

**QUEBEC FEDERATION OF HOME AND SCHOOL
ASSOCIATIONS, INC.**



A BRIEF

PRESENTED TO

THE PARLIAMENTARY COMMITTEE ON CULTURE AND EDUCATION

ON

BILL 14

**AN ACT TO AMEND THE CHARTER OF
THE FRENCH LANGUAGE, THE CHARTER OF HUMAN RIGHTS AND FREEDOMS AND
OTHER LEGISLATIVE
PROVISIONS**

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February 2013

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RIGHTS AND FREEDOMS AND OTHER LEGISLATIVE PROVISIONS

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QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS, INC

Brief on Bill 14 – SUMMARY

February 2013

The Quebec Federation of Home and School Associations Inc. (QFHSA) welcomes the opportunity to present this Brief to the Parliamentary Committee on Culture and Education of the National Assembly on Bill 14.

QFHSA is an independent, incorporated, not-for-profit volunteer organization dedicated to enhancing the education and general well being of children and youth. It promotes the involvement of parents, students, educators and the community at large in the advancement of learning and acts as a voice for parents.

QFHSA believes that all parents in Quebec, regardless of citizenship, ethnic origin, and linguistic status, should have the right to choose the language of schooling best suited for their children.

This Brief will explain the Federation's position on Bill 14 under the following headings:

- 1. Foundation of Quebec's identity – Language**
- 2. Fundamental Language Rights- Ethnic Minorities vs. Cultural Communities**
- 3. Principles of Instruction in French and exceptions - English eligibility and Graduation requirements**

We firmly believe that Bill 14 should be withdrawn as it contravenes sections in the Charter of Human Rights and Freedoms.

We believe that Quebec is and will remain the principal center of French language and culture in Canada and North America and cannot be adversely affected by ethnic minority communities.

The QFHSA is respectfully asking the Quebec government to seriously consider the recommendation we propose on behalf of parents in Quebec as reflected in this Brief.

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS INC

A BRIEF ON

BILL 14 – AN ACT TO AMEND THE CHARTER OF THE FRENCH LANGUAGE, THE CHARTER OF

HUMAN RIGHTS AND FREEDOMS AND OTHER LEGISLATIVE PROVISIONS

February 2013

Acts to amend the Charter of the French Language or the Charter of Human Rights and Freedoms should be non-partisan documents and must and should be arrived at by consensus.

The Quebec Federation of Home and School Associations Inc. applauds the National Assembly's decision to open this discussion to a general consultation and we welcome the opportunity to present this Brief to the Parliamentary Committee on Culture and Education regarding Bill 14, an *Act to Amend the Charter of the French Language, the Charter of Human Rights and Freedoms, and other Legislative Provisions*.

OUR ORGANIZATION

The Quebec Federation of Home and School Associations Inc. (the "QFHSA") was officially inaugurated in May 1944 and was incorporated by Letters Patent under the *Quebec Companies Act* in August 1959.

The QFHSA is an independent, incorporated, not-for-profit volunteer organization dedicated to enhancing the education and general well being of children and youth.

The QFHSA promotes the involvement of parents, students, educators and the community at large in the advancement of learning and acts as a voice for parents. (See Appendix 1 – Mission Statement)

We are a federation of local Home and School Associations driven by one objective: to provide a caring and enriched educational experience for students. Members of Home and School Associations come from all sectors of society: working parents, stay-at-home parents, grandparents, educational professionals and other citizens with an interest in maintaining a high level of education in this province. The schools that their children attend are scattered across the province: in Western Quebec, the Eastern Townships, the North Shore, the Gaspé and the Greater Montreal area. They represent the cultural diversity within the minority English-language school system: Anglophones, Allophones and Francophones. Membership is also open to individuals without any school affiliation. We represent 81 school communities and work with, for example, Community Learning Centers, community organizations, and other associations which share our goals and objectives.

The QFHSA is a charter member of the Canadian Home and School Federation (CHSF).

