

ADVISORY BOARD ON
ENGLISH EDUCATION

The Transitions Beyond Secondary

REPORT TO THE MINISTER
OF EDUCATION
OF QUÉBEC

OCTOBER 2004

Mandate

The Advisory Board on English Education (ABEE) was established by the Minister of Education in January 1993, following a recommendation made the previous year by the Task Force on English Education. Its mandate is to advise the Minister on all matters affecting the educational services offered in English elementary and secondary schools. The Minister of Education may also ask the Board for advice on a specific topic.

The Minister of Education names the members to the Advisory Board on English Education. The term of office is normally three years. Candidates are nominated by various English education associations and organizations that represent, among others, teachers, parents, school and board administrators and commissioners, as well as individuals involved in postsecondary education. Nominations can be received at any time.

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ADVISORY BOARD ON ENGLISH EDUCATION 2003-2004

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THE TRANSITIONS BEYOND SECONDARY SCHOOL

Chapter I – The Context: An Introduction

In this report, the Advisory Board on English Education examines the transitions faced by students as they finish their secondary studies and move either into the workforce, into vocational training or into postsecondary education in CEGEP.

For the Advisory Board, the major aspect of transition is how upper-year secondary students make decisions about their future: what information they receive, what pressures they face, what support is available. After such decisions are made and they enter the next stage of their lives, students have issues concerning how they regard their decisions, what information and support services are available, and what they now consider they might have done differently¹.

A second aspect of transition is the reform of the curriculum in Québec schools, which is moving through successive levels of elementary, secondary and postsecondary education. The "competency-based" approach that is now being implemented in secondary schools² will lead to bridges with curricula already in place in the vocational and CEGEP sectors, where similar terms are used to describe it. How similar, comparable and compatible these curricula are—and how various bridges will smooth the transition for students—is of considerable interest, as the move from one level to the next also becomes a process in transition.

A third aspect is the transition that the CEGEP system itself may be undergoing. During the course of the 2003-2004 school year, the Advisory Board

followed the evolving debate and the publication of various reports, culminating in a *Forum on the Future of College Education*³ organized by the Ministry of Education, the results of which are not yet public. The suggestions put forward from various quarters include the apportioning of the academic (pre-university) sector of CEGEP to the school boards and the universities, and the reorganization of the technical (professional) sector. The particular effect of potential changes on college-level education for English speakers in Québec has yet to be taken into account.

Finishing secondary school: The prerequisite for all transitions

The first step in developing a successful transition for secondary students is seen by the Ministère de l'Éducation (MEQ) as being dependent on a significant increase in the percentage of secondary students who stay in school long enough to graduate. In order to reduce the number of students who abandon their studies, various measures have been instituted. These include the legal requirement for each school to produce and put into operation a *Success Plan*⁴, and the implementation of the *New Approaches, New Solutions* (NANS) program⁵ in certain secondary schools.

The Advisory Board notes that there is a strong consensus among English-speaking educators that the evaluation of the education system should not be based entirely on students' marks and average marks within a particular school, but should be focused instead on retention rates and the ability of individual students to pursue an educational path which suits their needs and interests. The triple

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1. Discussion of similar issues from a European perspective can be found in *Les parcours de transition des jeunes des études à la vie active*, in *Détermination des besoins d'orientation professionnelle de différents groupes cibles de jeunes âgés de moins de 28 ans dans la Communauté européenne – Les besoins d'orientation professionnelle des jeunes en Grèce*
http://www2.trainingvillage.gr/etv/publication/download/panorama/5033_fr.pdf.
 2. http://www.meq.gouv.qc.ca/DGFJ/dp/programme_de_formation/secondaire/qepsecfirstcycle.htm.
 3. <http://www.meq.gouv.qc.ca/forumcollegial/>.
 4. http://www.meq.gouv.qc.ca/lancement/LIP/loi_inst_pub_a.pdf
 5. http://www.meq.gouv.qc.ca/Agirautrement/agir_a.pdf

legal mandate of the school system—instruct, socialize, provide qualifications⁶—also reflects these three measures of success.

The Minister of Education has recently been discussing the advisability of revising the Basic School Regulation⁷ (Régime pédagogique) in order to create a "more practical" secondary school program that will increase the retention of students in the school system. Complaints about the current secondary school program range from the view that its narrowness does not accommodate the diverse academic needs, personal interests and learning potential of students, to a concern about its low requirements in mandatory subjects for a diploma.⁸ A consequence of this policy of minimal requirements has been to encourage the MEQ⁹ to raise admission requirements in order to ensure that the students accepted into CEGEP have a level of math, science and language skills considered adequate to deal successfully with a college level curriculum. Thus, while a less stringent Secondary School Diploma (SSD) may be attractive to certain students who might otherwise drop out, it is likely to be immaterial for the majority of students who eventually want to enter CEGEP.

One purpose of the proposed revisions to the Basic School Regulation—which have been anticipated as the new competency-based curriculum is implemented in the later years of secondary school—would be to accommodate different learning paths and career options to provide students

with better guidance before they enter CEGEP, and to offer those who are unable or unlikely to qualify for CEGEP a clearer choice of postsecondary options.

The reformed curriculum: An aid to transition

Now that the new competency-based curriculum reform is in place in the three cycles of elementary school, has been piloted in the first cycle of secondary school (starting in the fall of 2003) and will be introduced into the adult education services of the school boards starting in the fall of 2005¹⁰, the linking of the secondary school curriculum to postsecondary education (CEGEPs) and the workplace has become possible.

The broad lines of the competency-based curricula proposed for the final years of secondary school have much in common with the competency-based curricula already in place in CEGEP and secondary-level vocational training. Students in many of these programs may receive a distinct transcript of competencies along with their transcript of marks.¹¹

Some secondary school teachers who are not yet aware that the competency-based approach is already present in the CEGEP curricula may still be under the impression that their graduating students are inadequately prepared for CEGEP.

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6. "In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study." *Education Act*, s. 36, para. 2
http://publicationsduQuébec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/I_13_3/I13_3_A.html
 7. http://publicationsduQuébec.gouv.qc.ca/en/cgi/telecharge.cgi/I_13_3/I13_3R3_1_A.html?table=reglements&user=x&doc=/I_13_3/I13_3R3_1_A.html&html
 8. <http://www.ledevoir.com/2004/05/19/54951.html> "**Secondaire: des diplômes au rabais.** Des diplômés sortent toujours sans maths ni sciences et ne pourront être admis au cégep. Pour éviter de faire chuter les taux de diplomation, le ministère de l'Éducation (MEQ) reconduit discrètement depuis près de 25 ans un vieux régime pédagogique qui ne commande ni mathématiques ni sciences physiques pour obtenir le diplôme d'études secondaires (DES)."
 9. <http://www.meq.gouv.qc.ca/ens-sup/ens-coll/rrec-an.asp>
 10. <http://www.meq.gouv.qc.ca/dfga/english/basiceducation/default.html>
 11. 22. The Minister shall award a Diploma of Vocational Studies that specifies the trade or occupation and includes a statement of competencies to a person who has met all the admission requirements for the vocational training program and has earned all of the credits in that program" *Basic Vocational Training Regulation*
http://www.meq.gouv.qc.ca/legislat/Regime_ped/fpt_a.pdf
Also: "6.4. Certification of Studies and of Prior Learning... The Minister also issues: a) a statement of competencies to students who fulfill the requirements of a program of study developed according to the new framework for program development (AVE, DVS or AVS); b) a statement of marks to students, listing the courses taken and, where applicable, the number of credits obtained, the courses from which they have been exempted and the credits they have received through the granting of an equivalence." *Vocational Education 2002-2003 Directives*
<http://www3.meq.gouv.qc.ca/FPT/RegimeFP/docs/2002-2003directivesAngtram.pdf>

The changes to the secondary curriculum, however, are expected to ease the transition for secondary school students in several ways. By making possible a "continuum of competencies approach" previously unavailable at the secondary school level, that is, by identifying specific competencies that are common to the components of both the secondary and the CEGEP program, these changes will enable students to make better career choices and evaluate the possibility of future academic success on the basis of experience with these competencies in secondary school. The CEGEPs have been working at identifying which competencies are necessary prerequisites for each of their programs and at eliminating non-pertinent requirements. However, at present,¹² it is the MEQ and not the colleges that determines the prerequisites for entry to CEGEP.¹³

Such an alignment-of-competencies approach would also facilitate entry into various alternative programs available at the secondary level, for example work-study programs, enriched programs and semi-skilled trades programs.

It is obvious to the Advisory Board that all teachers not yet proficient with the notion of competencies must be helped to become so as soon as possible; schools must make this a priority in the establishment of their internal professional development activities. Clearly, until all teachers have mastered the concepts themselves, their students will be at a serious disadvantage.

12. The Fédération des CEGEPs has proposed that CEGEPs be allowed to establish their own admission requirements. http://www.fedecegeps.qc.ca/communiqués_publications/positions_avis/2003-2004/M%E9moireAvecCouverture.pdf Page 87 – " Que la gestion des programmes soit décentralisée dans les établissements, de façon que, dans le respect de standards nationaux, les collèges puissent élaborer, réviser et évaluer leurs programmes préuniversitaires et techniques, émettre tous leurs diplômes, fixer les conditions particulières d'admission et avoir toute latitude en matière d'organisation scolaire. – Dans ce nouveau modèle, les collèges se doteront conjointement d'un encadrement général commun qui portera notamment sur les conditions d'admission, sur les conditions d'obtention du diplôme et sur les programmes – avec définition, dans ce dernier cas, de certaines compétences communes à chaque programme."

