

Parenting in 2024:

# WHAT PARENTS HAVE TOLD US!

Estrie

THINKING **BIG** WITH PARENTS  
IN ESTRIE



## Background

In 2019, in light of the concerning results of the Québec Survey of Child Development in Kindergarten (QSCDK), the Collectif estrien 0-5 ans and R3USSIR established the Charte estrienne Voir grand pour nos enfants. The first principle of this charter is to recognize and support parents as the primary allies in children's development. With this in mind, the Collectif estrien 0-5 ans and R3USSIR decided to reach out to parents to find out more about their parental needs.

## Approach

A two-step approach was chosen and implemented by the Collectif estrien 0-5 ans and R3USSIR.

### 1- Parent consultation tour across the MRCs

**Objective:** To listen to what parents have to say about their experiences of parenthood and pinpoint their main needs.

### 2- Regional event for parents and stakeholders

**Objective:** To identify potential solutions to the needs expressed by parents during the tour. Ultimately, this process is intended to inform a possible intersectoral action plan for positive parenting in the Eastern Townships that would respond to parents' needs.

## Parent profile and brief methodology

### Targeted population

- Parents with children aged 0-8, living in the 9 MRCs of the Estrie region

### Data collection

- Group discussions - duration of 2 hours (8 MRCs; 12 groups) (N = 140)
- Online survey - 10 minutes (1 MRC - Haut-Saint-François) (N = 90). The survey replaced the workshop, at the request of local partners.

### Group-discussion period

- March-April 2024 / Survey: April 2024

### Respondent profile

- 230 respondents: 89% women / 11% men
- All socio-economic statuses
- All types of families
- At least 8% of the parents were from cultural communities



## The needs expressed by parents were classified into 6 broad categories:

1. Parental experience
2. Parenting practices
3. Economic and professional environments
4. Daycares
5. Schools
6. Other resources in the community

## How to read this document



For each of these categories, we present you with the findings that correspond to the needs most commonly expressed by parents across the Estrie region. The appendices also include a table showing what was mentioned as concerning or reassuring in each of the MRCs. Please note that the findings represent a snapshot of what a group of parents told us and not the opinions of all the parents. This information should therefore be interpreted with caution!

## Who is this document for?

For anyone concerned by the needs of families, whether they belong to the early childhood, academic, community, municipal, government, health and social services or employment sector.

An initiative of:



Translated by:



With the financial participation of:



## 1. PARENTAL EXPERIENCE

Parents' thoughts and feelings about their role with their children, which may include, for example, attitudes, beliefs, self-efficacy or pressure. To better contextualize the parental experience, the parent's social network is also included, particularly in terms of the presence or absence of family and community, as well as the quality of relationships between the parent and these actors.



### WHAT REASSURES PARENTS

 = Items belonging to the 10 needs prioritized by parents



### WHAT CONCERNS PARENTS

#### PARENTAL WELL-BEING

- Presence, willingness and involvement of the partner: feeling of being a team, of rounding each other out.
- Parental satisfaction: love, happiness, pride, fulfillment.

#### SOCIAL NETWORK

- Access to a social network, presence of community and family.
- Creating social ties: communication, solidarity, etc.

#### ACTIVITIES AND SERVICES

- Community organization services: parent-child meetings.
- Family activities.

#### PARENTAL WELL-BEING

- ✓ Stress, pressure, guilt.
- ✓ Pressure to be perfect: discipline, diet, screen management, activities, vacations, etc.
- Mental burden and exhaustion.
- Differences between expectations and the reality of parenthood: idealized parenthood.
- Father's difficulty finding his place.
- Need for psychological support: not enough time for self-care and lack of access to services for non-urgent situations.

#### SOCIAL NETWORK

- ✓ Being judged by other parents, their own parents, school, society, etc.
- ✓ Being judged for various reasons: young mothers, large families, breastfeeding in public, parenting style, farming environment, etc.
- Sense of having little or no support from their own parents.
- ✓ Difficulty creating a network.

#### ACTIVITIES AND SERVICES

- Children are not welcome in certain activities.
- There are few, if any, family activities nearby on evenings or weekends.
- There are few, if any, informal meeting places for parents.



“My partner: we complement each other and work as a team!”



“I feel like I'm a good mom!”



“Where is the village?”



