

# CSQ

MAGAZINE

## EQUALITY, ACCESSIBILITY, SOLIDARITY

CEGEPS CELEBRATE  
50 YEARS

A guardian angel  
at the wheel  
.....

Meeting every  
child's needs



Centrale des syndicats  
du Québec

Fall 2017



# DREAMING OF THE PERFECT GETAWAY?

2017 Plan. Travel. Repeat.

## CONTEST

ONE CONTEST, SIX PRIZES

**HURRY!**  
CONTEST ENDS  
DECEMBER 31,  
2017.



Get a home, auto  
or business quote  
and you could win



Play our online  
travel game  
and you could win

the

# \$25,000 Grand Prize

one \$5,000 travel voucher  
a year for the next 5 years!

# 1 of 5 sets of luxury suitcases\*



worth approximately \$1,000.  
Don't forget to share the  
game with a colleague!

✈ Let us take you places. Get a quote. Play the game.

1-888-476-8737

[thepersonal.com/contest-csq](http://thepersonal.com/contest-csq)



Insurance provider of the CSQ



thePersonal

The Personal refers to The Personal General Insurance Inc. Certain conditions, limitations and exclusions may apply. \*Photo for illustrative purposes only.

No purchase necessary. Draws will take place on January 17, 2018. Winners must correctly answer a skill-testing question to receive their prize. Further conditions apply. Full contest rules available at [thepersonal.com/contest](http://thepersonal.com/contest). **Details for the Grand Prize:** One prize valued at \$25,000 consisting of five annual travel vouchers worth \$5,000 each or a \$25,000 cheque, at the winner's option. Must be an employee, retired employee or member of an organization that qualifies as per the contest rules and obtain a valid quote prior to the closing date. **Details for Secondary Prizes:** Total of five suitcase sets worth approximately \$1,000 to be won. Must get a score of 6/10 on the online travel game prior to the closing date and be eligible for insurance with The Personal through an organization that qualifies as per the contest rules. Chances of winning depend upon the number of people who obtain the required score on the online travel game.

*Uniting forces* is the inspiring new signature for our great organization. A reflection of our model of unionism, it also characterizes the solidarity that defines and unites us in our battles to protect public and parapublic services, and for a more just society.

Photo Jean-François Leblanc



This fall, the pre-election marathon slowly gets underway in Québec. During the coming months, I invite you to loudly and clearly demand of the government that it: focus on universality, accessibility, and quality in our early childhood network; reverse the devastating effects of healthcare reform by reinvesting in the sector and bringing back a more human form of personnel management; massively reinvest in education to promote student success and provide support to workers; and review methods of financing cégeps and universities to encourage cooperation and equity between institutions.

Let's act together for a more just society, superior public services, and more equitable public policies. By uniting our forces, everything is possible.

#### A MOMENTOUS ANNIVERSARY

One of modern Québec's most notable achievements is our network of colleges. Celebrating its 50<sup>th</sup> anniversary this year, it has led to a true democratization of higher education by providing access to thousands of people.

Far more than other institutions, cégeps have contributed to changing the face of our society. This is in large part thanks to the work of teaching, support, and professional personnel. They are the true builders who have, along with their students, filled cégeps with their ideas, their vision of society, their creativity, and their originality, all across Québec.

Over time, cégeps have proven their relevance, particularly in outlying regions, where they play a major role in the cultural, social, and economic development of the areas. However, they continue to face numerous challenges. We must now, more than ever, show our support for this unique institution we can proudly call our own.

Happy 50<sup>th</sup> anniversary!

Louise Chabot | PRESIDENT

**CSQ Magazine** Volume 33, No. 1 Official publication of the Centrale des syndicats du Québec, 9405 Sherbrooke St. East, Montréal, Québec, H1L 6P3, Phone 514 356-8888, Fax 514 356-9999, E-mail [magazine@lacsq.org](mailto:magazine@lacsq.org) / Director of Communications Marjolaine Perreault / Chief Editor Catherine Gauthier / Production Secretary France Giroux / Translation Suzanne Shields / Revision Dominique Carle / Photos Clément Allard, François Beauregard, Anick Fontaine, Serge Grenier, Maryse Cléro-Nobrega, Jean-François Leblanc, Optik360, Gérald Poirier, Pascal Rathé, Shutterstock / Printing Impression F.L. Chicoine / Legal Deposit Bibliothèque et Archives nationales du Québec, Library and Archives Canada. ISSN 2561-3685

Printed on Rolland Enviro100 Satin, which contains 100% post-consumer fiber, is EcoLogo, Processed Chlorine Free and FSC® certified and is manufactured using renewable biogas energy.



Join us on Facebook!  
[facebook.com/lacsq](https://facebook.com/lacsq)

# 14

# SUMMARY

## FRONT PAGE

### Cégeps: successes and challenges

Cégeps are a symbol of transformation for Québec. *CSQ Magazine* reviews the progress made and the challenges to come.

**3** Just between us

**6** Education

**8** Early childhood

**10** Work organization

**15** Women

**18** Unionism



## YOUR PERSONAL CONNECTION, NOW AT THE TOUCH OF A BUTTON

Join The Personal, download The Personal App, and get these exclusive benefits:



**Ajusto® program:**  
Save of up to 25% on your auto insurance premium just for driving carefully.



**Alert:**  
Receive real-time notification if water leakage is detected, before it gets worse.



Get a quote.  
Download the app.

► 1-888-476-8737  
► [thepersonal.com/mobileapp](http://thepersonal.com/mobileapp)



Insurance provider of the CSQ



**thePersonal**  
The right fit.



# A GUARDIAN ANGEL AT THE WHEEL

“Every morning, I greet all of the students, even the ones who never reply. It’s important for me that they receive a warm welcome.”

