EDUCATION **INDICATORS** – 2006 edition

Québec

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Ministère de l'Éducation,
du Loisir et du Sport
Secteur de l'information
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Direction de la recherche, des statistiques et des indicateurs.

Supervision:	Jean-Claude Bousquet	
Coordination:	Kouadio Antoine N'zué	
Text:	Guy Baillargeon Luc Beauchesne Marius Demers Pierre Ducharme François Girard Pie Landry Iloud Serge Lavallée Kouadio Antoine N'zué Claudine Provencher Richard Royer	
Statistical Appendix:	Jean-Pierre Dufort Kouadio Antoine N'zué	
Computer Processing:	Jacques Barnabé Maryse Dallaire Mario Demers Pierre Demers Nicole Dion Denis Drolet Claudette Jutras	Daniel Laplante Hélène Leblanc Huguette Légaré Andrée Lemelin Jeannette Ratté Denise V. Rochette
Production:	Direction des communications	
Special Assistance:	Direction de la sanction des études Aide financière aux études	
English Version:	Direction de la production en langue anglaise Services à la communauté anglophone	

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Introduction

This edition of the Education Indicators deals with all levels of education, from kindergarten to university. Some indicators cover the education system as a whole, whereas others focus on a specific level. This year, the regular updates have been made as well as some changes to the sections on the labour market integration of university graduates and the performance of adults on the International Adult Literacy and Skills Survey (IALSS).

The purpose of publishing indicators is to ensure accountability by providing specific information on the resources allocated to education, the various activities pursued by the education system and the results obtained. The indicators are presented under a series of headings classifying recent and historical data that helps trace these developments over time. The 2006 edition contains 60 sections, compared with 65 in 2005. This year, 54 sections have been updated, while 6 are altogether new.

The development of education indicators in Québec is part of a larger movement. The Council of Ministers of Education, Canada (CMEC) has undertaken projects to develop indicators for Canada's provinces; the Organisation for Economic Co-operation and Development (OECD) has done the same for its member countries, and the United Nations Educational, Scientific and Cultural Organization (UNESCO) has also published a series of indicators on education throughout the world. Québec has been an active participant in this worldwide movement, having published the first edition of the *Education Indicators* in 1986.

Examination of the indicators in this publication reveals a number of trends and developments that characterize Québec's education system. Some are explained briefly below. Additional information on these topics and others can be found further on in this booklet.

Financial Resources Allocated to Education

In 2003-2004, Québec's educational spending was estimated at $19.7 billion, or 7.8% of the gross domestic product (GDP). This amount includes slightly more than $1 billion allocated to university research. The share of the GDP allocated to education in the rest of Canada was estimated at 6.3%, and the United States, at 7.9%.

Total spending amounted to $2 628 per capita in 2003-2004, or 3.8% more than the average for the rest of Canada. In Québec, the provincial government provides a large part of the funds for total spending (almost 70%), whereas elsewhere in Canada, this proportion is much lower (slightly over 50%). In recent years, the Québec government has devoted approximately a quarter of its program spending to education.

Another indicator that is often used to compare Québec with neighbouring regions is per-student spending. In 2003-2004, per-student operating expenses in Québec school boards ($7 707) were slightly higher than in the rest of Canada ($7 646), despite the fact that educators' salaries in Québec ($51 979) were considerably lower than the average for the other provinces ($64 829). This can be explained in large part by the fact that the student-educator ratio is lower in Québec (14.1) than in the rest of Canada (16.7). This gap of 2.6 percentage points between the two ratios has had a major impact on the salary cost of educators.

Per-student operating expenses in CEGEPs were estimated at $8 725 in 2003-2004, 30% more than in 1998-1999.

This major increase can be explained in large part by the decline in the student-teacher ratio, which went from 13.8 in 1998-1999 to 12.4 in 2003-2004. In addition, university per-student operating expenses in Québec, not including funded research, were $13 062 in 2003-2004, 6.3% more than the average for the rest of Canada. The average salary of full-time university professors in Québec was lower than in the rest of Canada ($87 347, compared with $90 424 in 2003-2004), but this is partially offset by the lower average number of students per professor in Québec.

