

CSQ News

November-December 2001

Pay Equity

We won't give up

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More than 12,000 teachers demonstrated on Saturday, October 20 in Québec City to demand pay equity. To demand that their work be recognized. To demand ranking 21, at 100%.

The slogans were quite clear: "Teachers without equity are underpaid and not respected. We've worked our 40 hours; the study is conclusive proof. Teachers and equity, let's settle an old debt."

As a teacher explained to one of her colleagues at the demonstration, "our impatience is justified. We've been demanding equity for nine years. A job evaluation showed that we should be classified under ranking 21."

"Everyone knows that we work full-time, except the government," her colleague quipped.

Like 25,000 other teachers, these activists had participated in "Operation Billing" during which they recorded the real hours they had worked. The results of this operation were presented at the end of the demonstration; it was made abundantly clear that teachers in both French and English school boards and colleges who participated in the study worked 178,434 hours without pay during the week of September 24 to 30. That is an average of 7 hours per week, per person.

"That means one day per week is not paid," affirmed CSQ President, Monique Richard.

"We are committed and determined to take all the time we need to have our work 100% respected and recognized," she added, to crowd's applause. "The struggle that we are leading for pay equity is the struggle for the recognition of the work of women."

Réginal Sorel, President of the Fédération des enseignantes et enseignants de cégep (FEC), was the second speaker after the CSQ President. "We'll accept nothing less than the recognition of every minute we work," he said. "And we'll refuse the government approach that attempts to divide CEGEP teachers from other teachers, by invoking union division in the CEGEPs."

English speaking teachers of Québec were also very well represented at the demonstration. "We are here to demand that the government recognize the full value of our profession," declared Pierre Weber, President of the Québec Provincial Association of Teachers.

Finally, Johanne Fortier, the President of the Fédération des syndicats de l'enseignement (FSE) said that teachers will not give up. "The government knows full well that the work of a teacher cannot be done in 35 hours. Continuing to claim this to be true, as it does, amounts to



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The struggle for pay equity is the struggle for the recognition of the work of women and people who hold female dominant jobs.

exploiting the professional spirit of teachers who must denounce this subterfuge. Teaching is not a part-time job—no more than education is discount service."

Did you know that...

The study that the CSQ conducted JOINTLY with the Ministère de l'Éducation and the Conseil du trésor in the spring of 1996 is the most extensive study among teachers ever conducted to date.

The conclusions of this study are unquestionable. **Teaching is a full-time job.**

Pay Equity The CSQ Steadfast and determined

Diane Fortin

Province-Wide Negotiations
Co-ordinator



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To resume the pay equity work that had been stalled for several months among support staff groups and professionals of the education network as well as health and social services staff, the CSQ joined a pay equity co-ordination mechanism along with the FTQ, the CSN, the FIIQ and the SFPQ.

Two inter-union committees were set up. The mandate of the first committee, working diligently since last May, is to agree on changes and improvements to the Conseil du trésor's job evaluation plan. The second committee on assessing salary gaps focused on defining the method to be used to determine the male dominant jobs curve and the rules for adjusting the salaries of female dominant job categories.

Let's recall that the disagreements over previous evaluations of jobs mainly arose from the fact that the employer gave less importance than the CSQ to a number of characteristic features of female dominant jobs, such as knowledge and skills updating, psychological conditions and inter-professional skills.

The Commission des droits de la personne decides in the CSQ's favour

As part of the discussions that were held between the inter-union group and the Conseil du trésor, both parties tabled their respective job evaluation proposals. Knowledge and skills updating, interpersonal skills and psychological conditions have been added to the other identified sub-factors. Following complaints, it took the recommendation of a human rights commission investigator to take these aspects into account, to secure the Conseil du trésor's formal recognition of these characteristics of female dominant jobs.

The current phase is extremely important, because it must allow for the inclusion of female dominant job characteristics in the job evaluation tool, characteristics that the CSQ argued for in its previous work with the government. Subsequent phases will be equally important: investigation of jobs, evaluation of jobs, estimation of wage gaps between equivalent male dominant jobs and female dominant jobs and the calculation of salary increases.

For the CSQ, this work is part and parcel of the letters of agreement included in our collective agreements and which stipulate the study procedure and the application dates for the results.

As November 21 approaches, we have to make every effort to ensure that the final report that the Conseil du trésor will submit to the Pay Equity Commission for approval is based on the full recognition of the value of equivalent female dominant jobs and

male dominant jobs. For, it should be recalled, the adjustments in compensation determined in compliance with the Pay Equity Act are deemed to be an integral part of the collective agreement.

Teaching: A full-time job

For the CSQ, the work conducted by these two committees does not have the effect of obscuring or postponing the pay equity issue for our teachers. On the contrary, the Conseil du trésor and the Ministère de l'Éducation agreed with the CSQ, the FSE and the FEC on a process and a timeframe on this issue that was supposed to lead us to concrete results before November 21, 2001. The question of annual working hours is an integral part of this work. The committees completed their work. The CSQ denounced the employer's stubbornness. We are pursuing preliminary talks with the Conseil du trésor and the Ministère de l'Éducation, and our objective remains unchanged: Ranking 21 at 100%.

In refusing to recognize that teachers work full-time, in maintaining unfair treatment of an entire category of female dominant jobs, the government has made the working hours issue into a pay equity issue.

Even though the CSQ has joined in a co-ordinating mechanism with the other union organizations for its other groups, it is pursuing steps to settle the working hours issue for teachers by November 21, as provided in the letters of agreement.

