

# EDUCATION,

a human right,  
a social responsibility!

## Education: a human right, a social responsibility!

The unabridged version (in French) of this platform, *L'éducation, un droit humain, une responsabilité sociale!* and the summary are available on the CSN's web site.

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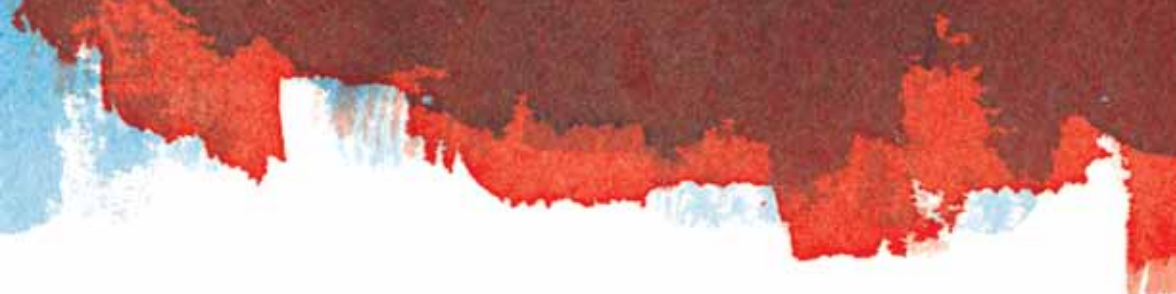
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The Confédération des syndicats nationaux (CSN) is a union organization composed of almost 2,000 unions, with more than 300,000 members, structured by sector or occupation in 8 federations and regionally in 13 central councils, located mainly in Québec.

Ever since its founding, the CSN has been concerned with the development and valuing of free public education and proper recognition of the value of the work done by the personnel involved. Three of its federations represent workers in the educational system more directly: the Fédération nationale des enseignantes et des enseignants du Québec (FNEEQ), the Fédération des employées et employés de services publics (FEESP) and the Fédération des professionnelles (FP).

The CSN created a working group on education policy, under the responsibility of a member of the Executive Committee and composed of representatives of personnel working in various areas and representatives of central councils. Active since the late 1980s, the mandate of this working group is to advise the Executive Committee of the CSN on various issues related to education. It has also been responsible for drafting the platform from which this summary is taken.

#### **NOTE TO THE READER:**

The order in which recommendations are presented generally reflects the order in which the topics are discussed in the unabridged version of the platform, not any order of priority.

# Foreword

Education is today a symbol of social progress, a passport to success, a factor of development and an indispensable source of pride. Although education is a process that extends far beyond the school, the education system nonetheless plays a central role in the lifelong acquisition and updating of knowledge and skills. This means that its funding and recognition of its worth are, more than ever, important challenges to be met.

We can be proud today of this system that has given and continues to give almost 1.8 million people in Québec access to a tool for emancipation and the acquisition of knowledge worthy of a developed and socially just society. Over the years, unfortunately, and driven by neo-liberal ideas, the government of Québec has gradually taken less and less responsibility for its development, to a point where access to education has been eroded.

The CSN has always advocated for and defended the principles of democracy and the common good in education. It is therefore a great pleasure to present a summary of *L'éducation, un droit humain, une responsabilité sociale!*, our platform that presents a portrait of all levels of the education system: elementary, secondary school, college, university and continuing education. It pulls together and updates the CSN's positions on education so they can be used to underpin our struggles and positions we take in the future. You are invited to read the full text at [www.csn.qc.ca](http://www.csn.qc.ca) (in French).

I would like to thank all those who took part in the process of thought and analysis that led to the drafting of this document, and more particularly the members of the working group on the CSN's education policies.

Universal access to quality education is a right that should be enjoyed by all Quebecers. Education helps us grasp and understand the world and fosters the exercise of citizenship. It ensures a person's development and fulfilment and integration into social life and the work world. Defending education is defending social progress, a fair and democratic society and individual emancipation.

Denise Boucher,  
*CSN vice-president*

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# Introduction

Québec made a phenomenal leap forward in education in the 1960s. The Lesage government embodied the aspirations of an entire population eager to escape the “grande noirceur”, the dark years of the Duplessis era. The education system was entirely reformed – a demand of the labour movement and women’s groups at the time.

The Commission of Inquiry on Education from 1961 to 1966 consulted thousands of citizens, received hundreds of briefs and held numerous public hearings all across Québec. The fruit of these consultations was the lengthy Parent Report, with more than 600 recommendations for modernizing education.

The reform was aimed at equal access for all, education free of charge, government responsibility of education and the creation of a democratic structure for the education system. As the keystone of modernization and the struggle against social inequalities, education was established as a universal right rather than a privilege.

This democratization had a number of consequences. It paved the way for the French-speaking population, which until then had been much less educated than the English-speaking and allophone populations, to catch up at lightning speed. It gave girls unprecedented access to education. It also contributed to tackling inequalities, because access to tuition-free education led to a greater social mix in schools and more porous boundaries between social classes. Democratization also meant the involvement of personnel in education, parents, students and citizens in the management of educational institutions.