In 2003-2004, 133 113 persons benefited from Québec's Loans and Bursaries Program. Of the financial assistance granted, 50.4% was in the form of loans and 49.6%, in the form of bursaries. Tuition fees in 2005-2006 averaged $1 900 in Québec for full-time undergraduate studies ($1 668 for Québec residents), compared with $4 885 in the rest of Canada.

Student Retention From Elementary School to University

Student retention in Québec's education system for 2004-2005 is illustrated on the opposite page. The diagram represents the proportions of a cohort of young people who could expect to enroll and to obtain a diploma or degree in each level of education. The diagram shows that, in a generation of 100 persons, 99 could be expected to reach the secondary level and 85 to obtain a first secondary school diploma, 39 to obtain a Diploma of College Studies (DCS), 29 to earn a bachelor's degree, 9 to be awarded a master's degree, and 1 to obtain a doctorate. Of the 85 students to obtain a secondary school diploma, 29 would do so in vocational training. However, the educational playing field was far from level for the sexes in 2004-2005: more male students than female students (22% compared with 10%) left their studies before earning a diploma or degree. At the other extreme, in 2004, 36% of women obtained at least a bachelor's degree, compared with only 22% of men.

Objectives for the educational success of a greater number of Quebeckers have been set: to have 85% of the students in a generation earn a secondary school diploma before the age of 20; 60%, a DCS; and 30%, a bachelor's degree. Women have already attained the objective set for earning a bachelor's degree.

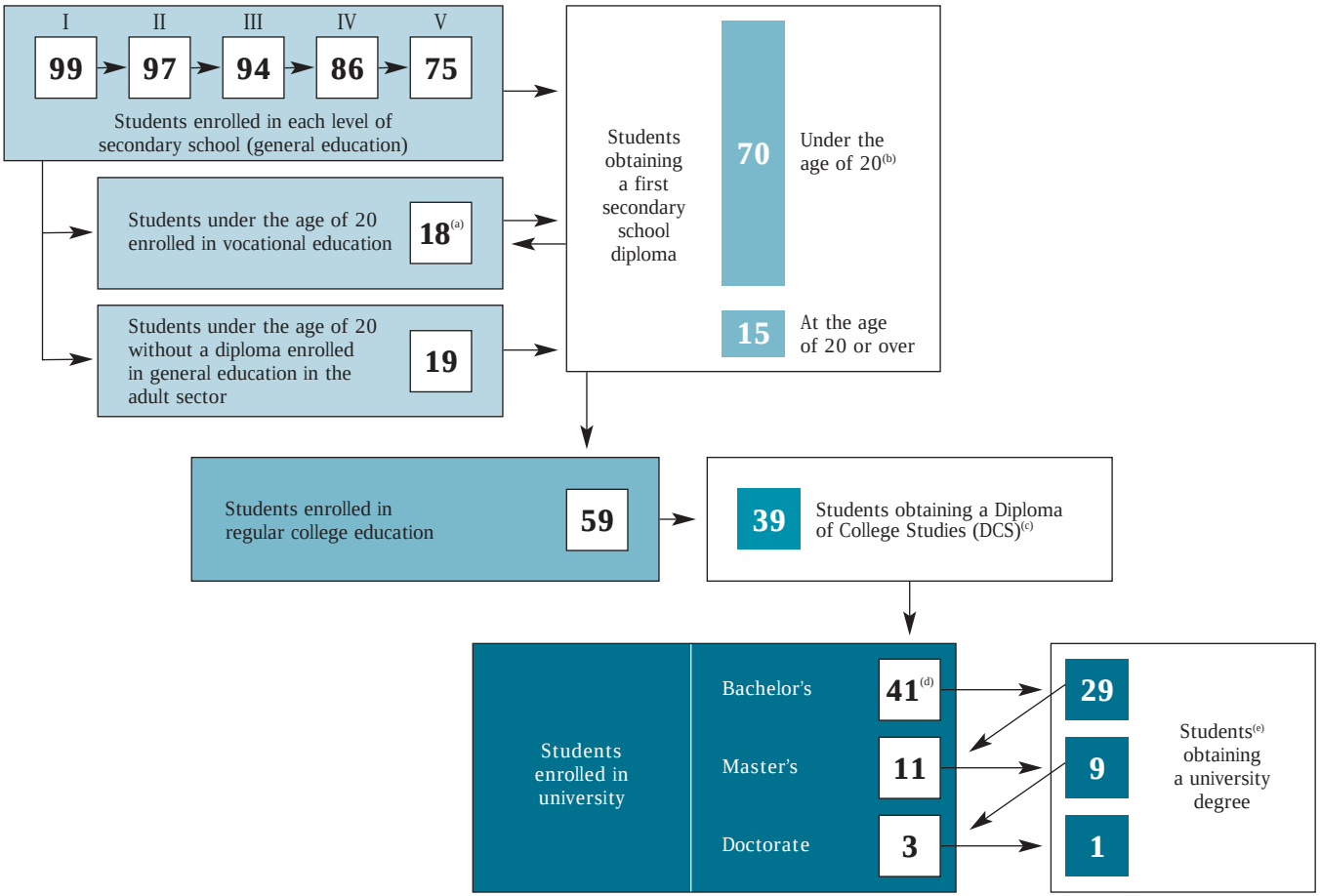
Children who began elementary school in 2004-2005 can expect to be in school for 15.6 years (assuming that the success rates and retention rates prevailing in the education system in 2004-2005 do not change). Secondary school graduates will have been in school for 11.2 years, at an estimated cost of $103 956 in 2003-2004; those obtaining a bachelor's degree will have studied for 17.2 years, at an estimated total cost of $206 916.