“Even our vacations need to be a success!”



## 2. PARENTING PRACTICES ?

Parenting practices include parents' concrete actions and decisions when taking care of their children. This is the behavioural aspect of the role of parent. For example, this concerns the quality of interactions, physical and psychological availability, or the different strategies they may use to enforce discipline.



### WHAT REASSURES PARENTS

#### PARENTING

- Always doing your best.
- Building trust with children.
- Owning up to mistakes.
- Father's involvement.

#### PARENTING STRATEGIES

- Regulating screens and screen time, including for parents.
- Establishing routines.
- Taking your time, slowing down.
- Taking the time to laugh, play and dance.
- Having open conversations with children.
- Adopting positive parenting practices.

#### SUPPORT AND RESOURCES

- Reliable, accessible online resources: Forméduc, Educatout, Naître et grandir, etc.
- Community organizations.
- Director of Youth Protection (DYP)



“No matter what happens, my child knows there's love in our home.”



“Taking time with our children changes everything!”



= Items belonging to the 10 needs prioritized by parents



### WHAT CONCERNS PARENTS

#### PARENTING

- Lack of information on the role of parent.
- Lack of knowledge about best practices for:
  - Enabling their child to reach their full potential;
  - Healthy communication with their children.

#### PARENTING STRATEGIES

- ✓ Emotion management for children and parents.
- ✓ Screen management for parents and children.
- ✓ Discipline of children, especially when parents are separated.

#### SUPPORT AND RESOURCES

- Little access to parenting classes.
- Little support for parenting practices after age 5.
- Little support before and after childbirth.



“We weren't taught how to manage our emotions and now we have to show our children how to do so.”



“Screens: adults should start by disciplining themselves.”



## 3. ECONOMIC AND PROFESSIONAL ENVIRONMENTS

This theme concerns the professional, financial and material conditions of parents, i.e., what reassures and what worries them in terms of their opportunities and personal resources as an adult in their daily life. This touches on job situations and household earnings, as well as the affordability of and purchasing opportunities for various resources. Elements relating to work-family balance are also reported here.



### WHAT REASSURES PARENTS



= Items belonging to the 10 needs prioritized by parents



### WHAT CONCERNS PARENTS

#### FINANCIAL CONDITIONS

- Having sufficient income.
- Intentionally limiting buying.

#### PROFESSIONAL CONDITIONS

- Flexible schedule, teleworking, flexible days off, etc.
- The employer's caring attitude and openness to work-family balance.

#### SUPPORT AND RESOURCES

- Supporting financial management: budgeting.
- Owning just one car and cutting down on electricity consumption.
- Living in a housing co-op or community dwelling.
- Turning to food banks, buying groups, second-hand stores, community kitchens and more economical stores.
- Evolution of the social norm (e.g., it's okay to buy used!).

#### FINANCIAL CONDITIONS

- Salaries not keeping up with rising costs.
- High cost for a first child.
- Consequences of financial conditions: parents have to deprive themselves, make difficult choices (e.g., go without health care themselves or go into debt).

#### PROFESSIONAL CONDITIONS

- ✓ Some jobs are not adapted to family life (e.g., hours, conditions, workload).
- The pitfalls of telecommuting (e.g., excessive hours, encroachment of work on family life, expectations of being constantly available).
- Increasingly unrealistic employer expectations and workloads.
- Some employers are not very sensitive to family life: it's difficult to get replaced, to get time off; fathers are discouraged from taking time off, mothers are discriminated against during hiring.

#### SUPPORT AND RESOURCES

- ✓ Inflation: rising prices for housing, groceries, gasoline, etc.
- Public policy limitations: Quebec Parental Insurance Plan (QPIP) not long enough for the father, low QPIP when parent is at 50% salary, limited dental care, etc.



“Don't get stuck keeping up with the Joneses!”



“I'm lucky to have an understanding employer.”



“We have to work as if we didn't have a child and parent as if we didn't have a job!”



“It's often the mothers who bear the burden.”



## 4. DAYCARES ?

This theme concerns daycares and, more specifically, access, conditions and the quality of services. Daycare refers to all settings where children may be cared for when a parent is unable to watch over them. They include drop-in daycare centres, family-based daycares, early childhood centres (CPEs), home-based childcare settings and other similar arrangements. More often than not, they are for children under the age of 5.



