

The Removal of Mandatory Home Economics from Quebec's Official Education Curriculum

Honours Thesis Research Project

Crystal Deschambault

Environmental Sc. & International Development, BSc student
Dalhousie University, Halifax, Nova Scotia
(c.deschambault@dal.ca)

Supervisor: Dr. Patricia Glazebrook

Department of International Development Studies

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Abstract

This study examines the Quebec government's 1997 decision to remove mandatory home economics from the province's secondary school curriculum, on the grounds that home economics has the potential to be a valuable tool in the construction of sustainable and socially just societies. The decision is specifically being examined since home economics is a gendered domain and is vulnerable to institutionalized and systematic discrimination.

This study consisted of a review of government documents and interviews with key figures central to the decision making process. The aim of this project has been 1) to discover the primary reasons behind the removal of mandatory home economics from Quebec's secondary school curriculum; 2) to examine the considerations Quebec's domestic sphere received during the formation of this decision; and 3) provide policy recommendations.

The primary reason for the removal of the course was limited time in the provincial time table. Specific reasons for its removal instead of other subjects appear to be the fact that it was thought that the family could adequately convey certain components of the course, other components of the course were transferred to different sections of the new curriculum. There is currently no written information available stating exactly which components have been reintegrated and transferred and which have been completely removed. Quebec's domestic spheres seem to have received very little consideration in and during the formation of this decision. No consideration seems to have been given to the contemporary challenges facing Quebec households. Given this, it is recommended that the ministry of education work to determine exactly which elements were removed and then work with individuals in the field of home economics to decide what needs to be done to assure Quebec families have adequate resources and knowledge to manage their homes in a sustainable and socially responsible manner.

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1. Introduction

1.1. The Review

In 1997 the Quebec government publicly announced that the subject of home economics would no longer be included in the province's education curriculum (Ministère de l'Éducation, du Loisir et du Sport, *The Education Reform*, 1997). This statement was announced in a public information booklet explaining the details and major components of the province's education reform. Home economics was the only subject in the province's curriculum that dealt directly with the management of the home and family (the domestic sphere).

Within the public education system, "home economics" has traditionally dealt with domestic concerns and the wellbeing of the family. The field itself was founded out of concern over the growing control of "corporate industrial interests" within western social structure, and with the intention of protecting the "well-being" of individuals and families" from these forces (Brown, 1993, p.42). The field has encouraged the survival and implementation of many essential domestic skills (e.g. food preparation, sewing and clothing repair and consumer education) as well as the incorporation of new technologies. As Stage and Vicenti (1997) state, home economics has been "a significant link between science and society" allowing scientific principles to be applied to the lives of individuals and families (p.15).

Home economics has the potential to continue to protect the well-being of individuals and families by helping them to create and maintain sustainable societies. Ruff (2003) highlights home economics as an interdisciplinary field, ideal for the practical implementation and integration of environmental education. She states that it is well suited for the development of practical skills and knowledge that are necessary for living in balance with the environment

(p.71). As Leviten Reid, a Ph.D. candidate in the Department of Consumer Science and School of Human Ecology at the University of Wisconsin-Madison establishes in the essay she submitted to ‘The Progressive Economics Forum Student Essay Contest’: the home has the opportunity to serve both as a place of consumption and production. She implies that the methods and choices of consumption and production utilized in the home shapes a society’s macro environmental impacts and the levels of sustainability it exhibits. Given this, it seems essential that all individuals have the skills necessary to manage their homes in a sustainable and socially just fashion. This is stated on the grounds that human beings and our lives are not separate from nature (Glazebrook, in process), (Vaines, 1994). And on the grounds that our homes in the broader sense have “the potential to be centers of real change” (Plant, 1997).

Although the current lifestyles enjoyed in contemporary Canadian society have in large part been shaped by the experiences of the home, there has often been little recognition given to the knowledge, skills and work used in maintaining the domestic sphere. Both the maintenance of the domestic sphere and home economics have traditionally been gendered domains. As Stage (1997) establishes, gendered domains are often “destined to discrimination” in mainstream society (p. 12). Stage (1997) refers to the work of Margaret Rossiter in stating that it was “not until men moved into home economics in the 1960s did the field begin to gain funding and legitimacy” (p.12). She emphasizes that Rossiter’s work demonstrated that “gender, not merit, was the key factor” in the field’s eventual legitimization and advancement(p.12). Waring (1998) has shown, that women’s unpaid work in the domestic realm has received little recognition, and has been granted no economic value in the world systems of accounts. Furthermore, public discourse seldom pays any heed to domestic work and its value. Repercussions from this lack of acknowledgement and recognition resonate throughout society as the knowledge banks and skills

used and established by our foremothers erode. The Clio Collective (1987) expresses the fact that contributions of ordinary women have often been overlooked by historians and excluded from mainstream history (preface), this seems to be despite the fact that women and their everyday domestic work are responsible for society's most basic units: the family and the home.

Currently, the public, economic and political spheres extend into the domestic realm of every family and home, but the domestic realm still has little if any space in the public sector. This is evident in the lack of not only official forms of representation, but also academic attention and analysis of environmental problems. For example, little heed, if any, is given to the practical and applied knowledge of the traditional domestic realm, despite the contribution of domestic activities to issues of environmental sustainability that are often discussed, and solutions suggested involving the political, economic and scientific realms. In academic discussion of environmental problems, (as shown by Curtin (2001)) issues of women's domestic knowledge and practices in caring for the family and home have in fact been trivialized as 'old wives tales' and superstitions though wives have maintained sustainability and ecosystem health across generations in many contexts. Curtin's exposure of this reveals a form of institutional and systematic violence. In discussion of environmental problems and social justice, there is little if any direct mention or concentration on the domestic sector and the family despite their obvious contribution to resource usage and pollution, greenhouse gas and waste generation.

Given the fact that the domestic realm and the skills and knowledge needed to maintain it have faced both societal and institutionalized discrimination, and that the potential of the private sphere and the domestic realm to contribute to resolving macro societal problems (i.e. environmental problems and social justice issues) has been underacknowledged and ignored, it seems essential that we assure the domestic realm be fairly considered in our public policy, and

not simply eliminated from our public systems and institutions. The direness of the situation becomes especially apparent when we look at available research regarding the contemporary situation of Canadian domestic spheres. In a technical briefing put forth by GPI Atlantic, Colman (the executive director of GPI Atlantic) (1998) highlights the fact that although in Nova Scotia there are currently more women working outside of the home than in the past, the workload inside of the home has not diminished and has not yet been redistributed. This means that at the practical level, women are currently being expected to bare the brunt of fulfilling two full time roles in our society. Furthermore, public policy has not shifted to help families and women deal with this change, Colman states that “the increasing time stress of balancing home and job responsibilities is still regarded as a personal, domestic problem, not a public policy issue” (p.3). Needless to say, this demonstrates a situation where Canadian society is witnessing a decrease in individuals in charge of specifically the domestic realm and its management, and a situation where family resources are being thinly stretched in order to maintain daily home life.

The Quebec education reform will implement a new education program for the province’s schools and will see the removal of mandatory home economics from the province’s secondary school curriculum (Québec Ministère de l’Éducation, 1997). The Ministère de l’Éducation, du Loisir et du Sport (2005), states that the reform was “initiated in order to shape the [Quebec] school of the 21st century” (p.4). The new education program’s implementation which began in 1997 is scheduled to finish in 2010. This report does not appear to indicate that there will be any official provisions in the program to equip Quebecers with the necessary skills and knowledge to properly manage and maintain their domestic realms. Within the public information, there appears to be no official plans for the province’s curriculum to address any of the knowledge and

skills specifically associated with the domestic realm, a region that has traditionally been maintained by the unpaid labour of women.

1.2. The Purpose

This thesis examines the value and considerations given to the domestic realm in Quebec's most recent education reform. Issues of value surrounding the domestic realm are investigated, through exploring the ministry of education's decision to remove mandatory home economics from the province's secondary school system. The purpose of this thesis is to determine the considerations given to the needs of Quebec families to assure that the students in Quebec's education system will have the proper knowledge and skills to manage their respective domestic realms. In the past, this has been the full time responsibility of Quebec women. As we move further into the 21st century, the province's women are increasingly entering the public sphere. Given this, all members of Quebec society should have formal training and knowledge on how to manage domestic realm, so that no individual will have to unproportionally bare the tasks and responsibilities. The goals of this thesis are 1) to determine the primary reasons behind the removal of mandatory home economics from Quebec's secondary school curriculum; 2) to examine the considerations Quebec's domestic sphere received during the formation of this decision; and 3) provide policy recommendations.

1.3. The Scope

This thesis investigates the primary reasons behind the Québec Ministère de l'Éducation's decision to remove mandatory home economics from the province's secondary school

curriculum. Relationships between the reasons for the removal of home economics and considerations given to Quebec's domestic spheres are explored. This research was undertaken on the grounds that maintaining the domestic realm has traditionally been women's work, and it has been a gendered domain subjected to discrimination and lack of acknowledgement within public spheres. Given this, it is possible that knowledge and skills, valuable in maintaining sustainable and socially just domestic realms, can go unrecognized and at risk of fading from society

The Ministère de l'Éducation's decision to remove mandatory home economics from the secondary school curriculum is part of the province's latest education reform which began in the early 1990s, and whose initial stages of implementation began later that decade under the political leadership of Pauline Marois, the *Partie Québécois* minister of education (Québec Ministère de l'Éducation, 1997). The reform is still being carried out under the leadership of the Liberal government. A government document published by the Éditeur officielle du Québec has home economics still listed as a course that is not part of the province's official curriculum under the new education program (2006).

For feasibility concerning the magnitude of this project and for relevance to contemporary policy choices, this thesis will concentrate on the latest curriculum reform and its specific effects on the subject of home economics. Furthermore, this study will limit itself to an investigation of the primary reasons (as is hoped to be provided by the Ministère de l'Éducation) for the removal of mandatory home economics. An investigation into all the possible reasons more generally for the removal of home economics from Quebec's secondary curriculum would be a much larger project. Limiting investigation to the stipulated reasons for the removal for home economics and the logic used in forming those reasons by the ministry means that the

research is focussed on the key players making the decisions. It should also be noted that this project looks specifically at the removal of home economics and not at the impacts of the reform as a whole.

1.4. The Agenda

This proposed thesis begins with a literature review that examines issues of value related to women's unpaid work and the relevance of home economics in contemporary society, including its potential in the achievement of sustainable societies. The methods that are used to determine the reasons for the removal home economics from the secondary curriculum and to examine the considerations given to Quebec's domestic spheres in the formation of the ministry's decision to remove the course are described and justified in order to legitimize the study. Methods include document analysis and interviews. A review of the government documents related to the removal of home economics from the secondary curriculum helps contextualize the study. The findings from the information collected from the ministry and various individuals involved in the decision to remove home economics is presented, and then discussed. Policy recommendations are then made.

1.5. Definition of Terms

Domestic realm:	Referring to the realm encompassed by and within the home.
Secondary School:	Grades 7 to 11 in the Quebec education system
Cycle I & Cycle II:	Cycle I refers to Grades 7 and 8, where as cycle II refers to Grades 9-11.