Martin Cayouette | FPSS-CSQ ADVISOR

Jean-François Vigneault<sup>1</sup> has been driving school buses for 10 years. During the year, he drives students ranging from pre-school to secondary V. “Since I accompany them throughout their time in school, we develop a great bond.”

He admits that things were not always easy early in his career. “The first year, I filled out at least 45 disciplinary reports. They were mostly for students who were constantly getting up while the bus was in motion, who would change seats at the wrong time, or who pushed other students. They were testing the limits, as they say.”

Yet, because bus drivers are employees in this school board, it’s easier to find solutions to these types of problems. “We have a direct relationship with school administrations, which makes for more efficient resolutions when there are problems with students,” he says. In fact, he only completed one disciplinary report last year.

“I take care of the students as if they were my own children. Their safety is very important to me.”

He has received several votes of confidence from parents who appreciate his work. “They feel that their child is safe on my bus. In their eyes, I’m a guardian angel!”



Photo: Optik360

Jean-François Vigneault

<sup>1</sup> Jean-François Vigneault is a member of the Eastern Shores Union Support Staff.

# THE PROOF WILL BE IN THE PUDDING

The Policy on Educational Success has long been anticipated. Unveiled just before the end of the school year last June, it contains some interesting elements, as well as some deficiencies. *CSQ Magazine* takes stock.

Nathalie Chabot | CSQ ADVISOR

While the CSQ has welcomed the new policy, it has also reminded the Minister that all of the good intentions it contains must be translated into concrete actions quickly.

## THE POLICY AT A GLANCE

The Policy extends over a span of 12 years until 2030, following the educational path of students from preschool to the end of high school. It contains 37 measures that will be used to determine the success of the seven objectives the government has set for itself.

The Policy will be implemented gradually over the coming months and years through a variety of strategies, issues tables, action plans, and various undertakings. At this time, there remain many questions regarding the ways in which these will be developed and with whom, as well as the resources at their disposal.

Though we will not be reviewing the objectives, orientations, and numerous action plans outlined in the Policy here, we will highlight some of the elements we view favourably, and others we find deplorable.

## FAVOURABLE ELEMENTS

Generally speaking, the Policy proposes a long-term vision with a view on continuity. It opts for a comprehensive vision of educational success over school success, within a structural continuum that extends from early childhood to adulthood. This is an element we have been demanding for many years.

Furthermore, the Policy affirms the importance of early intervention, as soon as needed, and in every sector, including vocational training and general adult education. It also recognizes the importance of literacy and numeracy, and makes the fight against illiteracy a central issue.

**2030**

timeline set  
by the Policy

**12 YEARS**

to follow students  
from preschool  
to secondary V

**7**

objectives to achieve

**37**

measures



Representatives of the CSQ and its school network federations attended the launch of the Policy on June 21, 2017. From left to right: Stéphane Lapointe (FPEP-CSQ), Johanne Pomerleau (FPPE-CSQ), Josée Scalabrini (FSE-CSQ), Éric Pronovost (FPSS-CSQ) et Louise Chabot (CSQ)

We can also favourably mention the major undertakings about the teaching profession, as well as the action plans for school infrastructures, but we must be cautious as these will depend on the form they will take.

## DEPLORABLE ELEMENTS

For the moment, we are disappointed not to have more information on action priorities, the specific process, and the timeline for implementation.

More so, we deplore that certain actions essential to success have been swept under the rug. The Policy barely touches the question of social and educational diversity, as well as the tenuous, not to say non-existent, links with social mechanisms necessary to improve the living conditions of students.

Also, very little is made about improving the working conditions of personnel. Yet, attracting, integrating, and retaining personnel all make for improved learning conditions for students.

## WHAT SEEMS PLANNED IN THE SHORT TERM

Several elements will be implemented gradually. Despite the little bit of information we have at this moment, what we do know at the time of writing suggests that some projects will require our attention this fall.

The plan of action for digital technologies in education, the task force to establish a national institute of educational

excellence, and the issues tables on educational success among Indigenous students are all mandates that may require our focus in the short term.

In fact, the CSQ has shared its desire with the minister to actively participate in the work of these three issues tables. It is essential that the point of view of education personnel be considered in these areas, as with all other projects to come.

Rest assured that we will continue to keep a close watch on the direction the Policy on Educational Success will be taking this fall.

<sup>1</sup> To learn more about the Policy: [securise.education.gouv.qc.ca/politique-de-la-reussite-educative/](https://securise.education.gouv.qc.ca/politique-de-la-reussite-educative/).

# THERE IS MORE THAN ONE KIND OF STUDENT

A more humane approach to education is crucial. We must look beyond statistics and strive for educational success. The government must take concrete steps to support both students and staff.

**ACTIONS SPEAK LOUDER THAN WORDS**

**CSQ**  
Centrale des syndicats  
du Québec



# MEETING EVERY CHILD'S NEEDS

Every day, thousands of children with special needs attend early childcare centres<sup>1</sup> where they benefit from a personalized approach that helps promote their development.

Christopher Young |  
FIPEQ-CSQ ADVISOR

"The first goal is to integrate the child into the group." Mélanie Lamontagne<sup>2</sup>, a special needs educator in a CPE in the region of Québec, helps us understand her work.

Based on the recommendations of specialists and the consent of parents, the special needs educator implements a customized plan for each child, within the context of a group or individually.

"Children with similar diagnoses may have very different needs," says the educator who regularly uses imagery, such as pictograms, in her work.

Even the timing of an intervention is adapted to the specific needs of the child. "The educator determines the time of day during which the child has a particular need. For example, if the child has trouble sleeping or eating, we will intervene during nap time or lunchtime. And in every case, the most important thing is maintaining a routine. It's essential!" she says.