Today, however, the public democratic foundations of the education system are under attack from the centralization of management, the proliferation of private schools, more and more selection of students and rising costs for post-secondary education or training.

Society and education have evolved a long way since 1991, when the CSN adopted its first platform on education. Québec has opened up to the world. Our education system is now comparable to systems in other industrialized countries, and the problems that are rampant elsewhere are present here too. With globalization, neo-liberalism is on the rise and, with it, the drive to subject public services to the dictates of the capitalist economy. In Québec and elsewhere, education is threatened with commodification.

At the same time, new technologies are disrupting traditional frames of reference. Social media are transforming human relations as well as the relationship to schools and knowledge. There are new problems regarding issues of labour-force mobility, the international standardization of teaching and quality assurance.

The social context has changed significantly since the 1990s, and this new platform has been adopted to adjust our positions to current realities. It continues, however, to be based on the same principles that have guided our action for a long time now.

This summary gives a quick overview of the topics covered by the platform: elementary and secondary school, post-secondary education at the college and university levels and continuing education and training. We then present the 10 general policy orientations that will govern our actions and future positions on education. Finally, we list the recommendations made in the unabridged text of the platform.

The development of the Québec people requires that accessible, democratic quality education be protected and strengthened. It is the guarantee of an educated, dynamic and egalitarian society and vigorous citizen democracy. This is why the government must make public education a real national priority and do whatever is needed to recognize its worth.







# Defending the right to education and training

## Elementary and secondary school

Since the 1990s, elementary and secondary schools have undergone various upheavals, in particular with respect to students' learning paths. Just think of the introduction of full-time kindergarten for five-year-olds and the creation of a network of educational early childhood childcare services that improve children's chances of success at school.

Demographic trends and the characteristics of young people have substantially altered the portrait of classrooms in Québec. The integration of all students is a challenge that must be met as a matter of social justice and universal access to stimulating quality education. There is a growing lack of resources and a widening social divide against a background of insidious privatization of Québec's education system and increasingly contingent, precarious status for personnel.

In elementary school and secondary school, two parallel systems are developing: one that is private (and even public sometimes) that selects the best students, and the other, largely public, that takes in all the other students, in a context of budget cuts as well as an obligation of results for graduation rates.

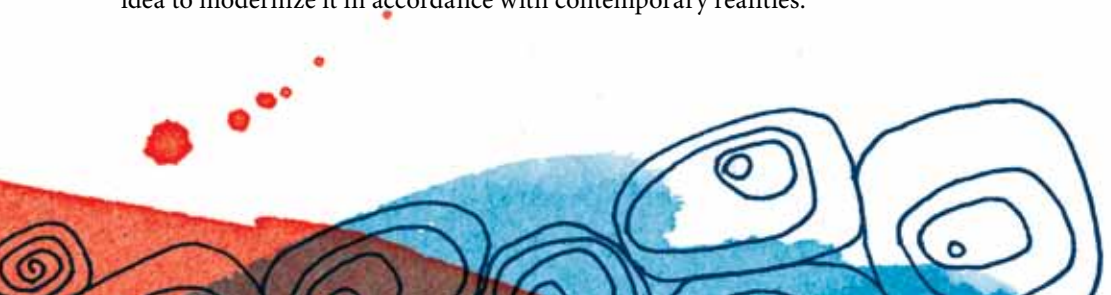
Mainstreaming of students with handicaps or adjustment or learning problems (EHDA, for “élèves handicapés ou en difficulté d’adaptation ou d’apprentissage”), who constitute 20% of the school boards’ enrolment, is done with hardly any additional resources. There is the same challenge with the cultural and linguistic integration of students from immigrant populations, whose numbers have grown steadily, reaching 20% in 2010 and even more in certain regions.

The increasingly heterogeneous composition of classes is certainly enriching, but it also makes the work of teachers and the school environment in general more complex. The least that can be said is that this new diversity is not taken into account in the general funding of our education system or the evaluation of workloads of personnel.

In this context, alarming dropout rates are not surprising. In 2007, according to figures from the ministère de l’Éducation, du Loisir et du Sport (MELS – Ministry of Education, Recreation and Sports), the average dropout rate for the population as a whole was 27.8% for under-20s, but 35% for young people in disadvantaged communities, including Aboriginal youth, whose often difficult living conditions have repercussions on their success at school. On this last point, note that the funding formula for band schools is unfair in that it doesn’t take account of a number of factors, has not been indexed for years and means that the federal government spends less for an Aboriginal student than Québec does for a non-Aboriginal student.

Meanwhile, school boards are subject to success plans and target graduation rates imposed by the MELS, without the necessary resources being allocated to encourage integration and success at school for all. The private education system is expanding, especially in large urban centres, and sapping the vitality of the public system by draining off its best students and large chunks of public funds.

Furthermore, under the cover of cutting administrative fat or supposed decentralization, there are some who are proposing to abolish school boards, which are the regional level of the public system. Yet the democratic mission of this institution is still essential, even though it would be a good idea to modernize it in accordance with contemporary realities.