Sustainable/Sustainability: As the EPA extracted from the 1987 Brundtland Report, sustainability is the capability of “meeting the needs of the present without compromising the ability of future generations to meet their own needs.”

2. Literature Review

The primary objective of the literature review is to determine what has already been done in the literature so an understanding of the significance and contribution of this study is understood. First, issues surrounding gendered domains, in particular the value and invisibility of women’s unpaid work, is explored. Then, literature from the field of home economics is examined to identify challenges of the discipline. Literature concerning the field’s direct contemporary relevance is examined, with particular attention to how the field contributes to the creation of sustainable societies.

Numerous sources shine light on the issues of value and discrimination facing gendered domains, in particular women’s unpaid work and the lack of recognition it receives. Marilyn Waring (1998) explores how the current global economic system neglects to recognize and account for the presence and contribution of women’s unpaid work in the functioning of societies. *Mothers are Women (MAW)* (1999) has compiled a resource manual specifically around the issues of unpaid work at the global and national scale. The manual is a public education document and a lobbying tool that serves as a “snapshot” of how things looked at the end of the 1990s in the Canadian context. Likewise, the Clio Collective (1987) acknowledges the fact that adequate and just attention has not been paid to the roles women play in society, (specifically Quebec society). Their book *Quebec Women: A History*, sheds light on the

contribution Quebec women have made in the construction of contemporary society. All of these sources help to demonstrate that within global and local systems biases are present. It is essential that these biases be recognized and that the importance of the traditional roles of women in Western society in general is understood.

Home economics has developed around the management of the home and family, and is unique as the discipline that deals specifically with the domestic realm. Veilleux-Fleury (1986) raises the point that there is an important need for home economics; she puts forth the groundbreaking argument that home economics and consumer studies are particularly valuable to young people in Quebec (i.e. especially in the 1980's with the occurrence of changing gender roles). In the paper *L'importance de l'économie familiale dans la formation des jeunes du secondaire du Québec*¹, Veilleux-Fleury (1986) highlights home economics as an essential part of the curriculum, and emphasizes its usefulness in helping the province adequately handle the societal changes and the gender shift it was experiencing. Brown (1993) is the primary authority on the philosophies of home economics. In 1993 she published the book *Philosophical Studies of Home Economics in the United States: Basic Ideas by which Home Economists Understand Themselves* to help create a central ideological framework that would unite the field and better legitimize it as a profession. Stage and Vincenti (1997) compiled a cornerstone book entitled *Rethinking Home Economics: Women and the History of a Profession* to offer attention to the field and to help clarify commonly occurring misinterpretations and misconceptions. In regards to home economics Smith (2001) summarizes the issues and the various directions in which the field of home economics appears to be headed, as they emerged from the 2001 symposium for home economic and family educators in Winnipeg. Her summary allows it to be concluded that the

¹The title translates to: "The Importance of Home Economics in the General Education of Quebec Secondary School Students"

field lacks both concrete direction and momentum in modern society, although there appears to be many ideas from home economic educators themselves, about where the field could possibly head. Likewise Stephen (2005) acknowledges the value of home economics, however she also emphasizes that the field needs to adapt and take on a critical science approach instead of simply offering basic instruction. Despite the fact that there currently appears to be much uncertainty and lack of official direction in the discipline, most sources agree with the fact that the field makes a tremendous contribution to contemporary industrialized societies, and has the potential to do much more. The field is currently in the process of trying to define itself in a contemporary culture which places emphasis on the public sphere, but neglects the importance and value of the domestic.

Despite the diversity of approaches within the field, it is clear from the literature that the field itself possesses large amounts of potential for the creation of sustainable domestic realms that could aid in efforts to create more sustainable and socially just societies. Vaines (1994) highlights the fact that ecology can serve as a unifying theme for home economics, “bringing together the diverse parts of the field into a new kind of harmony” (p.62), allowing the field to better interconnect the living systems (including the domestic and public spheres) of the planet. Peterat (2001) who has written extensively on home economics (particularly with regards to Canadian society) notes that in some professional and post-secondary sectors the field is being abandoned, while in others it is being reconceptualized. She states there are interests in renewal of the field’s “vision and conceptualization” (p.30). As a primary authority she emphasizes that “the holistic perspective” that home economics advances at its roots “has never been timelier” (p.30). Ruff (2003) takes a practical approach by directly highlighting the many ways in which home economics can aid in establishing more sustainable societies through integrating practical

environmental education into the home economic curriculum. Leviten-Reid (2007, unpublished) has written on the value and importance of home economics and the household in efforts of moving western societies towards greater levels of sustainability. From her work it seems clear that ignoring and/or neglecting to grant adequate attention to the domestic realm would be a detriment to the potential levels of sustainability our societies may achieve. Given this, current literature definitely shows that through the field's quest for identity and search for direction, home economics can surely be a useful tool in the creation of sustainable societies.

This proposed research project contributes to this current literature base by documenting the specific reasons behind Quebec's decision to remove mandatory home economics from its official curriculum. It further contributes to the literature by investigating the considerations and perceptions surrounding the domestic realm within Quebec society, and exploring the role these considerations and perceptions played in the formation of the government's decision. Through the examination of literature regarding issues of value and acknowledgement of the domestic realm (what has traditionally been women's unpaid work), it is clear that there are biases within global and local systems. Given the discrimination that has traditionally been shown towards gendered domains, documentation of the reasons for the removal of home economics and considerations granted to the domestic sphere is necessary. Given the fact that the results of this project will be communicated with the ministry, it is hoped that this study will have implications beyond academia.

3. Methods

To investigate the primary reasons behind the removal of mandatory home economics from Quebec's secondary school curriculum, and the considerations given to Quebec's domestic spheres, a two part interview study and document analysis has been carried out.

The first part of the study and analysis sought to identify key figures/documents, and to begin the snowball sampling process which would aid in the determination of the primary reasons for the ministry's decision to remove home economics. The second part consisted of interviews which aimed to further explore and clarify the reasons provided in key documents; verifying that all key documents related to the ministry's decision had been obtained and that essential parts had been examined. This portion of the study also sought to acquire information from individuals who were directly involved with the decision to remove mandatory home economics; information that is not readily available in public documents. The interviews with these key figures were also specifically used to obtain information with regards to the value and considerations given towards the province's domestic realms, and the skills and knowledge required for their maintenance.

To maximize the amount and quality of information obtained for the project, efforts were made to correspond with interviewees in the language that they were most comfortable in. Hence, the research was carried out in both French and English.

3.1. The Sample

This study used the non-probabilistic technique of snowball sampling. This method was used to obtain initial information from the ministry of education and to obtain an interview with an

official from the ministry, which allowed for key reports and figures to be identified. The key figures and reports identified were further used to locate other key reports as well as to verify information found in the reports and provided by the interviewees. The number of interviews conducted was relatively small, since this research project specifically aimed to gather data from figures central to the decision making process. In total there were four individuals interviewed.

3.2. Research Tools and Procedures

The research tools and procedures used in this project were: an information inquiry via phone and e-mail, an ongoing analysis of government reports, and semi-structured interviews. The initial portion of the study focussed on obtaining public information concerning the ministry's reasons for the removal of home economics from the secondary school curriculum. An information inquiry was made by phone and then submitted by e-mail (with a set of semi-structured questions) to the ministry of education's reference and documentation centre, which also serves as their communication directory. Semi-structured questions were provided to allow the inquiry to be directed to the individual/official who could most appropriately provide the information being sought. Semi-structured questions were also specifically used to ensure direction for the inquiry, as well as to allow the ministry the opportunity to provide additional information it felt was relevant, and/or to move the interview in relevant, unanticipated directions. A copy of the questions submitted is attached (see appendix 1).

Interviews with key figures were conducted by telephone. Semi-structured questions once again provided direction for the inquiry, and allowed interviewees the opportunity to provide additional information they felt was relevant, and/or to move the interview in relevant, unanticipated directions. Copies of the templates for the questions used are attached (see

appendices 2, 3, 4). Ethics approval at Dalhousie was obtained prior to the commencement of the interviews (see appendix 5) and an ethics amendment (see appendix 6) was submitted on March 19, 2009.

The ethics forms for interviews with key figures (who are not also public figures) were submitted in January. Statements of informed consent and consent forms were provided to all of the appropriate interviewees as a means of assuring a responsible research ethic and maintaining the study's validity. Once again, where relevant and appropriate the documents were provided in French. All transcripts and consent forms were exchanged electronically. Validity and reliability for the information being collected via interviews has been assured by documenting the interviews and presenting the interview notes' transcripts to interviewees for revision or by audio recording the interview with the permission of the interviewee. This has insured that the information collected in the interviews has been accurately and precisely recorded. All of the transcripts and audio recordings from this project will be kept at a secure location for a period of 5 years following the completion of this study, and will then be destroyed.

3.3. Data Analysis

The information obtained in key reports, was analysed by performing a key word search for 'home economics' or '*économie familiale*'. Information was then highlighted in relevance to the research questions and project goals. Different colours were used to distinguish the different categories. The responses from each set of interview transcript notes were also read and information in the responses was also highlighted in relevance to the research goals and questions of the project. Once again, a colour coded system was used. The main relevant points obtained in the reports and interview responses were then extracted. Similarities and

discrepancies between the information extracted were remarked and explored, what was thought to be essential was then transcribed as results. The reports and interview note transcripts were then scanned for background information. This was done to assure that the results obtained in the first portion of analyses could be properly understood.

3.4. Delimitations and Limitations

The delimitations for the proposed research methods are that only individuals who were involved in the ministry of education's decision to remove home economics were interviewed. Extending interviews beyond this would have placed the project at an unreasonable scale (considering the researcher's available resources). Hence, individuals from the field of home economics and educators within the general education system were not interviewed.

The primary limitation for the proposed research study is that since it has been eleven years since the recommendation to remove home economics was made, it was not possible to contact all individuals involved. Efforts to control for this included contacting as many individuals as possible. The researcher's ability to obtain the necessary information in interviews and to acquire follow up interviews was another limitation. Efforts to control for this involved being well prepared for interviews and producing effective questions to maximize the amount of information obtained. Another limitation was the fact that French is not the researcher's primary language; this decreased the fluidity of some of the interviews. Efforts to control for this involved attempting to have the primary interview questions pre-translated.

4. Findings

The findings in regards to the reasons behind the removal of mandatory home economics from Quebec's secondary school curriculum, and the considerations given to Quebec's domestic spheres, are found below. The information found on the reasons for the removal of home economics in government reports and documents is presented; this is followed by the findings from interviews with key figures on the reasons for its removal. Likewise the findings regarding considerations given to Quebec's domestic spheres in the removal of home economics are presented in two portions. First the applicable information obtained in the analysis of government documents and reports is presented, followed by the information from interviews with the key figures who were central to the decision making process. A table providing an outline and summary of the key government documents and reports on curriculum reform that this project took into consideration is also provided (see appendix 7). The table specifically summarizes the documents and reports as they relate to this project.