13. See: *College Education Regulations*: <http://www.meq.gouv.qc.ca/ens-sup/ens-coll/rrec-an.asp>

Chapter 2 – Starting Preparation for Transition at an Early Stage

While Québec's English-language schools have long provided their students with some degree of "vocational guidance," both to help students make initial choices as to which secondary school stream they would enter (e.g. Latin, science, commercial, practical) and to help them make choices for the future as they neared the end of secondary school, this is no longer considered adequate for the needs of the students or for the requirements of post-secondary educational institutions or potential employers.

Today's students grow up in a world very different from the one their parents and grandparents discovered. Less common is the child who will enter the same occupation as his parent; in fact, many young people may have only a vague idea of the work their parents do. A diet of television, film and the Internet may produce highly unrealistic role models with respect to career choices, earning power expectations, and a grasp of the obligations involved in holding down a job.

Whereas, at a similar age, their parents may have looked towards changing employment a mere half-dozen times over a lifetime, in today's economy, where skills are quickly rendered obsolescent, jobs are notoriously precarious and outsourcing has become the current economic leitmotif, young people may find that career choice or re-orientation has become a lifelong activity. The skills and competencies today's students require so that they can face both the personal identity and the economic challenges ahead cannot be developed in a short interview with a professional or by taking a standard aptitude test.

The Québec Education Program(QEP) has recognized this and has identified, as one of the *Broad Areas of Learning* that is part of the elementary curriculum, *Personal and Career Planning*.

Schools must prepare students to handle the career choices that they will face throughout their lives. They also have to foster the development of the personal qualities students will

need to fulfill their potential. Creativity, self-confidence, tenacity and courage—the qualities that characterize entrepreneurs—are high on the list, but students also have to know themselves, to be aware of their interests and aptitudes, and be able to choose appropriately from among the many possible career paths and have a sense of their own responsibility for their occupational future and their success or failure.¹⁴

Similarly, in the secondary curriculum, the QEP states

Although the school's mandate goes well beyond preparing young people for the job market, one of its essential responsibilities, related to its mission to provide qualifications, is to guide students in choosing a path that corresponds to their aspirations, interests and aptitudes. Schools should prepare students to handle the career choices that they will face throughout their lives. Every subject can contribute to this and can provide opportunities to foster the development of the qualities students need to fulfill their potential: creativity, self-confidence, initiative, tenacity, leadership, boldness, love of challenge, and satisfaction in work well done.¹⁵

Activities related to career exploration are not intended to be segregated in one particular course.

Because they are the responsibility of all school staff, the broad areas of learning can be addressed in school and classroom life in a variety of ways: while teaching the subjects; by means of interdisciplinary projects; within the framework of the school's educational project; in everyday activities; in cooperation with the complementary educational services, and so on.¹⁶

The educational aims of the broad areas of learning may also have an impact, particularly through the school's educational project, on the spontaneous everyday actions of educators. All teachers and other school staff

14. http://www.meq.gouv.qc.ca/DGFJ/dp/programme_de_formation/primaire/pdf/educprg2001/educprg2001.pdf, p. 45.

15. http://www.meq.gouv.qc.ca/DGFJ/dp/programme_de_formation/secondaire/pdf/qep2004/chapter2.pdf, p. 24.

16. *Ibid.*, p. 21.

*must take responsibility for this component of the program. Certain behaviours and attitudes associated with the broad areas of learning can be developed only if they are encouraged in a variety of contexts and if teachers themselves act as role models.*¹⁷

The career exploration concepts are implemented in the classroom under the banner of the *école orientante* or, in English, the *Guidance-Oriented Approach to Learning (GOAL)*. The MEQ, researchers and classroom teachers have developed a wide range of resources to help schools fashion their local activities.¹⁸

GOAL aims at integrating information about the workplace and career choices into the curriculum at levels earlier than the end of secondary school. It is a matter of promoting awareness of upcoming transitions as early as possible since a large proportion of secondary students have little in the way of articulated career plans and may make decisions that will later appear inappropriate. Those elementary school teachers who are already used to innovating and helping students to develop self-esteem have been easily able to integrate the goals of GOAL into their teaching practices. In some school boards, counsellors have been involved starting with the third cycle of elementary school (Grade 5). One board of which the Advisory Board is aware has a counsellor responsible for GOAL for 12 elementary schools. Some boards however have no counsellor contact whatsoever with the elementary schools.

In some boards, GOAL programs start only at the beginning of secondary school (Grade 7). For example, a program in English reading introduces students to a variety of careers—say, a day in the life of a plumber—and students get to look at the requirements for different occupations. The teach-

ers involved tend to view this more as a teaching than a counselling activity, but the students do become familiar with different occupations. GOAL-inspired activities can often involve both school and community partners, introducing the students to "real-life" experiences in cocurricular and extracurricular endeavours.

At the secondary school level, while a number of individual teachers, professionals and administrators have embraced it with enthusiasm, GOAL has not yet become an integral part of the curriculum; in many cases, it is still seen as an add-on. It is not always obvious to secondary school teachers why they should be working with counsellors, linking competencies with practice in the workplace. The benefits of GOAL are not disputed in theory, but its application is proving to be difficult and piecemeal. Many pedagogical consultants have not yet even addressed the areas of lifelong learning that prepare students for successive transitions.

RECOMMENDATION 1

The Advisory Board urges all schools to make the implementation of the Guidance-Oriented Approach to Learning (GOAL) a priority.

Furthermore, the Advisory Board urges all school boards to take particular steps to enable teachers to make the aims of GOAL integral to their instructional processes.

Channelling within secondary school

The choices available to a student at the end of secondary studies are, to a certain extent, dependent on the program being followed at the secondary level. The basic school regulations in the youth sector¹⁹ and the vocational sector²⁰ determine the

17. Ibid, p. 22. For an example of how a university program integrates these concepts, see: <http://www.dal.ca/~career/index.html>

18. *Career Exploration in Elementary School: A Tool for Success* – <http://www.meq.gouv.qc.ca/dassc/pdf/Anglo.pdf>

À chacun son rêve. <http://www.meq.gouv.qc.ca/dassc/pdf/Brochure.pdf>, especially section 2.2 (p. 15).

See also: <http://gpsao.educ.usherbrooke.ca/documents.htm>

<http://www.qesnrecit.qc.ca/goal/index.php> (an all-purpose English-language resource list), and

<http://www.qesnrecit.qc.ca/goal/ppt/CACR.ppt>.

19. See footnote no.7.

20. http://www.meq.gouv.qc.ca/legislat/Regime_ped/fpt_a.pdf. See also the *Directives* that interpret the Regulation:

<http://www.3.meq.gouv.qc.ca/FPT/RegimeFP/docs/2002-2003directivesAngtram.pdf>.

programs leading to a first diploma. While various alternate paths have been available (e.g. semi-skilled vocations), there has not been a sufficient diversity of learning paths, clearly defined in the regulations, commensurate with the varied needs of students.

Many educators question the pressure on many secondary school students to take advanced math courses (Math 436 or 536) before entering CEGEP. Advanced math is not a requirement for many CEGEP programs,²¹ but parents tend to pressure their children, often at age 15, to take it "just in case." Some students have neither the capacity nor the motivation to succeed in such a course and some schools will allow only the top 40 per cent of Secondary III students to enrol in Math 436 since the success rate for others is low. Students who enter CEGEP without advanced math can take it later if it becomes necessary to a change in program direction. For many, it is simply one more obstacle to being admitted to CEGEP in the first place.

Proposed changes to the basic school regulation in the youth sector have been drafted, and information sessions are already underway in school boards and private schools. There are currently 11 areas of proposed changes. Themes include the amount of time to be spent on various topics; the components of the Secondary School Diploma (SSD), or *Diplôme d'études secondaires (DES)* in French; four different paths (the standard SSD, an applied unenriched technical and science path, a semi-skilled path, and an unskilled path). The non-standard (alternative) paths would start after Secondary Cycle 1 (Grade 8).

According to these proposals, decisions about career paths with important consequences for students would become formalized at an early age. This raises questions for the Advisory Board. Integrating information about the workplace and career choices into the curriculum at an early age is

one matter; proposing that students should be selecting pathways as early as, say, age 12 or 13, is quite another.

Students who were consulted by the Advisory Board felt that the end of Secondary Cycle I was too early; that students were still far too young to be making such choices and that such a modification to the basic school regulation would represent a backward step. Decisions by the students themselves—or by others on their behalf—about which program they should be in are not self-evident. If the targets proposed for the new (alternative) paths are too broad or imprecise, they could lead to students dropping out of the standard SSD program for no valid reasons. It was pointed out that a clear distinction would have to be made between students with learning difficulties who might be incapable of completing a standard program and those merely lacking motivation.

Who should be making these pathway choices that will influence educational and career options at a later date? Should it be the student, the parent or the school? The Advisory Board has been told that, at present, some parents are refusing to have their children take tests that might label them candidates for "special ed" programs. At what age can students reasonably make choices on their own?

One of the objectives of a reformed basic school regulation would be to allow students to exercise of various options throughout their educational careers, permitting them to move in and out of streams or to make up missing credits through adult education in order to progress to another level. The students consulted by the Advisory Board were doubtful as to the practicality of such a change.

Within the culture of Québec's English-speaking community, great emphasis is placed on the need to get a Secondary School Diploma (SSD). It

21. See: College Education Regulations: <http://www.meq.gouv.qc.ca/ens-sup/ens-coll/rrec-an.asp>

3. No special conditions for admission to a program leading to a DEC established by the college may have the effect of imposing the successful completion of specific secondary school courses other than those required to obtain a Secondary School Diploma or a Diploma of Vocational Studies awarded by the Minister of Education, those referred to in subparagraph 2 of the first paragraph of section 2, [the person has obtained the number of credits allotted by the Basic school regulation for secondary school education... for Secondary IV history and physical science, Secondary V language of instruction and second language and Secondary V mathematics or a Secondary IV mathematics course that is determined by the Minister and has objectives with a comparable degree of difficulty;] or those required under the special conditions for admission to a program of study established by the Minister.

