

Portrait of the workforce in the educational childcare services network

2021-2022-

Coordination and writing

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Introduction

The Portrait of the workforce is produced following data collection by Léger Marketing from all holders of an educational childcare permit (SGEE), i.e. childcare centers (CPE), subsidized daycare centers (GS) and non-subsidized daycare centers (GNS). The Ministère de la Famille would like to thank all the respondents who made it possible to produce this portrait.

This is the first edition of the portrait in this form. It will be carried out annually. The information collected is taken into account in the planning of labor needs as well as in the monitoring of the measures put in place and their effects.

A few details on the portrait data

The data presented covers the period from April 1, 2021 to March 31, 2022.

An online questionnaire was submitted to 2,931 licensees from October 5 to November 7, 2022.

Overall response rate : 69.8%.

Response rate by type of establishment :

- CPE: 89% (i.e. 853 / 954 CPE)
- GS: 75% (i.e. 561 / 744 GS)
- GNS: 51% (i.e. 631 / 1233 GNS)

Important : The data presented in the first section of this document concerns educators and represents a projection of the results of the collection if the response rate had been 100%. Extrapolations are made based on the overall response rate (69.8%) for the childcare system network. It is possible that the results indicated do not balance to the unit given the rounding.

In the second section, the appendix, the data is presented for each type of establishment, namely CPEs, GSs and GNSs. These are raw data, not extrapolated.

The data presented has been declared by the license holders of the SGEEs and has not been audited or correlated with the financial report or the annual activity report. It is therefore necessary to interpret the results with caution and to avoid making a comparison with other data collected in different contexts and for which distinct methodologies have been used.

Definitions

Qualified educator (EQ) : a staff member of a CPE or daycare centre, assigned to the implementation of the educational program for children and who, in accordance with section 22 of the Regulation respecting educational childcare services (RSGEE), has a college diploma in childhood education techniques (DEC in TEE) or a recognized equivalence defined in the Directive concerning the evaluation of the qualification of *educators* .

Non-qualified educational staff (ENQ) : a staff member of a CPE or a daycare centre, assigned to the implementation of the educational program for children, and who, in accordance with article 22 of the RSGEE, does not have a DEC in TEE or an equivalence recognized and defined in the Directive.

Permanent staff member : a person who works full-time or part-time, whose employment end date is not predetermined and who has completed his probationary period.

Casual staff member : a person whose services are retained for a fixed-term contract, whether working full-time or part-time (eg maternity leave replacement, acting position, extra work).

Full-time : work week of 32 hours or more.

Part-time : work week of less than 32 hours.

Short-term absence : absence of less than 90 days. For the purposes of data collection, public holidays and annual vacations should not be considered.

Long-term absence: it is 90 days or more. For the purposes of data collection, long-term partial leaves (gradual returns) are not considered.

A position : professional job assigned to someone in a given place (Larousse). The number of positions can therefore be equated with the number of employees or individuals who occupy a job function. This can be a full-time or part-time position, or it can be a temporary or permanent position.

A **position** is **vacant** if it meets all of the following conditions:

- There is a definitive severance of the employment relationship between a member of the educational staff and his employer.
- There are tasks to be completed during the month for the position in question.
- The employer actively seeks to recruit outside the organization in order to fill the job.

A position that has been vacant for 90 days or more is considered to be a **long-term vacant position (LTV)**.

- Note that gradual returns after an absence are considered to be long-term partial leaves and are therefore not counted as a long-term absence.

A **departure** is final when there is complete termination of the employment relationship.

1. Number of posts occupied by qualified and unqualified educators qualified

As of March 31, 2022, the total number of positions held by identified educators is 38,391; 28,100 are occupied by qualified personnel and 10,291 by unqualified personnel, ie an average proportion of qualified educators of 73.2%.

2. Vacant jobs

2.1 Number and rate of vacancies

- The number of vacant positions is 3,159 as of March 31, 2022, representing a rate of 8.23%.
 - o This rate is higher than that of the sector to which it belongs, ie health care and social assistance, which is 6.2% for the same period¹ .
- Just over 71% of vacant positions are full-time positions.
- Approximately 29% of vacancies are part-time positions.

2.2 Proportion of vacant positions according to the statutes: qualified educational staff – unqualified educational staff

- Just over 71% of vacant positions are EQ positions.
- Approximately 29% of vacancies are ENQ positions.

2.3 Long-term vacancies (PVL D)

- The number of PVL D is 1,566, ie a rate of 4%. This rate is higher than that of the province, which was 2.6 %² according to Statistics Canada during the same period.
- About 50% of vacancies are PVL D.
- PVL D rates are higher in GNS and are equivalent in CPE and GS:
 - o 3% in CPEs;
 - o 3% in GS;
 - o 7% in GNS.

¹ Institute of Statistics of Quebec. "Number of vacant positions, distribution of vacant positions, rate of vacant positions and average hourly rate of vacant positions, unadjusted quarterly data, results according to various characteristics, Quebec": https://statistique.quebec.ca/fr/document/postes-vacants-au-quebec/tableau/nombre-repartition-RATE-Hourly Average-Postes-Vacants-donnees-trimestrielles-resultats-diverses-caracteristiques#tri_indic=15 .