## The college and university systems

The college system puts Québec in the top rank for attendance at post-secondary education (9% more than the rest of the country). It also plays a major role in regional development and stimulating regional life. There are some people, however, who attack its existence and would like to see it disappear in favour of a higher education model along the lines of what there is in English Canada.

Yet CEGEPs have proven their worth. They provide space and time for students' choices about jobs and careers to mature. They pass on shared cultural knowledge to all students in both the technical and the pre-university sectors. The fact that they don't charge tuition is the best guarantee of universal access to higher education.

Despite the progress in recent decades, there is growing pressure on CEGEPs to increase graduation rates and ensure that students persist with their studies. Pernicious competition has developed among institutions in the system. The competition for students gives rise to sterile struggles among colleges that work against the optimization of resources. Preserving a diversified range of programs offered in regions is another serious challenge.

The collegial management process is also under attack. On the pretext of giving institutions more independence, attempts are emerging to change the make-up of CEGEP boards of governors. It seems quite unwarranted to assume that the only governors or board members who can be independent are the ones who come from outside the world of education.

The introduction of management models borrowed from private enterprise also leads to precarious, casual job status for personnel and more out-sourcing.

As for universities, though there has been no formal change in their stated missions, the directions they are now taking are very disturbing. Québec universities face a number of challenges: the growing influence of the private sector in research and the subjugation of research to industry; rising tuition; competition among institutions; funding crisis; heavier workloads; etc. The quality of teaching is affected by the budget choices made, personnel have more precarious job status, and funding problems are aggravated by the unacceptable use of operating funds for costly real-estate projects.



The emergence of a mercantile “knowledge economy” has very tangible consequences for the university system and its funding. The government is trying to subject universities to the neo-liberal order of things, to the detriment of its missions and with no regard for its democratic nature. Funding is subordinated to alleged cost/benefit criteria.

At the same time, the government is compromising accessibility with tuition hikes that, far from improving university finances, are in fact a way for the government to withdraw from its responsibility for higher education. Québec should instead be adopting a tuition policy based on the principle that education should be free at all levels, and if this goal cannot be achieved immediately, it should agree to exclude definitively any increases in the medium or long term.

Management in collegiality with those who work and study in universities is being put into question, just as it is in CEGEPs, and universities are being forced to adopt the management model of private enterprise on the false pretext that it will better guarantee their independence.

Finally, throughout the world and at all levels of education, there is a concerted promotion of “quality assurance,” which is supposed to be the way to evaluate the “performance” of programs and personnel in churning out degrees. The controls and methods of evaluation, based solely on economic indicators, can only sharpen rivalries between institutions. Yet the purpose of evaluations should be to identify what needs to be done in order to make necessary changes and improve services for the population, not for the purpose of ranking institutions.

The CSN believes that schools are not simply degree mills. Valuing education begins with respecting its missions and the personnel who devote themselves to it. We believe in education centred on students, not “profitability”. Although we are concerned with performance and the quality of education, evaluations should be done in light of the missions of schools in Québec and their accessibility.



## Continuing education and training

For the CSN, life-long learning – continuing education and training – is essential. It helps workers adapt to the ups and downs of the labour market and preserve their mobility, employability and autonomy.

In 2011, close to one adult Quebecer out of three took some training during the year (1.5 million adults). This is a significant improvement, because in 1995 it was only one adult out of five in Québec.