4.1. Reasons for Removal

4.1.1. Government Documents

In November 1997 a public information booklet, *The Education Reform*, was published in Quebec newspapers. Under the section "The Curriculum Redesign," it was stated that home economics would no longer be taught. Home economics was listed with five other subjects that would not exist in the province's education program. Home economics was the only one which was not provided with an explanation on how its content would be reintegrated into the reform's new education program. The reasoning stated in the booklet, for the changes to all six subjects,

was that alterations were being done “in order to prevent **overcrowding** and eliminate **redundancy** and **overlap**” (Ministère de l’Éducation, du Loisir et du Sport, 1997). Correspondence on December 19, 2008 with a representative from the ministry of education indicated that the specific reasons guiding the government’s decision, could be found in the report *Reaffirming the Mission of Our Schools: A New Direction for Success* written by the Task Force on Curriculum Reform.

Examination of the 1997 report from the Task Force on Curriculum Reform revealed that it was recommended that a total of seven courses no longer be considered as independent disciplines in the province’s secondary school curriculum. Secondary II home economics was one of those disciplines. On page 53, the report stipulated the following reasons for the basis of removing the courses:

1. Eliminate overlap and redundancy
2. Courses are not always the most appropriate way of promoting learning
3. New content must be introduced
4. The family is the institution best qualified to teach certain values and knowledge

As in the booklet, *The Education Reform*, almost every course that was suggested for removal was accompanied by a specific reason for its removal or an explanation on how its content should be reintegrated into the new provincial curriculum. In the case of career choice where it was suggested that certain course elements be completely removed from the curriculum, an explanation was provided on how programs should be established within the province’s schools to ensure students had access to the elements removed. Home economics was the only subject

where there were no specific reasons stipulated for its removal and where there was also no explanation on how its content would be reintegrated into the formal education of Quebec students. Furthermore, the report offered no suggestions for the establishment of a program that would allow students to access the elements being removed (as was done for career choice). The report, simply states that the course's program "should be replaced by other content" (p.54). The Task Force on Curriculum Reform specifies that they do not question "the potential usefulness and relevance of the content covered in this program," however, they "believe that most of this content could be better dealt with at home." They go on to indicate that this is not the case with other disciplines that they chose to privilege in the first cycle of secondary school (p.54).

4.1.2. Interviews

The information collected in interviews with two members of the 1997 Task Force on Curriculum Reform (March 3 and March 6, 2009) and with Mme. Pauline Marois, the 1997 minister of education (March 20, 2009), indicated that limited time in the time table was the primary reason home economics was removed. In a March 20th interview, Mme. Marois specified that the decision to remove home economics had been taken because there were a limited number of hours available for students to learn and grasp the material schools presented to them. She states that this is the only reason that explains the decision taken.

The two members of the Task Force who were interviewed indicated that for the Task Force to fit in the 5 sectors that they had determined to be essential areas of learning and to include cross curricular competencies into the curriculum, they had to return some of the responsibility to the parents (personal communications, March 3 and March 6, 2009). As was explained by member #1, from Task Force on Curriculum Reform, the Task Force had to work their

recommendations for curriculum reform, into the existing structure of the province's education system (personal communication, March 3, 2009). It was indicated by both members of the Task Force interviewed, that when home economics had been originally introduced into the school system, there had been the time available for it to be there (March 3 and March 6, 2009).

The information the Task Force was receiving on what Quebec society thought of the home economics course being taught in the secondary school system, suggested that it was a course that was thought to have less of a place in the curriculum than other courses and other material from various disciplines. In an interview with member #2 from the Task Force on Curriculum Reform, it was mentioned that it had been informally observed that many students thought the home economics program to be a waste of time. Students were known to call it a “cours d'éco fam”² (March 6, 2009). It was noted by two of the authors of the report, that originally many of the skills taught in home economics had been the responsibility of the parents, and that the schools had taken on many of these responsibilities. It was felt if the objectives of the reform were to be reached, some of the responsibilities had to be returned to the parents (personal communications, March 3 & 6, 2009). Member #2 from the Task Force remarked that in 1997 it had been felt by the Quebec population that there was a need to have more attention given to the essential courses and subjects, and that was one of the reasons it seemed to be a reasonable choice to eliminate home economics from the curriculum (personal communication, March 6, 2009).

² This French expression was used as a form of belittlement to refer to the triviality of the course and its content. The expression's meaning translates into 'a course of women's economics,' indicating that students thought that it was a course specifically concerned with women's work.

4.2. Considerations Towards Quebec's Domestic Spheres

4.2.1. Government Documents

The report produced by the Task Force on Curriculum Reform states that most of the content of home economics “could be better dealt with at home” than within the provincial curriculum (p.54), but there is no specific indication as to what should be taught at home. The report clearly states that “the potential usefulness and relevance of the content covered” by home economics was never questioned; this was confirmed in interviews with the two Task Force members and the minister of education who accepted the report.

4.2.2. Interviews

The recommendation and decision to remove home economics from the provincial curriculum was made based on the reasons stated above. In the interviews with the two members from the Task Force on Curriculum Reform (March 3 and March 6, 2009) and in the interview with Mme. Pauline Marois (March 20, 2009) it was emphasized that although it was recommended that the course be removed from the curriculum, many of its elements (but not all) were expected to be covered in various parts of the new curriculum. Notably, it was remarked by Mme. Marois in revised interview transcripts, that the more scientific elements of the course related to health, proper hygiene, and good lifestyle habits would be transferred into the new curriculum as well as elements on living together in society. She emphasized that the course was not completely eliminated, but that many of its elements were taken up elsewhere (personal communication, April 20, 2009). Interviews with the members of the Task Force (March 3 and 6, 2009) and Mme. Marois (March 20, 2009), indicated that elements, such as cooking and sewing were among the elements not included in the new curriculum. In an interview with an official

from the ministry of education (December 23, 2008), it was indicated that to find out specifically which elements were removed and which were not removed from the curriculum, a comparison between curriculum outlines (new curriculum vs. 1997 curriculum) could be conducted. Currently, there is no written information, stating exactly which elements of home economics have been eliminated and which have not. Not having the elements being removed explicitly stated and readily available creates a situation where it is difficult for specific considerations to be given to the effects of removing home economics.

Interviews with member #2 of the Task Force and Mme. Pauline Marois revealed that there was no particular consideration given for verifying that Quebec families had the necessary resources to convey the elements being removed (March 6 and 20, 2009). Member #2 from the Task Force stated that there was no research done because the decision to remove the course was coming from the suggestions of the Quebec population themselves. Hence, there were no considerations given towards establishing programs to assure families had the resources to convey the elements being removed. Another reason was that it was assumed that families were already conveying these elements in their homes. Member #2 from the Task Force states that in making recommendations to have portions of the home economics course taught at home, the Task Force was working on the assumption that many of the elements that would be removed were already being transmitted in the home. Member #2 states that it was a popular belief that things like preparing a meal, doing groceries, sewing buttons, were things that families were already doing in their homes with their children, and this was the reason that there were no programs established to assure that Quebec families had the resources to transmit the elements of home economics being eliminated by the reform (March 6, 2009). This assumption appears to be seconded by information collected from Mme Marois who indicated that the elements removed

were components of the course that it was assumed families had taken on as responsibilities to teach their children, when they decided to have children (March 20, 2009).

The interviews also revealed that there were no real complaints coming from Quebec society over the fact that home economics was being removed. Member #2 of the Task Force states he/she believes that there was no large reaction from the public over the fact that home economics was being removed since people seemed to feel that there was a real need in the timetable for the essential subjects to be taught (personal communication, March 6, 2009). From the interviews conducted in this project, it appears that there were no real considerations given to the effect removing home economics would have on Quebec domestic realms. However it also appears from the information gathered with individuals interviewed, that there was no real pressure coming from civil society for policy makers to do so. It seems as though it was felt that the essential elements students needed in a formal education were in the new curriculum, and that the other elements are the responsibilities of Quebec families. An important point with regards to the general conduction of the reform and the decisions that were made was noted in an interview with Pauline Marois, the education minister in 1997. Mme Marois raised the point that the decision to remove certain pieces of information and knowledge from the curriculum, were being made with thoughts of the consequences Quebec youth would face if they did not have enough time for the basic materials (personal communication, March 20, 2009). Given this, the consequences of removing certain pieces of information and knowledge from the curriculum and its affects on the domestic realm was not the only concern or primary factor the ministry needed to take into consideration.

5. Discussion and Conclusion

Given the fact home economics and the maintenance of the home have traditionally been gendered domains and that gendered domains have faced systematic and institutionalized discrimination this thesis has attempted 1) to determine the primary reasons behind the removal of mandatory home economics from Quebec's secondary school curriculum; 2) to examine the considerations Quebec's domestic sphere received during the formation of this decision; and 3) provide policy recommendations. This has largely been done on the grounds that home economics has the potential to serve as a valuable tool in the construction of sustainable and socially just societies. In the past, the maintenance of the domestic sphere has largely been the full time responsibility of Quebec women. As Quebec society moves further into the 21st century and more women are working in the public sphere, it seems essential that all Quebecers have the skills and knowledge necessary to sustainably and justly manage their individual domestic realms.

5.1. Reasons Behind the Removal of Mandatory Home Economics

The findings of this research project indicate that the reason behind removal of mandatory home economics from the province's secondary school curriculum was limited time in the provincial time table. It had been felt that prior to the reform, there was not enough time in the curriculum for Quebec students to grasp the basics they needed to succeed. In the reform, time became a major issue, since it was expected more time should be given to the essentials, and that new content should be integrated into the curriculum so that Quebec students could be better prepared to deal with the constraints and challenges of the 21st century. Given this, certain

components of the old curriculum had to be removed if adequate time was to be found. As stated by Mme. Marois, this was the only reason home economics was removed.

The reality of time constraints explains why certain components of the curriculum had to be removed, but it does not explain why home economics, specifically, was removed. From the findings of this project it appears that there were two factors that served as the foundation for reasoning the removal of home economics in particular. Firstly, it was assumed that the content from the course of home economics could be better dealt with at home, and secondly, opinions from Quebec society suggested that the course be removed. For the first factor, the work group stated in the report that they submitted to the ministry that they felt that the content of home economics could be better dealt with at home. Interviews with two members of the task force revealed that it was thought that some of the responsibilities the school had taken on in prior years had to be returned to the parents if the objectives of the reform were to be met. This decision was taken without any research being conducted on whether or not families had, and would continue to have, the necessary resources available to adequately convey the components removed from the curriculum. Currently there is no information available specifically listing which elements of the course have been or have not been removed.

The second factor that seems to explain the reasoning behind specifically removing home economics was that within Quebec society, it was felt that the course should be removed. As mentioned in the findings, the information the Task Force was receiving suggested Quebec society thought that the time being used by home economics could be better used for other things; it seems that it was felt that the course was a waste of time for students. This may very well be true given the fact that at this point, there seemed to be very little cohesion and sense of direction in the field of home economics. This is seen in the literature emerging from the field

around and prior to 1997 (as discussed in the literature review). From this project's research, there was no specific information found in the literature and government documents on the quality and effectiveness of home economics education in the province of Quebec at this time, and it is therefore difficult to draw conclusions whether this is the case or not. Furthermore, it should be noted that from the information collected, explicit gender discrimination was exhibited while the course and some of its various components were being suggested for removal. As mentioned in the interview findings, students within the Quebec population were known to call it a "cours d'éco fam"³ as a form of belittlement.

