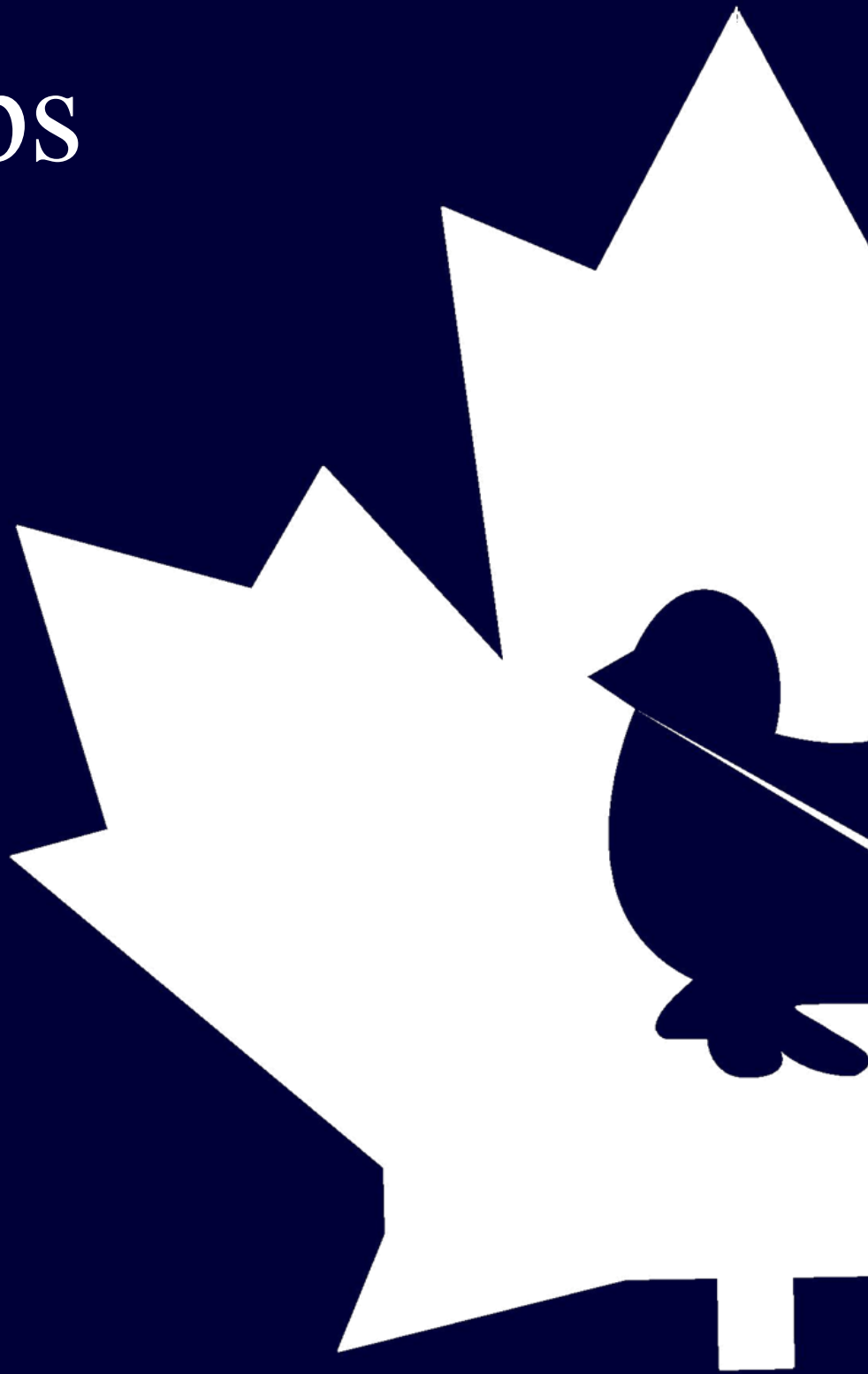


Printemps Érable

Chair:
Wendy Zhang

Vice Chairs:
Louis Angus Olivé
Tam-My Dang
Orla Mahon



NOVEMBER 12-15, 2015 | MONTRÉAL, QUÉBEC



Bilingual Committee: Printemps Érable

Chers/Chères membres de l'Assemblée nationale,

Je vous souhaite la bienvenue dans la magnifique ville de Montréal! Il me fait un grand plaisir de vous accueillir au comité bilingue « Printemps Érable 2012 » de la conférence SSUNS 2015. Que vous soyez un député du Parti Québécois, Libéral ou autre, j'espère que les discussions des prochains jours s'avèreront fructueuses. Vous aurez la chance de suivre votre ligne de parti et de débattre avec les autres députés pour trouver un compromis aux revendications des associations étudiantes. Notre comité commencera le 23 mars 2012, le lendemain de la grande manifestation qui a réuni 250 000 personnes pour "célébrer" 1 mois de grève.

I have the privilege to work with three amazing vice chairs who, with their very unique and diverse MUN background, contributed immensely to all aspects of this committee.