Notwithstanding the foregoing, remedial activities that may be determined by the Minister may be imposed. A number of credits set by the Minister may be awarded for such activities but do not count towards the DEC.

was strongly recommended to the Advisory Board that the sought-after divergence of career paths be established within the SSD rather than outside it. The preferred outcome in the English community is still an SSD and it should be possible for students to obtain it using different paths, rather than being forced away from the SSD route before they either know what they want to do or fully grasp what they can do.

When examining how the diversity of paths within the SSD could be applied in the context of the proposed changes to the basic school regulation, questions arose about the limited number of elective courses that might be available to students, as well as about the proposed formalization of an Integrated Project within a 900-hour course framework, rather than as an activity that could be carried out and credited throughout the secondary school years. Further questions were raised as to why the "applied" pathway in the proposed basic school regulation changes could not include arts and other subjects along with scientific and technical areas, since all domains have both a practical and a theoretical component. It was suggested that the Career Exploration component be broadened beyond vocational training to include a variety of occupations. Also proposed was the idea of raising the profile of the "relevé de compétences" (the statement of competencies at the secondary level) to allow a clearer view of the student's strengths and weaknesses across competencies.

The Advisory Board feels that strong resilient bridging at all transition points—starting from kindergarten and including the transition between cycles and between elementary and secondary—is a requirement for getting the best, and making the most, out of the capacities and efforts of all students. Difficulties encountered in Secondary Cycle I should not be an automatic ticket to a low-skilled path. There should be no irrevocable path decisions taken until, perhaps, as late as age 16. When in doubt, there could be "recuperation" or "remedial" periods at the beginning or end of secondary school to help students who move at a slower pace.

RECOMMENDATION 2

The Advisory Board advises the Minister of Education that, whereas the spirit of the Québec Education Program (QEP) is to foster the full development of each student's capacities while respecting the fact that students have different learning styles and different learning speeds:

- that in any changes to the basic school regulation, diverse paths should be created within the requirements for the Secondary School Diploma**
- the creation of any structures or paths that would make it difficult for students to obtain a Secondary School Diploma when they finish their secondary studies should be avoided**

RECOMMENDATION 3

The Advisory Board advises the Minister of Education to ensure that, in any changes to the basic school regulation, the Personal and Career Planning component of the Broad Areas of Learning in the Québec Education Program (QEP)—as exemplified by the Guidance-Oriented Approach to Learning (GOAL)—be fully integrated into all aspects of the curriculum throughout the cycles, involve all teaching and professional staff, and not be segregated into one course or one cycle.

RECOMMENDATION 4

The Advisory Board recommends that a particular pathway for Art-Music be included in the changes being prepared for the basic school regulation or, at the very least, that specific recognition be given to this profile within the general academic profiles.

Chapter 3 – The Practice of Counselling in Secondary School

Students and student services professionals at both the secondary school and the CEGEP levels spoke to the Advisory Board about the problems existing in the delivery of information, guidance and counselling services in secondary schools.

The Advisory Board was told that the workload of professional staff is unrealistic. In terms of simple numbers, a secondary school guidance counsellor may have responsibilities to over one thousand students, which limits the quality and quantity of contact with most students. In certain cases, a secondary school principal may have to assign other additional duties to counsellors.

The functions of counsellors cover a wide scope, ranging from information for students on postsecondary and vocational options to career counselling and personal counselling. Counsellors themselves come from a variety of backgrounds, some with experience as teachers, some with specialties in career guidance, some with training in psychotherapeutic fields, etc.

For most counsellors, the school year still revolves around the March 1 deadline for CEGEP applications, whatever the proportion of students in their schools who should really be heading in that direction. As a result, some counsellors may wonder if GOAL will simply increase their already unreasonable workloads, particularly for those counsellors who are not trained as teachers and who themselves may not have the pedagogical competencies to evaluate student potential. Until counselling is a recognized competency on its own, it may be hard to expect those who practice it to have a comprehensive approach to the needs of their student clientele.

The Advisory Board appreciates that it is important for students that the career counselling that they receive, be it from teachers within the curriculum or from professional counsellors, not be superficial or mechanical but in-depth enough for students to be able to grasp the information they need to make their own informed choices.

RECOMMENDATION 5

The Advisory Board recommends to the Minister that persons carrying out career counselling in secondary schools be required to have training in this area; the Advisory Board invites the universities to take this into consideration in the determination of the curriculum content in teaching and counselling programs.

RECOMMENDATION 6

The Advisory Board recommends that school boards develop a clear job description for persons doing career counselling in secondary schools to ensure that the personal counselling needs of students not divert resources away from their equally essential need for career counselling.

Student reflections on career planning at the secondary school level

The students consulted by the Advisory Board do not share a fear—common amongst parents—that a "wrong decision" or "bad results" will forever close the doors to future career choices. Any decisions students make, the Advisory Board was told, provide them with potentially valuable life experiences, whether the choices appear to be "wrong" or "right" in the short term. The students, for their part, are more preoccupied by the tendency, practiced by guidance counsellors they have known to push a standard package of options with a heavy emphasis on the pre-university CEGEP programs. Students faulted the pressure of CEGEP application deadlines for creating stress about career choices at moments that may be highly inappropriate for the individual student.

Students who were completing their secondary studies in alternate learning environments—MIND (Moving in New Directions) High School and an adult education centre—did not consider themselves to be "dropouts," even though several of them had experienced a lack of continuity in their educational pathways. Most had never made a conscious decision to stop going to school; they realized that a secondary diploma was necessary and would have to be acquired somehow, albeit through an alternate route.

These students view "dropouts" specifically as young people with no motivation to succeed. One adult student who had taken a job was a self-labelled dropout and associated this with a low self-esteem and self-image. Any income earned produced more of a feeling of self-worth than school ever had. He claimed that, after a three-year stint working in an unskilled setting, there was a substantial difference when he decided to go back to school; self-motivation resulted in a major change in academic attitude. He is now getting good grades for the first time and has begun feeling that he is "somebody."

A first experience in one adult education centre was not inspiring for this student, as the school gave him the impression that students were simply being "processed" to graduate. At a second adult centre, students were compelled to take responsibility for their own decisions about career planning and for appropriate academic performance standards.

These kinds of experiences convince students that there is always a "second choice/chance" available to those who do not bloom in their original school setting. An alternate school, for instance, provides smaller classes and mentors who can have a significant positive influence, as have community organizations such as Leave Out Violence (LOVE) working in conjunction with the school.

The first and foremost condition for keeping students in school for the duration of their secondary studies, in the opinion of students and educators alike, is motivation. If students can see how their stay in school will help them in the future, if their experience reinforces their sense of self-worth, it is likely that they will "buy into" the idea of staying in school to meet expectations in terms of minimal standards, and even try to surpass them.

Advisory Board members appreciated that many of the students consulted during the year understood the significance of different learning styles and that the role of a teacher includes helping a student to identify and practice the ways in which he or she learns best. Students seem to recognize that "learning how to learn" was of greater importance than the acquisition of subject-specific knowledge. The Advisory Board hopes that the initial training of teachers in university faculties will continue to call attention to awareness of varied student learning styles.

Chapter 4 – What Can/Should a Secondary School Offer Students Who Will Soon Enter the Workforce?

Over 80% of today's Québec students will eventually get a first secondary diploma—a Secondary School Diploma (SSD) or a Diploma in Vocational Studies (DVS)—be it in the youth or the adult sector.²² Nearly 60% will enroll in college, leaving close to 40% who will enter the workforce, about half of whom (20%) are without a first diploma.

It is evident to the Advisory Board that this transition—from the school system, in which the student has spent most of his or her life, into the workforce—may well be more abrupt and challenging than moving into vocational or postsecondary education. For these young persons, career planning and workplace skills become extremely important. Yet, during its consultations, the Advisory Board members heard very little about activities or programs designed for these students while they are still in school; it is as if many of today's schools pretend that all their students are CEGEP-bound.

Students graduating with a minimal Secondary School Diploma may have learned few practical or employable skills and may not be immediately eligible to continue their education at a postsecondary level. Some students do not have either the marks or the inclination to qualify for postsecondary education; others simply cannot afford to continue and must start earning their living and supporting their families. They too, however, need to know how to manage their time, and how to master the art of learning, if not at school, then on the job.

At present, the curriculum in the adult education sector allows school boards to offer programs such as Sociovocational Integration.²⁴ "Vocational integration is essentially a strategy allowing people to change their status from non-worker to worker"²⁵ and includes "those people who are totally unpre-

pared to look for work or have been unemployed for a very long time. These people do not see themselves as potential workers and are thus outside the vocational space, and untouched by the issues of school and work. They need to get back into vocational shape."²⁶

In preparation for writing the new reformed adult curriculum, the MEQ prepared a study, *Les situations de vie des adultes*,²⁷ which examined life-situations and the corresponding competencies needed by adults. These have been applied to the competencies to be integrated into the new adult curriculum (currently being written), and include such areas as organizing one's personal and professional life, exercising responsibilities towards one's entourage, administering one's affairs, exercising one's rights and obligations as a citizen, etc.²⁸

The Advisory Board notes the correspondence between these competencies and those found in the Broad Areas of Learning in the QEP for Secondary School Education.²⁹ However, the awareness that these competencies may have to be applied by students immediately after leaving school is less articulated; furthermore, there was no evidence presented to the Board during its consultations to suggest that students who will not be continuing their studies after secondary school will have developed these competencies to an extent sufficient to succeed in the adult world of work.