5.2. Considerations given to Quebec's Domestic Sphere's in Removing Home Economics

In the decision to remove mandatory home economics from Quebec's secondary curriculum, there appears to be very little considerations given to the realities of the province's domestic spheres. Although the exact magnitude and the effects of removing home economics on the province's domestic spheres is hard to measure since the information regarding what has been removed and what families are expected to compensate for is not readily available. Despite this, it can be stated that considerations were not given to verify if Quebec families had the resources available to convey the elements being removed, or to verify the quality with which families were and are currently able to convey these elements. The reasons for this appears to stem from the fact that there was no strong pressure from civil society demanding considerations to be taken, and that this was not seen as a primary factor for, nor a responsibility of, the ministry of education to be considering in the education reform.

³ This French expression was used as a form of belittlement to refer to the triviality of the course and its content. The expression's meaning translates into 'a course of women's economics,' indicating that students thought that it was a course specifically concerned with women's work.

The exact magnitude and the effects of removing home economics on the province's domestic spheres is hard to measure since the information regarding what has been removed and what families are expected to compensate for is not readily available. In attempting to examine the considerations given to Quebec's domestic sphere there were conflicts and contradictions found within the information collected. In the report from the Task Force on Curriculum Reform it states that most of the content of home economics "could be better dealt with at home" than within the provincial curriculum (p.54), whereas the information provided by interviewees seems to indicate that most of the course content has been integrated into other parts of the new curriculum. There are no documents available stating specifically which elements are integrated into the new curriculum and which the ministry is expecting Quebec families to deal with at home. This creates a situation where the magnitude of the effects of removing home economics is hard to determine. It further results in a situation where it is difficult to give considerations to the province's domestic realms, since what they are expected to deal with is not known. This in itself is an inconsideration.

From the information collected in this research project it appears that no considerations were given to verify if Quebec families had the resources available to convey the elements being removed, or to verify the quality with which families were and are able to convey these elements. This can be seen from the information collected in the interviews and presented in the project's findings. In proposing that home economics be removed and in making the decision to have it removed, it was assumed that families were fully capable of transmitting the elements being eliminated, and that they were already doing so. There was no research done to confirm if this were actually the case. The quality with which households were transmitting the removed components, or the stresses imposed on households in transmitting components, appears to never

have been questioned. The constraints and obstacles Quebec families were facing in managing their domestic realms in the wake of having two parents working outside of the home and in the public sphere, was not considered or investigated. With this being stated it is not surprising that no particular considerations were given to ensure Quebec families had the necessary resources to convey the elements being removed.

One of the primary reasons for no considerations being given to the domestic realm in deciding to remove home economics and the consequences that it entails appears to be the fact that there was no pressure from civil society demanding considerations to be taken. Information collected for and by the ministry showed that civil society thought that the course should be removed on the grounds that it was not an effective use of time in the provincial time table. Another reason appears to be the fact that the well-being of the domestic sphere is not seen as a primary responsibility of the ministry of education. As stated in the findings, in the education reform, the ministry was occupied with the thoughts of the consequences Quebec students would face if they did not have enough time for the basics, since this was their primary concern and responsibility (i.e. ensuring that students received the basics). While this is understandable, however, it seems irresponsible of the ministry to remove components of the curriculum whose “potential usefulness and relevance” (The Task Force on Curriculum Reform, 1997, p.54) are not doubted, without first properly ensuring that they can be maintained in other portions of society. Formal thought should have been given to verifying the capabilities of Quebec families to adequately and properly convey the elements being removed. The elements should not have been removed without first assuring that Quebec students could access them once removed. Removing them and transferring the responsibility to the families based solely on assumptions, appears to be a grave oversight on the part of the ministry.

5.3. Recommendations

Given the fact that the domestic realm and the skills and knowledge needed to maintain it have faced both societal and institutionalized discrimination, and that the potential of the private sphere and the domestic realm to contribute to resolving macro societal problems (i.e. environmental problems and social justice issues) has been under-acknowledged and ignored, it seems essential that we assure the domestic realm be fairly considered in our public policy and not simply eliminated from our public systems and institutions. The decision to remove mandatory home economics from Quebec's secondary curriculum initially raises questions of institutionalized and systematic gender discrimination. This is because home economics has traditionally been a gendered domain, and it was the only course in the provincial curriculum that dealt specifically with the maintenance of the home and the well being of the family. When government documents are examined to determine the specific reasons for its removal, there are none that are provided. Furthermore, among the courses suggested for removal by the Task Force on Curriculum Reform, home economics was the only one that did not have specific suggestions for how Quebec students could and would access the course's elements once removed from the curriculum. It was simply stated and assumed that the elements being removed were better dealt with at home. This is despite the fact that in contemporary society, family resources tend to be thinly stretched as households attempt to maintain daily home life with both parents working outside of the home, and where often the women of the home are expected to unproportionally bare the larger part of the house work. The fact that while home economics was being suggested for removal, Quebec students were demonstrating explicit gender discrimination towards the course and its content, is further reason for alarm, especially since public opinion was directly contributing to the formation of provincial public policy.

Based on the findings and research of this report, it is suggested that in eliminating home economics from the provincial curriculum, the ministry of education should have formed a list of the exact components Quebec households were expected to assume full responsibility of. The ministry should have then have worked with other governmental departments (notably the ministry of family) to assure that Quebec families in fact had the necessary resources to convey these elements with adequate quality and in a socially just manner. It seems that, at the very least, considerations toward establishing programs to ensure this (or working with other government departments to do so) should have been taken. Given this, it is recommended that the ministry of education work to determine exactly which elements were removed and work with individuals currently in the field of home economics to decide what needs to be done to ensure Quebec families have the resources and knowledge necessary to manage their homes/domestic realms in a sustainable and socially responsible manner.

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7. Appendices

Appendix 1

Initial Information Inquiry Questions:

- 1) When was the decision first considered to remove mandatory Home Economics from the province's secondary school curriculum?
- 2) Who was responsible for supervising the consideration of its removal?
- 3)
 - 3.1) Is there documentation available outlining the consideration taken in the decision to remove mandatory Home Economics from the curriculum? (If so, where can this documentation be found?)
 - 3.2) If not, is there someone who can provide information on what was considered or who can possibly outline the procedure that was followed in forming the decision to remove mandatory Home Economics from the curriculum?
 - 3.3)
 - 3.31) Was there a formal government study or any formal study conducted for its removal?
 - If not would you happen to know the reasons as to why?
 - Did other courses removed from the curricula have studies conducted specific to their removal? (If so where can they be found/accessed?)
 - 3.32) Was the study specific to home economics, or was it a general study for all fields being removed or altered under the education reform?
 - 3.33) Where can this study be accessed/found?
- 4) What are the final reasons that the ministry provides for the removal of mandatory Home Economics from the secondary school curricula?
- 5) Is there someone in the ministry or within the education sector that would be of help in obtaining further information and details on the removal of mandatory home economics from the province's education curricula?

Appendix 2

Interview 2 (Task Force Member # 3): Question Template

Interview Questions for professionals involved in contracted government reports that dealt with the ministry's decision to remove mandatory home economics from the province's secondary curriculum.

(First set of questions deals with the technicalities of the report and decisions made within it.)

- 1) How was the 1997 report "*Réaffirmer l'école*" written?
 - 1.1) Were there particular individuals or groups who would be in charge of various sections?
 - 1.2) Would there have been a particular individual or group of individuals who would have been responsible for recommending that home economics in particular be removed?
 - 1.21) If so, would you happen to know who this may have been?
- 2) Do you happen to remember, if there were prior reports that contributed to information that lead to the recommendations that mandatory home economics be removed from the province's curriculum?
 - 2.1) If so, would you know where I may be able to access these sources of information?
 - 2.2) If not, would you know how the work group may have formed this recommendation?
- 3) At the time the work group was writing the report, do you happen to remember if there were any suggestions coming from other sources or previous research on Quebec's education system that suggested that home economics not be removed from the province's curriculum.
 - 3.1) If so, would you know what those sources may have been?
 - 3.2) If so, do you remember how the group took this information into consideration?
 - 3.21) Do you remember what the factors were that caused them to reject these suggestions?

- 4) The report states that the family is thought to be a better place to transmit most of the elements of secondary two home economics. Would you happen to know why this is/was thought to be the case?
 - 4.1) Was there any research done or reports consulted to see if Quebec families had the necessary resources and capabilities, to transmit the components of the secondary two home economics curriculum in the home?
 - 4.11) If so, do you happen to know where I can access these reports or information?
 - 4.12) If not, do you know the reason why there was no formal research done on this?
 - 5) Do you know if there were any thoughts given towards implementing programs to help ensure that families would have the necessary resources to convey the program's various components in the home after its removal from the province's curriculum?
 - 5.1) If so, were programs implemented?
 - 5.11) If so, do you know where I can receive information on these programs?
 - 5.12) If not, do you know the reasons why?
 - 6) Would you happen to remember, if thoughts were given or suggestions made to ensure the feasibility of the report's recommendation?
 - 6.1) If yes, would you know or remember why they were not included in the 1997 report "Réaffirmer l'école"?
 - 6.2) If the responsibility for making these suggestions was not part of the work group's responsibilities, would you happen to know whose responsibility it fell under?
-

(Second set of questions deals, more with general questions on the reform and various thoughts and considerations that it may have taken into account)

- a) In the reform and in the writing of the report was there any thoughts and/or considerations given to the value of the skills of women's unpaid traditional work?
- b) Was there any consideration given in the reform to the fact that in contemporary Quebec society, the provincial education system is dealing with a time where students

- are more likely to be from families where both parents work within the formal economy (i.e. both have jobs where they receive monetary wages for their work)?
- c) Was there any consideration given in the reform to the fact that in contemporary Quebec society, the provincial education system is dealing with students who are more likely to come from homes where there is less and less time being devoted to the domestic realm and the skills and knowledge required for its maintenance?
- d) The reform was initiated to have an education system that would better enable Quebec society to tackle and meet the challenges of the 21st century.
- Was there any focus being given to specifically helping families meet these challenges within their homes?
 - Was there more specifically any attention being given to the challenges of mothers and fathers being able to educate and train their children with the knowledge and skills that would have traditionally been taught and done by the mothers as required domestic work (i.e. required because of the societal expectations of past times)?

Appendix 3

Interview 3 (Task Force Member # 2): Question Template

Interview Questions for professionals involved in contracted government reports that dealt with the ministry's decision to remove mandatory home economics from the province's secondary curriculum.

- 1) Were there reports prior to "*Réaffirmer l'école*," which contributed information lead to the recommendations that mandatory home economics be removed from the province's curriculum?
 - 1.1) If so, would you happen to know where I could access these sources of information?
 - 1.2) If not, would you happen to know how the work group formed this recommendation?
- 2) The report states that the family is thought to be a better place to transmit most of the elements of secondary two home economics. Would you know why this is/was thought to be the case?
 - 2.1) Was there any research done or reports consulted to see if Quebec families had the necessary resources and capabilities, to transmit the components of the secondary two home economics curriculum in the home?
 - 2.12) If not, do you know the reason why there was no formal research done on this?
- 3) Do you happen to know if there were any thoughts given towards implementing programs to help ensure that families would have the necessary resources to convey the program's various components in the home after its removal from the province's curriculum?
 - 3.1) If so, were there programs implemented?
 - 3.11) If so, do you happen to know where I can receive information on these programs?
 - 3.12) If not, do you happen to know the reasons why?