Let me start by introducing Tammy Dang, a second year accounting student born and raised in Montreal. She started her MUN career in high school, and went on to participate in SSUNS 2012 and 2013 as a delegate during her CEGEP years (CEGEP is a weird in-between high school and university 2-year institution). Last year, Tammy had the opportunity to travel to Seoul, Korea, to take part in the Harvard-organized WorldMUN. Her favourite part of MUN is meeting new people and, unsurprisingly, dressing up and looking sharp.

Our next vice chair, Louis Olivé, had a very international upbringing. Born in Switzerland, but raised in Philippines and then Vietnam, this Frenchman is a second year Political Science major. He has done ParisMUN as a delegate and helped staff SSUNS and McGill's first MonWHO conference. After travelling the world, Louis aspires to work later in French Politics.

Last, but not the least, is Orla Mahon, a third year McGill student majoring in Computer Science and Biology. Born in the Netherlands, raised in Canada, and Irish through and through, she also started MUN early in high school, and went on to be head delegate and secretary-general for her CEGEP's Model UN conference. Outside of the MUN world, Orla is an avid dancer, having competed in international Irish dance competitions both in Europe and America.



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Finally, here's a little bit about myself. I am a third year Science student, double majoring in Statistics and Computer Science, with a minor in Economics. Born in China and raised in Canada, I was introduced to Model UN during CEGEP at Marianopolis College. I later got the chance to be a delegate, a committee director and a chair in various conferences around Montreal. SSUNS 2015 will be my fourth time attending this conference and I hope you will enjoy it as much as I did all these years.

I encourage you to dig deep into the various institutions and associations involved at the time, as media, student associations, and lobby groups played a significant role throughout the protests. Also, please do not hesitate to contact me at wendy.zhang@mail.mcgill.ca should you have any questions regarding the topic, the background guide or the conference in general.

We eagerly await your arrival come November!

Sincerely,
Wendy Zhang
Chair, Printemps Érable Committee
SSUNS 2015

Topic 1: Les Frais de Scolarité

Le 17 mars 2011, le Ministre de l'Éducation du gouvernement libéral Raymond Bachand présente le budget provincial de l'année 2011-2012. Le long document de 423 pages annonce entre autres que les frais de scolarité universitaires augmenteront de \$325 par année sur 5 ans. Un an plus tard, le montant est confirmé et est prévu de débiter en 2012.¹

Historique des Frais de Scolarité Québécoises

Au Québec, les frais de scolarité post-secondaires ne sont pas fixés, mais plafonnés à un montant choisi par le Ministre de l'Éducation, c'est-à-dire que chaque université peut déterminer les frais qu'elle souhaite. Par contre, tout montant au-delà du plafond sera déduit aux subventions que l'université reçoit ce qui rend tout excès inutile.

Depuis 1988, les universités peuvent aussi imposer des frais institutionnels obligatoires pour divers services tels que les services aux étudiants ou au développement de carrière.² Toutefois, l'augmentation annuelle de ces frais est limitée. Le montant de la limite dépend de chaque université. En plus de cela, les étudiants peuvent payer pour des services additionnels tels que des assurances, des activités parascolaires etc. Par exemple, l'assurance maladie et dentaire coûte \$220 à l'Université McGill et \$130 à l'Université Concordia.



Figure 1 Van de Walle, Michel, "Régie des Rentes - Haute des cotisations, baisse des prestations avant 65 ans," Ex-Rue Frontenac

The concept of free tuition has been circulating in Quebec society for several decades now. In fact, Quebec students have staged many strikes since 1968 demanding free tuition with the broadest one being in 2012.³

The movement first started in 1961 when Jean Lesage was elected as Premier of Quebec with the Parti Libéral du Québec. Part of his platform included promises of free education from kindergarten to university, free textbooks, student financial support and other measures to facilitate the spread of education.⁴

¹ Lacoursière, Ariane. "Hausse des frais de scolarité de 325\$ par année." *La Presse*.

² Vigneau, Paul. *L'Encadrement des frais institutionnels obligatoires dans les universités québécoises*.

³ "Timeline of Free Education in Quebec," *TuitionFree.ca*.

⁴ Ibid.

It was then strengthened with the Rapport Parent, published in 1963 to 1964, which led to the creation of the CÉGEP network, the Ministère de l'Éducation, an increase in research budgets and new educational programs. The commission also advocated for free education arguing that it “is desirable in the long term”.⁵

However, this ideal has never been accomplished. Instead, a temporary system of “free education through frozen fee” is set in place. This way, as inflation and the cost of life rise, the cost of education for students would gradually decrease. This freeze was meant to allow the government to implement major changes in the education system of Quebec, but interestingly, was never removed.

Au contraire, en 1990, le gouvernement Libéral décide de dégeler les frais de scolarité pour la première fois. Puis, six ans plus tard, la Ministre de l'Éducation du Parti Québécois, Pauline Marois, annonce une augmentation des frais de 30% ce qui déclenche une grève étudiante majeure. La pression des étudiants pousse le gouvernement péquiste à geler les frais de nouveau. Finalement, en 2007, le PLQ au pouvoir a annoncé une augmentation de 500\$ pendant 5 years.