<sup>1</sup> Centres de la petite enfance (CPE)

<sup>2</sup> Mélanie Lamontagne is a member of the Syndicat des intervenantes en petite enfance de Québec (SIPEQ-CSQ).

<sup>3</sup> Valérie Grenon is president of the FIPEQ-CSQ.



Photo Shutterstock

## MAKING MORE RESOURCES A PRIORITY

Increasing these types of interventions is critical for ensuring equal opportunity for young children. In fact, it's a priority in the negotiations for the new collective agreement of the thousands of CPE educators who are members of the Fédération des intervenantes en petite enfance du Québec (FIPEQ-CSQ).

"We ask that the government double the resources allocated to children with special needs. Early intervention in the development of young children is the best way to ensure a better future for them," explains Valérie Grenon<sup>3</sup>.

As for Mélanie Lamontagne, she sees the difference her work makes every day, but she refuses to take too much credit. "I'm happy that it works, but the children deserve much more credit than me!"



# A QUESTION OF BALANCE

When Suzie Touchette<sup>1</sup> decided to increase the ratio of children in her home childcare centre (HCP) in order to include her grandchildren, she seized the opportunity to transform a section of her basement into a balance set.

Christopher Young | FIPEQ-CSQ ADVISOR

There are a tunnel and a ball pool in this unique motor skills area. “The children can stretch their legs and expend their energy while working on their motor skills,” explains the owner of the HCP in Saint-Hippolyte for 20 years.

In addition to allowing children to entertain themselves without restraint, this fun installation is an incredible source of learning for young children.

“They spontaneously learn to negotiate, share, and work together in the best atmosphere. They tend to want to share the space even more and allow others into their personal bubble,” says Suzie Touchette.

## MORE THAN JUST A DAYCARE

There are many regulated and subsidized home childcare providers across Québec who develop their own unique initiatives, adapted to their environments and to the needs of the children in their care, offering the best possible early childcare services.

For Suzie Touchette, the presence of children of varying ages – one of strengths of home childcare centres – also enriches the installation. “The younger children are stimulated by the older ones, and the older kids feel good about helping the little ones,” she says.

Furthermore, the effect is more than educational; Suzie Touchette adds that since the installation was set up, she has noticed a significant decrease in the number of squabbles between the children and an increase in their levels of attention.

But the children are not the only ones happy with the innovation. Passionate about young children, Suzie Touchette has only good things to say about her new installation. “When I walk into my centre, I love it. I tell myself, wow! And I’m always proud to show visitors around,” she says.

<sup>1</sup> Suzie Touchette is a member of the Alliance des intervenantes en milieu familial des Laurentides (ADIM Laurentides).



Photo Serge Grenier

Suzie Touchette

# MISFORTUNE BEFALLS THE SICK

Your physician prescribes rest and specific treatments to regain your health. But, surprise! Your employer asks that you remain active throughout your period of disability ...

Jean-François Piché | CSQ ADVISOR

This appears to be the intention of the Ministère de la Santé et des Services sociaux, if we are to believe some of the guidelines made public last August in its *Cadre de référence sur le soutien et la réintégration au travail*.

The publication emphasizes the importance of encouraging employees to play an active role in reintegrating the workplace. The concept is clearly defined: employees must analyze and assess their own situation, take ownership of their plan to reintegrate work, and be motivated by reaching objectives with their employer!

In short, your physician tells you you're sick, but your employer says you're healthy as a horse! And instead of a treatment plan to get you back on your feet, you should formulate *your own plan* to reintegrate work!

## A TRULY BAD STRATEGY

The idea stems from a well-known problem: too many employees on medical leave. Yet, there is reason to believe that the situation is the direct result of working conditions in the health network, which have significantly deteriorated since the Barrette reform.

"Now, rather than address the source of the problem, employers want to solve it by getting employees back to work quickly. This seems to be the goal of the plan that employers are required to

<sup>1</sup> Sonia Éthier is vice-president of the CSQ.





Photo Shutterstock

implement by December 2018, according to a clear order from the ministry. Sick employees can no longer focus solely on their recovery ... That takes some doing!" says Sonia Éthier<sup>1</sup>.

## DISTURBING ABUSES WITHIN SIGHT

Concretely, this means that, as of now, managers of employees on medical leave will need to contact them regularly, request their participation in analyzing and assessing their medical situation, as well as determining solutions, maintain frequent contact with the treating physician, etc.

"This is far from what any sick employee should be making their priority, that is, to regain their health! Furthermore, this also discounts the importance of doctor-patient confidentiality. Though the employer may have a right to monitor certain aspects of

an employee's recovery, their interference in the therapeutic relationship goes much too far," she says.

This strategy is consistent with a new wave of management thinking in which employees are entirely responsible for everything that happens to them.

"Following this train of thought, if one is sick, it's because they were unable to adapt to their new work environment. Therefore, the problem is not due to the organization of work, but rather to the employee's inability to meet the new requirements. This is utter nonsense as studies continue to show that difficulties experienced in the workplace are the result of a lack of resources and poor organization of work. It is never a question of individual problems," she says.

## THE ROAD TO HELL IS PAVED WITH GOOD INTENTIONS

Although the framework does not bode well, it does contain a few good ideas and intentions that should be acknowledged: to seek the permission of the patient before contacting them, to make sure the workplace allows for a successful reintegration after an illness, to obtain the collaboration of several key players, and to meet with the employee's colleagues to examine the distribution of tasks.

The problem is that the framework is part of a greater plan with a clear objective: to reduce costs and do everything to get employees back to work faster, even if it means ignoring their fundamental rights, or worse, harassing them to achieve this goal...