- 4) If thoughts were given or suggestions made to ensure the feasibility of the report's recommendation, would you happen to know why they were not included in the 1997 report "Réaffirmer l'école"?
 - 4.1) If the responsibility for making these suggestions was not part of the work group's responsibilities, would you happen to know whose responsibility it fell under?
- 5) Was there known concern within the government over the fact that home economics was to be removed from the curriculum?
 - 5.1) If so do you know what the concerns were?
 - 5.2) Would you happen to know the reasons being provided for those concerns?
 - 5.3) Do you know in particular who was concerned or who was not concerned?
- 6) Was there known concern within the school system over the fact that home economics was to be removed from the curriculum?
 - 6.1) If so do you know what the concerns were?
 - 6.2) Would you happen to know the reasons being provided for those concerns?
 - 6.3) Do you know in particular who was concerned or who was not concerned?
- 7) Was there known concern within the general public over the fact that home economics was to be removed from the curriculum?
 - 7.1) If so do you know what the concerns were?
 - 7.2) Would you happen to know the reasons being provided for the concerns raised?
 - 7.3) Do you know in particular who was generally concerned or was not concerned?

The following set of questions deals, more with general questions on the reform and various thoughts and considerations that it may have taken into account:

- a) In the reform and in the writing of the report was there any thoughts and/or considerations given to the value of the skills of women's unpaid traditional work?
- b) Was there any consideration given in the reform to the fact that in contemporary Quebec society, the provincial education system is dealing with a time where students are more likely to be from families where both parents work within the formal economy (i.e. both have jobs where they receive monetary wages for their work)?
- c) Was there any consideration given in the reform to the fact that in contemporary Quebec society, the provincial education system is dealing with students who are more likely to come from homes where there is less and less time being devoted to the domestic realm and the skills and knowledge required for its maintenance?
- d) The reform was initiated to have an education system that would better enable Quebec society to tackle and meet the challenges of the 21st century.
 - Was there any focus being given to specifically helping families meet these challenges within their homes?
 - Was there more specifically any attention being given to the challenges of mothers and fathers being able to educate and train their children with the knowledge and skills that would have traditionally been taught and done by the mothers as required domestic work (i.e. required because of the societal expectations of past times)?

Appendix 4

Interview 4 (1997 Minister of Education): Question Template

1. Dans l'Énoncé de politique éducative, *L'école, tout un programme* (1997), vous dites que les choix de l'énoncé « ont mûri au fil d'un long processus d'analyse de consultations publiques, de débat public et, plus récemment, grâce à la réflexion plus approfondie du Groupe de travail sur la réforme du curriculum: *Réaffirmer l'école* qui constitue une référence pour la politique éducative que [vous avez mis en] avant» (p.3).

Comment est-ce que vous, madame en temps que la Ministre, êtes arrivée à produire cet Énoncé de politique éducative? Est-ce que plusieurs personnes travaillaient ensemble pour décider des suggestions et des références qui formeraient cette politique éducative (qui serait la base de la réforme)?

2. Est-ce qu'il y avait des intérêts ou des inquiétudes exprimés par le Ministère ou l'Assemblée Nationale sur la décision de supprimer le programme d'Économie familiale du régime pédagogique?
 - 2.1) Si oui, pouvez-vous nous dire quels étaient ces intérêts ou inquiétudes?
 - 2.2) Vous souvenez-vous de qui, en particulier, était intéressé à la suppression du programme d'Économie familiale?
3. La société québécoise a-t-elle exprimé son intérêt ou son inquiétude face à la suppression du Programme d'Économie Familiale du régime pédagogique?
 - 3.1) Si oui, pouvez-vous nous dire quels étaient ces intérêts ou inquiétudes?
 - 3.2) Vous rappelez-vous de qui, en particulier, était intéressé à la suppression de ce programme?
4. Est-ce qu'il y avait des intérêts ou inquiétudes exprimés par les individus travaillant dans le système de l'éducation par rapport à la suppression du programme d'Économie Familiale du régime pédagogique?
 - 4.1) Si oui, pouvez-vous nous dire quels étaient ces intérêts ou inquiétudes?
 - 4.2) Vous souvenez-vous de qui, en particulier, était intéressé à la suppression du programme d'Économie familiale?
5. En Amérique du Nord, les familles sont souvent composées de parents qui travaillent à l'extérieur du domicile. Ainsi, les familles elles-mêmes ont de moins en moins de temps à consacrer à la transmission des connaissances et aptitudes nécessaires au fonctionnement et au maintien des activités de la vie domestique. Dans la société contemporaine du Québec, il y

a de plus en plus d'étudiants qui viennent de familles où les deux parents travaillent hors du domicile.

Est-ce que ce fait a été considéré lorsque la décision d'enlever le programme d'Économie familiale du régime pédagogique a été prise?

6. Plus spécifiquement, est-ce que le Ministère a pensé au fait que les étudiants du Québec viennent de familles où il y a de moins en moins de temps à consacrer pour transmettre les connaissances et les aptitudes nécessaires au fonctionnement et au maintien du domaine (travail) domestique?
7. Est-ce que le Ministère a considéré le fait qu'il y a de moins en moins de familles où la moitié des ressources parentales est attribuée au maintien et au fonctionnement des activités de la vie domestique?
8. Avez-vous pensé aux conséquences que cela entraînerait, sur la valeur et l'importance les familles donnerai/place sur le domaine domestique et le travaille nécessaire pour son maintenir?

Avez-vous pensé aux conséquences que cela entraînerait?
(Spécifiquement, sur la valeur et l'importance les familles donnerai/place sur le domaine domestique et le travaille nécessaire pour son maintenir)

9. Est-ce qu'il a eu des mentions ou des suggestions pour créer ou pour travailler avec d'autres Ministères du gouvernement (i.e. Ministère de la famille) pour mettre en œuvre des programmes qui assureraient que les familles du Québec aient les ressources et les aptitudes nécessaires pour transmettre le contenu du programme d'Économie Familiale (enlevé par la réforme) chez eux?

Appendix 5

Ethics Forms

Title: The Removal of Mandatory Home Economics from Quebec's Education Curriculum

Applicant: Crystal Deschambault

1. Purpose and Rationale for the Research

This research project will be looking at the Quebec Ministère de l'Éducation's decision to remove mandatory home economics from the province's secondary school curriculum. This is being done as part of an investigation around the value of women's unpaid traditional work in contemporary Quebec society. The removal of home economics within the province's latest education reform is specifically being looked at since many of the basic components that are essential to much of women's unpaid traditional work are components that have typically and traditionally composed the curriculum of home economics. The rationale behind this research is that much of women's unpaid work is necessary in the construction of sustainable and socially just societies.

This research project involving human subjects is necessary since there appears to be no clear documented reason for the ministry's decision to remove mandatory home economics from the province's curriculum. The new knowledge that is expected as a result of this research is to gain a better sense of the value and consideration being given to women's unpaid traditional work within the contemporary setting of Quebec society's education sector.

2. Methodology/Procedure

General Methodological Details

The study will consist of a review of government documents and semi-structured interviews that will be acquired through snowball sampling. The interviews will be conducted with government officials (current and former) and with professionals who were involved with the ministry's decision to remove mandatory home economics from the province's secondary curriculum. All interviews will be conducted by phone, and by the project's principle researcher, Crystal Deschambault. In cases where future interviews raise additional questions, past interview participants will then be revisited for additional information.

All of the interviewees (government officials and professionals involved in the ministry's decision and in producing government contracted reports) are being interviewed to obtain public information as to the reasons why home economics was removed and to evaluate the reasons for its removal⁴. All requested evaluation is being asked of them in terms of their professional

⁴ An application for ethics review is being submitted because interviews may require officials to professionally and critically evaluate reasons and information on ministry decisions made by their supervisors and/or pass co-workers and peers.

opinion. Semi structured telephone interviews are specifically being conducted to allow the researcher the ability to obtain the proper depth of information and details with regards to decisions made and actions carried out by the ministry, as well as their reasons for their decisions and actions. It is hoped that this interview method will allow interview participants the opportunity to expand their responses where appropriate.

See appendix 5.1: Interview questions for government officials (past and present) involved with the ministry's decision to remove mandatory home economics from the province's secondary curriculum.

See appendix 5.2: Interview Questions for professionals involved in contracted government reports that deal with the ministry's decision to remove mandatory home economics from the province's secondary curriculum.

3. Participants Involved in the Study

The potential participants recruited for this study, will solely consist of government officials (present and former) and other professionals who were involved with the ministry's decision to remove mandatory home economics. The study will also involve professionals who were involved in producing government contracted reports that dealt with the removal of mandatory home economics from the province's new secondary curriculum. There is likely to be a maximum of nine participants involved in this study.

4. Recruitment Process and Study Location

As mentioned in the Methodology and Procedures section of this application, all participants will be obtained through snow ball sampling. Sampling will initially begin with the Quebec ministry of education; all sampling selection and interviews will be conducted by the project's principle researcher, Crystal Deschambault via e-mail and telephone.

The e-mail note and verbal Introduction script to be used in the recruitment of government officials who were involved in the province's curriculum changes, is attached. See appendix 5.3.

The e-mail note and verbal Introduction script to be used in the recruitment of professionals who contributed to contracted government reports, with regards to curriculum changes, is attached. See appendix 5.4.

5. Compensation of Participants

There will be no financial compensation for participants.

6. Feedback to Participants

Participants will be granted feedback through the provision of a feedback letter and statement of appreciation, which will be accompanied with their interview transcripts. Upon completion of the project participants will be sent a final copy of the research project for their own personal and professional interest.

See appendix 5.5, for a template of the project's feedback letter and statement of appreciation.

Potential Benefits from the Study

1. Direct Benefits to the Participants

Direct benefits for the participants include the opportunity to have their professional voice independently, heard without fear of judgment or repercussion from their peers. Participants will also have the ability to further reflect upon recommendations made to the ministry and decisions made by the ministry at the initial stages of the province's education reform.

2. Indirect Benefits to the Participants

The indirect benefits for participants in this study, is that this research project will help contribute to the body of knowledge regarding the value of women's unpaid traditional work. It will do this by examining how the components of women's unpaid traditional work engulfed in Home economics are perceived and treated in Quebec's contemporary public education system. It is hoped that this contribution will help in increasing the considerations and recognition given to the value of women's unpaid labor and hence help in creating more sustainable and socially just societies.

Potential Risks to participants from the Study

1. Known and Anticipated Risks/Stressors to Participants

There are no major, likely risks associated with this study. Since, however, interviewees may be asked to professionally and critically evaluate reasons and information from reports produced for the education reform, as well the ministry's decisions regarding the reform; it is possible that interviewees may be evaluating reasons for decisions that were not made by them, but by supervisors and/or predecessors. If sources were identified there may be tensions. The questions themselves may also cause minimal amounts of personal stress and discomfort as participants reflect and answer the questions being asked to them.