The roots of the QFHSA run deep in the history of the education system of Quebec. Historically linked to the former Protestant system (both English and French), it has continued to build relationships within the linguistic system. Partnerships with school boards, teacher and administrative associations, community organizations and other parent associations have been long-standing, and necessary, in addressing common concerns affecting the minority language communities as a whole.

For over 65 years, our briefs, position papers and resolutions to various provincial and national governments and agencies illustrate that we have been consistent in stating our beliefs and values, and further demonstrate that we have no affiliation to any political party.

INTRODUCTION

On December 5, 2012, the Honorable Diane De Courcy, Minister responsible for the Charter of the French Language, introduced *Bill 14, An Act to amend the Charter of the French Language, the Charter of Human Rights and Freedoms and other legislative provisions* to the National Assembly. The decision to amend the Charter of the French Language and the Charter of Human Rights and Freedoms follows the recent minority win of the Parti Québécois in the National Assembly on September 4, 2012. QFHSA questions the need for this legislation when we are at a time of general peace in terms of language relations.

1. FOUNDATION OF QUEBEC'S IDENTITY – LANGUAGE

The QFHSA is concerned that changes proposed in the preamble of the Charter of the French Language could affect how the Quebec Charter of Human Rights and Freedoms may be subsequently interpreted.

The Quebec Charter of Human Rights and Freedom's preamble currently affirms, in Paragraphs 2 and 3 respectively:

Whereas all human beings are equal in worth and dignity, and are entitled to equal protection of the law;

Whereas respect for the dignity of human beings, equality of women and men, and recognition of their rights and freedoms constitute the foundation of justice, liberty and peace,

- Bill 14, in Section 56.1 proposes to insert:

Whereas French is the official language of Quebec and is a fundamental factor of its social cohesion.

The insertion of this phrase begins to nullify equality by stating that language is the fundamental factor to social cohesion. It emphasizes the importance of language whereas what is really relevant is the fact that the laws and Charter of Rights and Freedoms be applied to all regardless of their language.

- And Section 56.3 would like to remove the phrase “and from the common well-being”:

Whereas rights and freedoms must be exercised in keeping with public order, the general well-being and the values of Quebec society, including its attachment to democratic principles, the importance of its common language and the right to live and work in French.

Whereas the rights and freedoms of the human person are inseparable from the rights and freedoms of others (and from the common well-being);

In a democratic society one should always seek to expand on rights, never to diminish them: with rights come responsibilities. Individual terms of equality should never be removed from a Charter of Human Rights and Freedoms; rather, new areas where inequality is discovered or identified need to be addressed and added in order to help the society to evolve to an even greater democracy and society. We believe that the rights and freedoms of the human person should be inseparable from the common well-being.

- In Section 10 of the Quebec Charter of Human Rights and Freedoms it states; “Every person has the right to full and equal recognition...without distinction, exclusion or preference based on...language...”

10. Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap.

Discrimination exists where such a distinction, exclusion or preference has the effect of nullifying or impairing such right.

- Bill 14, Section 1.1, by inserting the predominance of the French language in the second paragraph of the preamble of the Charter of the French Language, raises concerns in regard to interpretation of minority language rights in Quebec.

Whereas the National Assembly of Québec recognizes that Quebecers wish to see the quality and influence of the French ***language assured, acknowledges that a common language constitutes a strong vector for social cohesion in a diversified society, conducive to developing that society and maintaining harmonious relations among its various components*** and is resolved therefore to make of French the language of Government and the Law, as well as the normal and everyday language of work, instruction, communication, commerce and business;

French became, as of 1977 and the Charter of the French Language, the official language of Quebec. We agree a common language is helpful to promote social cohesion, but the QFHSA submits that bilingualism would be an even greater contributor to social cohesion, especially in large cosmopolitan cities.