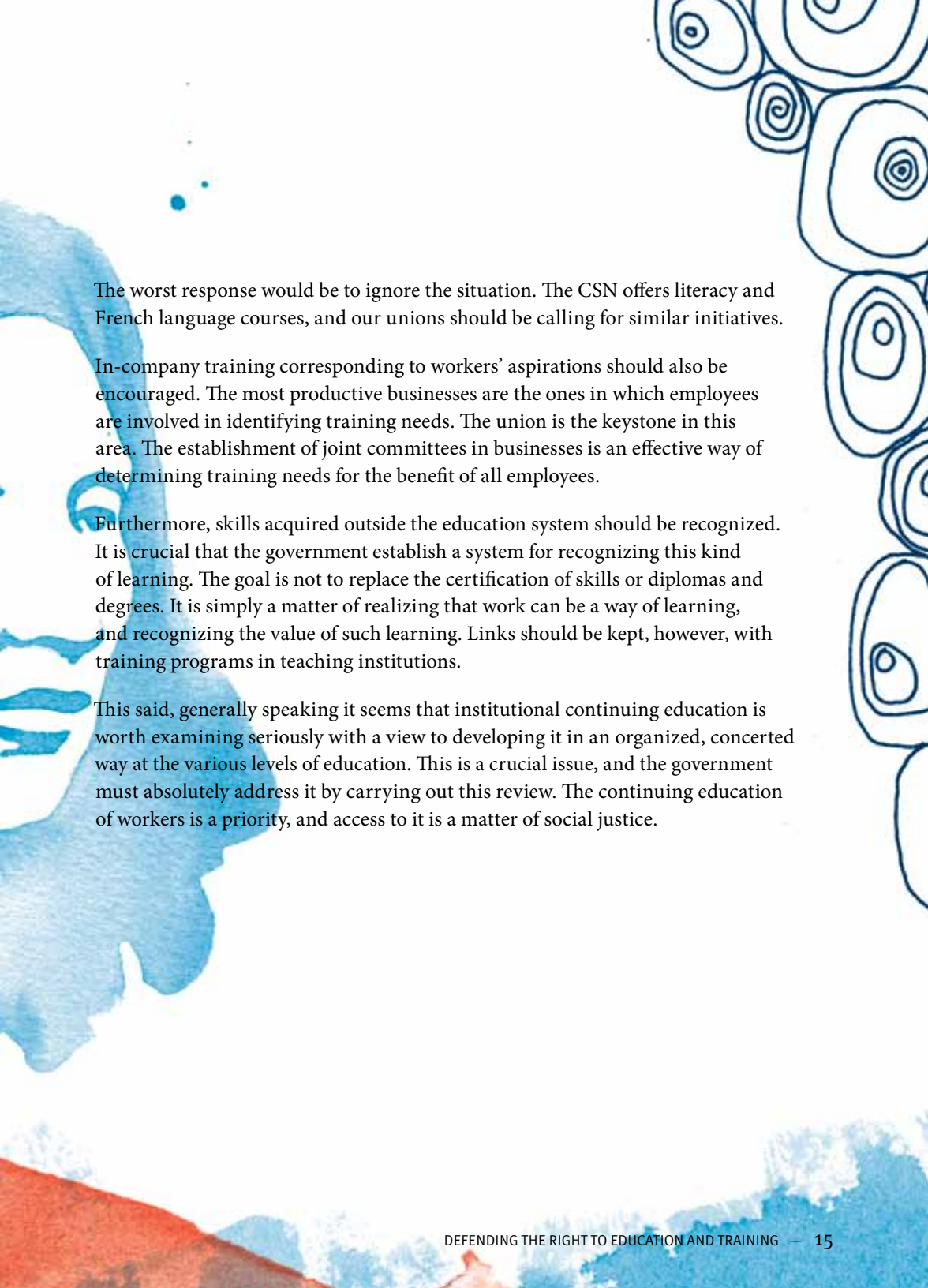
For the majority of adults, though, continuing education adds another yet another demand on time in a schedule that is already busy. The situation is hardest for women who are already straining to balance family and work. To facilitate access to continuing education, it is necessary to diversify how and where learning is done and consider offering training during hours of work. But these changes can't be made without a substantial increase in assistance measures funded by employers and government.

A democratic society requires that its citizens acquire certain basic knowledge (reading, writing, arithmetic, basic computer skills, etc.) that help them understand and act on an environment that is increasingly complex.

Although illiteracy is often associated with developing countries, it is also a major problem in what are commonly called developed countries, like Québec. According to Statistics Canada and the Institut de la statistique du Québec, 49% of the labour force in Québec between the ages of 16 and 65 have trouble reading: 16% are illiterate (and 32% of these work) and 33% are functionally illiterate (65% of whom work). In other words, one third of workers need basic education.

It is disturbing to realize that half the population has trouble reading simple instructions on how to take medication or use a dangerous appliance. In fact, illiteracy can be a problem in all areas of life: work, family, democratic and union involvement, recreation, etc. When the basic skills of workers who are laid off are tenuous, they have more problems finding other jobs. Literacy is therefore also an economic issue and an employability factor.