2. Procedures and Safeguards in place to Protect Participants

To protect against possible tensions from professional evaluations given by participants that may come forth as a result of the interviews that I am conducting, I am requesting informed consent and maintaining confidentiality. For further details on this, please see the "Anonymity of Participants and Confidentiality of Data" section of this application.

During the interview process, the interviewer (myself) will at all times exercise caution and empathy, as to minimize the amounts of stress and discomforts participants may experience while answering and reflecting upon the questions being asked. Participants will also be made aware of the fact that they have the right to not answer any of the questions being asked of them and that they are free to withdraw from the study at any point.

Informed Consent Process

1. Informed consent letter

Informed consent forms will be dispersed via e-mail prior to the interview, and the interviewees will be asked to send a return e-mail with their consent. Verbal consent will then be asked on the phone before the interview begins. If necessary the consent form will be read to the interviewee on the phone, this will be done in cases where the interviewee has not yet read the form or is unsure of what they have read. If they have not yet returned the form dispersed by e-mail, their verbal consent will be asked for on the phone and it will be requested that they also send in their electronic consent after the interview is completed. If they no longer have an electronic copy of the consent form, a second copy will be sent out immediately.

See appendix 5.6 for a copy of the consent form to be used.

2. Justification for Not Obtaining Written Consent:

Verbal and electronic consent is being requested for the interview portion of this research project, since there is no physical way that the researcher can meet with the interviewees to have them sign the consent forms. Forms will not be sent via Canada post do to a likely low response rate and the monetary costs it would incur for the project.

Anonymity of Participation and Confidentiality of Data

1. Procedures with regards to anonymity and confidentiality

Due to the nature of the proposed research methods (interviews), complete anonymity cannot be guaranteed. However, participants will be promised confidentiality. The primary researcher, myself, Crystal Deschambault, will assign a respondent number to each interviewee to ensure confidentiality throughout the research process and publication phases of this project. The names of the participants, with regards to the information they provide in the interviews will not be made known or linked in the publication of this research project and its final results. Furthermore, quotations used in the report from the interviews will be unattributed. The principle researcher myself, Crystal Deschambault will be the only individual with access to the names linked to the respondent numbers.

Following the interviews all notes will be transcribed via computer and copies of the interviewees' transcripts will be sent to them for revision via their individual e-mail addresses. Electronic and paper copies of all results and transcripts will be safely stored at the researcher's office in her home. After the research project is completed the information will be held secure for five years at which point paper documents will be burned or shredded and electronic copies will be erased unless interviewees have requested for their individual information to be returned to them.

APPENDIX 5.1:

Interview Questions for government officials (past and present) involved with the ministry's decision to remove mandatory home economics from the province's secondary curriculum:

- 1) Upon receiving the report "Réaffirmer l'école" how did the review process function and how many people were involved?
 - 1.1) Who were the people reviewing the report?
- 2) Were there specific elements that were looked at in the review?
 - 2.1) If so what were those elements?
 - 2.2) Was there any special consideration given to the recommendation that the subject of Home economics was not to be a part of the cycle one curriculum?
- 3) Was there known concern within the government over the fact that home economics was to be removed from the curriculum?
 - 3.1) If so do you know what the concerns were?
 - 3.2) Would you happen to know the reasons being provided for those concerns?
 - 3.3) Do you know in particular who was concerned or who was not concerned?
- 4) Was there known concern within the school system over the fact that home economics was to be removed from the curriculum?
 - 4.1) If so do you know what the concerns were?
 - 4.2) Would you happen to know the reasons being provided for those concerns?
 - 4.3) Do you know in particular who was concerned or who was not concerned?
- 5) Was there known concern within the general public over the fact that home economics was to be removed from the curriculum?
 - 5.1) If so do you know what the concerns were?

- 5.2) Would you happen to know the reasons being provided for the concerns raised?
- 5.3) Do you know in particular who was generally concerned or was not concerned?
- 6) Did any of the concerns expressed or known reasons for concern have any affect on the decision to accept report's suggestion that home economics be removed from the province's curriculum?
- 7) Given the report's suggestion that the family was a better place to convey most of the program of home economics; did the ministry work with any other sectors or groups to help ensure that families would have the necessary resources to convey the program's components, since they would no longer be a part of the provincial curriculum?
- 8) Is there any particular individuals that you think I may find it useful to conduct further interviews with, or who may be able to help me acquire more information on the removal of mandatory home economics from the Quebec school system?
- 9) Would you happen to have the contact information available for others who were involved in the review process that led to the acceptance of this report?

APPENDIX 5.2:

Interview Questions for professionals involved in contracted government reports that dealt with the ministry's decision to remove mandatory home economics from the province's secondary curriculum.

- 1) In the 1997 report "Réaffirmer l'école," it is recommended that secondary two home economics be removed from the curriculum. Was there a particular individual or group of individuals who were responsible for this recommendation/suggestion?
- 2) Were there prior reports who contributed information, which lead to the recommendations that mandatory home economics be removed from the province's curriculum?
 - 2.3) If so, would you happen to know where I could access these sources of information?
 - 2.2) If not, would you happen to know how the work group formed this recommendation?
- 3) At the time the work group was writing the report, were there suggestions coming from other sources or previous research on Quebec's education system that suggested that home economics should not be removed from the province's curriculum.
 - 3.1) If so, would you happen to know what those sources are?
 - 3.2) If so, would you happen to know how the group took this information into consideration?
 - 3.21) What were the factors that caused them to reject these suggestions?
- 4) The report states that the family is thought to be a better place to transmit most of the elements of secondary two home economics. Would you happen to know why this is/was thought to be the case?
 - 4.1) Was there any research done or reports consulted to see if Quebec families had the necessary resources and capabilities, to transmit the components of the secondary two home economics curriculum in the home?
 - 4.11) If so, do you happen to know where I can access these reports or information?
 - 4.12) If not, do you know the reason why there was no formal research done on this?

- 5) Do you happen to know if there were any thoughts given towards implementing programs to help ensure that families would have the necessary resources to convey the program's various components in the home after its removal from the province's curriculum?
 - 5.1) If so, were there programs implemented?
 - 5.11) If so, do you happen to know where I can receive information on these programs?
 - 5.12) If not, do you happen to know the reasons why?
- 6) If thoughts were given or suggestions made to ensure the feasibility of the report's recommendation, would you happen to know why they were not included in the 1997 report "Réaffirmer l'école"?
 - 6.1) If the responsibility for making these suggestions was not part of the work group's responsibilities, would you happen to know whose responsibility it fell under?

Possible Question dependent on the answer from question 1:

Would it be possible to have the contact information of the individuals/group that was responsible for the recommendations on changing the status of mandatory home economics within the province's curriculum?

APPENDIX 5.3:

Template of E-mail note/ Verbal Introduction Script for government officials involved with the curriculum changes:

Hello _____,

My name is Crystal Deschambault and I am a student at Dalhousie University in Halifax, Nova Scotia. Currently I am in the process of completing an undergraduate, combined-honors degree in environmental sciences and international development studies. As my honors thesis I am researching Quebec's decision to remove mandatory Home Economics from the province's reformed secondary curriculum. I am researching this on the grounds that many of the skills and knowledge typically engulfed in the field home economics are valuable assets in constructing and maintaining sustainable and socially just societies.

I was wondering if it would be possible to make arrangements for an interview with you. The interview would be in regards to some questions I had around the ministry of education's decision to have secondary two home economics removed from the province's formal curriculum. The purpose of the interview would be to help compliment the information that I have been finding in government papers and documents. The purpose would also be to obtain further information on the reasons behind the ministry's decision as well as achieve a better understanding of the various reactions in Quebec society at the time the decision was being made.

It is expected that this interview would take no more then 30-60 minutes, although it will be highly dependent on the length of answers provided. Following the interview, transcripts of the interview's notes would be sent to you for review. You would be invited to make additional comments, within the week you received the transcripts. Upon completion of my study I would forward a final copy of my thesis to you and in future a copy of any publications that stemmed from it.

Your participation in my research project would be valuable in helping achieve a better understanding of why specifically home economics was removed from the province's curriculum. It would also help provide a better understanding on how the components that composed the curriculum of secondary two home economics currently exist within contemporary Quebec society.

I look forward to your reply,
Sincerely,

Crystal Deschambault

****Note:** *When used as a verbal script the elements in gray would be removed and in both the case of a verbal introduction and introductory e-mail there would be minor alterations depending on the professional who contributed to the report and the specific report they contributed to.*

APPENDIX 5.4:

Template of E-mail note/ Verbal Introduction Script for professionals contracted for Government Reports:

Hello _____,

My name is Crystal Deschambault and I am a student at Dalhousie University in Halifax, Nova Scotia. Currently I am in the process of completing an undergraduate, combined-honors degree in environmental sciences and international development studies. As my honors thesis I am researching Quebec's decision to remove mandatory Home Economics from the province's reformed secondary curriculum. I am researching this on the grounds that many of the skills and knowledge typically engulfed in the field home economics are valuable assets in constructing and maintaining sustainable and socially just societies.

I was wondering if it would be possible to make arrangements for an interview with you. The interview would be in regards to some questions I had after reading the report that you contributed to on the province's curriculum reform. In particular my questions would be on your findings and/or suggestions with regards to secondary two home economics and the provincial curriculum. The purpose of this interview would be to help compliment the information that I have been finding in government papers and documents.

It is expected that this interview would take no more then 30-60 minutes, although it will be highly dependent on the length of your answers. Following the interview, transcripts of the interview's notes would be sent to you for review. You would be invited to make additional comments, within the week you received the transcripts. Upon completion of my study I would forward a final copy of my thesis to you and a copy of any publications that stemmed from it.

Your participation in my research project would be valuable in helping achieve a better understanding of why specifically home economics was removed from the province's curriculum. It would also help provide a better understanding on how the components that composed the curriculum of secondary two home economics currently exist within contemporary Quebec society.

I look forward to your reply,
Sincerely,

Crystal Deschambault

****Note:** *When used as a verbal script the elements in gray would be removed and in both the case of a verbal introduction and introductory e-mail there would be minor alterations depending on the professional who contributed to the report and the specific report they contributed to.*

APPENDIX 5.5:

Template of Feedback Letter and Statement of Appreciation

Hello _____,

I would like to thank you for your time, the information you were able to provide me with during the interview was most useful and greatly appreciated. I have attached to this e-mail, transcripts of my interview notes. I once again, invite you to add any information you feel is relevant. Furthermore, feel free to contact me if you feel that there was anything that was miss-recorded. If I have not heard from you within the week following your receipt these interview notes and details, I will assume that everything is to your satisfaction. Once I have completed the project I will send you a final copy of my thesis, as well as a copy of any publications that may materialize from it in future.

As stated earlier, participation in this research project and the information you provided me will be kept confidential. If you have any questions or concerns, feel free to contact me at any point.

Thank you once again.