La Situation Financière du Québec

Le 31 mars 2007, la dette totale du Québec se mesurait à 122 441 millions de dollars⁶, un chiffre qui, 7 ans plus tard, atteindra 197 milliards de dollars. Afin de réduire cette dette, le gouvernement libéral travaille depuis plusieurs années sur divers moyens de produire un budget balancé, c'est-à-dire que les dépenses gouvernementales ne dépasseront pas les revenus.

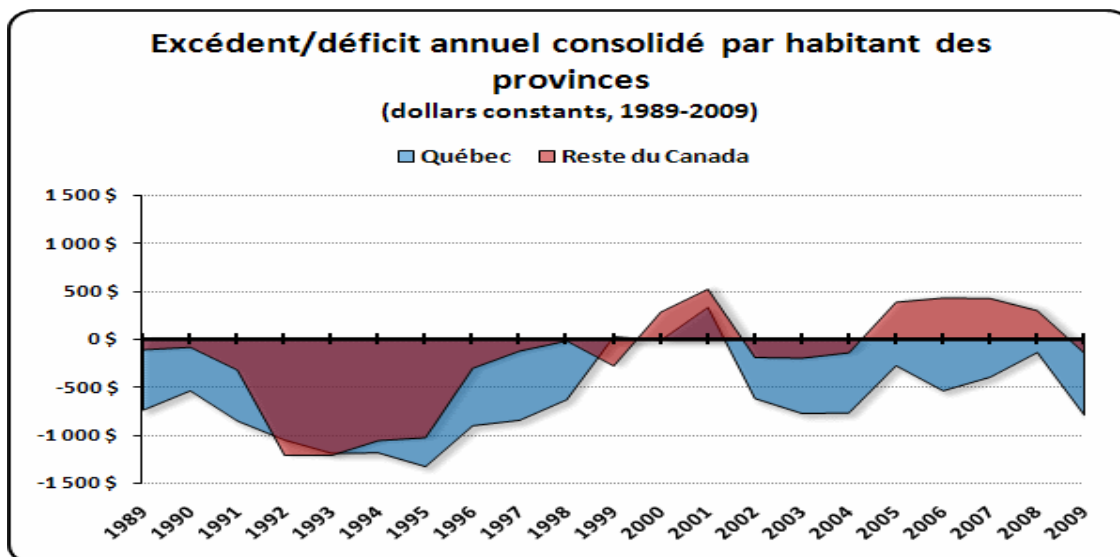


Figure 2 (src: <http://www.anticipiste.net/2009/06/page/2/>)

⁵ Ibid.

⁶ Finances Quebec. “La Dette du gouvernement du Québec,” *Gouvernement du Québec*.



En effet, atteindre ce budget sans déficit était le but principal du budget québécois pour l'année 2011-2012 qui prévoit, entre autres, une augmentation de 1% de la taxe de vente du Québec (TVQ), une augmentation de la taxe sur le pétrole et l'augmentation des frais de scolarité décrit précédemment.⁷

Dans le domaine de l'éducation, le gouvernement libéral espère répondre aux besoins de financement des universités, répartir équitablement la contribution de chacun, maintenir l'accessibilité du système universitaire aux étudiants québécois à faible revenu et enfin, conclure avec les universités des ententes de partenariat qui assurent la bonne utilisation des nouvelles ressources.⁸ Pour faire cela, le Ministre Raymond Bachand annonce une augmentation des budgets universitaires de 25% pendant les six années suivantes pour atteindre 850 millions en 2016-2017.

Le budget se concentre aussi sur la réalisation du Plan Nord, le projet de développement du Nord du Québec introduit par le Parti Libéral, l'amélioration des avantages sociaux pour les familles et les aînés, la réduction de la pauvreté, l'exportation, l'entrepreneuriat et la mise en valeur de la culture québécoise.⁹

Case Study: Norway

To determine whether free tuition is feasible and desirable in Quebec, one should look at Norway, one of the best known countries concerning free education. In fact, Norway is one of the last remaining countries where even foreign students can attend local universities for free.¹⁰

In Norway, all tuition fees are covered by the Ministry of Education and Research with the sole condition being that the individual is a Norwegian citizen. However, all students belong to a student welfare organization that is responsible for student housing, dining, bookstores, health care and other student services. These organizations usually charge a student fee of 300 to 500 Norwegian Krone (\$48 to \$80 CAD).¹¹

Some may argue that the Norwegian government can afford providing free education while the Canadian and Quebec governments cannot. In fact, Norway's GDP per capita in 2014 was \$65 189 USD which is almost double Canada's \$37 520 USD.¹²

Interestingly, Norwegians also pay more taxes than Canadians. In fact, the highest tax bracket for individuals in Norway is 39% compared to Canada's 29%. Corporate tax, however, is fairly similar in both countries with Norway's rate being 27% and Canada's being 26.5%.¹³

⁷ Smith, Corinne. "Que. Budget tackles deficit at consumer cost," *CBC News*.

⁸ Finances Québec. "Discours sur le budget," Gouvernement du Québec.

⁹ Ibid.

¹⁰ Dehass, John. "Foreigners flock to Norway for free tuition," *MacLean's*.

¹¹ Wikipedia

¹² Trading economics

¹³ Trading economics



Case Study : United States

On the other hand, the United States of America have some of the highest tuition fees worldwide.