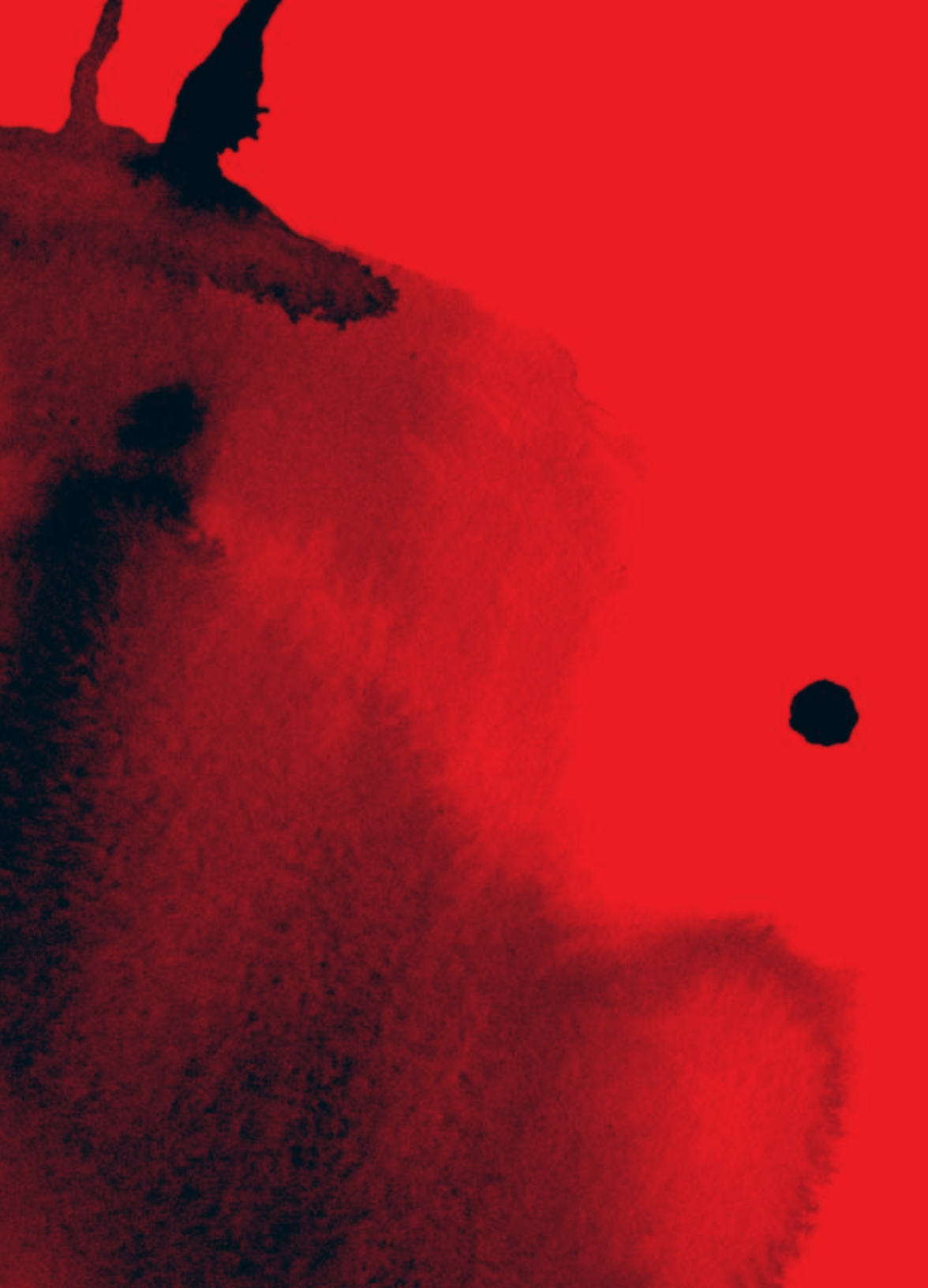


The worst response would be to ignore the situation. The CSN offers literacy and French language courses, and our unions should be calling for similar initiatives.

In-company training corresponding to workers' aspirations should also be encouraged. The most productive businesses are the ones in which employees are involved in identifying training needs. The union is the keystone in this area. The establishment of joint committees in businesses is an effective way of determining training needs for the benefit of all employees.

Furthermore, skills acquired outside the education system should be recognized. It is crucial that the government establish a system for recognizing this kind of learning. The goal is not to replace the certification of skills or diplomas and degrees. It is simply a matter of realizing that work can be a way of learning, and recognizing the value of such learning. Links should be kept, however, with training programs in teaching institutions.

This said, generally speaking it seems that institutional continuing education is worth examining seriously with a view to developing it in an organized, concerted way at the various levels of education. This is a crucial issue, and the government must absolutely address it by carrying out this review. The continuing education of workers is a priority, and access to it is a matter of social justice.





# Education: a human right, a social responsability

The fundamental principles governing the establishment of Québec's system of education in the 1960s –equal access, free tuition, the central role of government, the establishment of a democratic structure, and the idea that education is a right, not a privilege – do not show any signs of aging. But all this is now under sustained attack or insidiously questioned. Québec is threatened with a commodification of education.

More generally, the neo-liberal ideology of constantly reducing the role of government in favour of free-market competition has had devastating effects. Successive governments have not made the major investments required by new needs in education. On the contrary, they have steadily reduced funding despite more stringent requirements for success and growing student needs. This situation has consequences for teaching conditions (think of class sizes), working conditions (pay, casual job status) and the image of public schools in Québec, which never seem to quite measure up to expectations.

Society expects schools to have higher success rates, but doesn't really realize the extent of what is required to achieve this. The students whom we want to see succeed have often developed a relationship to school that is not very positive. It takes time and energy to rebuild bridges, make up for lost ground, support and motivate these young people, sometimes with specialized

support measures. It's a demanding job. Schools are not factories, and better success rates can't be reduced to "better productivity".

Others want to reduce education to an individual tool for economic profitability, seeing education solely from the narrow angle of human capital. In this light, the funding of education is seen less and less as a collective obligation. It would be up to the individual to figure out how to pay for an education, depending on personal ambitions and financial resources. This is a view of education that we staunchly reject. On the contrary, we consider education to be an invaluable tool for equal opportunities and social development.

The Universal Declaration of Human Rights establishes education as a fundamental human right – an inalienable right for all, in full equality. This imposes on States the obligation to enforce and satisfy this right, meaning that education must be funded by government and accessible to all.

For us, education from pre-school to university is a powerful vector of personal and social emancipation, a common good allowing Québec society to develop as a modern, educated society with international influence. Consequently, we will continue to fight to keep education universal, free and of good quality.