The attention of the Advisory Board was drawn to practices that existed in some Québec English-language secondary schools involving modular scheduling that allowed students some free time during the day. This flexibility of scheduling allowed for a certain degree of freedom and responsibility for students who were sometimes allowed to be absent from class if their work was completed. Students often used this time to build connections with activities in the community; the schools organized speaker visits, thus providing students with opportunities for learning about employment prac-

22. <http://www.meq.gouv.qc.ca/stat/indic03/indic03A/ia03502.pdf>

23. <http://www.meq.gouv.qc.ca/stat/indic03/indic03A/ia03208.pdf>

24. http://www.meq.gouv.qc.ca/DFGA/disciplines/inegration_socio/pdf/programme/41-1074a.pdf

25. *ibid.* page 4

26. *ibid.* page 6

27. http://www.meq.gouv.qc.ca/dfga/formation_commune/commune/pdf/41-1138.pdf

28. http://www.meq.gouv.qc.ca/dfga/formation_commune/pdf/fgba2002.pps – especially slide 15.

29. http://www.meq.gouv.qc.ca/DGFJ/dp/programme_de_formation/secondaire/pdf/qep2004/chapter2.pdf

tices. Allowing students opportunities to become aware of employment and community activities in the "outside world" better equipped them to make the transition after the end of school.

Examples of ministerial policies and measures intended to foster closer links between students and activities in the outside community are to be found in *Strengthening Ties Between Schools and Communities*,³⁰ *New Approaches, New Solutions*³¹ and the *Programme Famille, école et communauté*³² currently being organized in certain elementary schools.

RECOMMENDATION 7

The Advisory Board recommends to school boards that attention be paid in the secondary curriculum, particularly in the Broad Areas of Learning, to the sociovocational integration needs of its students, especially those who may not continue to postsecondary education, so that those who enter the workforce after secondary school will have the competencies to allow for a smooth transition.

30. <http://www.meq.gouv.qc.ca/ecolemontrealise/pdf/strengtheningtiesschools-communities.pdf>

31. <http://www.meq.gouv.qc.ca/Agirautrement/index.htm>

32. Influenced by the work of Dr. Joyce Epstein, Johns Hopkins University – <http://www.csos.jhu.edu/p2000/center.htm>

Chapter 5 – Guiding Students: Vocational Training As a Legitimate Career Path

There is a widespread perception in the English-speaking community that vocational training does not lead to a successful future. Parents of today's students may remember such attitudes when they were at school, when only the least academically capable students were referred to "trade school." The view that vocational training closes doors to alternate forms of educational progression persists despite the fact that, for secondary school students and their parents, visits to see vocational graduates at work and other forms of promotion continue to be available. Many parents, even today, balk at any suggestion of vocational training for their children.

Furthermore, in the English-speaking community, it is sometimes difficult to persuade parents that well-paying, blue-collar technical and vocational jobs are as interesting and socially prestigious as white-collar technical and vocational jobs, which often are no more lucrative than any other entry-level position. Most vocational programs currently offered by English-language school boards are of the white-collar variety.

Attitudes to vocational careers are not uniform, but vary among different socio-demographic groups in the English-speaking community. There is, for example, a greater awareness of the potential of vocational training in blue-collar, working-class neighbourhoods, where there are ample role models working in trades. As well, there is often less parental interference with students' choices. Students who are recent immigrants may have brought with them experiences from abroad in which the status and prominence of skilled tradespeople are highly regarded.

Since tuition-free CEGEPs have been established across the province, most English-speaking parents (and students) see CEGEP as the "usual" or "normal" postsecondary route. Statistically, this is true; enrollment in vocational programs for young people, whether as a follow-up to, or instead of, a Secondary School Diploma, is very low. Province wide, only 17% of secondary students under age 20 are enrolled in vocational programs and those without a first diploma constitute only 7% of that age group.³³ In the English-language school boards, the 500-odd vocational students under the age of 20 represent around 8% of enrolment for that age group, but those without a diploma likely constitute approximately 4%.

There used to be more vocational training available at the secondary school level in the form of short vocational programs—phased out in recent years—into which students could be streamed as early as grade 9 if they were not doing well. Today, few students enter vocational programs at that level of education: vocational programs which have Secondary III (Grade 9) as a prerequisite account for 14% of vocational students in French-language school boards, the other 86% being enrolled in programs requiring a minimum of Secondary IV as an admission prerequisite. By contrast, in English-language boards, a mere 4% of vocational students enter the lower prerequisite programs while 96% are in programs with the higher admission requirements.³⁴

The Advisory Board, in past reports³⁵ has already called attention to the need for a greater awareness in the English-speaking community—leading to greater openness and larger enrollments—of vocational training programs for young people. Thanks to the Internet, much information on programs and occupations is now easily accessible in a user-friendly mode.³⁶ The challenge today

33. <http://www.meq.gouv.qc.ca/stat/indic03/indic03A/ia03204.pdf> – (page 2).

34. Internal MEQ statistics.

35. http://www.meq.gouv.qc.ca/CELA/pdf/reg_form-prof_a.pdf pp. 27-29, particularly recommendation 10, [1998], <http://www.meq.gouv.qc.ca/CELA/pdf/implementation.pdf> page 19, [2001].

36. English-language Web page on vocational training in Montréal's five school boards: <http://www.clickvoc.qc.ca/> http://www.clickvoc.qc.ca/parent_zone.html (Web page that deals specifically with concerns of parents).

remains how to convey the idea that a vocational diploma is not a *cul-de-sac*. Employment rates for vocational graduates are often quite high,³⁷ salaries for skilled workers are often much more attractive than for unskilled secondary graduates, and an increasing number of vocational programs can lead to further studies in CEGEP technical programs.³⁸

There has been a concern that vocational students get a firm grounding in general education.³⁹ Some school boards are going to be offering concurrent Secondary School Diploma/Diploma of Vocational Studies programs⁴⁰ in which students can graduate from both streams. One of the expected results of this double diploma is that it will address the concerns of parents who want above all for their children to obtain the prerequisites for CEGEP.

Secondary school guidance counsellors now have access to more information about secondary-level vocational programs and CEGEP-level technical programs—as well as the traditional pre-university programs—than in the past, and are capable of explaining to students that some programs are more academically oriented, some more hands-on and others offer a combination of the two. Moreover, as most vocational programs require a significant element of general academic content, either in the form of prerequisites or concurrent requisites, students can change program at a later date, should they so decide, and still have all that is required to be admissible to another program.

The Advisory Board notes that the anticipated changes to the basic school regulation in the youth sector may modify current practices concerning eligibility for and admissibility to vocational training.

RECOMMENDATION 8

The Advisory Board recommends, following the changes soon to be made to the *Basic School Regulation* in the youth sector, that school boards and CEGEPs jointly undertake the preparation of in-service upgrading programs for guidance counsellors at both levels so that mastery of the new rules by the educational institutions can be attained with minimum delay.

37. <http://www3.inforoutefpt.org/adequation/default.asp> (a job-by-job forecast of vocational employment opportunities).

38. <http://www.clickvoc.qc.ca/admission.html#secteur06>. In 2001-2002, 30 vocational programs (out of 142) in which 43% of entry-level vocational students were enrolled (51% in English-speaking boards) had a high potential for harmonization with CEGEP technical programs; there was a clear potential for a "continuum of competencies". Internal MEQ statistics. See also: <http://www.lafac.qc.ca/en/communi/FA130201.shtml> for the position of a CEGEP teachers' union.

39. The Conseil supérieur de l'éducation discussed this in 1999 at: <http://www.cse.gouv.qc.ca/pdfs/enjeux.pdf>, (pp. 45-47).

40. For example, the West Island Career Centre of the Lester-B.-Pearson School Board is starting a joint program involving Secretarial Studies in the fall of 2004. Logistical issues that school boards must deal with include geographic ones (can general and vocational courses be given in the same building) and timetabling/scheduling ones (will concurrent studies work better where there is individualized as compared to group learning).

The Eastern Townships School Board is examining the possibility of joint youth/vocational programs; currently, individual students at this board are pursuing adult and vocational education concurrently.

See also <http://www.acsq.qc.ca/down/11379.pdf> (p. 16; Association des cadres scolaires du Québec).

La concomitance formation professionnelle et formation générale: On continue, dans le réseau, de croire à la concomitance. La poursuite du DES et du DEP de façon concomitante constitue, de toute évidence, une façon efficace d'attirer davantage de jeunes en formation professionnelle. La possibilité d'obtenir un DEP et un DES à la fin du secondaire procurerait des avantages indéniables pour les élèves. La valorisation de la formation professionnelle serait ensuite plus facile auprès des parents. Le finissant ou la finissante ayant un DEP en plus d'un DES aurait un attrait de plus pour les employeurs qui exigent le DES pour leurs employés (Ministère, CS, etc.). Enfin, les passerelles vers la formation technique seraient sans doute plus faciles à établir. Le réseau souhaite avancer dans ce domaine. Les liens avec la réforme du secondaire et avec la formation générale des adultes sont à faire afin d'organiser cette nouvelle voie de formation et l'intégrer adéquatement au niveau de la LIP si nécessaire, des instructions, des régimes pédagogiques, des règles budgétaires et des règles de sanction.

See also: *La formation en concomitance peut-elle être un élément de lutte au décrochage scolaire?*

<http://www.cablevision.qc.ca/seuat/pdf/fp03.pdf> (p. 3; Fédération des syndicats de l'enseignement [CSQ]).