In fact, getting a full degree at a top-tier American university can cost around \$60 000 USD a year, including tuition fees, additional student fees and living costs.¹⁴ Even studying at a less expensive, public two-year college where you can only gain an associate's degree can add up to \$11 052 a year, including room and boarding of about \$7700.

Average fees at US universities, 2014/15				
	Public two-year colleges	Public four-year colleges (in-state fees)	Public four-year colleges (out-of-state fees)	Private non-profit four-year colleges
Tuition and other fees	\$3,347	\$9,139	\$22,958	\$31,231
Room and board	\$7,705	\$9,804	\$9,804	\$11,188
Total (per year)	\$11,052	\$18,943	\$32,762	\$42,419
Source: College Board				

Interestingly, the United States' GDP per capita of \$45 863 USD as well as their personal income and corporate taxes are greater than both Norway's and Canada's. Individuals in the US are taxed at 39.6% while corporations are taxed at 39%. These numbers seem to indicate that the government could afford to lower higher education fees.

In fact, according to The Atlantic, the US government would only need to spend \$62.6 billion in 2012 to cover all public college tuition.¹⁵ Instead, it spent more than \$175 billion in financial aid consisting of loans, grants, tax benefits and work-study

¹⁴ <http://www.topuniversities.com/student-info/student-finance/how-much-does-it-cost-study-us>

¹⁵ Weissman, Jordan. "Here's Exactly How Much the Government Would Have to Spend to Make Public College Tuition Free." *The Atlantic*.



programs.¹⁶ Unlike Norway and Canada, the American federal government does not subsidize their universities. It is important to note that some colleges do receive funding from state and local governments.

Questions to Consider

- 1) Is it possible to maintain the freeze in post-secondary tuition and not compromise the quality of the education in Québec?
- 2) How can the financial debt be tackled?
- 3) Is free tuition financially possible for the province at this moment?

¹⁶ Ibid.

Topic 2: The Student Strike

Du 13 février au 7 septembre 2012, les Québécois sont témoin de la plus longue grève étudiante de leur histoire. Le 22 Mars, déjà un mois après le début de la grève, 310 000 des 400 000 étudiants étaient en grève, contre la hausse des frais de scolarité. Pendant cette période des carrés rouges, verts et bleus envahissaient les rues de Montréal, plaidant leur cause à travers des chants accompagnés par un concert de casseroles. Portant cette cause légitime, le gouvernement répond avec la loi 78 très critique, la réaction sera globale.



Figure 3 Québec student strike 2012

Organization of the strike

The student strike was organized by several different student associations. The main ones being the CLASSE, the Fédération étudiante collégiale du Québec (FECQ), the Fédération étudiante universitaire du Québec (FEUQ) and the Table de concertation étudiante du Québec (TaCEQ). These different associations represent students from different educational institutions. The coordination between these different bodies was not always smooth but they all fought for a common cause against the increase in tuition fees.

La FEUQ, ASSE/CLASSE et FECQ forment le pilier de cette locomotive populaire. Ce sont ces organisations qui représentent la majorité des étudiants.

La FEUQ avec la présidente Martine Desjardins représente environ 125 000 étudiants québécois. Pendant l'hiver 2012 la FEUQ et FECQ, réfléchissent à une grève générale et planifient ensemble la grande manifestation du 22 mars.¹⁷



Une deuxième organisation étudiante est une des plus importantes avec 80 000 étudiants de niveau collégial et universitaire faisant partie de la coalition large de l'ASSE / CLASSE. A la tête Gabriel Nadeau-Dubois, c'est lui et la coalition qui évoque en premier l'idée de procéder à une grève générale.¹⁸



En dernier la FECQ avec son président Leo Bureau-Blouin, représente 65 000 étudiants et joue également un rôle important dans l'organisation de la grève.¹⁹



Student association strike strategies

Student associations used several tactics to apply pressure on the government. These tactics were targeted towards two areas, firstly towards the educational institutions. Through class boycotts, the public good of education could not be provided.²⁰ Strike picketing was also used to block the access of professors and students to the educational institutions. Several professors also decided to join the strike. Protesters also made their voice heard by targeting the daily lives of citizens, these included recurring demonstrations disturbing transport or pot concerts making sleep at night difficult.²¹ By targeting educational institutions and citizens, the protestors wanted to pass a clear message to the government: this strike is not only about students.

Support from several celebrities and artists gave the movement an additional boost. This was not only confined to the Quebec region as the movement gained leverage from the world. This support came from musicians and bands such as Indochine but also citizens walking in international capitals showing support for the cause. Around three hundred people marched in Paris on the Quebec national holiday.²²

¹⁷ "Fédération étudiante Universitaire Du Québec." FEUQ. Accessed July 11, 2015.

¹⁸ "Bloquons La Hausse." CL(ASSE). Accessed July 11, 2015.

¹⁹ "Fédération étudiante Collégiale Du Québec." Fecq. Accessed July 11, 2015.

²⁰ "Grandes-gueules Inventives #GGI: Une Chronologie Web De La Grève étudiante." Accessed July 11, 2015.

²¹ Ibid.

