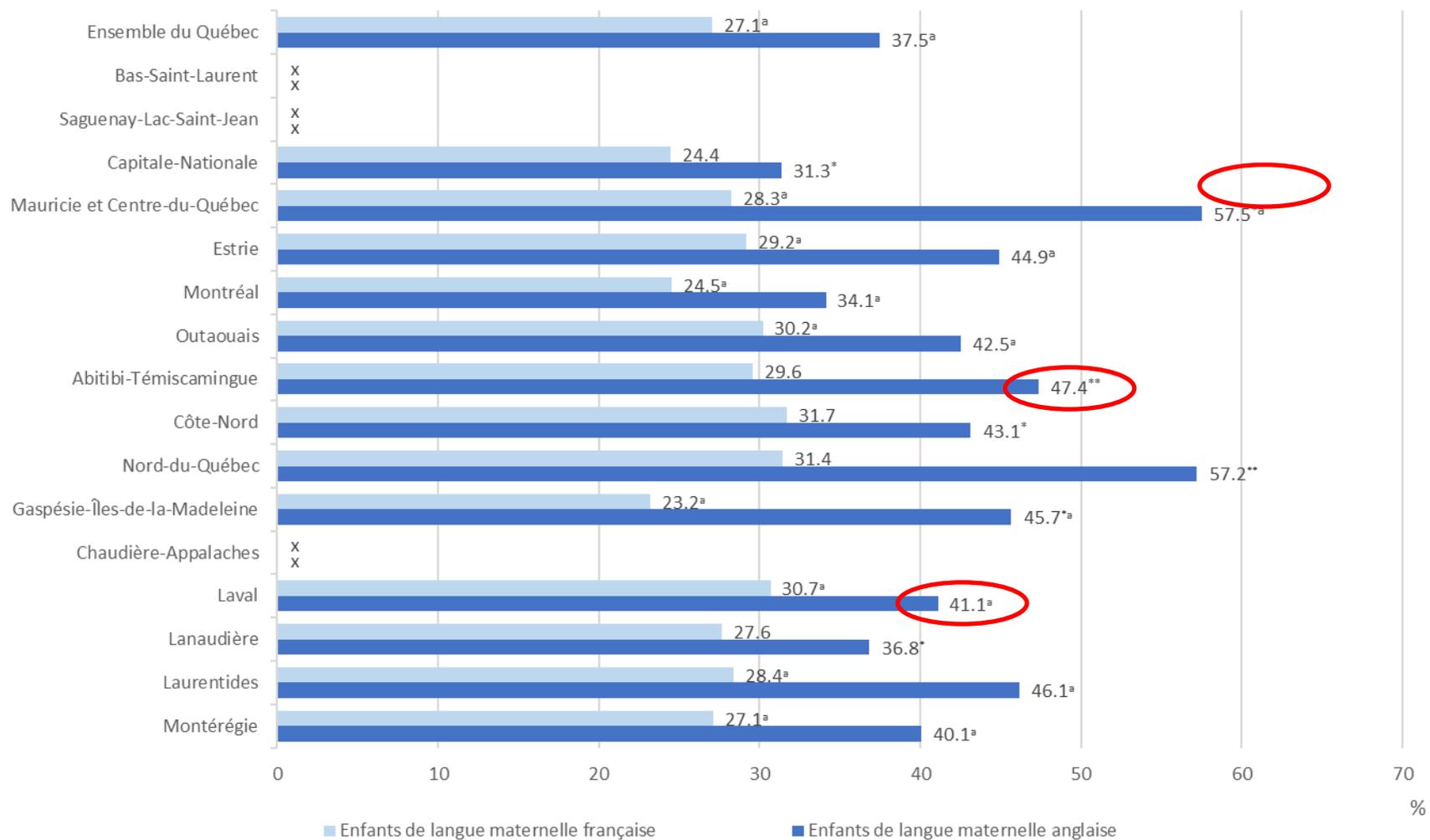
- Children aged 0-5 living below the low-income threshold
English-speaking (**9.1%**) vs French-speaking (**4.7%**)
- **Single parents** with children aged 0-5 who are unemployed (**16.9%**) vs.
French-speaking (**8.4%**)

English-speaking children are among the most developmentally vulnerable when they enter kindergarten.

Proportion d'enfants à la maternelle vulnérables par domaine de développement et dans au moins un domaine selon la langue maternelle, Québec, 2017



Proportion d'enfants à la maternelle 5 ans vulnérables dans au moins un domaine de développement selon la langue maternelle, régions administratives et ensemble du Québec, 2022



x Donnée confidentielle.

* Coefficient de variation compris entre 15 % et 25 %; interpréter avec prudence.