Furthermore, with such guidelines at their disposal, employers will be able to choose approaches that suit them best and design their own strategies. It's clear that in areas where employers are not amenable to collaboration, some abuse will occur...

For all of these reasons, CSQ unions will take necessary action at every level to ensure the rights of employees on disability are respected.

"We will be following this issue very closely. The CSQ will not stand by and watch in the face of such affronts to our fundamental rights," concludes the union leader.

## NEW TECHNOLOGIES

# PROMISES AND CONCERNS

Should advances in computer technology, robotics, and artificial intelligence be a cause of concern for the future of our jobs and our professional working conditions?

Pierre-Antoine Harvey  
CSQ ADVISOR

Computers first appeared in schools and centres more than 30 years ago, slowly changing the way we interact with students and perform our school functions.

Renée Dufour<sup>1</sup> is categorical: change is never easy. “Remember when overhead projectors were first introduced? The resistance they met with and the problems we experienced? It’s even harder when technology is imposed quickly without consulting workers nor providing sufficient technical resources, as was the case with interactive white boards.”

According to Renée Dufour, although digital tools have the potential to improve our work, they can – and should – be integrated in a more harmonious manner.

“We need the right conditions: proper training, enough time to take ownership during work hours, ensuring adequate follow-up, and mostly, respect for the professional autonomy of workers in their choice of tools and their level of use,” says the education consultant.

<sup>1</sup> Renée Dufour is president of the Syndicat des professionnelles et professionnels de la Haute Côte-Nord (CSQ) and member of the Réseau pour le développement des compétences des élèves par l'intégration des technologies (RÉCIT).







Photo Gérard Poirier

Renée Dufour

## BOTH SIDES OF THE EQUATION

Regardless of their sector of activity, the conditions of practice for CSQ members are affected by the introduction of digital technologies that impact, notably, the work and management tools used in their places of work, as well as the physical, time, or geographic organization of their work (virtual classroom, distance education, collaborative network practices, telecommuting, etc.).

Although digital technologies offer new possibilities and help save time, they

can also result in added tasks or control measures, and require significant investments in time.

We often hear how software and learning applications can make following up and providing more personalized feedback in the classroom easier. In the same vein, social media and telecommunications can improve collaboration and self-help in learning and practice communities, and management tools can allow for sharing and treating information more effectively. But how well does this work in real life?

## A LARGE CSQ RESEARCH PROJECT

Between the promises and concerns, what are the realities experienced by education personnel? To answer this question, the CSQ, in collaboration with its school and higher education federations, has embarked on a large digital technology research project on new technologies.

During the coming weeks, members of the CSQ – teachers, professional and support personnel – will be invited by their unions to contribute to the project by answering a questionnaire that will help identify their concerns and the types of problems they encounter. Afterwards, small discussion groups consisting of members from various categories of employment will embark on more in-depth discussions about the daily realities of new technologies in the workplace.

## Enter for a chance to participate in Loto Voyages!

**IT'S EASY!** Simply fill out the questionnaire on the impact of new technologies on working conditions.

**PRIZES:** one of two Loto Voyages tickets from the Fondation Monique-Fitz-Back. Each ticket allows you participate in 15 drawings to win a \$4000 travel voucher.

**ELIGIBILITY:** all CSQ members who work in the school and college networks.

**BONUS:** you help us gain a better understanding of digital-related workplace issues.

# CÉGEPS: SUCCESSES AND CHALLENGES

Cégeps are a shining symbol of Québec's transformation. *CSQ Magazine* met with Mario Beauchemin, union leader and history professor, to review the progress cégeps have made over the last 50 years and define the challenges to come.

François Beauregard | COLLABORATION

## CSQ MAGAZINE: DOES THE UNIQUE EDUCATIONAL MODEL OF CÉGEPS STILL CONSTITUTE AN ADVANTAGE?

Mario Beauchemin: Absolutely! The cohabitation of general and vocational programs promotes social mixing. These two orientations share a common general education, which helps create discriminating and responsible citizens.



Mario Beauchemin  
is vice-president  
of the CSQ.

Photo François Beauregard

## HAVE CÉGEPS SUFFICIENTLY IMPROVED ACCESS TO POSTSECONDARY EDUCATION?

Without a doubt. In the 1960s, access to cégeps was barely 16%. Now, it's over 60%. When cégeps first opened, there were approximately 14,000 registrations. Today, cégeps welcome more than 175,000 students.

The jump between high school and university is significant. Cégeps make the transition easier. But, there is still work to do to increase participation of young people from economically and socially disadvantaged backgrounds.

## WHAT ARE THE CHALLENGES RELATED TO STUDENTS WITH DISABILITIES?

In this case, challenges arise from the insufficient number of professional and support personnel needed to meet the needs of these students. Their educational success demands close supervision and more personalized education.

## DOES ADAPTING VOCATIONAL PROGRAMS TO REGIONAL NEEDS IMPROVE WORKPLACE INTEGRATION?

Adapting programs too specifically to meet local economic needs negatively impacts student mobility. Training that is too narrowly defined results in students who are less versatile and more dependent on fields that may be in danger of disappearing. Furthermore, this type of training may become obsolete as new technologies continually change work processes. A solid, basic education remains the best option to adapt to a constantly changing labour market and train responsible citizens.

## WHAT ARE THE MAIN CHALLENGES WE FACE FROM A UNION PERSPECTIVE?

To promote student success and meet the needs of young adults, we must increase job security and reduce excessive workloads. We need more resources for students with disabilities or those with special needs.

Furthermore, the survival of regional cégeps demands a review of financing methods. Although union action has helped cégeps obtain more regular funding to ensure the temporary survival of certain programs, the issue needs to be settled at the structural level.



# STEADY PROGRESS

Cégeps have made significant contributions to gender equality.