²² Dolbec, Michel. "Manif à Paris En Soutien Aux étudiants Québécois." La Presse. Accessed July 11, 2015.



Étude de cas : La tactique du numérique

En parallèle avec ce soutien internationale, les deux camps utilisent le numérique comme stratégie. Dans les mois qui précèdent la grève, le gouvernement achète les mots-clés, « FECQ », « FEUQ », « ASSÉ », « grève étudiante » et « manifestation étudiante » sur Google. Les internautes recherchant ces termes se retrouve face à un tract du gouvernement en soutien de la hausse des frais de scolarité.²³

Du côté des étudiants le mouvement hackiviste 'Anonymous' a apporté son soutien à travers plusieurs piratages. Début juin le groupe a publié les informations personnelles de plusieurs policiers mais aussi des détenteurs de billets du Grand Prix de Montréal. Après l'entrée en vigueur de la loi 78, Anonymous lance « l'opération Québec ». Cette opération tente de contrer les efforts du gouvernement qui limite les libertés des étudiants. Anonymous procède en piratant le site de déontologie policière et celui de la sécurité publique. D'autres sites sont mis hors ligne, notamment ceux du Ministère de l'éducation, de l'assemblée nationale et du Parti libéral. Pour dénoncer l'écart entre ces étudiants et la classe politique, Anonymous diffuse une vidéo s'intitulant DVD Gouver(mental) montrant des dirigeants québécois assistant à une grande fête privé ; le coût de ce dernier est estimé d'être entre douze et quatorze millions de dollars.²⁴ Les étudiants ont aussi utilisé l'internet comme moyen de mobilisation et pour étendre leur cause.

Cette grève étudiante montre l'importance que le numérique peut avoir comme tactique de pression.

Conséquences de la greve

La grève a posé de véritables répercussions sur les étudiants et la région. Avec les étudiants et certains professeurs en grève, la plupart des étudiants n'ont pas pu terminer leur année scolaire.²⁵ L'exemple type : les étudiants en CEGEP (dernière année de lycée), ne peuvent pas finaliser leurs études pour s'orienter vers leur vie post secondaire. Ces contraintes deviennent un véritable poids financier et logistique pour le gouvernement de Jean Charest.

With months of class missed, the government increases its public spending on teachers to make up for the time. There are also other costs such as vandalism but more importantly the daily disruptions to citizens. This ranges from blocked circulation to pots and pans banging at night in protest, all placing a brake on economic growth in the Quebec region.²⁶

The government attempts to find solutions by investing more money into summer schools. However with each solution comes a problem, most of the teachers are not

²³ Larouche, Vincent. "Québec Achète «grève étudiante» Sur Google." La Presse. Accessed July 11, 2015.

²⁴ "Anonymous Publie Une Vidéo Filmée à Sagard." Le Devoir. Accessed July 11, 2015.

²⁵ "Grandes-gueules Inventives #GGI: Une Chronologie Web De La Grève étudiante." Accessed July 11, 2015.

²⁶ "Des Concerts De Casseroles Partout Au Québec." Radio-Canada.ca. Accessed July 11, 2015.



available due to other summer engagements. The government's temporary solutions prove to be short-lived and they must strike back with a more repressive measure: Loi 78.

Réponse du Gouvernement

Pour cadrer les grèves, le Gouvernement Charest instaure la loi 78. De fond cette initiative est de bonne volonté mais de forme elle échoue. L'assemblée nationale vote ce texte, proposé par le gouvernement libéral, le 18 mai 2012. Cette loi impose des restrictions sur les manifestations de plus de 50 personnes et dicte des distances minimales pour les piquets de grève près des institutions d'enseignement. Les manifestants doivent aussi soumettre un itinéraire de grève qui doit être approuvé par la police. Cette loi impose de fortes amendes pour toute personne n'obéissant pas.²⁷

The criticisms of this law are numerous. The consensus is that this law infringes basic freedoms of expression of the citizens. Not only students and political parties oppose this measure but international organizations such as the United Nations and Amnesty International condemn this move.²⁸ Few were those whom supported this law but several argued that this ensured students safety through planned routes and also allowed non – striking students to access their educational institution.

The main question to consider from this topic is whether there could have been an alternative governmental response to the strikes.

Questions to consider

- 1) Quelles sont les solutions possibles aux revendications des groupes étudiants?
- 2) Comment permettre aux étudiants contre la grève d'accéder à leur cours?
- 3) Quelles sont les conséquences de la grève sur le semestre des étudiants?
- 4) Une alternative à la loi 78 qui pourra mieux cadrer la grève?

Annexes

Les affiches une des tactiques d'adhésion des associations.

(For a detailed timeline of the events during the strike refer to: <http://ggi.xkr.ca/>)

²⁷ "Dispositions De La Loi 78 - Des Amendes Salées Pour Les étudiants." TVA Nouvelles. Accessed July 11, 2015.

²⁸ "Quebec Students Cheer UN Condemnation of Controversial Anti-protest Law." National Post. Accessed July 11, 2015.