² Detailed results of [the Vacancy and Wage Survey \(FPVS\) \(not seasonally adjusted\)](#)

Table 1. Number and rate of vacant positions for educators in the network

Job Categories	Qualified Educational Staff (EQ)	Unqualified educators (ENQ)	Total
Number of positions	28,100	10,291	38,391
Number of vacancies	2,248	911	3,159
Vacancy rate	8%	9%	8%
Number of PVLDs	1,158	408	1,566
PVLD rate	4%	4%	4%
Number of vacancies – full time	1,732	522	2,254
Job vacancy rate – full time	6%	5%	6%
Number of vacancies – part-time	516	390	906
Job vacancy rate – part-time	2%	4%	2%

3. Long-term absences

Table 2. Number and rate of long-term absences of educators in the network

Job Categories	EQ	ENQ	Total
Number of posts	28,100	10,291	38,391
Long-term absences	2,431	529	2,960
Long-term absence rate	9%	5%	8%

- The number of long-term absences (ALD) amounts to 2,960, ie a rate of 8%.
- 82% of ALD concern qualified educators.
- Preventive withdrawals account for 28% of long-term absences and maternity leaves represent 38% of long-term absences. Disability absences account for 34%.

4. Final departures

- The number of permanent departures, including retirements, stands at 5,894, i.e. a rate by 15%.
 - o The proportion of retirements represents approximately 5% of the total number of departures definitive.

Table 3. Number and rate of permanent departures of educators from the network

Job Categories	EQ	ENQ	Total
Number of posts	28,100	10,291	38,391
Final departures	3,046	2,848	5,894
Definitive departure rate	11%	28%	15%
Extra final departures sectors*	1,225	1,731	2,956
Extra final departure rate sectoral	4%	17%	8%

*A permanent departure is considered extra-sectoral when a member of the educational staff leaves the childcare network for good. in installation to join a home daycare service, a school daycare service, a 4-year-old kindergarten, or another sector of activity or an unknown location.

Table 4. Reasons for permanent non-sector departures of qualified and unqualified educators

Job Categories	EQ	ENQ
Moving house	7%	8%
Family or personal reason	17%	11%
Illness or accident	6%	4%
Career	23%	13%
Salary	10%	6%
Devaluation of the profession	5%	3%
Work atmosphere	5%	4%
Departure at the request of the employer	7%	11%
Time of transport	1%	1%
Back to school	6%	13%
Reason for leaving unknown	12%	28%

Raw data not extrapolated

5. Hiring of educators

- 7,040 positions, including 2,990 EQs and 4,050 ENQs, were filled between April 1, 2021 and March 31, 2022, whether full-time or part-time, permanent or casual.
- If we subtract the number of departures from the number of hires, in 2021-2022, we notes 1,146 net hires.

6. Development projects

Between April 1, 2021 and March 31, 2022, 4% of childcare establishments say they have delayed a development project, whether it is the opening of a new facility or the addition of spaces in the current childcare establishment.

Licensees who reported delaying a development project attributed the delay to a shortage of 181 educators. Thus, the permit holders declared that 430 places in CPE and 100 places in GS could not be offered at the planned time due to a lack of staff.

Annex presenting the raw data by type of establishment

The data presented in this appendix are raw data, not extrapolated. The response rate by type of establishment means that these are partial workforce data for this type of establishment.

Reminder of the response rate by type of establishment :

- CPE: 89% (i.e. 853 / 954 CPE)
- GS: 75% (i.e. 561 / 744 GS)
- GNS: 51% (i.e. 631 / 1233 GNS)

Table A. Number and rate of vacant positions for educators by type of establishment

Type of establishment	Early childhood Center (CPE)			Subsidized daycares (GS)			Daycare centers no subsidized (GNS)		
	EQ	ENQ	Total	EQ	ENQ	Total	EQ	ENQ	Total
Job Categories									
Number of positions	12,875	2,469	15,344	4,159	2,100	6,259	2,580	2,614	5,194
Number of vacancies (PV)	722	223	945	352	156	508	495	257	752
HP rate	6%	9%	6%	8%	7%	8%	19%	10%	14%
Long Duration HP Count – (PVLD)	403	117	520	149	50	199	256	118	374
PVLD rate	3%	5%	3%	4%	2%	3%	10%	5%	7%
Number of PV – full time	508	86	594	268	84	352	433	194	627
PV rate – full time	4%	3%	4%	6%	4%	6%	17%	7%	12%
Number of PV – part time	214	137	351	84	72	156	62	63	125
Vacancy rate – part-time	2%	6%	2%	2%	3%	2%	2%	3%	2%

Table B. Number and rate of long-term absences by type of institution

Type of establishment	CPE			GS			GNS		
	EQ	ENQ	Total	EQ	ENQ	Total	EQ	ENQ	Total
Job Categories									
Number of posts	12,875	2,469	15,344	4,159	2,100	6,259	2,580	2,614	5,194
Long-term absences	1,302	118	1,420	259	103	362	136	148	284
Absence rate long duration	10%	5%	9%	6%	5%	6%	5%	6%	5%

Table C. Number and rate of permanent departures of educators by type of institution

Type of establishment	CPE			GS			GNS		
	EQ	ENQ	Total	EQ	ENQ	Total	EQ	ENQ	Total
Job Categories									
Number of positions	12,875	2,469	15,344	4,159	2,100	6,259	2,580	2,614	5,194
Number of final departures	1,040	527	1,567	524	513	1,037	562	948	1,510
Definitive departure rate	8%	21%	10%	13%	24%	17%	22%	36%	29%
Definitive non-sectoral departures	521	323	844	180	325	505	154	560	714
Extra final departure rate sectoral	4%	13%	5%	4%	15%	8%	6%	21%	14%

Table D. Hiring of educators by type of establishment

Type of establishment	CPE			GS			GNS		
	EQ	ENQ	Total	EQ	ENQ	Total	EQ	ENQ	Total
Job Categories									
Number of hires	1,331	1,044	2,375	458	872	1,330	298	911	1,209