Staying in School and Obtaining a Diploma

The dropout issue is a major concern among educators. Numerous approaches have shed light on this phenomenon. Educational success, defined here as obtaining a diploma, is measured differently for each level and sector of education. The proportion of 19-year-olds who left school without a secondary school diploma was 19.3% in 2004.

The proportion of students in other education sectors who obtained diplomas or degrees and the proportion who left school either temporarily or permanently were determined by observing the number of students who leave school each

Student Retention of 100 Quebeckers in the Education System, Based on Findings for 2004-2005



(a) This figure includes 10 general education graduates likely to obtain another diploma in vocational training.
(b) All diplomas earned in the youth sector are included, regardless of the age of the graduates.
(c) The most recent year for which data is available is 2003-2004.
(d) Students who enroll in university are not limited to those who hold a DCS.
(e) The most recent yaer for which data is available is 2004.

year. Thus, of the students in Secondary Cycle Two in the adult sector who quit their studies before the age of 20, 63% did so with a diploma. In secondary vocational training, of 100 students of all ages who were enrolled in programs leading to a Diploma of Vocational Studies (DVS) (known as the Secondary School Vocational Diploma [SSVD] prior to 1998) and who left secondary school, 75 did so with a diploma. At the college level, 72% of students in pre-university programs leading to a DCS obtained a diploma; in technical training, 62% of students obtained a DCS. At the university level, 68% of students leaving bachelor's programs did so with a degree. Of the students enrolled in master's and doctoral programs, 71% and 56%, respectively, earned their degree.

Evaluation of Learning

In the subjects for which uniform examinations were administered for the certification of studies by the Ministère de l'Éducation, du Loisir et du Sport in June 2005, students in Secondary IV and V obtained an average mark of 73.3% and had a success rate of 83.3%. The male students' average was 72.6% and the female students', 73.8%. Students obtained an average final mark of 73.1% on the examination in Secondary V French, language of instruction, and 89.8% passed. In 2004-2005, 84.7% of college students passed the ministerial examination of college French, language of instruction.

Moreover, Quebeckers did relatively well on the International Adult Literacy and Skills Survey (IALSS) held from March to September 2003.

What Becomes of Graduates

When they finish school, graduates from secondary school, college and university have to make choices. Some decide to continue their education, while others set their sights on the labour market. In 2003-2004, at the end of their college studies, 78% of pre-university program graduates under the age of 25 went on to university the following year, compared with 25% of graduates from technical programs.

The unemployment rate in March 2005 was 11.2% for students who had graduated in 2002-2003 with a DVS, and 5.5% for students who had graduated from a college technical program. Since 1990, the profile of the labour force in Québec has changed significantly. In 2005, the increase in the number of jobs was more beneficial to those who graduated from postsecondary or university studies. During the same period, the number of employed people who did not have a secondary school diploma dropped by 40.5%.