Figure 4 [src=http://www.lecollectif.ca/penser-plus-loin-que-la-feuq/](http://www.lecollectif.ca/penser-plus-loin-que-la-feuq/)



Figure 5 [src= http://www.asse-solidarite.qc.ca/](http://www.asse-solidarite.qc.ca/)

Topic 3: Confrontations between Students and Police Forces

Canada has never dealt with such an extensive protest, which at its peak, rallied over a quarter of a million people. Students blocked bridges, occupied high-profile public spaces such as the Montreal Exchange Tower and Loto-Quebec. “Les Casseroles”, as they became known, brought their pots, pans and eventually their parents to the streets with them, as they loudly petitioned the government to bring a stop to the tuition hikes.



Figure 6 src= <http://www.windsorstar.com/PHOTOS+Montreal+students+clash+with+police/6266874/story.html>

Brief History

At the time, the Quebec student strike of early 2005 against budget cuts to the Government’s Grants and Loans Program was the largest of its kind since 1974²⁹, with over 230,000 students walking out of class across the province³⁰. However, even this mainly peaceful protest was marred by violent actions on the part of both the students and the police³¹. Protestors claimed that their actions were in response to police provocation and that the authorities charged with no prior warning³², however some radical students

²⁹ CBC News. “Thousands of Quebec Students protest grant cuts.” *cbcnews.ca*. 16th March 2005. Web. 28th May 2015.

³⁰ “Quebec Students Strike, Occupy, Blockade.” *The Dominion, news from the grassroots*. Issue 27. 28th March 2005. Web. 28th May 2015.

³¹ Ibid.

³² “Student Protests turn violent.” *Western University’s: The Gazette*. 24th March 2005. Web. 28th May 2015.



have attempted themselves to draw the demonstration into riots, only to be stopped by their fellow protestors³³.

In contrast, the first ever large scale student demonstrations in Quebec, in 1968 and 1969, were a much calmer, more peaceful affair, with sit-ins and rallies being the main mode of protest³⁴. Six further widespread walkouts occurred between this strike and that of 2005, and students were also involved in many broader social demonstrations as well. This was particularly evident in the 1970's with over 3000 students attending a rally in favour of the Quebec Liberation front, a separatist paramilitary group that would come to become synonymous with the October Crisis of 1970³⁵. While this is an extreme example, students in Quebec continue to this day to vocally express their opinions on matters of all sorts, but they are never louder than when fighting for their educational rights.

Police and Protestor Clashes

D'une façon similaire à celles d'il y a sept ans, les manifestations contre la hausse des frais de scolarité universitaires ont commencé de façon paisible en Août 2011, mais n'ont fait que dégénérer depuis. Le 1^{er} mars 2012, une manifestation étudiante devant l'Assemblée Nationale à Québec a été dispersée par manière de gaz lacrymogènes après que quelques uns des milliers d'étudiants rassemblés eurent lancés des balles de neige vers la police³⁶. Les policiers n'auraient pas différencié entre les étudiants, les médias et les deux députés provinciaux présents sur la scène, chose que ces deux derniers ont déplorés à la suite³⁷.

Unlike the two MNAs caught in the crossfire, the province's premier, Jean Charest, took the side of the law enforcements agencies when asked to comment on the protests³⁸. The Liberal Party leader, whose administration has repeatedly said they will proceed with the tuition hikes regardless of student opinion, was critical towards the student action, claiming that the protest leaders did not cooperate properly with the police³⁹. The authorities themselves denied any excessive action, even when a student protestor received a potentially major eye injury after a clash with the SPVM⁴⁰. While the police forces claim this injury – that could have cost the student his eye – was the

³³ "2005 Quebec Student Protests." *Wikipedia*. Web. 28th May 2005.

³⁴ Langlois, Simon. *Recent Social Trends in Quebec, 1960-1990*. Frankfurt: Campus Verlag, 1992. Print.

³⁵ Bothwell, Robert, Ian M, Drummond, John English. *Canada Since 1945: Power, Politics and Provincialism*. Toronto: University of Toronto Press, 1989. Print.

³⁶ Robitaille, Antoine. « Manifestation étudiante à Québec – Les gaz étaient-ils nécessaires ? » *Le Devoir*. 2 Mars 2012. Web. 28 Mai 2015.

³⁷ Ibid.

³⁸ Breton, Pascale et de Grandpré, Hugo. « Jean Charest défend les policiers. » *La Presse*. 9 Mars 2012. Web..

³⁹ Ibid.

⁴⁰ Société Policière de la Ville de Montréal

⁴¹ Péloquin, Tristan. « Étudiant blessé à l'œil : son père en colère. » *La Presse*. 8 Mars 2012. Web. 28 Mai 2015.

result of a snowball thrown by another student⁴², those at the scene claim that police stun guns were in fact responsible⁴³.

Violence and its Aftereffects

Ce n'est pas uniquement les policiers qui ressentent la colère des étudiants frustrés, mais aussi l'infrastructure publique. Les CÉGEPS⁴⁴ et Universités portent les séquelles physiques des démonstrations écolières, avec des débris tels que des affiches, des morceaux de bois et des canettes vides jonchant le sol⁴⁵. Les plus grandes marches au centre-ville laissent aussi une trace noire derrière elles avec plusieurs fenêtres cassés et commerces pillés à Montréal, ainsi que des graffitis tracés sur des véhicules d'urgence et plusieurs immeubles⁴⁶.