Rehabilitation of youth Saving a vision

Hélène Le Brun

Advisor CSQ

For a long time, Québec was a leader in the field of youth rehabilitation. Why speak in the past tense? Because over the past decade, Québec sacrificed this expertise by cutting rations for rehabilitation services. The economic imperative prevailed, as evidenced by chronic under-funding, inadequate staffing, reduced places in youth centres, and the closing of centres such as Boscoville with the pretext of prioritizing community directions.

Pierre Boily advocates the presence of a team of educators from youth centres in the different life environments of youth, and particularly in the schools.



STOCK N. BLOUIN

In the end, the real shift toward community rehabilitation did not happen. To be successful, it required unprecedented deployment of human resources in all life environments of young people and their families. As with the new directions charted for the health system, the navigators missed the turnoff.

It also required that we not lose sight of a vision and youth's real rehabilitation needs. As with physical health, needs haven't diminished because intervention occurs outside the institutions. Ambulatory service is not synonymous with minor needs!

"Yes, we have to stress prevention and upstream services, but rehabilitation needs will not disappear. To meet the entire set of needs for youth and their families, we have to give as much importance to the mission of rehabilitation and to access to specialized services," points out Pierre Boily, President of the Fédération du personnel de la santé et des services sociaux (FPSSS-CSQ).

"The community should tap into the expertise and the vision of the rehabilitation educator both before placement and after release from a youth centre," adds Pierre Boily. He advocates the presence of a team of educators from youth centres in the different life environments of youth, and particularly at school.

According to Mr. Boily, a number of intermediate services are lacking between services offered in the family setting and rehabilitation unit placement services. Day units, parental respite units, and intermittent [week-end] stays in institutional units are some of the models that might complete the level of services offered.

Even in specialized institutional units, managers often forget the requirements inherent to the so-called rehabilitative intervention. To succeed, it



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must meet rigorous conditions: clinical approaches, length and intensity of the intervention, supervision, team discussion, a complete intervention cycle, followed by transition, and so forth. As Pierre Boily says: "When you don't carry through with a rehabilitative intervention, it's a wasted effort."

In the same way, the ties with young people are cut too soon after their release from the youth centre. The rehabilitative intervention must be carried on in the community; this means investing it with its full meaning, that is, by respecting the conditions inherent to its practice, namely, specialized interventions, rehabilitative approaches, adequate intensity, rigorous procedure.

"Rehabilitation is not just a vision," concludes Pierre Boily. "It requires resources to succeed, and this implies availability, support and recognition of the function of special education."

Ms. Agnès Maltais, Deputy Minister of Health and Social Services and Youth Protection, will have to take these considerations into account in her action plan. The Youth Forum scheduled for December 3 will give the CSQ the opportunity to show the importance of specialized rehabilitation services, of support for the intervention team and the need to back the mission of rehabilitation with the necessary funds.

Colleges Appropriating ICT and on-line education



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Denis Arcand

Vice-President of the FEC-CSQ

Information and communications technologies (ICT) have evolved at lightning speed over the past few years. The development of the Internet, the use of intranet and expanding fiber-optics networks connecting institutions have thrown open the doors to promising, if somewhat troubling outlooks. At its Congress last June, the Fédération des enseignantes et enseignants de cégep (FEC) initiated an in-depth study that will continue throughout this year.¹

Appropriating ICT

Today, appropriating new information and communications technologies has become a compulsory rite of passage, both for teachers and students.

Teachers' appropriation of ICT takes place on two very different levels that require different types of training. At the first level, teachers learn to become functional users in what we might call "minimalist appropriation." What is meant is the use of well-known software, e-mail, the Internet and search tools.

The second level of appropriation involves incorporating ICT into teaching. The strong demand for training on the part of teachers suggests that many teachers are already working at this level and that ICT integration projects are emerging in the colleges. Such projects are emergent, but not widespread. Many constraints are slowing the process of appropriation; the availability of materials is but one example.

The accessibility and the availability of materials are determining factors in the process of appropriating and integrating ICT. Simply put, if a teacher has a computer at home or at the

office, he or she will try to learn and will learn, by using it. In work settings, the scarcity of available material compels teachers from the same department to share the only computer placed at their disposal. Until now, many teachers, through their professionalism, have invested much of their own time learning new technologies and their money in purchasing equipment that is mainly used for their work. On that score, the Conseil supérieur de l'éducation stresses that "[it] would be appropriate for governmental, ministerial or institutional measures to foster and facilitate the acquisition of IT equipment and Internet connections for professional purposes for all teachers in the education system." It is time that the government provide financial support to teachers, who are the principal agents in integrating the new technologies. Moreover, teachers need time to learn these technologies and to develop quality materials.

On-line education

On-line education can be defined as Internet distance education. Such education can be direct, through live chats and video-conferencing, or delayed.

As long as Internet distance learning is seen as a complement to teaching within educational institutions, the problems raised by its use do not call into question the existence of those institutions. Many believe that certain aspects of training and the possibilities for guidance offered by distance-learning enrich the learning accomplished in traditional settings.

However, when distance-learning is seen as a substitute for teaching dispensed in educational institutions, fundamental questions have to be asked.

Appropriating the new technologies: a compulsory rite of passage both for teachers and students.

Moreover, the Conseil supérieur de l'éducation points out that the on-line supply of educational resources now represents a highly lucrative market on the Internet, but that the quality of the products is uneven in terms of content and support for students.

What worries FEC teachers the most is the speed with which the supply of on-line courses is developing and being implemented (including partnerships between institutions and the multimedia industry). We are entitled to wonder what the hurry is.

Conclusion

The development of ICT in education compels our union organizations to show greater concern for the impact they will have on our work. Whether we are talking work organization, training, copyright, or material needs, we must have better conditions to assist us in assuming the new responsibilities that we will be expected to take on.

1 We invite you to consult the basic document that served as the framework for discussions on the Web site fec.csq.qc.net,

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