Chapter 6 – The Transition to CEGEP

Educators and administrators at the college level have always been acutely aware of their responsibility in providing nurturing conditions for students in support of their academic advancement.

As an example of this concern, the Perception, Policy and Practice Committee of John Abbott College already studied the question in *Easing the Transition From Secondary School to College* in 1990. The recommendations of that 14-year-old survey, which are reproduced as an appendix to this report, offer convincing evidence that the same preoccupations are still relevant today and require the same student-oriented approach to the search for answers.

Communication between CEGEPs and secondary students

In its consultations, the Advisory Board found that there is a wide consensus that secondary students need more information before they start CEGEP. It was suggested that more needs to be done by CEGEPs through liaison activities with schools; more people from CEGEPs should visit secondary schools to talk not merely about academic programs but also about wider issues such as the variety of changes students will experience and should be expecting.

As an example of helping secondary school students to build more realistic expectations, one CEGEP organized a pilot project in which college representatives came to parents' night at a secondary school during the spring term and spoke to parents about the realities of CEGEP. At the same time, secondary school classes were visited systematically to discuss students' fears and concerns about the transition.

In such two-way exchanges, students receive needed information, but what is just as important is that the CEGEP representatives are able to learn a great deal about students' concerns. It is at such face-to-face exchanges that CEGEP counsellors discover how many secondary school students have time-consuming jobs (25-30 hours a week) which they expect to continue while at college. The students are under the impression that, because there are fewer class hours at CEGEP, they will have more free time. Some even make their course selection around their job schedules. As a result, CEGEP staff have come to realize that it is important that

students and their parents understand, before the college year begins, that CEGEP requires a great deal more homework and study time than may initially be apparent and that a commitment to heavy employment loads and graveyard shifts is not a good strategy.

RECOMMENDATION 9

The Advisory Board recommends that CEGEPs employ a variety of means to provide secondary students who are likely to enter CEGEP with information about requirements, expectations and life at CEGEP.

The Advisory Board also recommends that high schools and CEGEPs jointly organize information sessions led by counsellors specifically for the parents of each group of Secondary V students. The aim of these sessions would be to clarify both the nature of programs and the process involved in making the program selection, as well as to inform the parents of the sociocultural and educational realities of CEGEP life.

Student attitudes towards choosing CEGEP and making academic and career decisions

One of the striking features of the consultations undertaken by the Advisory Board with first year CEGEP students was the difference in their respective experiences in negotiating the transition. Answers to questions such as how they made their academic and career choices, who or what guided them in choosing programs, or the information provided to them by their schools about what to expect at CEGEP were neither uniform nor conclusive.

— Program choices

Many first-year students are uncertain about where their studies will lead them. Attitudes towards liberal arts programs fell into two categories. Several students in the groups which gravitated naturally to arts rather than science found that, once in the program, the pursuit of the liberal arts required too much work, too much reading, and therefore they branched out into more well-defined areas of study such as psychology. On the other hand, some students who enter CEGEP intending to continue in a science stream are lured away from "engineer-

ing and plugging numbers into equations" by the sociological and humanistic perspectives of the idea-oriented liberal arts.

Secondary school graduates rarely have a clear understanding of more than the broad lines of the prerequisites for specific programs. If they want to change direction they are not always aware of the new set of admission requirements. Secondary school students are told, for instance, that future choices are limited by taking lower-level math courses, even though, in many cases, they can make up a missing prerequisite while at college.

Program choice can certainly be influenced by guidance received while in secondary school. One student who got very good marks in science described how a favourite teacher had made her aware of the fact that what she cared most about was socially directed studies. But many students change their program directions after, rather than before, entering college.⁴¹ CEGEPs do not require students to make irrevocable decisions at age 17; when students are allowed to change programs, to move into areas in which they feel more comfortable, the graduation rate goes up.

When secondary schools give students advice about their future prospects, the Advisory Board was told, there is a tendency to emphasize, year after year, that the following year of school will be tougher than the current one, ostensibly to encourage students to exert greater effort as they near graduation and the transition to postsecondary education. Students claim that the repetitive nature of the annual speech robs it of much of its salutary effect.

In the early years of secondary school, students are rarely doing any long-term planning. Towards the end of secondary school, they are influenced more by peer and family pressures and their attendant frenzy than by considered opinion gained over a longer period of time. For most students, CEGEP has always been seen as a place where one could go to discover oneself, both for those who are career-oriented and for those more interested in learning about ideas.

Within the English-speaking community, parental pressure plays a large part in a student's taking for granted that he or she is expected to go on to postsecondary academic studies after secondary school. In some cases, there is a family's status to maintain; in other cases, parents who have no postsecondary education themselves want their children to "do better" than they did. This expectation is a cultural reality that envelops even those at-risk students for whom CEGEP is not an immediately realistic prospect.

The students consulted by the Advisory Board believe that the advice given to secondary school students entering CEGEPs should be more practical.⁴² By the time new students enter college they should already know how important it is to "hit the floor running"; the first three weeks of what is, for them, a new regime will set the tone for their whole first term. They should be prepared for fewer but larger assignments. They should have fully grasped the fact that no matter how well one listens in class, one cannot get by with 15 minutes a day of homework and that research is part and parcel of course work. Students should also be encouraged to engage in sociocurricular activities, to make friends and to become part of the college community. And most important of all, students have to learn how to use the time between classes productively rather than wasting it "doing nothing" because it was "time off."

— Study skills and time organization

Many students are faced with problems organizing their learning. It is in the transition from secondary school to CEGEP that weak learning and study skills can become serious stumbling blocks for incoming students. Often, many bright students have been able to master what is required of them in secondary school with a minimum of studying and with little method. When confronted with a quantum leap in the volume of material to be covered at college and the realization that they will have to change their work habits, some of these students are dismayed to discover that they have few resources with which to support themselves. In this context, it is important that they remain motivated, which is

41. A key concept in the Bérubé report commissioned by the Fédération des commissions scolaires, page 49, Table 16. http://www.fcsq.qc.ca/Publications/Etudes/_pdf/Etudes-Secondaires-Postsecondaires.pdf

42. The Conseil supérieur de l'éducation discussed *La possibilité d'une meilleure jonction du deuxième cycle secondaire avec les études collégiales* on page 31 of a 1999 report: <http://www.cse.gouv.qc.ca/pdfs/enjeux.pdf>

hard to do if they are acting out someone else's goals, i.e. programs foisted on them by parents or secondary school teachers.

The issue of study habits loomed large in the experience of those students consulted by the Advisory Board who had recently moved from secondary school to college. While some had developed good study habits at secondary school and found themselves well prepared for college-level learning, others found that there had been little method taught in secondary school, and no training in taking effective notes.

It is evident to all persons consulted by the Advisory Board that effective study habits cannot be inculcated with any success unless addressed from the very beginning of formal education. The Advisory Board is well aware that in Chapter 2 of the Québec Education Program, entitled Cross-Curricular Competencies,⁴³ the adoption of effective work methods is identified clearly as an element that should be present throughout the curriculum. Such an approach will help consolidate for each student who he or she is as a learner. As this aspect of the reform will eventually influence all students, it is hoped that the transition hurdle associated with study habits will shrink.

All students agreed that better preparation while at secondary school on how to organize time responsibly would have been a great help.⁴⁴ One student who, after a hiatus, resumed studies in the adult education sector, found that, because he was required to take responsibility for his own time, he was able to take better control of his learning and to do well in many of the advanced courses with which he had had difficulty in the youth sector. In this context, secondary school was seen by many students as being too rigid in its methods; some courses in secondary school involving independent study would be useful by allowing—or requiring—students to exercise greater control over their own learning.

The students did not believe that significant latitude should be allowed too early in secondary school since, without an obligatory curriculum, some students might drop subjects necessary as

prerequisites for later choices. However they felt that as students matured, it was necessary to institute alternatives to the compulsive, rigid system that stultified students in the higher levels of secondary school.

RECOMMENDATION 10

The Advisory Board recommends that school boards pay particular attention to ensuring that their upper-year students develop the learning and study skills that will adequately prepare them for self-directed or college-level studies.

— Guidance for students within the CEGEP

Where do new students go for help at the CEGEP level? The Advisory Board met with CEGEP staff involved in helping students through their transitional phase (Learning Centre, Student Success Services, etc.) New students are confronted with a variety of adaptation problems. In one English-language CEGEP, over 45% of students have a mother tongue other than English; students from rural areas may be living in a city for the first time in their lives in the absence of their traditional support system; students who have enrolled in CEGEP primarily because of parental pressure are now confronted with the dilemmas of trying to live out someone else's goals; etc.

For the students consulted by the Advisory Board, the biggest lesson learned at the beginning of CEGEP was how to work with other students, in contrast to secondary school where students rely more on teachers than on their peers for what little counselling they get. While a teacher may be sympathetic or even helpful, other students are sharing a common experience and may be more approachable than teachers, who may not even recognize their students. In contrast to their experiences with secondary school teachers, the students do not perceive their CEGEP teachers as seeking out students who may be having difficulties; it becomes a case of students chasing teachers, not the other way around.

43. http://www.meq.gouv.qc.ca/DGFJ/dp/programme_de_formation/primaire/pdf/educprg2001bw/educprg2001bw-020.pdf

44. The adult education courses *Mieux apprendre and Des moyens de mieux apprendre* deal specifically with learning and study skills. http://www.meq.gouv.qc.ca/DFGA/disciplines/entree_en_formation/pdf/programme/41-1068.pdf (pp. 53-72).

