



April 3, 2022

Madame Danielle Mc Cann
Ministère de l'Enseignement supérieur
Cabinet de la ministre de l'Enseignement supérieur
1035, rue de la Chevrotière
16e étage
Québec (QC) G1R 5A5

Monsieur Jean-François Roberge
Ministre de l'Éducation
Édifce Marie-Guyart
1035, rue de la Chevrotière
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Madame McCann,
Mr. Roberge,

I have the distinct pleasure of serving as President of the **LCEEQ** (Leadership Committee for English Education in Québec), an action-oriented organization that is committed to the strategic growth and sustainable success of the English Educational Community in the province of Québec. Our membership represents all levels of education from youth through University, including Adult and Vocational Education, in both the public and private sector.

The purpose of this correspondence is express our absolute consternation at what is presently transpiring in the clause-by-clause review of Bill 96. Our concerns are not of a political nature, but rather reflect the pedagogical implications of such significant changes on the education system. In discussions with our membership, it is becoming increasingly clear that the proposed amendments will not only be detrimental to post-secondary education in Quebec but will affect the entire English-speaking educational community as a whole.

Leadership Committee for English Education in Quebec (LCEEQ)
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First, it is inconceivable that recommendations and subsequent amendments to Bill 96 are being made by parliamentarians without any form of consultation with educators in the milieu, those directly impacted by the decisions, nor with either of the Ministries responsible for the education of students across the province. I cite, as evidence, the amendment to oblige all CEGEP students to successfully complete the course requirements of three core subjects in French within their field of study. This is in addition to the regular “French as a Second Language” course requirements.

The imposition of French as the language of instruction for core subjects indicates a total misunderstanding that specific pedagogical approaches necessary for the acquisition of a second language are significantly different from those used to master course content in one’s first language. Such an issue is readily apparent to educators, particularly those in the English-speaking community who have over 40 years of experience with second-language teaching and learning in the province of Quebec. It is deeply disappointing that such discussions were undertaken without consultation with educators and the two ministries charged with education in Quebec.

We are particularly concerned that the added requirement to study in French will negatively affect student success at the college level. While most students may be able to successfully complete these courses in French, a significant number will have great difficulty, particularly those ‘ayant droit’ students admitted under the ‘priority’ article of Bill 96. Moreover, has due consideration been given to consider the impact that such a requirement at the college level will have on students’ ability to secure admission to programs at the university level? We already foresee a detrimental impact on the “R Score” for students applying to university. It is also not evident that the full impact of such a requirement has been duly considered, particularly on the youth sector in terms of the teaching and learning of French at the secondary level. An equally important concern is the practical implications imposed by such legislation. There are legitimate concerns as to how, during a time of general shortage of qualified teachers, personnel will be engaged to provide instruction for program courses in French to students with varying levels of French proficiency. In the short term, we deem it impossible.

The English Colleges network is conscious of the necessity for students to communicate effectively in French. By and large, English speaking Quebecers have embraced the benefits of speaking two languages, as evidenced by the proliferation of French immersion programs and strong success rates of the anglophone school boards. Dialogue between the youth sector, continuing education and the colleges has been on-going to ensure as smooth a transition as possible for students moving through their studies. For the last several years, the English colleges have implemented a number of initiatives to encourage anglophone graduates to remain in Quebec and to fully integrate into the French labor force and culture. Again, it is disturbing to note that no consultation has been done with the colleges to examine the feasibility nor the impact of such changes to the college programs of study.

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We bring these concerns to your attention for it is our belief that those responsible for education in Quebec must act to reverse course on this particular amendment to Bill 96. It is a dangerous precedent to allow significant changes that will fundamentally alter all levels of education without sufficient consideration and consultation with those in the network. This proposed legislation has the potential to significantly weaken a strong track record of student success that is a hallmark of English-speaking educational institutions. We implore you to intervene before this bill becomes law, not only in the interest of the English-speaking community, but in an effort to preserve the integrity of the entire Quebec education system.

Sincerely,

A handwritten signature in black ink that reads "Cindy Finn". The signature is written in a cursive, flowing style.

Cindy Finn
LCEEQ President 2021-2023

c.c. Marie-Josée Blais, Sous-ministre adjointe
Secteur du réseau éducatif anglophone, des relations interculturelles et des Autochtones