- In Bill 14, Section 2 the following sentence is proposed for insertion in the Charter of the French language:

French is the official language of Québec. **It constitutes the foundation of Québec's identity and of a distinct culture that is open to the world.**

The QFHSA believes that allowing minority language communities the right to communicate in their mother tongue language is not an infringement upon the desire of the French majority to achieve its goals of presenting a distinct culture that is open to the world- in fact it would affirm it. Generally speaking, ethnic minorities in Quebec have no problem integrating into Quebec society at large. However, they would like to see their right to be offered medical and legal services in both Canadian official languages continue, especially in situations where being understood perfectly is of the essence. Providing essential services (not limited to health, legal and municipal services) in Canada's two official languages shows a greater respect and recognition of a larger portion of Quebec's citizens and residents.

French is the official language of Quebec but it does not constitute the only foundation of Quebec's identity.

Prior to 1867, Ontario and Quebec had for some years been one province: the Province of Canada. As negotiations proceeded to form a Confederation, both the French and the English populations of what was to become Quebec were concerned about minority rights under majority rule. The genius of Confederation was the acceptance of the pluralism that these concerns implied. The nation of Canada was to be a dual duality: with the French-speaking population (Quebec) a minority in Canada and a majority in Lower Canada (Quebec), while the English-speaking population would be a majority in Canada and a minority in Lower Canada (Quebec).

Unity was to be achieved through the recognition of duality, and that character was to be preserved by a division of powers that accepted the principle of 'self-administration of the minority', especially in community and school affairs. The two most notable leaders in crafting this compromise were Alexander T. Galt (an English Protestant) and Georges-Étienne Cartier (a French Catholic). What these spokesmen were negotiating for at the time of Confederation were not privileges but the preservation of their birthrights. (QFHSA Brief on Bill 103, 2010, page 4)

From almost the very beginning the history and identity of the province of Quebec has been bound up in a dual duality of French and English language and cultures. In subsequent years, through waves of immigration, many more languages and cultures have been introduced. That is the foundation of Quebec's identity.

- Bill 14, Section 57 proposes the following insertion to the Quebec Charter of Human Rights and Freedoms:

3.1 Every person has a right to live and work in French in Quebec to the extent provided for in the Charter of the French language (chapter 11). Every person who settles in Quebec has a right to learn French and to benefit from reasonable measures to welcome him and to facilitate his integration into life in Quebec.

Every person who settles in Quebec should have the right to learn French but it must not preclude acquiring the knowledge of a second or third language. Quebecers should have the right to learn and speak any language they wish. The term "settle" should be clarified. Does this mean one-year, three years, ten or the rest of one's life? In all cases, there should remain the exemptions stipulated in Bill

101 for those who are to be in Quebec for the short term only.

2. FUNDAMENTAL LANGUAGE RIGHTS- ETHNIC MINORITIES VS. CULTURAL COMMUNITIES

- In Section 58, Bill 14 proposes the following insertion in Section 40 of the Quebec Charter of Human Rights and Freedoms:

Every person has a right, to the extent and according to the standards provided for by law, to free public education. **Every person has a right to receive such education in French.**

This addition to the Charter is not needed since wanting to receive an education in French has never been denied to anyone. The opposite, wanting to receive education in English is, and has been, a problem.

QFHSAs have steadfastly supported wider access to English education since the 1970's and has affirmed that support recently in the adoption of its Resolution 2012/3 Wider Access to English Education (see Appendix 2)

Changes proposed to Quebec Charter of the French Language and the Quebec Charter of Human Rights and Freedoms as a result of Bill 14, will erode further the rights of the English minority of Quebec, despite the enormous inroads this community has made to integrate into French society and adopt the French language as a means to interact and flourish in Quebec society and participate in its development.

At a time where enrollment in English schools continue to decline, we would like to see the government allow wider access to English education so that enrollment can be maintained and English schools can continue to offer the same services to their students that are offered in the French sector.

- Bill 14, Section 1.2 proposes the removal of the term “ethnic minorities” from the Preamble in the Charter of the French Language, paragraph 3 and replacing it with the term “cultural communities”.