Since new CEGEP students who tend to get disorganized will do so right from the beginning, it is important to make help and support services readily available during the *first three weeks of the first term*. Eighty per cent of students who complete their first semester will get their college diploma. CEGEPs are trying different strategies to provide early-warning diagnoses and support for new students. Some, for example, are grouping students into circles to provide them with contacts and friends. Others are building study skills into programs. Mentors, either staff or students, are made available for students who have come from small secondary schools or rural communities. At-risk students are known to become much less vulnerable when they can make contact and have confidence with even one person in the new environment.

Students with weak academic skills often develop poor relationships with designated "helpers"; they do not ask for help from learning centres or even peer tutors when they need it. Transition workshops are offered by CEGEPs for entering students,⁴⁵ but many students are not interested in availing themselves of these resources at that time. Some CEGEPs take a more proactive approach by identifying at-risk students using placement tests and secondary school marks, and then inviting them to come in and meet with someone three times during their first term to identify any problems before they become insurmountable. The students are encouraged but not obliged to follow these practices.

In situations where students feel out-of-place because they are in CEGEP due to parental pressure, counsellors can work with parents to help them encourage their children to make their own decisions and choices by lowering the level of parental imposition.

CEGEPs have invested significant resources in providing support for students with problems and advisors in CEGEPs are preoccupied with how best

to help new students over the most common stumbling blocks in this potentially difficult transition. But such services can only be useful if the students are reached. First-year CEGEP students are vaguely aware of academic advising services available at their college to help in planning university education⁴⁶; but as most students rarely enjoyed much exposure to similar counselling at secondary school, at the early stage of their college experience this form of guidance is not seen by them as a priority. Students more often than not ignore circulated written material.

As teachers are in regular contact with all first-year students, they can become the eyes and the ears of the student support system and are well-placed to get information through to students in a positive manner.

RECOMMENDATION 11

The Advisory Board recommends that CEGEPs ensure that first-year students are aware of services available to them by, among other means, enlisting the collaboration of teachers to inform students about the importance of obtaining support for problems at the earliest possible stage.

— The CEGEP as a bridge between secondary school and university

The CEGEP is a unique Canadian academic venue for the transition of secondary school graduates to postsecondary education. Before the CEGEP network was created three and a half decades ago, a Secondary School Diploma was the end of the formal education road for the vast majority of young Quebeckers, as only a fraction of those who obtained a Secondary School Diploma went on to university.

Among the education reforms of the 1960s was the formation of a Ministère de l'Éducation to oversee public education. Postsecondary education

45. For example <http://www.vaniercollege.qc.ca/tlc/workshop/html>

46. For example <http://dc37.dawsoncollege.qc.ca/counselling/>
<http://www.vaniercollege.qc.ca/main/counsel.html>
<http://www.johnabbott.qc.ca/cgi-bin/ja/loader.pl?departments/studentservices/index.html>
http://www.lennox.champlaincollege.qc.ca/07_current_students/student_services/counselling.php

was at the time already part of English-speaking Québec's education culture and Québec's English-language institutions of higher learning, McGill, Sir George Williams, Loyola and Bishop's universities, provided a considerable number of English-language university places for aspiring students across Québec. Young francophone students with secondary school diplomas and ambitions to continue their studies began to bring pressure on the education system and the government to find room for them in Québec's postsecondary education network; this led to movements such as *McGill français*. This was the background against which the Université du Québec with its regional campuses, and the CEGEP system of general and technical colleges across the province, were created and Québec's education system was dramatically changed.

Since that time, CEGEPs have periodically come under scrutiny and have faced suggestions that they be abolished. Recently, to counter questioning as to the CEGEPs' pertinence and usefulness, the Fédération des CEGEPs commissioned a study by UQAM economist Pierre Fortin, who provided an updated account of the significance of the CEGEP phenomenon in the transition of secondary school graduates into the realms of higher education.⁴⁷

Fortin found that CEGEPs compensate for Québec's high secondary school dropout rate.⁴⁸ Québec secondary school students drop out more frequently and at a younger age than students in other comparable jurisdictions, and they do not return to the school system in any great numbers.⁴⁹ (Although no distinction is made in the statistics between the English and French sectors, the dropout rate for English schools has traditionally been lower.) The existence of CEGEPs has effectively counterbalanced the high dropout rate: due to the presence of CEGEPs, Québec has a higher rate of youth with some kind of postsecondary diploma

than Ontario. It takes a year less to get a diploma in Québec.

In Québec, a high proportion of students with a Secondary School Diploma go on to a postsecondary institution at some point. The absence of tuition fees at CEGEP (only \$132 per semester in administration fees) and geographic accessibility are important factors in this postsecondary transition.

It is an accepted fact that a high percentage of secondary school graduates from Québec will go on to postsecondary general, technical or vocational training: even if the majority of secondary school graduates have not developed any clear view of the future and may be uncertain about what to do next, CEGEP is seen as socially acceptable for all, and as the obvious progression towards which most students see themselves moving along with their peers.

The employment rate of CEGEP graduates is as high as the rate for university students at entry level. The salary impact of further education can be summed up: for every \$100 earned by secondary school graduates, CEGEP graduates will earn \$111, university graduates \$134, and those with no Secondary School Diploma, \$89.

Students who make it into CEGEP complete their programs in significant numbers.⁵⁰ The key to the academic success of Québec's education system appears therefore to be its ability to help students get past the gauntlet of secondary school. As the vast majority of students currently in the adult education departments at the secondary level are under 25, one way to increase their number might be to increase the funding for adult education where closed budgetary envelopes discourage many school boards from undertaking aggressive recruitment campaigns.⁵¹

47. *L'apport des cégeps à la société québécoise*

http://www.fedeccegeps.qc.ca/communiqués_publications/discours_et_autres/2002-2003/fortin.pdf

48. http://www.fedeccegeps.qc.ca/communiqués_publications/communiqués_de_presse/2002-2003/antidote.html

49. 32% of secondary students will not get their SSD in the Youth sector, but an additional 12% will get it in the adult sector: <http://www.meq.gouv.qc.ca/stat/indic03/indic03A/ia033502.pdf>, page 3

50. Close to 60 % in technical programs, 70 % in pre-university programs, see:

<http://www.meq.gouv.qc.ca/stat/indic03/indic03A/ia033303.pdf>

<http://www.meq.gouv.qc.ca/stat/indic03/indic03A/ia033304.pdf>

51. A recent report on the financing of adult and continuing education: *Cap sur l'apprentissage tout au long de la vie: Rapport du comité d'experts sur le financement de la formation continue*.

http://www.meq.gouv.qc.ca/REFORME/formation_con/Rapport/index.htm

The future of the CEGEP: Effects on student transition and on English-language education

During the course of its meetings this past year, the Advisory Board monitored the mushrooming debate concerning the role and future of the CEGEP system: the reports commissioned by the Fédération des Commissions scolaires du Québec (the Bérubé⁵² report) and the Fédération des CEGEPs (the Fortin⁵³ report) leading to the Minister's Forum on the Future of College Education⁵⁴ in June, 2004.

The many issues raised included the unique nature of Québec's postsecondary structures when compared to those in the rest of North America, seen as either a strength or a weakness; the costs of operating the system; the number of those entering and leaving different levels of postsecondary education and the comparative length of their studies; the nature of accessibility of postsecondary education and the respective roles of vocational training and general education.

The proposals included one from the school boards, to the effect that CEGEPs be abolished. The current two-year pre-university CEGEP program would be replaced by a sixth year of secondary school and an additional year at the beginning of university. The postsecondary technical and vocational programs currently offered by the CEGEPs would continue to exist but as activities under the aegis of the school boards.

When asked for their reactions to this issue, the students consulted by the Advisory Board indicated that they would not prefer having a year added to secondary school (Grade 12) and then going straight to university. They feel that the current structure of postsecondary education which includes CEGEPs is "great" because it leaves all options open; going to university from Grade 12 would entail making final decisions sooner. They appreciate the transition CEGEP offers. They feel they are better prepared for university than if they had stayed in secondary school for the additional year.

The Advisory Board heard from university admissions officers that the success/performance level of students coming from CEGEPs was significantly better than those of students coming from other provinces directly from their secondary school graduation.

It is not the Advisory Board's intention to substitute itself for the Minister's Forum by making a detailed analysis and conclusive recommendations on this issue. However, the Advisory Board wishes to raise certain aspects of potential change to the CEGEP system that will affect access, student transition and the nature of the English-language post-secondary system.

Concerning transition and accessibility generally

- In the Montréal and Québec City regions, the French-language and English-language CEGEPs are generally in good health, but there are concerns about the overabundance of specialized programs. Suggestions that these should perhaps be redistributed throughout the province are met with the fear that urban students, and particularly English-speaking students, might not follow these programs out of the city.
- The Advisory Board envisions that the current secondary school dropout rate before the end of Secondary V (Grade 11) would only increase if an additional year (Grade 12) were added,⁵⁵ and that the remoteness of a diploma might weaken the already shaky motivation of certain students.
- The geographic distribution of the 48 CEGEPs in Québec lends itself to easy access to postsecondary education, while Québec's universities, even with the expansion of the current network of satellite campuses, is unlikely to serve many students in their own region. Similarly, the distribution of smaller institutions in the regions permits the CEGEPs to maintain close links with local businesses and community and cultural activities.