Sincerely,

Crystal Deschambault

APPENDIX 5.6: Consent Form

The Removal of Mandatory home Economics from Quebec's Education Curriculum

Crystal Deschambault
Combined Honors, Environmental Sc. & International Development, BSc. student
Dalhousie University
1960 Oxford st.
Halifax, N.S.
Phone: (902) 446-2917
Email: c.deschambault@dal.ca

Introduction and Purpose of the Study

My name is Crystal Deschambault and I am a student at Dalhousie University in Halifax, Nova Scotia. Currently I am in the process of completing an undergraduate, combined-honors degree in environmental sciences and international development studies. As my honors thesis I am researching Quebec's decision to remove mandatory Home Economics from the province's reformed secondary curriculum. I am researching this on the grounds that many of the skills and knowledge typically engulfed in the field of home economics are valuable assets in constructing and maintaining sustainable and socially just societies.

Specifically, my research project will explore the removal of home economics from Quebec's education curriculum and it's relation to the value of women's unpaid traditional work within contemporary society.

I am inviting you to participate in this research study. Your participation in this research project is completely voluntary and you may withdraw at any time. A description of the study and any involved risks or inconveniences can be found in the information below as well as the potential benefits that may stem from the research project. Any questions you have about this research project should be discussed with myself, Crystal Deschambault.

Research Project Design

The research project involves one-on-one telephone interviews, conducted by, myself, Crystal Deschambault. There would be one primary interview and the possibility of a second interview should new information emerge later in the study, which would cause a further consultation to be beneficial. Interviews for the study are going to be semi-structured and consist primarily of open ended questions. These interviews are being conducted to compliment a review of government documents on the education reform, which has already taken place.

Research Project Participants Selection

Participants for this project are being selected for their involvement and expertise in regards to the curriculum changes in Quebec's education reform. Participants are being selected by referrals

from others involved in the education reform and in reference to documents and reports that they prepared for the Quebec provincial government and its ministries at the time of the reform.

Who will be conducting the Research

The research will be conducted by the principal researcher, myself Crystal Deschambault, under the supervision of Dr. Patricia Glazebrook. I will be conducting the interviews as well as transcribing and analyzing the interview notes. After the notes have been transcribed I will e-mail you the transcripts to provide you with the opportunity to review them and make any additions and/or changes.

What you will be asked to do

You will be asked to participate in a telephone interview with myself, Crystal Deschambault at a time that is convenient for you. As mentioned above, after the interview notes have been transcribed they will be e-mailed to you so that you can review them and have the opportunity to make any additions or changes you feel are appropriate. It is estimated that the total time you spend participating in this research project will not surpass 2hrs.

Possible Risks and Discomforts

There are minimal risks associated with your participation in this research project. There may be minimal amounts of personal stress and discomfort as you reflect and answer the questions from the interview, however this is expected to be minimal since all questions will only be requiring for your professional opinion and there will be no questions of a personal nature. Although, it should be noted that certain portions of the interview may require you to professionally and critically evaluate reasons and information from reports produced for the education reform, as well the education ministry's decisions regarding the reform. In these situations it is possible that you may be evaluating reasons for decisions that were not made by you, but instead by your supervisors and/or predecessors. If sources were identified in these cases there may be some tensions. Hence, the research project is guaranteeing that your identity will be protected. Furthermore, at any point during the project you may decide not to answer a question, or decide to withdraw from the study completely.

All of the above risks in this project associated with your participation will be mitigated by assuring that results provided in the interviews cannot be linked back the particular individual who provided them. All information discussed in the final project, will be discussed using respondent numbers and all quotes will be unattributed.

For further mitigation details on the above mentioned risks and discomforts please see the 'confidentiality and anonymity' section of this form.

Possible Benefits

Possible benefits for you as a participant, participating in this study, may include the opportunity to have your professional voice independently heard, as well as the opportunity to further reflect

upon recommendations made to the ministry and/or reflect on decisions made by the ministry at the initial stages of the education reform.

Possible indirect benefits to your participation in this study include, helping enable a contribution of information regarding the value of women's unpaid traditional work in contemporary society, hopefully enabling a better understanding of our present day world. It is hoped that this contribution will help in increasing the considerations and recognition given to the value of women's unpaid labor and hence help in creating more sustainable and socially just societies.

Compensation/Expense Reimbursement

There will be no compensation for participation in this study.

Confidentiality & Anonymity

This research project will assure that your name is anonymous to other participants participating in this project. As well as in any publications that might stem from the research conducted for this particular project. As mentioned above confidentiality will be maintained. All information discussed in the final project, will be discussed using respondent numbers. All quotes used in the project report or publications stemming from this research project will be unattributed.

Following the interviews all notes will be transcribed via computer and copies of your interview transcripts will be sent to you for revision via your e-mail account. Within the week of your receipt of the transcripts, you will be encouraged to review them and add in additional information and comments and/or make any changes you feel are appropriate. After this point it will be assumed you are satisfied with the information collected.

All electronic and paper copies of the results collected and transcripts produced will be safely stored at the researcher's home office. After the research project is completed the information will be held secure for five years at which point paper documents will be burned or shredded and electronic copies will be erased unless you have request your information to be returned to you.

Questions

If you have any questions regarding this research project and its details please contact Crystal Deschambault at (902) 446-2917, or by e-mail at c.deschambault@dal.ca. If at any point there is new information brought forth during the course of the research project that may affect your decision to participate, you will be notified and informed of it. You are encouraged to keep a copy of this consent form for your records.

Problems or Concerns

If at any point you have any questions or concerns regarding your participation in this project, or you experience any difficulties. Please feel free to contact Dr. Tarah Wright, Director of Dalhousie University's Environmental Programmes for assistance: (902) 494-3683, tarah.wright@dal.ca

Verbal Consent and electronic consent

Should you agree to be interviewed, it is being requested that you send a reply e-mail to confirm that you have read and understood the explanation provided on this research project. If you could copy and paste the below passage in into an e-mail, with the appropriate sections completed and return it to c.deschambault@dal.ca it would be greatly appreciated. It should also be noted that verbal consent will also be requested on the phone before the interview proceeds

Date: _____

I _____ have read the explanation about this research project. I have had the opportunity to discuss it and receive answers to all of my questions in regard to the project itself. I consent to participate in this research project and understand that participation is completely voluntary and that I am free to withdraw from the project at any time.

I _____, also consent to be contacted at a later date in order to review my transcripts.

Appendix 6

Ethics Amendment

March 19, 2009

Ethics Amendment for the project:

The Removal of Mandatory Home Economics from Quebec's Education Curriculum

Applicant: Crystal Deschambault

The following amendment is being requested:

Permission to record a phone interview with an audio device, for the purpose of ensuring a higher accuracy in the interviewer's notes and transcripts of the interview/conversation.

To ensure the rights and well being of the person being interviewed is fully protected, the following changes to the original consent form (submitted with the original ethics application) have been made :

-Research Design: indicates that it will be asked if the interview can be audio recorded.

-What you will be asked: indicates that interview will be audio recorded if consent is given

-Confidentiality & Anonymity: indicates that portions relevant (i.e. to be used) in the research project from the audio recording, will be transcribed with the interview notes taken, and then returned to the participant for their review.

Confidentiality & Anonymity further indicates that the recordings will be safely stored in the interviewer's home office and destroyed after 5yrs (unless otherwise requested).

Written consent to have the interview audio recorded was also asked in the consent form, and the participant will also be asked at the start of the interview for their verbal consent.

**** A French copy of the altered consent form to be provided to the person being interviewed is included with this amendment request.**

Le retrait de l'enseignement obligatoire de l'Économie Familiale du curriculum des écoles au Québec

Crystal Deschambault
Double baccalauréat avec distinction en Sciences environnementales
et Développement international,
Étudiante B.Sc. à l'université Dalhousie
1960 Oxford St.
Halifax, N.S.
Téléphone: (902) 446-2917
Courriel: c.deschambault@dal.ca

Présentation et objectifs de l'étude

Je m'appelle Crystal Deschambault et je suis étudiante à l'université Dalhousie à Halifax, Nouvelle-Écosse. Je suis présentement en dernière année de mon double baccalauréat avec distinction en Sciences environnementales et en Développement international. Pour ma thèse, j'étudie la décision du Québec de retirer l'enseignement obligatoire de l'Économie Familiale du curriculum des écoles de la province, au cours de la réforme. J'effectue ma recherche en me basant sur le fait que nombre de ces compétences et connaissances typiquement incorporées dans le domaine domestique et le travail domestique sont de précieux atouts pour construire et maintenir une société durable et socialement juste.

Plus spécifiquement, ma recherche explorera le retrait de l'Économie Familiale du curriculum des écoles du Québec et la relation qui existe avec l'importance du travail traditionnel non-rémunéré des femmes au sein de la société contemporaine.

Je vous invite à participer à cette recherche. Votre participation dans le cadre de ce projet de recherche est entièrement bénévole et vous pouvez vous retirer à tout moment. Une description de cette étude et des risques ou désagréments possibles est disponible ci-dessous ainsi que des avantages potentiels pouvant résulter de ce projet de recherche. Les questions à propos de ce projet de recherche peuvent m'être directement posées à moi-même, Crystal Deschambault.

Conception du projet de recherche

Ce projet de recherche se base sur des entrevues téléphoniques individuelles, conduites par moi-même, Crystal Deschambault. Il comprend un premier entretien avec la possibilité d'un second si l'obtention de nouvelles informations s'avérait nécessaire au cours de la recherche et permettrait d'en retirer des effets bénéfiques d'une consultation à venir. Les entrevues pour cette recherche seront structurées de manière souple et seront principalement constituées de questions à réponses ouvertes. Ces entretiens sont menés pour compléter une revue de documents du gouvernement sur la réforme scolaire qui a déjà eu lieu. Il sera demandé si les entrevues peuvent être enregistrées avec un appareil audio.

La sélection des participants pour le projet de recherche

Les participants à ce projet sont sélectionnés au regard de leur implication et expertise par rapport aux changements du curriculum dans le cadre de la réforme scolaire au Québec. Les participants sont sélectionnés par recommandation d'autres personnes impliquées dans la réforme scolaire et au regard des documents et rapports qu'ils ont rédigés pour le gouvernement provincial du Québec et ses Ministères au moment de la réforme.

Qui mènera la recherche

La recherche sera conduite par le chargé de recherche principal, moi-même, Crystal Deschambault, sous la supervision du Dr. Patricia Glazebrook. Je vais mener ces entretiens ainsi que la retranscription et l'analyse des notes. Une fois ces notes retranscrites, je vous les enverrai par courriel pour vous donner l'opportunité de les vérifier et d'y apporter tout ajouts ou changements jugés nécessaires.

Ce qu'on attend de vous

Je vous demanderai de participer à un entretien téléphonique avec moi-même, Crystal Deschambault, à un moment qui vous conviendra. Je demanderai également que cet entretien soit enregistré avec un appareil audio (si consentement accordé). Comme mentionné ci-haut, une fois les notes de l'entrevue retranscrites, elles vous seront envoyées par courriel pour que vous puissiez les vérifier et avoir l'opportunité de faire les ajouts ou changements que vous jugez nécessaires. La durée totale estimée pour votre participation à ce projet de recherche ne dépasse pas deux heures.