Nicole de Sève | COLLABORATION  
Catherine Gauthier | CHIEF EDITOR

"Before cégeps, our choices were limited to secretarial work, nursing or teaching. The programs offered in cégeps have allowed us to dream of a different future, and for many, continue on to university," says Hélène Lee-Gosselin<sup>1</sup>.

"The creation of cégeps exemplifies the excitement of the Quiet Revolution. Between the population explosion, economic transformation, and demands for greater equal justice, several elements combined to produce significant reforms in education, most notably for girls," adds Lucie Piché<sup>2</sup>.

## THE ARRIVAL OF GIRLS

Although the student population was mostly male at first, the number of female students rose to 43% in 1971, and reached nearly 50% in September 1979. In the early 1990s, women were the majority in most disciplines.

Today, female students represent 57% of the student population, with single mothers and immigrant women among the adult population.

"They want to obtain a diploma or equivalency for a diploma obtained elsewhere. They've lived incredible lives and are determined. I think of one woman who lived through a war and helped people swim away to escape. Today, she's a social work technician in the Saint-Michel neighbourhood of Montréal. She embodies resiliency in its purest form!" says Monique Lussier<sup>3</sup>.



Photo Anick Fontaine

Silvie Lemelin



Photo Pascal Ratthé

Diane Dufour

<sup>1</sup> Hélène Lee-Gosselin is a professor in the Management Department of Université Laval and director of the Institut Femmes, Sociétés, Égalité et Équité.

<sup>2</sup> Lucie Piché is president of the Fédération des enseignantes et enseignants de cégep (FEC-CSQ).

<sup>3</sup> Monique Lussier is president of the Syndicat du personnel professionnel du Cégep Marie-Victorin, member of the Fédération du personnel professionnel des collèges (FPPC-CSQ), and student counsellor at Cégep Marie-Victorin.



Monique Lussier

Photo Jean-François Leblanc



Hélène Lee-Gosselin

Photo Pascal Rathé

4 Diane Dufour was a teacher at Cégep de Sainte-Foy, president of the FEC-CSQ from 1986 to 1988, a delegate on a variety of national committees, and a negotiator for the Fédération from 1989 until her retirement.

5 Silvie Lemelin is president of the Syndicat des enseignantes et enseignants du Cégep de Victoriaville and vice-president of the FEC-CSQ.

6 Anne Dionne is president of the Fédération du personnel de soutien de l'enseignement supérieur (FPSES-CSQ).

## THE ARRIVAL OF FEMALE WORKERS

In 1978, Diane Dufour<sup>4</sup> was one of the first female math teachers. "Over time, we took our place in cégeps and in universities. But it didn't happen just like that! Equal access programs contributed." She adds that work-family balance and issues of parental rights were also a challenge.

Silvie Lemelin<sup>5</sup> remembers how during interviews in the 1990s, she would be questioned about her marital status and her desire to have children. When asked by employers why she should get the job, she insisted on the importance of female role models, especially in traditionally male disciplines, such as philosophy.

Another element that affected the work of women in cégeps was the introduction of new technologies. Anne Dionne<sup>6</sup> remembers how in the 1990s, secretaries felt the full impact of new computer technology and software tools.

"Remember that at the time secretaries worked with typewriters. When computers were introduced, workers were afraid of not being able to adapt and being replaced by machines.

Today, they're administrative support agents and their work is constantly evolving," she explains.

## SIGNIFICANT PROGRESS

Cégeps are one of the areas in which the proportion of female workers has significantly increased, reaching nearly 56%<sup>7</sup> of the overall workforce in 2015. This progress can be seen in all categories of employment, except in manual, maintenance, and service jobs<sup>8</sup>.

Unfortunately, the work of support personnel – mostly female jobs – still does not get the recognition it deserves.

"The expertise of receptionists and support staff is rarely acknowledged! Furthermore, our members, notably recreation or practical work technicians, food services workers and interpreters, must deal with part-time schedules, layoffs during the summer, etc.; in short, difficult working conditions," says Anne Dionne.

## THE ARRIVAL OF UNIONISTS

Despite the obstacles, Silvie Lemelin is pleased with the progress women have made and that union life in cégeps is no longer only man's work.

In her union, women militate actively at every level: in local committees, general assemblies, picket lines, or federation and CSQ assemblies. They represent 50% of the FEC-CSQ's Federal Council and 50% of its Executive Committee.





**Presidents Lucie Piché (FEC), Anne Dionne (FPSES), and Suzanne Tousignant (FPPC) attest to the progress of women in key positions at the CSQ.**

“Although a number of issues remain, we’ve come a long way in 50 years, thanks to our predecessors to whom we owe a lot. During my 25-year working career and as a unionist, I’ve met extraordinary people who have paved the way for the militant unionist and feminist I have become.”

As for support and professional personnel, women are equally as active on the union front. For example, they represent 66% and 54% of active participants in the FPSES-CSQ and FPPC-CSQ Federal Councils, respectively.

“If you want things to move forward, you need to get involved, you need to push! It’s not always easy. We expose ourselves to criticism and confrontation, which stops many women from participating. The conciliation of family-work-activism is also an issue. You have to have it in you. However, unionism is so rewarding!” says Monique Lussier.

## THE LONG ROAD TOWARDS EQUALITY

Hélène Lee-Gosselin is currently conducting research on professions in which there were virtually no women 30 years ago, but are now welcoming them in growing numbers.

“They’ve chosen traditionally male careers and experienced struggles related to the fact that there were so few women in their field. The result? Many have changed fields or jobs, which is not without consequence on their career path.”

“The belief that equality has been achieved probably leads to ignoring the issues. Cégeps need to be aware and address these questions, notably with training on gender bias and acknowledging cultural issues,” she says.