52. http://www.fcsq.qc.ca/Publications/Etudes/_pdf/Etudes-Secondaires-Postsecondaires.pdf

53. See footnote 47

54. <http://www.meq.gouv.qc.ca/forumcollegial/>

55. Currently, 7% of students drop out between Secondary III and IV, and an additional 7% between Secondary IV and V, while a further 5% do not complete Secondary V. (Internal MEQ statistics)

- The institutional expense of offering post-secondary education appears to be substantially higher at the university than at the CEGEP level. From the perspective of the student, the virtually tuition-free CEGEP is much more attractive than a university, especially when relocating costs and the expenses of living in a city are factored in. While it is true that a high proportion of CEGEP graduates (pre-university stream) will at least start university, the Advisory Board observes that, at this point, the students already have the confidence and the experience of a postsecondary diploma under their belts.
- While the disappearance of the CEGEP would reduce the number of transitions that university-bound students face—at present, only half the students who receive their secondary diploma from the youth sector (72%) will enter university (36%)⁵⁶—the Advisory Board heard little to suggest that this would be advantageous. The two-stage transition is seen by students to be more gradual and the CEGEP comparatively more personal than the university. The relative ease of exploration and change of orientation in the CEGEP provides a definite attractiveness for this transitional institution.

Concerning the English-language CEGEPs

- The English-language CEGEPs are not in poor health, but the important issues with which they are faced are not always the same as those that affect the other Québec CEGEPs. It would be helpful to have access to precise and distinct data from English institutions.
- The Advisory Board notes, that while CEGEP attendance is declining in many regions of Québec, there is growth in nearly all the regions where English-language CEGEPs are located; only Champlain Regional College's Lennoxville and St. Lawrence (Québec City) campuses are not located in growth areas.
- As 75% of students in English-language CEGEPs are in the pre-university stream, the future viability of these institutions, if reduced

to offering only technical programs, would be highly jeopardized if the academic programs were redistributed to school boards and universities. The Advisory Board feels that it is important that the English-language CEGEPs be given a full opportunity to reposition themselves if any of the proposed changes are put into effect.

- The Advisory Board notes that there are only several hundred continuing education students attending English-language CEGEPs compared to several thousand in comparable schools in Ontario. This may be for two reasons: most basic adult education and literacy activities in Québec are lodged within the school boards at the secondary level. As well, because older students can be admitted directly to university, there is a tendency for fewer CEGEP students to return part-time after dropping out than in Ontario. In examining the future of English-language CEGEPs, this is an area to be explored.

RECOMMENDATION 12

The Advisory Board recommends to the Minister, that before embarking on major changes or reforms to the CEGEP system that may possibly entail its abolition, the deficiencies of the education system as a whole and the basic problems found at every level of elementary and secondary school should at least be identified. If the main challenge facing the education system is how to lower the dropout rate at secondary school, then starting with a reform of post-secondary education appears inappropriate.

RECOMMENDATION 13

The Advisory Board recommends to the Minister that any changes to the CEGEP system be preceded by an examination of their impact on English-language postsecondary education in Québec and its institutions, in order to determine whether the problems that the changes are intended to correct and the effect that those changes are expected to bring about are pertinent to the English-language community.

56. Internal MEQ statistics.

Appendix A

THE TRANSITIONS BEYOND SECONDARY SCHOOL

RECOMMENDATIONS

1. The Advisory Board urges all schools to make the implementation of the Guidance- Oriented Approach to Learning (GOAL) a priority.

Furthermore, the Advisory Board urges all school boards to take particular steps to enable teachers to make the aims of GOAL integral to their instructional processes.

2. The Advisory Board advises the Minister of Education that, whereas the spirit of the Québec Education Program (QEP) is to foster the full development of each student's capacities while respecting the fact that students have different learning styles and different learning speeds:

- that in any changes to the basic school regulation, diverse paths should be created within the requirements for the Secondary School Diploma
- the creation of any structures or paths that would make it difficult for students to obtain a Secondary School Diploma when they finish their secondary studies should be avoided.

3. The Advisory Board advises the Minister of Education to ensure that, in any changes to the basic school regulation, the *Personal and Career Planning* component of the *Broad Areas of Learning* in the Québec Education Program (QEP)—as exemplified by the *Guidance-Oriented Approach to Learning (GOAL)*—be fully integrated into all aspects of the curriculum throughout the cycles, involve all teaching and professional staff, and not be segregated into one course or one cycle.
4. The Advisory Board recommends that a particular pathway for Art-Music be included in the changes being prepared for the basic school regulation or, at the very least, that specific recognition be given to this profile within the general academic profiles.

5. The Advisory Board recommends to the Minister that persons carrying out career counselling in secondary schools be required to have training in this area; the Advisory Board invites the universities to take this into consideration in the determination of the curriculum content in teaching and counselling programs.

6. The Advisory Board recommends that school boards develop a clear job description for persons doing career counselling in secondary schools to ensure that the personal counselling needs of students not divert resources away from their equally essential need for career counselling.

7. The Advisory Board recommends to school boards that attention be paid in the secondary curriculum, particularly in the Broad Areas of Learning, to the sociovocational integration needs of its students, especially those who may not continue to postsecondary education, so that those who enter the workforce after secondary school will have the competencies to allow for a smooth transition.

8. The Advisory Board recommends, following the changes soon to be made to the basic school regulation in the youth sector, that school boards and CEGEPs jointly undertake the preparation of in-service upgrading programs for guidance counsellors at both levels so that mastery of the new rules by the educational institutions can be attained with minimum delay.

9. The Advisory Board recommends that CEGEPs employ a variety of means to provide to secondary students who are likely to enter CEGEP with information about requirements, expectations and life at CEGEP.

The Advisory Board also recommends that high schools and CEGEPs jointly organize information sessions led by counsellors specifically for the parents of each group of Secondary V

students. The aim of these sessions would be to clarify both the nature of programs and the process involved in making the program selection, as well as to inform the parents of the sociocultural and educational realities of CEGEP life.

10. The Advisory Board recommends that school boards pay particular attention to ensuring that their upper-year students develop the learning and study skills that will adequately prepare them for self-directed or college-level studies.
11. The Advisory Board recommends that CEGEPs ensure that first-year students are aware of services available to them by, among other means, enlisting the collaboration of teachers to inform students about the importance of obtaining support for problems at the earliest possible stage.
12. The Advisory Board recommends to the Minister, that before embarking on major changes or reforms to the CEGEP system that may possibly entail its abolition, the deficiencies of the education system as a whole and the basic problems found at every level of elementary and secondary school should at least be identified. If the main challenge facing the education system is how to lower the dropout rate at secondary school, then starting with a reform of postsecondary education appears inappropriate.
13. The Advisory Board recommends to the Minister that any changes to the CEGEP system be preceded by an examination of their impact on English-language postsecondary education in Québec and its institutions, in order to determine whether the problems that the changes are intended to correct and the effect that those changes are expected to bring about are pertinent to the English-language community.

Appendix B
**EASING THE TRANSITION FROM SECONDARY
SCHOOL TO COLLEGE**
The P3 (Perception, Policy, and Practice) Committees
John Abbott College, Research and Development
Ste-Anne de Bellevue, Québec
January 1990

RECOMMENDATIONS

COLLEGE POLICIES AND PRACTICES

1. Make first-semester students a college-wide priority. Providing students with a good base will make their work, and ours, easier in subsequent semesters.
2. Develop a semester-long program for new students that coordinates workshops in study skills, time management, and library usage with designated courses for first-semester students. The special courses should not be only study skills courses, or "University 101" courses on the University of North Carolina model, but regular content or discipline courses.
3. Encourage teachers in all disciplines to incorporate into existing courses the learning skills essential to the discipline ("learning to learn"). Recommend such courses to first-semester students in the College Calendar.
4. Encourage continuing contacts between high school and college teachers; e.g. "stages" for college teachers in high schools, visits to college classes by high school teachers (perhaps as a Pedagogical Day activity), and joint professional development activities.
5. Provide college teachers with training in cooperative learning and peer teaching methods. Students prefer this type of learning. It also offers a creative way for teachers to share the work in excessively large classes.
6. Prepare a video of different college classroom arrangements and teaching techniques. Such images would provide students, teachers, and counsellors a visual image of how college students and teachers act.
7. Provide a more experimental orientation: more doing, less telling. Extend orientation activities through at least half the first semester.
8. Coordinate the scheduling of college events for Grade Eleven students with Board-wide professional days and other events in the high school calendars.
9. Work with high schools to achieve a satisfactory compromise about giving students early or conditional acceptance to college. Grade Eleven is effectively terminated when these arrive in the mail.
10. Sponsor an exploratory study of parents' perceptions and concerns about college.
11. Include parents in a professional day activity.
12. Encourage first semester students to avoid three-hour classes.
13. Avoid interventionist measures that diminish student autonomy or responsibility.
14. Examine the rationale for, and the effects of, the activities that take place in the Agora during mid-day.
15. Examine the policy for dropping courses: consider an earlier deadline for dropping and allowing students to replace dropped courses.
16. Run user-tests of publications which explain college requirements and registration procedures; rewrite them in language appropriate for a student audience rather than a bureaucratic one. Perhaps students in an English or Technical Writing class could take on this task.

17. Explore ways to make first-semester registration a less defeating experience; e.g., include in the registration packet the name and telephone number of a second-year "buddy" who can give one-to-one practical advice. Students who had such a friend or relative reported much more satisfying results. This may be especially important when telephone registration is implemented.

COLLEGE TEACHER POLICIES AND PRACTICES

18. Discover what it's like to be a college student: Arrange a "stage" to take courses offered by colleagues.

19. Remind yourself every semester that new students are young, (some only 16), scared, and need some encouragement and external motivation.

20. Provide variety and frequent change of pace in classes of more than one hour.

21. Encourage Departments to avoid the three-hour format for entry-level courses.

22. Negotiate classroom norms with students. Many students think it is acceptable to arrive late, leave early, miss class, and sleep, or eat during class. If your expectations are different, let them know.

23. Teach students what "office hours" are and how to use them.

24. Modify the "teachers don't care" perception and other beliefs that may prevent students from making use of teachers' office hours. Schedule brief appointments with all students during the first two weeks of the semester. Schedule them to come in pairs to lessen their anxiety in this new situation.