### WHAT REASSURES PARENTS

✓ = Items belonging to the 10 needs prioritized by parents



### WHAT CONCERNS PARENTS

#### ACCESS

- Having a spot in a daycare.
- Prioritizing siblings.
- Having childcare at home or in the workplace.
- Having access to a drop-in daycare.

#### QUALITY

- The services are high quality: education, food, flexibility and humanity, supervision and structure of the environment.
- Differences are respected.
- Children can be children, i.e., they can play and move around.
- Communication with the educator is good; daily followups are appreciated.

#### SUPPORT AND RESOURCES

- The possibility of creating your own childcare environment at home.

#### ACCESS

- ✓ Lack of spots, especially for infants:
  - Some parents are unable to work; mothers feel that they're carrying the burden most of the time;
  - When a spot is found, regardless of the quality of the service, the parent feels they have to take it;
  - Some parents question the idea of having more children.
- Daycare schedules not adapted to workers, including evening, night and weekend shifts, or atypical working hours:
  - Parents must adapt their jobs to the daycare's schedule;
  - One parent may have to work nights so that both parents' schedules alternate.

#### QUALITY

- Perceived quality of certain interventions: inadequate, too rigid/negligible, unable to meet children's needs.
- Perception of lack of safety, stigmatization.
- Lack of skilled labour.
- Variation in quality between settings.
- Lack of standardization across family-based childcare settings.

#### SUPPORT AND RESOURCES

- Few alternatives to traditional environments.



“It's a huge relief to know that my daughter will be able to go to the same place as her brother.”



“Our daycare provider loves what she does; my child loves her!”



“Mothers have to postpone their return to work, which increases gender inequalities.”



“I'd like to have part-time opportunities.”



## 5. SCHOOLS ?

This theme brings together all the information pertaining to children's education. The focus is primarily on traditional settings, but can also include information on home-based education. The information is broken down into various sub-themes, particularly in relation to school staff, the resources available at the setting, and the type of environment.



### WHAT REASSURES PARENTS



= Items belonging to the 10 needs prioritized by parents



### WHAT CONCERNS PARENTS

#### QUALITY

- Dedicated, attentive, open-minded, caring, qualified, experienced, respectful teacher(s).
- Proactive follow-up.
- Children's well-being is emphasized.
- Learning through play.
- Respect for diversity.

#### RESOURCES

- Speech therapy, special education.
- Alloprof.
- School Transition Committee.
- Learning-disability support service (AQETA).
- Centre de réadaptation pour les enfants avec troubles de développement (CRDITED).
- Community organizations.
- Ma cabane à l'école.

#### ENVIRONMENT

- Parents appreciate:
  - Traditional school.
  - Alternative school.
  - The possibility of home schooling.

#### QUALITY

- Perceived decline in teaching quality:
  - Turnover and staff shortages;
  - Staff burnout;
  - Lack of training to welcome children with special needs;
  - Too many students in classes, including children with special needs.
- Too many screens, assignments and restrictions (games, snacks).
- Highly variable quality between teachers.

#### RESOURCES

- Difficult communication and lack of openness with schools: some parents feel unwelcome and judged by school staff.
- Lack of professional support for children with and without diagnoses.
- Parents who feel that professionals don't take their children seriously.

#### ENVIRONMENT

- ✓ Psychological, verbal, physical and bullying experienced by some children and little or no intervention in this respect.
- Few alternative settings.
- Lack of uniformity between settings.
- School transportation: sometimes long trips, especially in more remote areas.
- Parents who would like to be more involved in their children's education.



"The teachers are pure gold!"



"As an immigrant family, I think there's a lot of openness."



"It's all very well to limit screens at home, but at school—they're out of control!"



"As parents, we don't feel very welcome at the school, we're sometimes even judged by the administration and staff."



## 6. OTHER RESOURCES IN THE COMMUNITY ?

This theme brings together information on housing, transportation, health and social services, and the physical environment.



### WHAT REASSURES PARENTS



= Items belonging to the 10 needs prioritized by parents



### WHAT CONCERNS PARENTS

#### TRANSPORTATION AND HOUSING

- Great network of bike paths, so only one car is required.
- Access to adapted transportation.