“This is the cost the college network must pay to achieve objectives of equal opportunity and social justice, which are at the core of the Rapport Parent and which guided their authors 50 years ago,” concludes Lucie Piché.

7 Commission des droits de la personne et des droits de la jeunesse (2016). *L'accès à l'égalité en emploi, Rapport sectoriel des cégeps* [http://www.cdpcj.qc.ca/Publications/Rapport\\_sectoriel\\_cegeps.pdf](http://www.cdpcj.qc.ca/Publications/Rapport_sectoriel_cegeps.pdf) p. 23.

8 *Ibid.*, p. 25.



# RECOGNITION, ONE BATTLE AT A TIME



Photo Maryse Cléro-Nobréga

John Cuffaro,  
Anne Dionne and  
Valérie Fontaine

Before the first cégep opened its doors in 1967, support staff were already hard at work, determined to make the institution a great success.

Simon Lavigne | CSQ ADVISOR

Since that time, the duties of support personnel and the complexity of their mandates have continued to evolve. Often unrecognized, their contribution to front line services has taken many forms and has led to a tremendous partnership with students, which is both motivating and a terrific source of pride. But a shadow persists: the lack of recognition for their important contribution to all areas of activity in cégeps. *CSQ Magazine* presents some of the battles they face.

## A VITAL LINK FOR STUDENT SUCCESS

The number of cégep students with special needs has grown, from some 1,300 in 2007, to more than 17,000 today. With such a substantial increase should come an equivalent increase in adapted services.

As the link between students, professionals and teachers, special education technicians provide support and guidance to young people who are following what is often an atypical path and who may require a more customized approach.

“Yet, it was only in 2008, after years of battle and with the support of our federation, that the title of special education technicians was generally recognized in cégeps - three years after it was recognized in 2005,” says Anne Dionne<sup>1</sup>.

“And it’s not the first time that our efforts have led to the creation of a job dedicated to students with special needs. Sign language interpreters are another great example. These significant gains illustrate the value of the work of support personnel and their importance in student success,” she says.

## BEING RECOGNIZED FOR ONE’S TRUE WORTH

The emergence of research activities in cégeps, combined with the specific and growing needs of vocational programs, have greatly increased the duties of laboratory technicians.

“Laboratory technicians are proud to be at the top of their field. They have a genuine interest in increasing their areas of expertise. But, even though administrations appreciate their ability to perform increasingly complex operations, they are not remunerated accordingly,” adds Anne Dionne.

“For example, many lab technicians must pay membership fees to professional orders out-of-pocket. We are keeping a close eye on this issue and are currently working with the Management Negotiating Committees in the college sector, which might lead to the creation of new categories of employment,” says Valérie Fontaine<sup>2</sup>.

## THE END OF A DISCRIMINATORY PRACTICE

Until recently, student employees in cégeps were paid less than personnel performing the same duties. Anne Dionne mentions that in 2007, salaried students, members of the Syndicat du personnel de soutien du Collège de Sherbrooke, filed a complaint with the Commission de l’équité salariale denouncing their exclusion from the Pay Equity Act.

“This long-fought battle ended in 2016 when an agreement was reached between the Treasury Board and our federation. We are proud of this victory. From now on all salaried student workers in cégeps are entitled to the standard rate or the first step of the salary scale of the job category they were hired in,” she says.

## THE BACKBONE OF EVERY CÉGEP

Registering for cégep, choosing courses, and requests for information may all seem like trivial actions at the basis of any institution. In fact, it is the administrative personnel who support these key processes everyday.

Whether they are in direct contact with students or provide less visible, yet critical, administrative support for the services offered by cégeps, workers in this category have experienced significant cuts in recent years.

“We take the work of administrative personnel for granted and seem to believe, wrongly so, that cutting back on some of these resources will only have a minimal impact. Yet, the study and living conditions of students depend greatly on the work of administrative support workers. These cuts are far from being trivial and without consequence,” stresses John Cuffaro<sup>3</sup>.

“We, the support staff, are the only ones who participate at every level of our cégeps. Everyone needs us: teaching and professional workers, administrators and students. We are literally the backbone of every cégep and deserve to be recognized as such,” concludes Anne Dionne.

1 Anne Dionne is president of the Fédération du personnel de soutien de l’enseignement supérieur (FPSES-CSQ).

2 Valérie Fontaine is vice-president of administrative affairs at the FPSES-CSQ.

3 John Cuffaro is vice-president of financial affairs at the FPSES-CSQ.

# TEACHER UNIONISM, THEN AND NOW

Throughout its history, teacher unionism in the college sector has had a profound effect on a model of education that is unique in the world.

François Beauregard | COLLABORATION

From yesterday's battles to present-day struggles, two passionate teachers attest to how far we've come and the challenges that remain.

In 1968, the Fédération des enseignantes et enseignants de cégep (FEC-CSQ) was created. In no time, the work of codifying and standardizing working conditions in cégeps began. According to Éric Beauchesne<sup>1</sup>, it was a tremendous success, especially considering the context of the time.

"Let's not forget that these institutions were the result of a fusion of classical colleges and technical institutions with disparate cultures and modes of operation. For example, with regards to tasks, a universal formula was created to break down individual workloads in specific environments. This method of operation was unique to cégeps."

## GAINS WITH MULTIPLE BENEFITS

Throughout the decades, numerous other challenges were addressed, including a mechanism for job security to reduce employer arbitrariness when hiring workers.

"During the different national negotiations, teaching personnel also made significant gains thanks to their affiliation to a union confederation, which was the CEQ at the time (now the CSQ). Gains included better salaries, an improved pension plan, disability insurance, parental leave, regional



Éric Beauchesne



disparity bonuses, etc. These significant advances led to increased stability for the teaching body, contributing to a better quality of education,” says the former negotiator.