25. Establish the practice of providing ten minutes of consultation time before and after each class as a supplement to "office hours". Students report considerable difficulties using office hours.

26. Use first-semester students' priority for making new friends to establish class attendance as a habit. Lead "get acquainted" exercises the first day of class and a refresher the second day. If students have friends in class, they may be more motivated to come.

27. Respond to students' need to be "somebody" by learning and using their names in class and encouraging students to use other students' names in class discussions – no more referring to others as "he" or "she".

28. Make sure all students know at least one other student in the class. Assign partners, especially in classes where there are new and more senior students.

29. Review and rewrite course outlines in student-friendly language. Suggesting clarifications and improvements in the course outline could be the students' first assignment in any course.

30. Have students read and discuss the course outline in small groups on the first day of class. This allows students to get acquainted by working together, assures that they have read the outline at least once, and can diminish their anxiety. Students are dismayed when confronted by a description of "all that work all at once," discussion can make clear that the work is not to be done all at once, but one step at a time.

31. Provide structured opportunities for students to talk in class, especially with each other. Make talking activities productive by allowing students to prepare for talking by focusing their ideas in a two-minute free-writing exercise or by preparing position statements in small groups.

32. Increase efforts to discover and use pedagogy appropriate to college students. College is not high school, but neither is it university. Our methods need to be appropriate for students at this immediate stage.

33. Use the motivation potential of students' enthusiasm for their new "adult" status and their desire to do well. Give early assignments with balanced criticism: what's right and what's wrong. Encourage as well as challenge.

34. For large assignments, provide instructions on how to start, guidelines for how to proceed, and feedback at early stages.

35. Provide active as well as passive learning experiences. The classes students find interesting are the ones in which they participate, the boring classes are those where they listen to the teacher lecture for one and a-half to three hours. Students experience long lectures as "babbling".

36. Let students know they are missed when they are absent.
37. Advise students how to practice "safe skipping": plan in advance, exchange telephone numbers with a class partner, check with partner for notes and assignments.
38. Develop relationships with high school teachers in your discipline; e.g., join or organize an Academic Alliances group.

HIGH SCHOOL POLICIES AND PRACTICES

39. Build incremental levels of student responsibility into the curriculum.

HIGH SCHOOL TEACHER POLICIES AND PRACTICES

40. Give students gradual increases of responsibility for their own learning, particularly experience in making choices and meeting deadlines.
41. Negotiate responsibility contracts with students, e.g., they (not the teacher) are responsible for getting their daily homework done. Inform parents and principals of the pedagogical goals of this strategy.

42. Allow students to choose to do work, and when to do it: set seven quizzes or assignments, allow students to choose which five they will do.
43. Establish firm due dates that have real consequences. Explain the purpose of these to students and their parents.
44. Give Grade Eleven students guided free time, as preparation for college freedom.
45. Find ways to motivate Grade Eleven students, other than threats of failure at college or other scare tactics; e.g. "college teachers won't care about you". Try: "College teachers won't push you, you have to learn to push yourself."
46. Visit college classes during pedagogical days and after 2:30. Faculty Professional Development Service (457-6610, ext. 386) can arrange this with a teacher in your discipline.
47. Develop relationships with college teachers in your discipline; e.g., join or organize an Academic Alliances group.

Appendix C

Individuals Consulted by the Advisory Board on English Education 2003-2004

Gohar Ali	Student, Saint-Laurent Adult Education Centre (EMSB)
Charles Barrington	Student, MIND (EMSB)
Kim Bartlett	Director of Admissions, McGill University
Ray Boucher	Director of Students Services, Dawson College
Tom Conti	Counsellor, West Island Career Centre (LBPSB)
Jim Cullen	Professional, Ministère de l'Éducation
Assunta Fargnoli	Assistant Registrar, Concordia University
Linton Gardner	Political Attaché to the Minister of Education
Barbara Goode	Professional, Ministère de l'Éducation
Yvonne Greer	Counsellor, Centennial Regional High School (RSB)
Adelia Kreps	Student, Liberal Arts, Dawson College
Luc Lépine	Professional, Ministère de l'Éducation
Brendan MacCuish	Student, Liberal Arts, Dawson College
Judy Macdonald	Coordinator of the Learning Centre, Vanier College
Sandra Macdougall	Success Services, John Abbott College
Tracy Neale	Student, MIND (EMSB)
Jeff Polenz	Quebec English School Board Association
Marie-Thérèse Raymond	Student, Saint-Laurent Adult Education Centre (EMSB)
Justin Ross	Student, Heritage Regional High School (RSB)
Sandra Salesas	Counsellor, Commission scolaire Marguerite-Bourgeois
Lesley Shuster	Counsellor, Weston School (Independent)
Jason St. Martin	Student, Psychology, Dawson College
Lynn Travers	Professional, Ministère de l'Éducation
Laurent Trudel	Professional, Ministère de l'Éducation

Appendix D

CODE OF ETHICS AND PROFESSIONAL CONDUCT (adopted March 21, 2002)

Purpose and scope

1. This Code sets out the ethical principles and rules of conduct applicable to the members of the Commission de l'éducation en langue anglaise (hereinafter referred to as the "Advisory Board").

Ethical principles

2. The mandate of the Advisory Board is to advise the Minister of Education on all matters relating to the educational services provided in English elementary and secondary schools. For these purposes, the members of the Advisory Board shall perform their duties in the public interest and act impartially and objectively, as is incumbent upon any person who participates in the accomplishment of the mission of the State.
3. The rules of conduct provided herein do not list all appropriate actions or describe all inappropriate actions. The members of the Advisory Board must perform their duties to the best of their abilities and knowledge, with diligence, application, integrity, honesty and judgment, in accordance with law and in keeping with the public interest.

Rules of professional conduct

Discretion

4. The members of the Advisory Board are bound to discretion in regard to facts or information that come to their knowledge in the performance of their duties and are at all times bound to maintain the confidentiality of information thus received.

Dealings with the public

5. The chair of the Advisory Board is the only member who may act or speak on behalf of the Advisory Board, except where by delegation another member is expressly mandated to act or speak on behalf of the Advisory Board. By tradition, individuals authorized to speak on behalf of the Advisory Board do not comment on the news or the Minister's statements but explain only the positions of the Advisory Board.

Neutrality

6. In the performance of their duties, the members of the Advisory Board must act without being influenced by any partisan political considerations or any pressure group.

Political activities

7. The chair of the Advisory Board must inform the Secretary-General of the Conseil exécutif before running for an elected public office.
8. The chair of the Advisory Board with a term of office of fixed duration shall resign from his or her position if he or she is elected to a full-time public office and agrees to the election.

Conflict of interest

9. The members of the Advisory Board shall avoid placing themselves, in the performance of their duties, in any situation involving a real, potential or apparent conflict between the members' personal interest and the public interest.

10. The members of the Advisory Board may not use for their own benefit or for the benefit of a third party confidential information obtained in the performance of their duties, unless expressly so authorized by the Advisory Board.
11. To prevent conflict of interest, no contract or other form of financial contribution may be made by the Advisory Board to obtain services from its members, except for the remuneration to which the chair is entitled in relation to the performance of his or her duties.
12. The members of the Advisory Board may not solicit or accept a favour or an undue advantage for themselves or for a third party.
13. The chair of the Advisory Board may not, on penalty of dismissal, have a direct or indirect interest in an enterprise or association the nature of whose activities entails a conflict between the personal interest of the chair and the performance of his or her duties.
14. Any other member of the Advisory Board who has a direct or indirect interest in an agency, enterprise or association entailing a conflict between his or her personal interest and that of the Advisory Board shall, on penalty of dismissal, reveal the interest in writing to the chair of the Advisory Board and, where applicable, shall withdraw from the meeting whenever a subject on the agenda could place the member in a situation of conflict of interest.

Period after the holding of office

15. The members of the Advisory Board who have completed their term of office shall not disclose confidential information obtained in the performance of their duties on the Advisory Board or use for their own benefit or for the benefit of a third party information unavailable to the public that they obtained in performing their duties.

Application

16. The authority competent to act in the case of the violation of an ethical principle or a rule of professional conduct set out in this Code shall be the Associate Secretary-General for Senior Positions of the Ministère du Conseil exécutif.
17. The chair of the Advisory Board shall be responsible for the implementation and application of this Code. He or she shall ensure that all members of the Advisory Board comply with the ethical principles and the rules of professional conduct set out in the Code, and shall inform the competent authority of any cases of violation of those principles or rules.
18. Any member of the Advisory Board accused of a violation of an ethical principle or a rule of professional conduct set out in this Code may be temporarily relieved of his or her duties by the competent authority, in order to allow an appropriate decision to be made in an urgent situation or in a presumed case of serious misconduct.
19. The competent authority shall inform the member concerned of the violation of which he or she is accused, of the possible penalty and of the fact that he or she may, within seven days, provide the authority with his or her observations and, if he or she so requests, be heard regarding the alleged violation.
20. Where it is concluded that the member has violated an ethical principle or a rule of professional conduct set out in this Code, the competent authority shall impose a penalty.
21. The penalty that may be imposed on the member is a reprimand, a suspension without remuneration for a maximum of three months in the case of an administrator of state, or dismissal. Any penalty imposed shall be in writing and give the reasons therefor.

DECLARATION CONCERNING FAMILIARITY WITH THE ETHICAL PRINCIPLES AND THE RULES OF PROFESSIONAL CONDUCT

I hereby declare that I am familiar with the Code of Ethics and Professional Conduct applicable to the members of the Commission de l'éducation en langue anglaise and undertake to comply therewith.

Date: _____

Name (block letters): _____

Signature: _____