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Readers seeking a more in-depth analysis or an up-to-date picture of the situation should consult the individual sections in the pages that follow. The Ministère de l'Éducation, du Loisir et du Sport and the Conseil supérieur de l'éducation also produce and publish specialized studies on these topics. Finally, general information on the education system is available in the following publications:

– Basic Statistics on Education
– *Student Flow from Secondary School to University*
– *Annual management report of the Ministère de l'Éducation, du Loisir et du Sport*

– *Annual Report on the State and Needs of Education, published by the Conseil supérieur de l'éducation*

– *2005-2008 Strategic Plan of the Ministère de l'Éducation, du Loisir et du Sport*

This information is also available on the Web site of the Ministère de l'Éducation, du Loisir et du Sport, at <www.mels.gouv.qc.ca>.

Québec's Education System: An Overview

Québec's education system offers a wide range of educational programs and services from kindergarten to university.

Preschool, Elementary and Secondary Education

Elementary school normally lasts six years; secondary school, five. Children are admitted to the first year of elementary school in the school year in which they will have turned 6 years of age by October 1. Kindergarten is not compulsory, but, as of the fall of 1997, almost all 5-year-olds attend full-time. Four-year-olds with handicaps or living in low-income areas may be admitted to preschool. School attendance is compulsory until the year in which students turn 16 years of age, which normally corresponds to Secondary IV.

Elementary education is offered in French, English or a Native language, and secondary education, in French or English. Students deemed eligible to study in English are chiefly those whose father or mother attended English elementary school in Canada. Public elementary and secondary education is provided by school boards. The school boards are managed by school commissioners, who are elected by residents in the territory under the school board's jurisdiction. The school boards hire the staff they need to provide educational services. In 2004-2005, the Québec government funded 76% of school board operating expenses, while local taxes accounted for 15% of school board revenues, and other sources provided the remaining 9%.

In July 1998, the number of school boards was reduced to 72, and they were organized along linguistic lines, except for three with special status. There are 60 French school boards and 9 English school boards, with enrollments ranging from 750 to 75 000, for a median size of approximately 9 130 students. The special-status school boards serve French-speaking and English-speaking students in the Côte-Nord region (Commission scolaire du Littoral) and Native students in the Nord-du-Québec region (Cree School Board and Kativik School Board).

Elementary and secondary education is also provided by private institutions, some of which are subsidized by the Ministère de l'Éducation, du Loisir et du Sport. The private school system accounts for 5% of elementary students and 17% of secondary students in the youth sector. About half of the operating expenses of subsidized private institutions are funded by the Québec government. Elementary and secondary education is also offered by some public institutions that are not part of the school board system but that fall under Québec or federal government jurisdiction; these institutions account for 0.3% of students.

Secondary school diplomas are awarded by the Minister of Education, Recreation and Sports to students who fulfill the

certification requirements set by the Minister. A Secondary School Diploma (SSD) is required for admission to college.[1] A Diploma of Vocational Studies (DVS) (known as the Secondary School Vocational Diploma [SSVD] prior to 1998) generally leads to the labour market, but also allows admission to college. The harmonization of educational services offered in the youth sector and the adult sector is a feature of Québec's education system. Adult education leads to secondary school diplomas that are the same as or equivalent to those offered in the youth sector.

College Education

Students may enroll in college programs leading to a Diploma of College Studies (DCS) or in short technical programs leading to an Attestation of College Studies (ACS). College education theoretically consists of a two-year program for students enrolled in pre-university education or a three-year program for those in technical training; technical programs aim primarily at entry into the labour market, but also allow admission to certain disciplines in university.

Students may pursue their college studies in the language of instruction of their choice. Public college education is provided by CEGEPs (a French acronym that stands for general and technical college). CEGEPs are administered by boards of directors composed of representatives of the socioeconomic community appointed by the Minister, as well as representatives of parents, students, teachers, non-teaching professionals and support staff, a director-general and a director of studies. In 2004-2005, the Québec government funded 86% of CEGEP operating expenses. Private educational institutions served 7% of college students, and 56% of their expenses were funded by the government. College education is also available at a few institutions associated with ministries other than the Ministère de l'Éducation, du Loisir et du Sport and by the Macdonald Campus of McGill University.

