**EDUCATION, FAMILY AND SENIORS**

You can choose to answer one or more of the questions asked. You can answer directly in the questionnaire and use as many pages as you need.

Once the questionnaire is completed, please send it in Word format to the following address [plp4@mtess.gouv.qc.ca](mailto:plp4@mtess.gouv.qc.ca).

We also invite you to consider some elements during your reflection:

* The goals and directions of the [Act to combat poverty and social exclusion](https://www.legisquebec.gouv.qc.ca/en/document/cs/L-7#:~:text=La%20pr%C3%A9sente%20loi%20vise%20%C3%A0,vers%20un%20Qu%C3%A9bec%20sans%20pauvret%C3%A9.).
* The realities experienced by women and men or by overrepresented groups in the population living in poverty and social exclusion, namely [ADS+](https://www.quebec.ca/en/gouvernement/portrait-quebec/droits-liberte/gender-equality/gender-based-analysis).
* The egalitarian, sustainable and health-promoting nature of the proposals.
* The different levels of intervention: local, regional and national.
* Knowledge development (research, statistics and evaluation).
* The cross-sectoral approach in defining problems and finding solutions.

We thank you for your cooperation.

Your opinion matters.

Identify the organization or municipality you represent.\*

\* Identification of citizens who wish to complete the questionnaires is not required.

**Education and training**

Education plays a fundamental role in preventing and fighting poverty and social exclusion. Contributing to the training of responsible citizens, education allows the acquisition of various skills as well as the development and knowledge of oneself and others. It is a protective factor that can greatly facilitate social integration and access to the labour market. Conversely, low literacy or lack of education can hinder or even compromise the use of and participation in certain services. Education breaks the intergenerational cycle of poverty.

People with a postsecondary degree generally have higher incomes, more stable jobs, better health, and greater social involvement than people with lower levels of education.[[1]](#endnote-2) That said, despite significant progress, the graduation rate in Québec’s public schools could be further improved.[[2]](#endnote-3)

In the current context of labour scarcity, the attractiveness of the labour market also represents a risk of dropping out for those who choose to abandon their studies in favour of paid employment. These observations remind us of the importance of valuing the various training paths, whether professional, college or university.[[3]](#endnote-4)

**Some statistics**

* The high school dropout rate (i.e., leaving without a diploma or qualification) for students from disadvantaged backgrounds is higher (19.7% in 2019‑2020) than that of all students in Québec (13.5% in 2019-2020)[[4]](#endnote-5).
* In Canada, it is estimated that between 20% and 35% of children are vulnerable at the time they enter school, whether physically, cognitively or socio-emotionally. Among children living in some of Montreal’s poorest neighbourhoods, this proportion could exceed 40%.[[5]](#endnote-6)
* In 2018, 11.8% of the Québec population aged 25 to 64 did not have a high school diploma, a proportion that reached 24.6% among low-income individuals.[[6]](#endnote-7)

**QUESTIONS RELATING TO EDUCATION AND TRAINING**

Question 1

In your opinion, what are the difficulties experienced by people living in poverty and social exclusion in relation to education and training?

Question 2

What are the courses of action or solutions related to education and training that could improve the living conditions of people living in poverty and social exclusion?

Question 3

What other points could you make in connection with education and training as it relates to supporting people living in poverty and social exclusion?

Question 4

Have you found or do you think that certain groups in the population living in poverty and social exclusion are more affected than other groups in the same situation and face greater barriers to education and training?

**Family and Seniors**

The development of families and the full potential of children are at the heart of Québec’s family policy. Various measures have been put in place to support families: early childhood centres, subsidized childcare services, Family Allowance, the Québec Parental Insurance Plan, and the tax credit for caregivers are some examples.[[7]](#endnote-8) These measures are aimed at preventing poverty and social exclusion for future generations.

Providing support tailored to the needs of families and children can have a beneficial impact on children’s overall development and ability to learn. For example, spaces in childcare services for children aged 0 to 5 provide support to parents, but also facilitate children’s preparation for learning and socialization.

Poverty and social exclusion affect families in different ways. The more adverse conditions families experience, the more likely they are to become marginalized and isolated and to move away from the labour market.[[8]](#endnote-9)

The family is also essential to the development and social participation of seniors, especially as they increasingly live alone.[[9]](#endnote-10) After age 65, the living conditions of seniors and their needs change, including home support, housing adaptations, access to health care and medication, income support and job retention.[[10]](#endnote-11) For many seniors, especially those who have been unable to prepare for retirement due to insufficient income or limited labour force participation, government benefits, such as Old Age Security and the Guaranteed Income Supplement, become their primary sources of income.[[11]](#endnote-12)

**Some statistics**

* In 2017, more than 1 in 4 children (27.7%) were vulnerable in at least one of five developmental domains (social skills, physical health and well-being, emotional maturity, cognitive and language development, communication skills, and knowledge).[[12]](#endnote-13) This represents nearly 23,790 kindergarten children.
* In 2021, approximately 72% of preschoolers regularly attend childcare service. Of these, 35% attend a CPE, 20% attend an unsubsidized daycare, 18% attend a subsidized family daycare and 16% attend a subsidized daycare centre.[[13]](#endnote-14)
* In 2020, according to the Market Basket Measure, the low-income rate for people over 65 living alone was 5.4% (11.4% in 2019), with 4.8% (10% in 2019) for men and 5.7% (12.3% in 2019) for women.[[14]](#endnote-15)
* In 2020, the low-income rate according to the after-tax low-income measure for people 65 and older is 13.3 percent (9.6 percent for men and 16.6 percent for women),[[15]](#endnote-16) compared to 8.2 percent for people 16 and older (7.4 percent for men and 9.4 percent for women).
* Finally, still using the after-tax low-income measure, more than one third of people aged 65 and over living alone (34.6%) will experience low income in 2020 (28.6% for men and 37.9% for women).[[16]](#endnote-17)

**QUESTIONS RELATING TO FAMILY AND SENIORS**

Question 1

In your opinion, what are the difficulties experienced by families and seniors living in poverty and social exclusion?

Question 2

What are the courses of action or solutions that could improve the disposable income and living conditions of families and seniors living in poverty and social exclusion?

Question 3

What other comments could you make related to families and seniors living in poverty?

Question 4

Have you found or do you think that some families or seniors living in poverty and social exclusion are more affected than others in the same situation and that they face greater barriers?

Appendices

**Examples of government strategies and action plans**

**associated with the theme of education, family and seniors**

* [Plan d’action jeunesse 2021-2024](https://www.jeunes.gouv.qc.ca/plan-action/index.asp)
* [Action Plan for Success in Higher Education 2021-2026](https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/enseignement-superieur/plan-action_reussite-ens-sup.pdf)
* [Policy on Educational Success](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/politiques_orientations/politique_reussite_educative_10juillet_A_1.pdf)
* [Grand chantier pour les familles. Plan d’action pour compléter le réseau des services de garde éducatifs à l’enfance](https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/famille/publications-adm/guichet_unique/plan-action-grand-chantier.pdf)
* [Un Québec pour tous les âges : le Plan d’action 2018-2023](https://publications.msss.gouv.qc.ca/msss/fichiers/ainee/F-5234-MSSS-18.pdf)
* [Plan d’action gouvernemental pour les personnes proches aidantes 2021-2026](https://publications.msss.gouv.qc.ca/msss/fichiers/2021/21-835-11W.pdf)
* [Plan d’action gouvernemental pour l’inclusion économique et la participation sociale 2017-2023](https://www.mtess.gouv.qc.ca/publications/pdf/ADMIN_plan_action_2017-2023.pdf)

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