As we have already said, the platform deals with a number of areas of concern. Many demands have been formulated, and these are compiled in the last part of this summary. These positions are summarized in 10 general policy orientations that outline how to move towards the education in which we believe, the education that we want for our children and the education that we have the right to demand throughout our lives as adults.



## The CSN's general policy orientations in education

①

### **Reaffirm education as a human right and a common good**

For the CSN, education is a fundamental human right that must enable all individuals to develop in a humanist perspective that takes into account simultaneously the needs of individuals, their autonomy vis-à-vis the labour market and their future as citizens. Consequently, education must be exempt from any form of commodification.

It is up to the State to fund a single universal, free public system of education from pre-school to university. It is also up to government to ensure governance, in concert with members of personnel.


②

### **Ensure the accessibility of education, free of charge, at all levels of education**

The right to education must never depend on a person's financial status or where that person lives. Obstacles to this principle must be removed.

Though elementary, secondary and college education is supposedly free, various costs have crept in over the years. And at the university level, the steady rise of tuition and various student fees compromises accessibility, especially for disadvantaged and middle-class students. Genuine accessibility to higher educations also requires improving students' financial situation.

Furthermore, the development and growing attraction of private schools is an attack on the very principle of free education.





3

### **Setting guidelines for the ties between the missions of education and the labour market to avoid turning education into an instrument of the market**

School does more than train workers; it also educates citizens. So the school cannot be subordinated solely to the needs of the labour market. The school must pass on the knowledge that will make individuals autonomous and equip them for their development and fulfilment in society. Colleges and universities also play a major role in the transmission of knowledge, and it is important to re-centre the activities of higher education on their missions.

The effectiveness of an educational institution cannot be reduced to the quantity of diplomas or degrees it awards. It has to be evaluated in light of its overall missions. Nor does effectiveness imply a perfect utilitarian equation between its programs and labour market needs.

4

### **Valuing a diverse mix of academic and social groups**

School must play a central role in learning about diversity and living together. Academically mixed student bodies are a necessary condition of such learning. It is just as vital to preserve the social mix so that everyone has access to an education in French and services of equal quality, regardless of parents' income or ethnic background. In this regard, the development of private schools or public schools that select students encourages social and academic segregation.

5

### **Investing the financial resources needed to put an end to chronic funding problems in education**

We have to put an end to the ideology of “smaller government” and “always doing more with less”. There’s a limit to the services and projects that can be developed with less resources. Government must make education a priority and prove its commitment to it by providing the education system with funding commensurate with its needs.

Under-funding or poorly structured funding of the education system not only hampers its work, it also encourages institutions to turn to sources of private funding, which affects the democratic and public nature of the system. Furthermore, pitting academic institutions against each other in a competition for outside funding or new sources of enrolment is unproductive and contrary to the very spirit of public services. As a collective good, education must be funded by government for the benefit of the entire population of Québec.

6

### **Developing the capacity to combat dropping out and encourage success in education**

The fact that not everyone in a developed society in the 21<sup>st</sup> century acquires a basic education is unacceptable. The reasons students drop out are diverse and complex, as are the conditions for success. The time has come to tackle the problem, in particular through early screening for difficulties, a better social and school environment and guaranteeing that everyone has circumstances in their lives conducive to pursuing their studies.

We also have to take into account that some students have handicaps or learning or adjustment problems that penalize them. The education system must provide them with support and adapted teaching.

7

### **Valuing and recognizing the personnel in education**

Learning is made possible thanks to the constant dedicated work of all the personnel in education. They are the ones who make the education system work, and the work they do day in and day out must be recognized and valued. This means good working conditions and an end to casual, contingent employment, as well as staff participation in managing the institution.

8

### **Fostering a collegial approach to administration in teaching institutions**

The heads of institutions and the government are putting collegial management into question and trying to replace it with managerial methods that give people who are allegedly “independent” of the institution a predominant role on boards of governors. Yet collegial management of teaching institutions remains the best guarantee of their independence. It ensures that a diversity of viewpoints can be expressed and taken into consideration, and this is a strength.

The participation of personnel and students on the board of governors or directors is a way to cultivate a sense of belonging that guides decision-making in the higher interests of the institution and education.

9

### **Recognizing teaching institutions as important poles of local and regional development**

Educational institutions are more than places for learning; they also play an important role in their community. Throughout Québec, they are powerful catalysts, making social, economic and cultural life more dynamic. So it is essential to provide adequate funding for institutions located outside the big centres, enough to ensure that they continue to provide a varied range of training and that recognizes the major role they play in regional development.

10

### **Recognizing lifelong learning as a universal right**

Learning is ageless and is for all citizens and workers. To guarantee the right to education, for adults and young people alike, continuing education must be recognized, valued and accessible for all. Obstacles must be removed; proper funding, measures to provide assistance for studies and a diversified range of places for learning are all necessary.

In businesses, union involvement at all stages of the planning and implementation of the training process is essential.





# CSN's recommendations on education

The platform discusses a number of themes. For each of them, the following recommendations have been made:


## THE CSN'S CENTRAL RECOMMENDATION IS THAT

1. the government make public education a genuine national priority and do everything necessary to value it.