Risques et désagréments possibles

Les risques liés à votre participation à ce projet de recherche sont de faible portée. Vous pourrez subir de légères formes de stress et d'inconfort lorsque vous réfléchirez et répondrez aux questions de l'entrevue. Cependant, celles-ci ne devraient pas être conséquents dans la mesure où toutes les questions ne requerront que votre opinion professionnelle et qu'aucune des questions ne sera de nature personnelle. Toutefois, veuillez noter que certaines parties de l'entretien peuvent faire appel à votre évaluation professionnelle et critique des raisons qui sont à l'origine de décisions que vous n'avez pas prises vous-même, mais qui sont du fait de vos superviseurs et/ou prédécesseurs. Si nos sources venaient à être identifiées, cela pourrait générer des tensions. C'est pourquoi le projet de recherche vous garantit la protection de votre identité. De plus, vous pouvez à tout moment décider de ne pas répondre à une question ou renoncer à participer à la recherche.

Tous les risques mentionnés ci-dessus pouvant résulter de votre participation seront limités par l'assurance que les résultats issus des entretiens ne pourront être reliés à l'individu en particulier qui les a fournis. Toutes les informations avancées dans le projet final le seront en utilisant un numéro pour se référer aux personnes interrogées et aucune citation ne sera attribuée.

Pour plus de détails sur les mesures de limitation des risques et désagréments mentionnés ci-dessus, veuillez vous référer à la section « confidentialité et anonymat » de ce formulaire.

Avantages potentiels

Les avantages que vous pourriez retirer en tant que participant à cette recherche peuvent inclure la possibilité de vous faire entendre de manière indépendante dans votre milieu professionnel, ainsi que l'opportunité de pousser la réflexion sur les recommandations faites au ministère et/ou sur les décisions prises par le ministère dans les premières phases de la réforme scolaire.

Les avantages indirects possibles que vous pourriez retirer de votre participation à cette recherche incluent d'aider à permettre une contribution par rapport à l'importance du travail traditionnel non-rémunéré des femmes dans la société contemporaine, et peut-être permettre une meilleure compréhension du monde actuel. Nous espérons que cette contribution aidera à mieux considérer et reconnaître l'importance du travail traditionnel non-rémunéré des femmes et ainsi aider la création de sociétés durables et socialement plus justes.

Compensation/Remboursement des frais

Aucune compensation ne sera attribuée pour la participation à cette recherche.

Confidentialité et anonymat

Ce projet de recherche s'assurera de l'anonymat de votre identité vis-à-vis des autres participants de ce projet, ainsi que dans toutes publications qui pourraient découler de la recherche conduite pour ce projet. Comme mentionné ci-dessus, la confidentialité sera maintenue. Toutes les informations avancées dans le projet final le seront en utilisant un numéro pour se référer aux personnes interrogées. Aucune citation utilisée dans le rapport de ce projet ou dans les publications qui découleront de ce projet de recherche ne sera attribuée.

À la suite des entretiens, toutes les notes seront retranscrites, de même que certaines parties pertinentes de l'enregistrement audio, via ordinateur et des copies des retranscriptions vous seront envoyées pour vérification via courriel. Dans la semaine suivant leur réception, vous serez invité(e) à les vérifier et à ajouter toutes informations supplémentaires et commentaires et/ou faire tout changements que vous jugerez approprié. Passée cette date, nous considérerons que vous êtes satisfait(e) des informations collectées.

Toutes copies papier, électronique et audio des résultats collectés et des retranscriptions seront entreposées en sécurité au bureau du chargé de recherche. Une fois le projet de recherche terminé, les informations seront gardées en sécurité pendant cinq années, après quoi tout document papier sera brûlé ou déchiqueté et les copies électroniques et audio seront effacées à moins que vous ne formuliez la demande pour que vos informations vous soient retournées.

Questions

Pour toutes questions portant sur ce projet de recherche et ses détails, veuillez contacter Crystal Deschambault au (902) 446-2917 ou par courriel à c.deschambault@dal.ca. Si à tout moment, lors de ce projet de recherche, l'apparition de nouvelles informations devait affecter votre

décision d'y participer, vous en seriez informé(e) et elles vous seraient notifiées. Nous vous encourageons à conserver une copie de ce formulaire de consentement pour votre archivage personnel.

Problèmes ou Soucis

Si à tout moment, vous aviez des questions ou des soucis concernant votre participation à ce projet, ou si vous rencontrez des difficultés, vous pouvez contacter Dr. Tarah Wright, Directrice des Programmes environnementaux de l'université Dalhousie : (902) 494-3683. tarah.wright@dal.ca.

Accord verbal et électronique

Si vous acceptez l'entretien, il vous est demandé d'envoyer un courriel de réponse pour confirmer que vous avez lu et compris les explications fournies sur ce projet de recherche. Nous vous serions gré d'**envoyer une copie de la page suivante** par courriel avec les mentions remplies à c.deschambault@dal.ca. Il est à noter qu'un accord verbal sera également requis avant le début de l'entrevue téléphonique.

Date: _____

Je soussigné(e), _____, confirme avoir lu les explications concernant ce projet de recherche. J'ai eu l'occasion de poser des questions à ce propos et j'ai reçu des réponses à toutes mes questions au sujet de ce projet en lui-même. Je consens à participer à ce projet de recherche et comprends que ma participation est entièrement bénévole et que je suis libre de me retirer de ce projet à tout moment.

Je soussigné(e), _____, consent également à être contacté(e) ultérieurement afin de vérifier mes retranscriptions.

Accord verbal et électronique (2^{ième} partie)

Si vous acceptez que l'entretien soit enregistré avec un appareil audio, il vous est demandé d'envoyer un courriel de réponse pour confirmer que vous avez lu et compris les explications fournies sur ce projet de recherche. Nous vous serions gré d'**envoyer une copie de la page suivante** par courriel avec les mentions remplies à c.deschambault@dal.ca. Il est à noter qu'un accord verbal sera également requis avant le début de l'entretien téléphonique.

Je soussigné _____ consent à ce que l'entrevue téléphonique soit enregistré avec un appareil audio.

Appendix 7

Key Reports and Documents Taken into Consideration

The following table summarizes the key government documents and reports of Quebec’s elementary and secondary school curriculum reform, specifically in regards to the removal of secondary II, home economics, from the provincial curriculum.

Date Released	Title	Significance
June 1994	<p><i>Preparing our Youth for the 21st Century : Report of the Task Force on Elementary and Secondary School Learning Profiles,</i></p> <p>The Task Force on Elementary and Secondary School Learning Profiles (Chaired by Mr. Claude Corbo)</p>	<p>A report fulfilling the mandate of the 1994 minister of education, Mr. Jacques Chagnon, suggesting points for public discussion on the province’s elementary and secondary school learning profiles (The Task Force on Elementary and Secondary School Learning Profiles, 1994, p. iii). As stated by Chagnon, the report was intended to establish the groundwork for public debate and discussion regarding the knowledge and skills Quebec students should have in order to adequately meet the challenges of the 21st century” (p. v). In an interview with the 1997 minister of education, Pauline Marois, it was stated that findings of this report were used by the Commission for the Estates General on Education as a building point (March 20, 2009).</p>
January 1996	<p><i>The Estates General on Education: 1995-1996: The State of Education in Québec,</i></p> <p>Commission for the Estates General on Education (Chaired by Robert Bisailon and Lucie Demers)</p>	<p>A report that summarizes the comments, concerns, and opinions brought forth by the Quebec population in the first round of public hearings held by the Commission for the Estates General. As noted by member #2 from the Task Force on Curriculum Reform, it was stated in section 3 of the Commissions for the Estates General on Education that there was a need to de-clutter timetables in the province’s education system and assure the new curriculum would allow enough time for the essentials to be taught (personal communication, March 6, 2009).</p> <p>In chapter 4 of the report from the Task Force on Curriculum Reform, they state that hearings from the Estates General on Education revealed that teachers and students were complaining about overlaps in the curriculum and they felt “that certain subjects should really be taught at home” (p. 53, 1997).</p>
Beginning of 1997	<p><i>A New Direction for Success : Ministerial Plan of Action for the Education System,</i></p> <p>Issued by the Ministry of Education (Minister of Education and Minister Responsible for Family Policy)</p>	<p>A document published for Quebec students, parents, and partners in the education community, outlining the implementation measures for the seven major lines of action defined by the ministry as a result of the completion of the work by the Estates General on Education. These lines of action, were/are intended to help as many students as possible succeed.</p> <p>The second line of action, “Teaching the Essential Subjects,” states that a task force, chaired by Paul Inchauspé would be “mandated to make recommendations to the Minister on changes</p>

	Pauline Marois)	to the elementary and secondary curricula” (1997). This document also outlines the expectations and the general tasks to be accomplished by the Task Force.
June 1997	<p><i>Reaffirming the Mission of Our Schools: A New Direction for Success: Report of the Task Force on Curriculum Reform,</i></p> <p>The Task Force on Curriculum Reform (Chaired by Mr. Paul Inchauspé)</p>	<p>A report that fulfills the mandate issued by the 1997 minister of education, Mme. Pauline Marois, tabling recommendations for “changes to be made to the elementary and secondary school curricula in order to satisfy the demands of the 21st century” (The Task Force on Curriculum Reform, p.112, 1997).</p> <p>The Task Force on Curriculum Reform recommends that the extra components acquired in the province’s curriculum over the years be removed in order to focus on the basics of the students’ education and help to better assure student success (Ministère de l’Éducation, du Loisir et du Sport, <i>The Education Reform</i>, (1997)). The report was largely based on the findings of the final report from the Commissions of the Estates General on Education and was central to decisions the ministry took in reforming the province’s curriculum, including the decision to remove mandatory home economics (P. Marois, personal communication, March 20, 2009).</p>
September 1997	<p><i>Quebec Schools on Course: Educational Policy Statement,</i></p> <p>Ministère de l’Éducation (Chaired by Minister of Education, Mme. Pauline Marois)</p>	<p>The policy statement explains the changes planned for Quebec elementary and secondary schools under the education reform. The ministry formed the policy statement from the work and discussions that had been occurring in Quebec society, and largely from the findings of the Task Force on Curriculum Reform (Marois, 1997). The statement outlines the Ministry’s mission for Quebec schools, the planned curriculum changes, the adjustments necessary for the changes to occur, and the ministry’s plans for evaluating and monitoring the reform.</p>
November 1997	<p><i>The Education Reform,</i></p> <p>Ministère de l’Éducation, du Loisir et du Sport</p>	<p>A public information booklet published in French in the newspapers <i>La Presse, Le Devoir, Le Soleil, Le Journal de Montréal, Le Journal de Québec, Le Quotidien, Le Nouvelliste, La Tribune, La Voix de l’Est et Le Droit</i> (Ministère de l’Éducation, du Loisir et du Sport, <i>Réforme de L’Éducation</i>, 1997) and in English in <i>The Gazette</i> (Ministère de l’Éducation, du Loisir et du Sport, <i>The Education Reform</i>, 1997), explaining the education reform to date, November 1997, and the main points planned for the remainder of its course. This included an outline of the major changes to the province’s education program.</p>

Table 1: Summary of Key Government Documents and Reports on Quebec’s Elementary and Secondary School Curriculum Reform (regarding the removal of secondary II, home economics)