Whereas the National Assembly intends to pursue this objective in a spirit of fairness and open-mindedness, respectful of the institutions of the English-speaking community of Québec, and respectful of the (ethnic minorities) **cultural communities** whose valuable contribution to the development of Québec it readily acknowledges.

The QFHSAs are concerned with the removal of the term ‘ethnic minorities’ and its replacement with the term ‘cultural communities’. It is disrespectful of our citizens who are of ethnic minorities to no longer be considered such. **The QFHSAs strongly urge the Government of Quebec not to make any of the proposed changes to the Charter of Human Rights and Freedoms as indicated.**

Persons of ethnic minority status are currently recognized and protected under the Quebec Charter of Human Rights and Freedoms in Sections 10 and 43. “Cultural communities” are not.

10. Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, **language, ethnic or national origin**, social condition, a handicap or the use of any means to palliate a handicap.

43. Persons belonging to ethnic minorities have a right to maintain and develop their own cultural interests with the other members of their group.

QFHSA is concerned that in removing the term 'ethnic minorities' from the Quebec Charter of the French Language Preamble it may preclude the government from recognizing ethnic minorities in Quebec and therefore no longer be obliged to safeguard their right to maintain and develop their own cultural interests with other members of their group.

The QFHSA strongly urges the Government of Quebec not to make any of the proposed changes to the Charter of Human Rights and Freedoms as indicated above.

3. PRINCIPLES OF INSTRUCTION IN FRENCH AND EXCEPTIONS - ENGLISH ELIGIBILITY AND GRADUATION REQUIREMENTS

The QFHSA has studied the clauses in Bill 14 that pertain to principles of education which bring us concern.

- Bill 14, Section 5 proposes the addition of the following clause in Section 6 of the Charter of the French Language:

Every person eligible for instruction in Québec has a right to receive that instruction in French. **Every person who is eligible to receive instruction in English in Québec has a right to receive from the educational institution attended instruction that enables the person to acquire the French skills needed to interact and flourish in Québec society, and participate in its development.**

QFHSA does not have a problem with this in principle. We have advocated for higher standards in French language instruction for years. In our Brief on Bill 103, page 13, we reported:

In 1962 the QFHSA was privileged to present an extensive 45,000-word Brief to the Royal Commission on Education (Parent Commission). This was brought forward after an exhaustive two year study by the QFHSA and its local associations representing 27,000 families. They were assisted by a large corps of distinguished educators. The purpose of the Brief was to focus on the need to overhaul the education system.

Seventeen reports contained 176 recommendations. The Commission praised the QFHSA's Brief for its outstanding coherence and insight.

A major topic of concern was the long overdue need for quality French language instruction in our English schools.

“In view of the fact that French is the language of the majority of the population of this Province an improvement in teaching is urgent.” (1962 Brief, p. 20)

“Improved teaching of French will help to instill interest in and greater appreciation of French culture in English-speaking pupils.” (1962 Brief, p. 21)

“We urge that the teaching of French commence in Kindergarten and that more emphasis be placed in French conversation throughout the curriculum. It is also our earnest hope that it may be possible for French-speaking Roman Catholic teachers to be engaged by Protestant school boards to the end that our children may have the advantage of being taught French by those whose mother-tongue it is.” (1962 Summary of Brief, p. 3)

That was the 1960s. This is 2013. Our membership remains steadfast in its belief that students who attend English schools must graduate fully qualified to live and work in a majority French language environment.

- In Bill 14 Section 30, the Act proposes new standards for French language proficiency. Section 30 proposes the insertion of the following after Section 88:

88.0.1. Educational institutions that provide instruction in French or English at the preschool, elementary school, secondary school or college levels, and the Ministers responsible for those levels of education must, according to their respective jurisdictions, take reasonable steps to ensure that the persons attending those institutions receive training designed to make them sufficiently proficient in French upon completing their education to interact and flourish in Québec society, and participate in its development

88.0.2. No secondary school diploma may be issued to a student who does not have the knowledge of spoken and written French required by the programs of the Minister of Education, Recreation and Sports.