#### ACCESS TO HEALTH AND SOCIAL SERVICES:

- Maison de la famille services.
- Psychosocial resources: psychologists, social workers, etc.
- Home support services.
- Integrated perinatal and early childhood services.
- Fast access to screening services for speech therapy as well as pediatric care.
- Medical monitoring of growth.

#### PHYSICAL ENVIRONMENT

- Diversity and proximity of resources, services and stores in the region.
- Access to nature, multiple parks and play facilities for children.
- Feeling of safety in the neighborhood.

#### TRANSPORTATION AND HOUSING

- Car essential for getting around.
- Public transportation not adapted for families: strollers, car seats, inadequate schedules, frequent delays.
- Bicycle paths perceived as dangerous.
- Poor housing conditions: unsanitary, poorly insulated, no functional heating.
- Disengagement of some landlords.
- Discrimination against large families by some landlords.

#### ACCESS TO HEALTH AND SOCIAL SERVICES:

- Difficult access to physicians, including family doctors.
- Difficult access to emergency mini-appointments.
- Even with a family doctor, it's difficult to make an appointment.
- Long waiting lists and difficulty accessing services for non-urgent situations.
- Schedules not adapted to workers and difficulty reconciling all the appointments with working hours.
- Centralization of services makes access more difficult for people who live far away.

#### PHYSICAL ENVIRONMENT

- Some neighbourhoods perceived play areas and parks as unsafe.
- Some neighbourhoods are perceived as unsafe.
- Poor road and sidewalk conditions.
- Air and water quality: pollen, nearby factories, climate change, beaches during heatwaves.



“There’s a good network of bike paths that allows us to have just one car.”



“Our region offers great quality of life.”



“I visited many apartments that were unsanitary, dirty and in poor condition.”



“Would it be possible to make an appointment with the dentist or the doctor the same evening?”



## ✓ THE 10 NEEDS PRIORITIZED BY PARENTS:

During the group discussions, each parent was asked to choose three needs that they considered to be priorities, based on two criteria

- 1 Managing screens
- 2 The difficulty of creating a community
- 3 Managing emotions
- 4 The stress, pressure and feeling of having to be perfect
- 5 Lack of spots in daycares
- 6 Discipline management
- 7 Work-family balance
- 8 Violence and bullying at school
- 9 Being judged by other adults
- 10 Housing costs

THINKING  
**BIG**  
WITH  
**PARENTS**  
IN ESTRIE



## WHAT'S NEXT?

**We hope this document is useful and that it will help support your decisions and actions to contribute to the well-being and quality of life of parents in our region.**

For the Collectif estrien 0-5 ans and R3USSIR, this is a valuable source of information that will guide our actions for years to come.

## 😊 SINCERE THANKS

We would like to thank all the organizations that collaborated in the process, as well as all the parents who gave their time to participate.

With gratitude from everyone at the Voir grand avec les parents team—thank you!

An initiative of:



**R3USSIR**  
Education Employment Estrie

Translated by:



With the financial participation of:

**Québec** 

# COMPARATIVE TABLE BY MRC

LEGEND:

 reassuring elements for parents

 concerning elements for parents

 items among the 10 needs prioritized by parents



## 1. PARENTAL EXPERIENCE

WELLNESS									
	Sherbrooke	Memphremagog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Presence, willingness and involvement of the partner									
Parental satisfaction									
<b>Stress, pressure, guilt</b>									
<b>Pressure to be perfect</b>									
Mental burden and exhaustion									
Idealized parenting									
Father's difficulty finding his place									
Need for psychological support									

SOCIAL NETWORK									
	Sherbrooke	Memphremagog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Access to a social network									
Creating social ties									
<b>Judgment</b>									
Sense of having little or no support from their own parents									
<b>Difficulty creating a network</b>									

ACTIVITIES AND SERVICES									
	Sherbrooke	Memphremagog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Community organization services									
Family activities									
Children are not welcome in certain activities									
There are few, if any, family activities nearby on evenings or weekends									
There are few, if any, informal meeting places for parents									



## 2. PARENTAL PRACTICES

PARENTHOOD									
	Sherbrooke	Memphre-magog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Always doing your best	😊		😊	😊		😊			
Building trust with children				😊					😊
Owning up to mistakes	😊			😊					
Father's involvement		😊	😊			😊		😊	
Lack of information on the role of parent	😞					😞	😞		😞
Lack of knowledge about best practices	😞					😞			