Professional issues have also been at the heart of many battles. “Repeatedly, employers attempted to create departmental hierarchies that would have made teachers their subordinates. Union mobilization helped maintain the collegial functioning of departments while preserving the professional autonomy of union members,” he adds.

## THERE IS STILL WORK TO DO

Despite the gains made during past union battles, there is still work to do to adapt working conditions with social and technological changes. Job insecurity is now a reality for increasing numbers of teachers. In fact, it’s at the heart of future union battles.

Marianne Bouchard-Landry<sup>2</sup> knows what she’s talking about. After 10 years of teaching, she still doesn’t have a contract: “This deplorable situation dispels the myth of universal job security, which is still too often fed to the public.”

Over the years, the workload of cégep teachers has increased, notably due to increasing administrative tasks related to teacher accountability, and updating and revising programs.

“Accelerated changes in technology also impose new constraints, particularly in the technical sector where programs must remain in line with the labour market. Subject matter knowledge evolves quickly in higher education. Continuous improvement is critical to keep skills and knowledge current,” says Marianne Bouchard-Landry.



Photo Pascal Rathé

Furthermore, the significant increase in students with special needs requires more personnel, which is impossible to obtain due to a lack of funding.

“For teachers, the situation demands more support and a great deal of management. It’s a significant source of overwork that isn’t recognized at its fair value. Added to this is the lengthy process of corrections. I don’t know of any teacher who doesn’t bring corrections home in the evenings and weekends. Excessive workloads in cégeps are not simply in the abstract!” says the literature teacher.

## COMMITMENT: UNION OR PROFESSIONAL?

A false dichotomy is often suggested between union and professional commitment. But one simply needs to ask these two individuals what motivates them in their work to understand. Despite difficult conditions, Marianne Bouchard-Landry loves her job.

“The image of young people portrayed in the media is fundamentally unjust. I find them curious, bold even! Their commitment to the environment is wonderful. My interaction with them fuels me both personally and professionally,” she says.

For Éric Beauchesne, his passion is just as strong after 23 years of teaching French. “When you teach, you get what you give. It’s the beauty of it. Educating young adults makes me optimistic and gives me faith in the future,” he says.

<sup>1</sup> Éric Beauchesne is a member of the Syndicat des enseignantes et enseignants du Cégep de Bois-de-Boulogne. He has served in many capacities, including as president of his union, vice-president of the FEC-CSQ, and member of the National Negotiating Committee.

<sup>2</sup> Marianne Bouchard-Landry is a member of the Syndicat des professeurs du Cégep de Sainte-Foy and a union executive.

# SOLIDARITY FOR GREATER RECOGNITION

“We no longer had a choice. We didn’t officially exist anywhere in colleges or in the network of colleges.”

Simon Lavigne | CSQ ADVISOR

Jean-Luc Lavoie<sup>1</sup> was a privileged witness to the emergence of unionism for professional workers in cégeps. He remembers the intense and exciting social context within which cégeps were born: there was so much to do and so much to change.

“At the beginning, seven cégeps outside Montréal were meant to open, but pressures in early 1967 increased the number to 12. Yet, the official opening was still planned for the fall of the same year!” he laughs.

## EXHILARATING AND TURBULENT TIMES

Québec society in the 1960s was thirsty for progress and change. Cégeps were an instant success. “The creation of the network of cégeps fulfilled a huge popular aspiration that had long been stifled.

There was a true explosion in attendance during the following years. We had to create programs, hire personnel, and structure departments in record time,” he adds.

During implementation, students, support workers, and teachers all had their say and quickly took ownership of the power structures offered by the new institutions. The preferred model of organization was a union one. The sky was the limit for demands and actions were supported by strong mobilization.

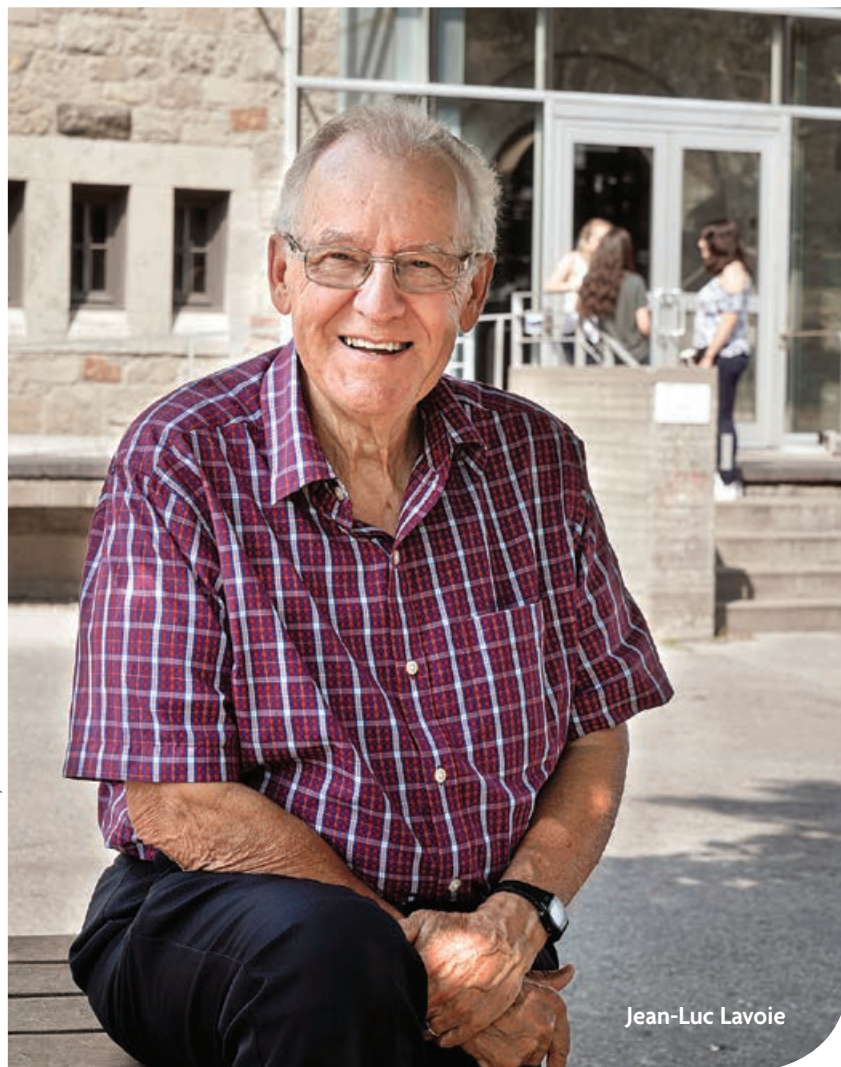
“During these turbulent times, we didn’t hesitate to challenge established and hierarchical orders. After the events of May 1968 in France, and the student occupation in Québec at the start of the following school year, the atmosphere was electric to say the least!”, he continues.