88.0.3. No diploma of college studies may be issued to a student domiciled in Québec who does not have the knowledge of spoken and written French required by the programs of the Minister of Higher Education, Research, Science and Technology.

88.0.4. Nothing in this subdivision shall be interpreted as requiring or authorizing a decrease in the quality of English instruction dispensed by schools to students declared eligible for instruction in English.

88.0.5. Each of the Ministers must periodically, at least every five years, review the various basic school regulations, programs, rules and directives under the Minister’s responsibility to evaluate the possibility and timeliness of further enhancing the training provided to enable students to become highly proficient in French. The results of this review must be sent to the Minister responsible for the administration of this Act and be included in the Minister’s annual activity report.

88.0.6. In the month following the coming into force of this subdivision, an initial review must be performed by each of the Ministers regarding French instruction in educational institutions that provide instruction in English

We are concerned that setting this higher standard of proficiency may negatively impact the graduation success rates currently experienced by both the English and French education sectors, as any standard of proficiency should, as proposed, apply equally to all French and English students approaching the completion of their secondary studies. At a time when drop out rates are too high in many areas of the province, unrealistic standards may push an already precarious situation over the edge and discourage even more already struggling students from persisting and attaining their graduation.

At the same time we have witnessed the financial support for the linguistic school boards in Quebec being drastically cut over the years.

The QFHSA welcomes higher standards of proficiency for French language instruction but would urge the Government to match these proposed new standards with the increased financial resources they require to secure them.

If Quebec students are to have the same proficiency in French whether they attend English or French schools, then parents should have the choice to send their children to the school they think is best for their child, regardless of language of instruction.

Bill 14 proposes repealing Section 3 of the Regulation respecting the exemption from the application of the first paragraph of section 72 of the *Charter of the French Language that may be granted to Children staying in Québec temporarily*:

3. A child who stays in Québec temporarily because he is a dependent child of a member of the Canadian Armed Forces who is assigned to Québec temporarily shall be exempted from the application of the first paragraph of section 72 of the Charter if an affidavit by the employer certifying that the parent is a member of the Canadian Armed Forces and that he is assigned to Québec temporarily and a document demonstrating that the child is a dependent child of that Armed Forces member are filed.

Children, who are resident in Quebec only on a temporary basis, as are children of parents serving in the Canadian Armed Forces, and diplomatic corps, should remain exempt. It is difficult enough for these children to cope with trying to establish meaningful relationships with their peers in a new environment where they know they will be leaving again in three years. To add the difficulty of communicating with those peers in an unfamiliar language is making a difficult situation unnecessarily worse. Having this section removed could be detrimental to the learning of those children. Parents in the Canadian Armed Forces should be respected for their service to our country, and be offered the opportunity to educate their children in the language of their choice. No ruling should be imposed on them because their family is posted to Quebec. Rather, offering additional support to these families, should they choose to educate their children in French, would be a preferable approach demonstrating the hospitality of Quebec.

Quebec gains nothing by insisting these children receive three years of education in the French language and then move on into another province. The exemption allowed for children on

temporary residence in Quebec to continue their education in the language of their choice should be upheld.

QFHSA strongly urges the Government of Quebec not to repeal Section 3 of the Regulation respecting the exemption from the application of the first paragraph of section 72 of the Charter of the French language that may be granted to children staying in Québec temporarily.

- In Section 25 of Bill 14, the Government of Quebec is proposing that the Charter of the French Language be amended with the insertion of the following paragraph:

73.0.1. For the purposes of section 73, no account shall be taken of instruction in English received in the context of the illegal attendance of a school. The same rule applies to instruction in English received as a result of trickery, deception or a temporary artificial situation the sole purpose of which is to circumvent the provisions of this Act

The QFHSA takes exception to the wording, “trickery, deception or a temporary artificial situation” that is used in this section. These words seem to imply that parents who wish to secure an education in the English language public school system for their children in Quebec should be considered committing a criminal act. The QFHSA would like to emphasize that parents who are willing to sacrifice and make the financial commitment necessary to enroll their child in an English private school for three years and then request a transfer to the public school system are not creating a ‘temporary artificial situation.’ It should not be considered an illegal attendance of a school if, after three years, for instance, the financial situation of a family has changed and they can no longer afford the expense of private school so they request a transfer to the public system.