PARENTING STRATEGIES									
	Sherbrooke	Memphre-magog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Regulating screens and screen time	😊			😊					
Establishing routines				😊					
Taking your time, slowing down	😊		😊	😊					
Taking the time to laugh, play and dance	😊		😊	😊					
Having open conversations with children				😊					
Adopting positive parenting practices	😊								
<b>Managing emotions</b> ✓	😞	😞	😞		😞	😞	😞	😞	😞
<b>Managing screens</b> ✓	😞	😞	😞	😞	😞	😞	😞	😞	
<b>Discipline</b> ✓	😞	😞		😞	😞	😞	😞		😞

SUPPORT AND RESOURCES									
	Sherbrooke	Memphre-magog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Reliable and accessible online resources		😊			😊	😊		😊	
Community organizations				😊	😊		😊		
Direction de la protection de la jeunesse							😊		😊
Little access to parenting classes	😞						😞		😞
Little support for parenting practices after age 5	😞						😞		😞
Little support before and after childbirth							😞		😞



### 3. ECONOMIC AND PROFESSIONAL ENVIRONMENTS

#### FINANCIAL CONDITIONS

	Sherbrooke	Memphre-magog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Having sufficient income	😊								
Intentionally limiting buying	😊				😊		😊		
Salaries not keeping up with rising costs	😞	😞	😞			😞	😞	😞	😞
High cost for a first child	😞				😞	😞	😞		
As a result of financial conditions, parents have to deprive themselves, make difficult choices	😞	😞	😞			😞			

#### PROFESSIONAL CONDITIONS

	Sherbrooke	Memphre-magog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Flexible schedule, teleworking, flexible days off, etc.	😊	😊			😊	😊	😊	😊	😊
The employer's caring attitude and openness to work-family balance	😊	😊			😊	😊		😊	😊
<b>Some jobs are not family-friendly</b> ✓	😞	😞						😞	
The pitfalls of teleworking	😞	😞							
Employer expectations and workloads increasingly unrealistic	😞	😞				😞		😞	
Some employers are not very sensitive to family life	😞	😞				😞	😞	😞	😞

#### SUPPORT AND RESOURCES

	Sherbrooke	Memphre-magog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Supporting financial management: budgeting	😊						😊		
Owning just one car and cutting down on electricity consumption	😊						😊		
Living in a housing co-op or community dwelling	😊	😊							
Turning to food banks, buying groups, second-hand stores, community kitchens, etc.	😊	😊		😊	😊		😊		
Evolution of the social norm	😊	😊			😊				
<b>Inflation: rising prices for housing, groceries, gasoline, etc.</b> ✓	😞	😞	😞	😞		😞	😞	😞	😞
The limits of public policy	😞	😞	😞	😞			😞		😞



# 4. DAYCARES

ACCESS									
	Sherbrooke	Memphre-magog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Having a spot in a daycare								😊	😊
Prioritizing siblings		😊		😊					
Having childcare at home or in the workplace		😊							😊
Having access to a drop-in daycare				😊					
<b>Lack of spots, especially for infants</b> ✓	😞	😞	😞	😞	😞	😞	😞	😞	😞
Daycare schedules not adapted	😞	😞		😞	😞	😞	😞	😞	😞

QUALITY									
	Sherbrooke	Memphre-magog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Quality services	😊	😊			😊	😊	😊	😊	😊
Differences are respected	😊								
Children can be children, i.e., they can play and move around					😊				
Good communication with the educator				😊	😊				
Certain interventions deemed inadequate	😞	😞	😞					😞	😞
Perception of lack of safety, being stigmatized									😞
Lack of skilled labour		😞		😞					😞
Variation in quality between settings	😞							😞	
Lack of standardization across family-based childcare settings		😞		😞			😞	😞	

SUPPORT AND RESOURCES									
	Sherbrooke	Memphre-magog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
The possibility of creating your own daycare at home				😊				😊	
Few alternatives to traditional environments				😞					