** Coefficient de variation supérieur à 25 %; estimation imprécise fournie à titre indicatif seulement.

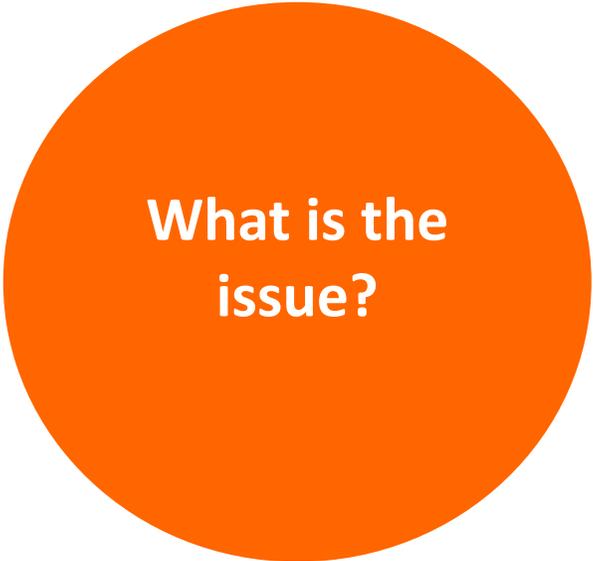
a Pour un territoire donné, exprime une différence significative entre les proportions au seuil de 0,01 pour l'ensemble du Québec et au seuil de 0,05 pour les régions.

Source : Institut de la statistique du Québec, *Enquête québécoise sur le développement des enfants à la maternelle 2022*.



**Why should we
be concerned?**

- Children who enter kindergarten with more vulnerabilities in terms of their development have a greater risk of encountering difficulties in their school career, in addition to compromising their health.
- Difficulties accessing services make these vulnerable children even more vulnerable, as they cannot benefit from the services they need.

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What is the
issue?

English-speaking children in Quebec are among the most developmentally vulnerable when they enter kindergarten.

Language barriers makes it more difficult for English-speaking children and their families to benefit from services that meet their needs.

These families are among those living in the most difficult economic conditions.

Language barriers makes it more difficult for English-speaking children and their families to benefit from services that meet their needs.

- **58%** of English-speaking parents say they are afraid that French-speaking community service providers will not be as welcoming to their child or their family because they are English-speaking
- **56%** of English-speakers stated that **staff attitude** was the main reason why they did not feel comfortable asking for health or social services in English

“When parents aren’t doing well, children don’t do well.”

**Why should we
be concerned?**

- English-speaking parents are almost 3 times more likely to feel overwhelmed by the responsibility of being a parent (15.5%) compared to French-speaking parents (5.4%)
- Moreover, their entourage is not very available if needed: English-speaking (43.4%) vs French-speaking (31.8%)

English-speaking Children attend daycares less than French-speaking Children in Quebec

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SANTÉ ET BIEN-ÊTRE

Les enfants d'expression anglaise et la vulnérabilité à la maternelle

Analyse des données de l'Enquête québécoise sur le développement des enfants à la maternelle 2017

Tableau 4.1
Certaines caractéristiques des enfants à la maternelle et de leur milieu selon leur langue maternelle, Québec, 2017

	Enfants de langue maternelle anglaise	Enfants de langue maternelle française
	%	
Fréquentation d'un service de garde		
Enfants ayant été gardés	87,9 ^a	93,7 ^a
Enfants n'ayant pas été gardés	12,1 ^a	6,3 ^a
Âge au début de la fréquentation		
Moins de 12 mois	25,8 ^a	44,5 ^a
Entre 12 mois et moins de 36 mois	56,8 ^a	47,4 ^a
36 mois ou plus	17,4 ^a	8,0 ^a

SOURCE: 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

Enquête québécoise sur
l'accessibilité et l'utilisation
des services de garde 2021

Portrait statistique



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Tableau 3.1

Proportion d'enfants d'âge préscolaire dont les parents ne connaissent pas La Place 0-5 selon différentes caractéristiques des enfants et de leur famille ainsi que selon différentes caractéristiques de la recherche, Québec, 2021

	%
Total	8,6
Niveau de revenu du ménage	
Faible revenu	17,6 ^{a,b}
Revenu moyen-faible	7,6 ^{a,b}
Revenu moyen-élevé	4,3 ^a
Revenu élevé	3,8 ^b
Langue parlée le plus souvent à la maison	
Français seulement	5,7 ^{a,b}
Anglais seulement	16,5 ^a
Français et anglais seulement	8,6 ^{* a,b}
Autres (avec ou sans le français ou l'anglais)	17,4 ^b

Enquête québécoise sur l'accessibilité et l'utilisation des services de garde 2021

Portrait statistique



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Tableau 3.2

Proportion d'enfants d'âge préscolaire qui ont été inscrits par leurs parents à La Place 0-5 selon différentes caractéristiques des enfants et de leur famille ainsi que selon différentes caractéristiques de la recherche, Québec, 2021

	%
Total	78,7
Niveau de revenu du ménage	
Faible revenu	65,2 ^{a,b}
Revenu moyen-faible	79,4 ^{a,b}
Revenu moyen-élevé	86,1 ^a
Revenu élevé	87,0 ^b
Langue parlée le plus souvent à la maison	
Français seulement	81,4 ^{a,b}
Anglais seulement	70,3 ^{a,c}
Français et anglais seulement	79,4 ^{c,d}
Autres (avec ou sans le français ou l'anglais)	70,7 ^{b,d}

Support towards action

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What can be
done?

- Investing to reduce inequalities in early childhood is a long-term investment.
- Community-based support for families can bridge barriers to access
- It is important to include actions targeting English-speaking families and children in action plans as well as fund projects targeting English-speaking families and children to reduce barriers to access.