## A BRUTAL REALIZATION

In turn, non-teaching professionals (as college professionals were called at the time) formed a limited contingent whose role was unclear. They sought direction, but their proximity to management and members of the education directorate kept them in a situation that soon became unbearable.

Jean-Luc Lavoie recalls a discussion he had with a director of educational services when he questioned the working conditions of professionals. “The director responded with: ‘Well you, you’re nothing.’ And what he meant was that because we – myself, my peers in accounting, at the library, etc. – were neither management, nor teachers, nor support personnel. We were nothing. He was right. It was a real shock to hear.”

<sup>1</sup> Jean-Luc Lavoie is an original unionist and militant at the Fédération du personnel professionnel des collèges (FPPC-CSQ). He authored a book titled: *Une histoire pour notre avenir, trente-cinq ans de lutte pour le personnel professionnel des collèges*.



Jean-Luc Lavoie

At the same time, in other cégeps, other professional personnel were experiencing similar disappointments. “We found ourselves in a kind of no man’s land. We didn’t exist. We understood then that it was time for us to organize. We had to do something.”

## MANAGEMENT EXPLOITED THE SITUATION

Every option was considered. Local initiatives were created, bona fide non-union associations were formed, and discussions were held with representatives of

the Ministère de l’Éducation. Yet nothing was done.

Despite the unease certain members felt towards a union discourse they believed was too strong, radical even, the following was clear: “Some players were playing hardball. Management exploited the chaos. We had to regroup to defend our interests and stop arbitrary decisions made by bosses,” says Jean-Luc Lavoie.

## A WIND OF CHANGE

The first cégeps to receive union accreditation were Vieux-Montréal, Limoilou, and Édouard-Montpetit in 1972. Their concerted strike in January 1973 had a catalytic effect as the group demonstrated the impact of union action.

Six years passed before the first professional unions were founded, and another year before the creation of the first federation of unions of professional workers. When first founded on October 5, 1974, the Fédération du personnel professionnel des collèges, affiliated with the CEQ (now the CSQ), consisted of 171 members from seven unions. Nearly a year later, with its 11 unions, the Fédération entered into its first negotiation.

In 2017, despite the progress made, the fight for increased recognition of the role and expertise of professional workers in cégeps remains unfinished. Representing 17 job titles, professional workers must continue the fight and remain ever vigilant when it comes to the evolution of their duties and the need for additional professional resources, which are connected to funding in cégeps. “No one will do it for us,” concludes Jean-Luc Lavoie.



# THE RRSP + WITH THE FONDS: AN RRSP THAT LETS YOU DO MORE.



## SAVINGS THAT MAKE YOU PROUD

When you save in an RRSP with the Fonds de solidarité FTQ, **you get 30% more tax savings.**

In addition, the Fonds has a unique mission: helping the Québec economy. So an investment in your RRSP with the Fonds is a gesture of solidarity.

## WHY NOT START SAVING NOW?

	TYPICAL RRSP	RRSP WITH THE FONDS
Your annual savings	\$1,000	\$1,000
RRSP tax savings	\$371	\$371
Additional tax savings with the Fonds	n/a	\$300
Your net cost	\$629	\$329 or \$12.65 per pay

Note: example for an individual with an annual income of \$47,000 and 26 pay periods per year. The amounts calculated are estimates that may change based on your tax position. For the 2016 tax year, the tax credits granted to Fonds shareholders are 15% from the Québec government and 15% from the federal government.

## PAYROLL DEDUCTION MAKES SAVING EASIER AND MORE BENEFICIAL

Each pay, you contribute a fixed amount to your RRSP:

- You set the deduction amount.
- You may change or end your deductions at any time.
- No pay, no deductions!
- You can benefit from tax savings on each pay.

You may also choose to contribute to your RRSP through pre-authorized withdrawals: it's an effective and flexible savings solution!

**Get 30% more tax savings.**

For more information, contact the local representative (LR) in your workplace, your local union or **Langis Beaulieu**, coordinator – CSQ at 1 800 361-5017.

Please read the prospectus before buying shares of the Fonds de solidarité FTQ. Copies of the prospectus may be obtained on the Website [fondsftq.com](http://fondsftq.com), from a local representative or at the offices of the Fonds de solidarité FTQ. The shares of the Fonds de solidarité FTQ are not guaranteed, their value changes and past performance may not be repeated.

**FONDS**  
de solidarité FTQ