## 5. SCHOOLS

QUALITY									
	Sherbrooke	Memphre-magog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Teacher quality	😊		😊	😊		😊	😊	😊	
Proactive follow-up	😊			😊					
Children's well-being is emphasized			😊				😊		
Learning through play							😊		😊
Respect for diversity									😊
Perceived decline in teaching quality	😞	😞	😞		😞	😞	😞	😞	😞
Too many screens, assignments and restrictions (games, snacks)	😞	😞	😞	😞	😞	😞	😞	😞	😞
Highly variable quality among teachers	😞				😞	😞	😞		

RESOURCES									
	Sherbrooke	Memphre-magog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Speech therapy, special education	😊								😊
Alloprof					😊				😊
School Transition Committee									😊
Learning-disability support service (AQETA)	😊								
Centre de réadaptation pour les enfants avec troubles de développement (CRDITED)	😊								
Community organizations	😊								
Ma cabane à l'école									😊
Difficult communication and lack of openness	😞	😞	😞		😞	😞			😞
Lack of professional support for children with and without diagnoses	😞			😞	😞	😞	😞	😞	😞
Parents who feel professionals don't take children seriously	😞								😞



## 5. SCHOOLS (CONTINUED)

	ENVIRONMENT								
	Sherbrooke	Memphre- magog	Coaticook	Granit	Val Saint- François	Haut Saint- François	Haute- Yamaska	Brome- Missisquoi	Des Sources
Traditional school	😊		😊						
Alternative school							😊		
The possibility of homeschooling	😊		😊		😊				
<b>Psychological, verbal and physical abuse and bullying experienced by some children</b> 📌	😞			😞		😞	😞		
Few alternative settings			😞			😞		😞	
Lack of uniformity between settings	😞								
School transportation: sometimes long trips, especially in more remote areas			😞						
Parents who would like to play a greater role in their children's education	😞								



## 6. OTHER RESOURCES IN THE COMMUNITY

### TRANSPORTATION AND HOUSING

	Sherbrooke	Memphre-magog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Great network of bike paths, so only one car is required	😊								
Access to adapted transportation	😊								
Car essential for getting around	😞	😞	😞			😞	😞	😞	
Public transit not adapted for families: strollers, car seats, inadequate schedules, frequent delays	😞	😞	😞	😞	😞	😞	😞		
Bicycle paths perceived as dangerous					😞	😞		😞	
Poor housing conditions: unsanitary, poorly insulated, no functional heating	😞	😞				😞	😞		😞
Disengagement of certain landlords	😞	😞				😞	😞		😞
Discrimination against large families by some landlords	😞			😞		😞	😞		😞

### ACCESS TO HEALTH AND SOCIAL SERVICES

	Sherbrooke	Memphre-magog	Coaticook	Granit	Val Saint-François	Haut Saint-François	Haute-Yamaska	Brome-Missisquoi	Des Sources
Maison de la famille services			😊						
Psychosocial resources: psychologists, social workers, etc.	😊								
Medical monitoring of growth	😊			😊			😊		
Difficulty accessing physicians, including family doctors	😊	😞	😞		😞	😞	😞		😞
Difficulty accessing emergency mini-appointments	😞	😞	😞		😞				
Even with a family doctor, it's difficult to make an appointment	😞		😞		😞		😞		
Long waiting lists and difficulty accessing services for non-urgent situations	😞	😞	😞	😞			😞	😞	😞
Schedules not adapted to workers and difficulty of reconciling all appointments with working hours	😞	😞	😞	😞	😞	😞	😞		😞
Centralization of services makes access more difficult for people who live far away.		😞		😞		😞		😞	

## 6. OTHER RESOURCES IN THE COMMUNITY (CONTINUED)

PHYSICAL ENVIRONMENT									
	Sherbrooke	Memphre- magog	Coaticook	Granit	Val Saint- François	Haut Saint- François	Haute- Yamaska	Brome- Missisquoi	Des Sources
Diversity and proximity of resources, services and stores in the region	😊	😊		😊		😊		😊	
Access to nature, multiple parks and play facilities for children	😊			😊		😊			
Feeling of safety in the neighbourhood	😊					😊			
Play areas and parks perceived as unsafe	😞				😞	😞		😞	
Some neighbourhoods are perceived as unsafe	😞	😞					😞		
Poor road and sidewalk conditions	😞		😞		😞				
Air and water quality: pollen, nearby factories, climate change, beaches during heatwaves	😞					😞		😞	