- In Section 26, individual circumstances must continue to be taken into consideration, yet Section 26 goes further with the proposed insertion (in bold type):

The regulation is adopted by the Government on the joint recommendation of the Minister of Education, Recreation and Sports and the Minister responsible for the administration of this Act.

Despite any provision to the contrary in a regulation enacted under this section, no points may be given, in applying that regulation, for instruction received in any context of illegality or circumvention referred to in section 73.0.1

The Charter of the French Language, in its original drafting, allowed for the legitimate pathway, for those who desired it, to access English education in Quebec through private schools. It was a fundamental right. That right has been steadily eroded and now even the particular circumstances that might have allowed for consideration of exemption on humanitarian grounds may be disregarded.

- In Section 27 of Bill 14, it is proposed that section 76 of the Charter be partially replaced with the following clause:

76.0.1. Despite paragraph 1 of section 73, the designated persons may declare eligible to receive instruction in English a child whose father or mother received elementary instruction in French, provided that parent could have been declared eligible to receive elementary instruction in English, at his or her own parents’ request, under the same paragraph as it read at the time.

This section does seem to allow for a “grandfather clause”, where a child can be deemed eligible for English education even if the parents received their own education in French, if they would have been eligible for English education had their parents requested it. Choosing a language of school for one’s child need not be so complex. For all Canadians, with the exception of Quebec, it is a straightforward exercise: find the best school in the most convenient location and enroll your child. All this bureaucracy, to withhold a fundamental right from a handful of students to an education in the language of their choice, is counter-productive.

4. CONCLUSIONS

The QFHSA believes that the perceived threat to the French language comes principally from being a smaller population in proportion to the Canadian and American cultures, not from the English speaking community in Quebec. We support wider access to English education for all students who desire it.

It is also our firm belief that the supportive bilingual minority English-speaking communities in Quebec do not threaten the French language. We urge the government of Quebec to maintain the term ‘ethnic minorities’ in the preamble of the Charter of the French Language and not to replace it with the term ‘cultural communities’

The QFHSA welcomes higher standards of proficiency for French language instruction but would urge the Government to match these proposed new standards with the increased financial resources they require to secure them.

The QFHSA believes that children of parents serving in the Armed Forces should remain exempt from restrictions on language of education and urges the Government of Quebec not to repeal Section 3 of the *Regulation respecting the exemption from the application of the first paragraph of section 72 of the Charter of the French language that may be granted to children staying in Québec temporarily.*

In our opinion, we must recommend rejection of the amendments that are being proposed by Bill 14 to the Charter of the French Language, the Quebec Charter of Human Rights and Freedoms and other legislative provisions as not in the best interests of all Quebecers.

We believe the real desire of all Quebecers – French and English – is to preserve the richness of the French language and culture, without political intervention. There is a will among all Quebecers to make this happen.

5. RECOMMENDATION:

We respectfully recommend that the Government of Quebec withdraw Bill 14.

APPENDICES

1. QFHSa Mission Statement
2. QFHSa Resolution 2012/3
Wider Access to English Education



MISSION STATEMENT

The Quebec Federation of Home and School Associations Inc. is an independent, incorporated, not for profit volunteer organization dedicated to enhancing the education and general well-being of children and youth.

The Quebec Federation of Home and School Associations Inc. promotes the involvement of parents, students, educators and the community at large in the advancement of learning and acts as a voice for parents.