Even Montrealers who have nothing to do with the conflict are finding themselves affected by both sides of it. Police are blocking off streets downtown in an attempt to



Figure 7

[src=http://www.cbc.ca/polopoly_fs/1.1904955.1380865690!/httpImage/image.jpg_gen/derivatives/16x9_620/li-cegep-protest-rc-620.jpg](http://www.cbc.ca/polopoly_fs/1.1904955.1380865690!/httpImage/image.jpg_gen/derivatives/16x9_620/li-cegep-protest-rc-620.jpg)

control the protesters, cutting off wide areas from the public, while students went as far as to block off the Champlain Bridge onto the island⁴⁷, causing massive tailbacks for commuters. As protests are due to continue over the coming weeks, and with frustrations growing on both sides of the debate, it will be up to the government to ensure that no harm comes to its civilians – both bystanders and protester – over the course of the strike.

⁴² Ibid.

⁴³ Le Blanc, Mathieu. « Débordements du SPVM : la FEUQ demande au premier ministre de rappeler à l'ordre les forces policières. » *CNW Telebec*. 8 Mars 2012. Web. 28 Mai 2015.

⁴⁴ Centre d'Éducation Générale Et Professionnelle

⁴⁵ CBC News. "37 arrested at Quebec student protests." *cbcnews.ca*. 17th February 2012. Web. 28th June 2015.

⁴⁶ CTV News. "At least 150 arrests in violent Montreal protest." *ctvnews.ca*. 15th March 2012. Web. 28th June 2015.

⁴⁷ Santerre, David. "Pont Champlain bloqué: plusieurs étudiants arrêtés." *La Presse*. 20 Mars 2012. Web. 28 Juin 2015.

Case Study 1 - Chile 2006

In 2006, sixteen years after the fall of dictator Augusto Pinochet, thousands of Chilean high school students took to the streets to protest one of the last acts passed by his military government, the Organic Constitutional Act of Teaching (LOCE)⁴⁸, which was still in effect at the time. The LOCE was essentially designed to make the government's involvement and responsibilities within the school system as minimal as possible, leaving the majority of decisions up to the private parties and corporations funding the schools⁴⁹.

As a result, students, parents and teachers alike felt very removed from any decisions made regarding school life. In particular, a new policy to lengthen the average school day, at the expense of extracurricular activities⁵⁰, was one of the focuses of this "Penguin Revolution" as it became known, the name inspired by the black and white uniforms of the protesting students⁵¹. The young demonstrators also singled out expensive bus fares and University Admission Test (PSU) fees as part of their plea to the government, asking them to make both of these free for all students⁵².



Figure 8 src: <http://i.huffpost.com/gen/1083999/images/r-CHILE-STUDENT-PROTEST-large570.jpg>

Même dès ses débuts, les démonstrations organisées par ces étudiants du secondaire avaient un ton violent, avec presque 50 étudiants détenus pour actes de violence dans les trois premiers jours de grève. Après quelques jours de manifestations, le gouvernement accepta certains des demandes mineures de étudiants, mais le manque de progrès sur leurs requêtes principales fit grandir la frustration auprès des grévistes. Le 1er Mai 2006, des milliers d'étudiants ont pris part à une démonstration massive au centre de Santiago où malheureusement la violence a encore une fois été à l'appel, cette fois-ci

⁴⁸ La Nación. "Estudiantes: Escalona comparte rechazo a Ley Loce." *lanacion.cl*. 23 May 2006. Web. 28 June 2015.

⁴⁹ "Ley Orgánica Constitucional de Enseñanza (N° 18.962)" *Biblioteca del Congreso Nacional - Universidad de Chile*. 10th March 1990. PDF File.

⁵⁰ BBC News. "Chile students clash with police." *news.bbc.co.uk*. 31 May 2006. Web. 28 June 2015.

⁵¹ Scardamaglia, Virginia. "600 mil "pingüinos" paran en las aulas." *El mundo*. 31 May 2006. Web. 28 June 2015.

⁵² Reel, Monte. "Chile's Student Activists: A Course in Democracy." *the Washington Post*. 25 November 2006. Web.



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avec plus de mille étudiants arrêtés. Le gouvernement condamna leurs actions, avec le ministre de l'intérieur, Felipe Harboe, disant: "Rien ne justifie la violence. [...] Ils n'ont rien accomplie par ces moyens."⁵³

Dans la semaine qui a suivi, les étudiants ont encore essayé d'attirer l'attention du gouvernement à leur cause avec des manifestations pacifiques comme des sit-ins et l'occupation pacifique des écoles la nuit, mais sans résultats. Plusieurs membres du public commencèrent à regarder le manque d'action de la part du gouvernement d'un oeil critique, estimant qu'ils ne gèraient pas bien la crise⁵⁴.

On May 30th 2006, almost every secondary school in the country, followed by the nation's three universities, all officially went on strike, with the total number of students walking out estimated between 600 thousand and one million⁵⁵. While 23 student leaders met with the Education minister at the National Library, and many more staging peaceful protests nearby, other more violent demonstrations took place and the police response was forceful⁵⁶. Almost 30 students were injured that day, many hurt when the police fired tear gas into a crowd waiting outside the Library to hear the resolution of the meeting with the minister. The government later strongly condemned the actions of the police and military on this day, with the president calling it excessive, abusive and unjustified violence⁵⁷.