## THAT AT THE ELEMENTARY AND SECONDARY SCHOOL LEVELS

2. the Québec government encourage the integration of students with handicaps or learning or adjustment problems (EHDAA):
  - while recognizing that regular classes cannot include all kinds of students or offer all services;
  - by having assistance services delivered by the public systems;
  - by ensuring adequate funding for the public system and access to sufficient truly adapted services, beginning in pre-school;
  - by investing in research and development to develop better tools for understanding, intervening and providing support for students in as standard a framework as possible.



- 
3. the integration of EHDA students be done in a way that respects the skills of the various members of personnel in education and their working conditions, while encouraging greater synergy in practices.
  4. the government take into account the impact that the increasingly heterogeneous composition of classes has on the allocation of resources and working conditions of personnel.
  5. educational childcare services in schools be recognized as complementary educational services and that as such they be offered free of charge to all and no longer be subject to self-financing rules as defined in the *Education Act*, and that resources for students with special needs also be extended to childcare services.
  6. the government abide by and strictly apply the principles of Bill 101, for example by abolishing the right to have access to “bridging” schools (“écoles passerelles”).
  7. federal and provincial governments accede to the demands of Aboriginal peoples for proper funding equal to that of Québec’s public system.
  8. the MELS put an end to the selection of students on the basis of academic results for special educational projects in either public schools or private schools, and that students be selected instead on the basis of interests or talent.
  9. the MELS ensure adequate government funding that is not tied to performance criteria for all schools in Québec to help develop stimulating educational projects accessible to all.
  10. the MELS encourage the full and complete participation of all personnel – teachers, support staff and professionals – in defining and implementing educational projects in institutions.
  11. the MELS develop a more complete data base of socio-economic data in education, more specifically regarding the phenomenon of dropping out, and facilitate access to it.
  12. the government mobilize the various players in society, including businesses, to take concrete action on the factors contributing to dropping out, in particular by valuing education and striving to break down gender stereotypes.
  13. the government conduct an information-awareness campaign with employers on the phenomenon of dropping out and its ramifications and encourage concrete actions on their part, such as signing an undertaking to limit the number of hours worked by young students, not obliging them to work during exam periods and making it easier for them to earn a diploma when they are hired before they have completed their studies.

14. the government pay special attention to the phenomenon of dropping out of school by tackling poverty and the socio-economic determinants that influence the trajectory of young people and their success at school.
15. private institutions be gradually integrated into the public system with their personnel, while respecting the rights of the latter.
16. funding for the public system of education be increased to enable it to meet new needs in education effectively and to enable public institutions to develop projects that motivate and are accessible to all students.
17. the use of quantitative performance results and graduation rates in evaluating school performances be ended, while recognizing that the only obligation of schools is one of diligence with respect to the missions entrusted to them.
18. the government recognize that all personnel, including teachers, support staff and professionals, play a key role in the educational mission and that they all contribute to the quality of learning outcomes.
19. governments take measures to eradicate precarious, contingent work by personnel in the education system.
20. the government curb the process of introducing out-sourcing, which is occurring at the expense of the public system in the various sectors of activity in education.
21. the government fully assume its responsibilities for governance in education and consequently put an end to foundations and interest groups interfering in the definition of educational needs and services offered.
22. we staunchly oppose any form of remuneration for teachers that is tied to performance.
23. school boards be kept, but that their structural and democratic modernization be undertaken, in consultation notably with personnel in education.

## **THAT IN HIGHER EDUCATION**

24. education be monitored so as to better track its evolution and development in institutions of higher education in Québec.

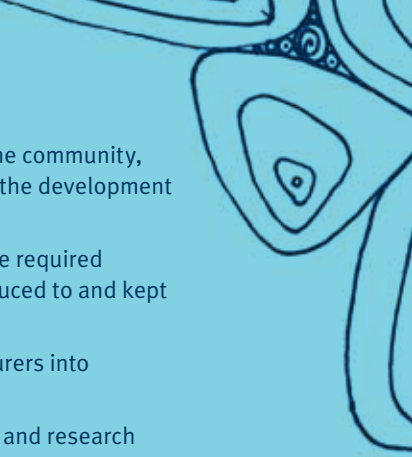
### **at the CEGEP level**

25. the government reiterate its unwavering support for maintaining the CEGEP system, while ensuring its consolidation, development and funding so as to enable all institutions to fulfil their educational mission.