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RESOLUTION 2012/3

WIDER ACCESS TO ENGLISH EDUCATION

WHEREAS there continues to be a steady decline of the student population in the English public schools of Quebec; and

WHEREAS the following factors taken together account for the lack of opportunity for the growth and prosperity of a viable English language system of education now and in the future:

- **1977** “Bill 101” (Statutes of Quebec 1977, c. 5), the *Charter of the French Language*, section 73, which limits choice by specifying four categories of students deemed eligible for entry into English schools;
- **1982** *Constitution Act, 1982*, section 59, which excludes the application of section 23 (1) (a) of that Act in the province of Quebec only, by preventing it from coming into force in Quebec without the consent either of the Quebec Executive Government or of the National Assembly;
- **2002** “Bill 104” (Statutes of Quebec 2002, c. 38), amending the Charter of the French Language, sealed an opening whereby parents could establish public school eligibility by sending a child to a private English school [not abiding by “Bill 101”] in grade 1 for one year, thus establishing eligibility for that child and his/her siblings;
- **2010** “Bill 115” (Statutes of Quebec, 2010, c.23), *An Act following upon the court decisions on the language of instruction*, was the Government of Quebec’s response to the Supreme Court of Canada’s decision in 2009 that sections of “Bill 104” were unconstitutional; and

WHEREAS the loss of an English-language school system would result in the loss of a cultural identity which pre-dates Confederation (1867); and

WHEREAS the protection of the majority official language and culture in Quebec should not diminish the historic language rights and cultural heritage of the minority official language population of Quebec; and

WHEREAS one should always seek to expand on rights, never to diminish them,

THEREFORE BE IT RESOLVED that Quebec Federation of Home & School Associations Inc. once again urge the Minister of Culture, Communications and the Status of Women in conjunction with the Minister of Education, Leisure and Sport, to recommend to the Government of Quebec that access to education in English be widened;





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RESOLUTION 2012/3 WIDER ACCESS TO ENGLISH EDUCATION ...2

AND BE IT FURTHER RESOLVED that Quebec Federation of Home & School Associations Inc. request the Minister of Culture, Communications and the Status of Women and the Minister of Education, Leisure and Sport to permit any child who has begun his/her education in English to continue his/her education in English;

AND BE IT FURTHER RESOLVED that s. 23 (1) (a) of the Constitution Act, 1982, which guarantees access to minority-language education on the basis of a citizen's mother tongue, be brought immediately into force in Quebec, by the exercise of the power conferred by section 59; that is to say, by a proclamation made by the Queen or the Governor General under the Great Seal of Canada with the authorization of the National Assembly or Government of Quebec;

AND BE IT FURTHER RESOLVED that the Prime Minister of Canada and the premiers of the provinces encourage the bringing into force of s. 23 (1) (a) in Quebec, the only province where it does not apply;

AND BE IT FURTHER RESOLVED that the Quebec Federation of Home and School Associations Inc. urge the Minister of Education, Leisure and Sport to direct all English School Boards to admit immediately eligible students to their schools, while awaiting an eligibility certificate;

AND BE IT FURTHER RESOLVED that the Quebec Federation of Home and School Associations Inc. urge the Minister of Education, Leisure and Sport to recognize that neither the confirmation of a parent's Canadian citizenship, nor the confirmation of the school of attendance of a child in another province of Canada, is a legitimate reason for delaying the child's provisional entry into an English language school.

Destinations: Prime Minister of Canada
Premier of Quebec
Quebec Minister of Education, Leisure and Sport
Quebec Minister of Culture, Communications and the Status of Women
Quebec Minister of Immigration and Cultural Communities
Minister of Canadian Heritage, Status of Women and Official Languages
Secretary of State (Multiculturalism and Canadian Identity)
Provincial Premiers
Quebec English School Boards Association (QESBA)
Association of Directors General of English School Boards of Quebec
(ADGESBQ)
Quebec Provincial Association of Teachers (QPAT)
Association of Administrators of English Schools of Quebec (AAESQ)
Quebec Community Groups Network (QCGN)