It would take extensive negotiations between the government and students, as well as a second day of peaceful national strikes on the 5th of June, for them to finally come to an agreement and for the students to return to class. This final agreement included free bus passes for the most needy students, no PSU fees for 150 000 students per year, reform of the LOCE, extensive investment in infrastructure and the creation of a new presidential advisory committee on education, with six seats on it designated for students.⁵⁸

Étude de cas 2 - Grande-Bretagne 2010

Des coupes budgétaires par le gouvernement dans l'éducation post-secondaire et des plans pour hausser le maximum de frais étudiants permis par les universités donnèrent naissance à des manifestations étudiantes partout en Grande-Bretagne⁵⁹. La majorité des institutions universitaires n'auront pas le choix d'imposer les coûts maximums à leurs étudiants venue l'automne, tellement grandes sont les coupures gouvernementales⁶⁰.

⁵³ Zapiola, Carlos. "Me gusta los estudiantes." *La Onda Digital*. 6th June 2006. Web. 28th June 2015.

⁵⁴ Franklin, Jonathan. "Protests paralyse Chile's education system" *the guardian*. 7 June 2006. Web. 28 June 2015.

⁵⁵ "Chile: 730 detenidos en la mayor protesta estudiantil en 30 años." *El mundo*. 31 May 2006. Web. 28 Jun 2015.

⁵⁶ Aránguiz, Daniela y Karina Morales. "Serios incidentes al exterior de sede de las negociaciones con estudiantes." *El Mercurio en Internet*. 30 de Mayo 2006. Web. 28th June 2015.

⁵⁷ "Bachelet expresa su "indignación" por abusos de la policía." *La Tercera*. 31st May 2006. Web. 28th June 2015.

⁵⁸ BBC News. "Chile students call off protest." *news.bbc.co.uk*. 9th June 2006. Web. 28th June 2015.

⁵⁹ Jones, Hanna. "Why Students Are Rioting in London." *TIME*. 10th December 2010. Web. 28th May 2015.

⁶⁰ Paquin, Mali Ilse. "Grande-Bretagne: instruits mais criblés de dettes." *La Presse*. 2 mars 2012. Web. 28 Mai 2015.



Figure 9 [src=http://i.guim.co.uk/img/static/sys-images/Guardian/Pix/pictures/2010/11/10/1289406150485/Student-protests-A-demons-006.jpg](http://i.guim.co.uk/img/static/sys-images/Guardian/Pix/pictures/2010/11/10/1289406150485/Student-protests-A-demons-006.jpg)

However, unlike the protest in Quebec, which up until recently had remained mostly peaceful, the student gatherings in the United Kingdom quickly turned into riots⁶¹. In November 2010, barely a month after the suggested tuition reforms had been proposed, over 50000 students attended a rally in central London. Police were unprepared for such a turnout and it resulted in violent confrontations between them and a minority of

violent students, injuries to both sides, several protestor arrests and many windows smashed in stores on the Millbank Road⁶².

Par le 1er Décembre, les manifestations s'étaient répandues dans presque la quasi-totalité de l'Angleterre et plus de 150 étudiants étaient en état d'arrestation⁶³. Les nouvelles de leurs voisins du Pays des Galles, dont les représentants avaient décidés de garder les frais de scolarité de Gallois - même ceux étudiant à des universités en Angleterre - à un maximum de £3290 par an⁶⁴, ne firent que renforcer les arguments des étudiants.

The Tory government remained unmoved by the student's pleas and, on the night of November 9th 2010, passed the bill into law. Minutes afterwards, peaceful students' demonstrations in London turned into all out riots, with one journalist going as far as to say: "London was burning⁶⁵." Both sides later blamed the other for the events of that night, with Police being accused of excess violence and restraining the crowds, while the students were accused of "feral, mob-like" behaviour⁶⁶. The fees were eventually implemented in 2012, and the country returned to normal life, but many were left wondering if the violence of the student's reactions coupled with the sheer height of the tuition increases would impact the enrollment rates of universities in coming years⁶⁷.

⁶¹ Jones, Hanna. "Why Students Are Rioting in London." *TIME*. 10th December 2010. Web. 28th May 2015.

⁶² Lewis, Paul et al. "Student protest over fees turns violent." *The Guardian*. 10th November 2010. Web.

⁶³ Coughlan, Sean. "Student tuition fee protest ends with 153 arrests." *BBC News*. 1st December 2010. Web.

⁶⁴ Ibid

⁶⁵ Jones, Hanna. "Why Students Are Rioting in London." *TIME*. 10th December 2010. Web. 28th May 2015.

⁶⁶ Addley, Esther. "Student fees protest: who started the violence?" *The Guardian*. 10th December 2010. Web.

⁶⁷ Paquin, Mali Ilse. "Grande-Bretagne: instruits mais criblés de dettes." *La Presse*. 2 mars 2012. Web. 28 Mai 2015.



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