26. the MELS provide proper funding for the system to preserve access to CEGEP studies, taking into account the reduced numbers in certain regional colleges.
27. the MELS recognize the contribution that educational institutions make to regional development by taking concrete measures to enable CEGEPs outside the large urban centres to maintain a broad, diversified range of programs in both the pre-university and technical sectors as well as continuing education, notably by maintaining some programs that are exclusive to them.
28. while respecting student autonomy, the government ensure collaboration between the Ministère de la Santé et des Services sociaux and the MELS to foster the best possible integration of special needs students in college studies.
29. the MELS see to it that tests are harmonized to diagnose young people with special needs and that it pay the costs entailed.
30. the MELS create a mechanism for passing on information about students with special needs from secondary schools to CEGEPs and universities.
31. on curriculum, the MELS:
  - preserve the place and importance of general education that notably helps future technicians to participate fully in citizen life;
  - ensure the broad and transferable nature of technical education, so that the curriculum is not limited to meeting immediate or regional economic requirements alone.
32. the MELS provide more supervision of short-course diplomas (like AECs) to ensure that they are not a way of by-passing regular diplomas and to put an end to competition among institutions in this field, whether or not they are part of the same level of education.
33. the MELS take steps to put an end to competition among CEGEPs and instead encourage collaboration and the optimal use of resources.
34. the MELS make more use of teachers' expertise in any work on curricula, in particular by setting up national co-ordination of programs in technical education.
35. the MELS more closely monitor the development of a harmonized set of programs.
36. the MELS support the people who work daily at the college level, that it improve working conditions and that it reinvest in CEGEPs, in particular to make it possible to increase the number of permanent positions.
37. the government ensure and encourage the entire college community's participation in the administration of CEGEPs. This should take the form of better representation of the community in decision-making bodies, including teachers, support staff, professionals and students.

## at university

38. the MELS take the necessary steps to preserve the main mission of university teaching institutions in Québec, namely to develop and impart knowledge and culture and hone critical faculties with a view to contributing to human, social, economic and scientific development, and that the MELS govern itself accordingly.
39. the government hold estates-general on the future of universities, giving a preponderant place to those who work in them.
40. through adequate public funding, the government encourage balance between teaching and research-creation in each university.
41. the government provide fair funding for fundamental and applied research-creation in universities.
42. the MELS recognize that any evaluation of universities must be based on quality and performance criteria that are specific to all its missions and access to studies.
43. the MELS recognize and respect the academic freedom that is a characteristic feature of universities.
44. the MELS reject the managerial approach while fostering the central principle of collegiality in the governance of institutions of higher education, and consequently facilitate the representative participation of each group that composes the university community in the decision-making bodies concerned.
45. funding for universities come basically from government sources rather than philanthropic or business investments, and that business makes its contribution through the tax system.
46. Québec adopt a policy on tuition establishing the principle of free education at all levels, and that in the absence of attaining this objective immediately, agree to exclude definitively any increase in the medium or long term; that this policy ensure a standardization of tuition for all universities, in all programs.
47. the government establish various measures to remove obstacles to the financial accessibility of studies, such as fair and adequate access to the program of financial assistance, and continue to close the gap between Québec and the rest of Canada when it comes to the percentage of the population who are university graduates.
48. in the framework of estates-general, a full and exhaustive study of university funding be done, in relation to their missions and values, in collaboration with the university community.
49. while respecting the autonomy of universities, the MELS adopt incentives to improve co-ordination and consistency among universities so as to promote their co-operation rather than competition.

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50. universities step up their efforts regarding services to the community, that they promote them and contribute more actively to the development of their community.
  51. with a view to ensuring quality education, universities be required to abide by specific guidelines so that class sizes be reduced to and kept at acceptable levels.
  52. universities do a better job of integrating sessional lecturers into university life and program follow-along.
  53. universities stop the artificial fragmentation of teaching and research that contributes to a significant deterioration of the job.
  54. universities give professors and lecturers access to adequate functional equipment and support in the area of new information and communications technologies.

#### THAT IN CONTINUING EDUCATION

55. in order to facilitate access to education, the government invest in continuing education and make available, notably with the collaboration of the educational sphere, various methods and places for personal and vocational education, aiming to provide a rich and diversified range of recognized training programs.
56. the government establish concrete measure for assisting individuals who want education or training, including people who do not have jobs: financial assistance for part-time training, free child care, training in the workplace during hours of work, special assistance for individuals living in poverty or in difficult financial straits, effective use of distance learning technologies, leave for studies, modified schedules, etc.
57. employers offer recognized training, using the public education system in particular, aimed at improving workers' basic skills, regardless of their job status. This must be offered in particular to people who can't read or write or who don't know French. It requires additional government funding to develop better public and community educational resources. It should be accompanied by measures to facilitate such training during working hours, in the workplace.
58. all businesses be subject to the *Act to foster the development of manpower training*.
59. job-related continuing education be funded by employers and available in various forms (e.g., through training co-ops, community education, etc.).

60. employers be required to involve unions as full participants at all stages in planning and implementing training processes concerning their members; that employers be obliged to set up a management-labour committee responsible for the joint management of training.
61. the government ensure that there is an effective procedure for recognizing prior learning and skills, in connection with recognized training programs and in collaboration with the world of education, which would allow for more standardized practices regarding the promotion, intake and organization of services.
62. the government allocate “open” funding budgets for continuing college education so as to enable CEGEPs to contribute fully to this important sector of Québec’s system of education.
63. the government encourage institutions to adopt support measures for continuing education students.
64. the development of continuing education translate into working conditions that are respectful of the personnel delivering it, particularly with respect to the task of supervision.