A DCS is awarded to a student by the Ministère de l'Éducation, du Loisir et du Sport following the recommendation of the institution attended. For shorter programs, other types of certification are awarded.

University Education

Québec has English and French universities; students are free to attend the university of their choice. University education is divided into three levels of studies. The first leads to a bachelor's degree (generally after three years or, less frequently, four years in certain programs), the second to a master's degree, and the third to a doctoral degree. Universities also award certificates, diplomas and other forms of attestation to certify the successful completion of short programs. In 2004-2005, 53% of university expenses were subsidized by the Québec government.

1. Since the fall of 1997, students who earned a Secondary School Diploma (SSD) or a Diploma of Vocational Studies (DVS) after May 31, 1997, must also have accumulated the required number of credits for Secondary IV history and physical science, Secondary V language of instruction and second language, and Secondary V mathematics or a comparable Secondary IV mathematics course determined by the Minister. In the case of certain programs leading to a DCS determined by the Minister, graduates with a DVS may be admitted to college in order to pursue their studies without interruption. Finally, the Minister sets specific secondary level prerequisites for some programs leading to a DCS.

Ministère de l'Éducation, du Loisir et du Sport

The Ministère de l'Éducation, du Loisir et du Sport fulfills different functions for the various levels of education. For preschool, elementary, secondary and college education, the Ministère develops programs and determines objectives and often content or standards. In terms of labour relations, it negotiates and signs provincial agreements. In terms of financing, it establishes a standard framework and provides the largest share of resources. At the university level, it promotes the advancement of teaching and research by providing universities with the resources required for operation and development while respecting their autonomy and fostering collaboration among the various partners.

1.1 Government Spending on Education, Recreation and Sports in Québec

Spending on education, recreation and sports in Québec was estimated at $12.2 billion in 2005-2006, accounting for 25.2% of government program spending.[1]

Québec government program spending rose from $43.8 billion to $48.4 billion between 2002-2003 and 2005-2006, an increase of $4.6 billion.

Table 1.1 presents Québec government program spending in the four major sectors: Education, Recreation and Sports; Health and Social Services; Employment and Social Solidarity; and Families, Seniors and the Status of Women. Spending on other portfolios and programs are grouped together under "Other portfolios." The table makes it possible to compare changes in the portion of government spending allocated to education, recreation and sports with those in the other major sectors.

A comparison of program spending in the major sectors during the period considered reveals significant changes in the portion of spending allocated to each sector. The portion allocated to health and social services increased from 36.2% in 1991-1992 to 43.1% in 2005-2006, while the portion allocated to families, seniors and the status of women rose from 0.9% to 3.4% during the same period.

The portion of spending allocated to employment and social solidarity rose during the 1990s, then decreased to settle at 8.3% in 2005-2006. Education, recreation and sports and other portfolios also saw a decrease in the portion of program spending allocated to them. Between 1991 and 1997, the portion of government program spending allocated to education, recreation and sports dropped 3.5 percentage points, from 29.4% to 25.9%. This decrease was in large part due to budget cuts and strict cost-cutting measures in educational institutions.

The portion of program spending allocated to education, recreation and sports varied only slightly between 1997 and 2005, and was 25.2% in 2005-2006. While this proportion is slightly lower than that observed in 1997-1998 (25.9%), it is important to note that the actual amount of financial resources allocated to education, recreation and sports in 2005-2006 was $12.2 billion, or $2.7 billion more than in 1997-1998 (a 29% increase).

The $2.7-billion increase in spending in education, recreation and sports since 1997 can be partly explained by additional public spending in education, agreements between the Québec government and the unions concerning the gradual restructuring of salary scales for school personnel (pay equity) and the numerous support measures for educational institutions.[2] Note that the considerable increase in university enrollments during this period contributed significantly to the increase in education spending.

> Government spending on education, recreation and sports in Québec was estimated at $12.2 billion in 2005-2006, $1 billion more than in 2002-2003.

1. *The amount allocated to the development of recreation and sports was $65 million in 2005-2006.*
2. *See Sections 1.7 and 1.11.*

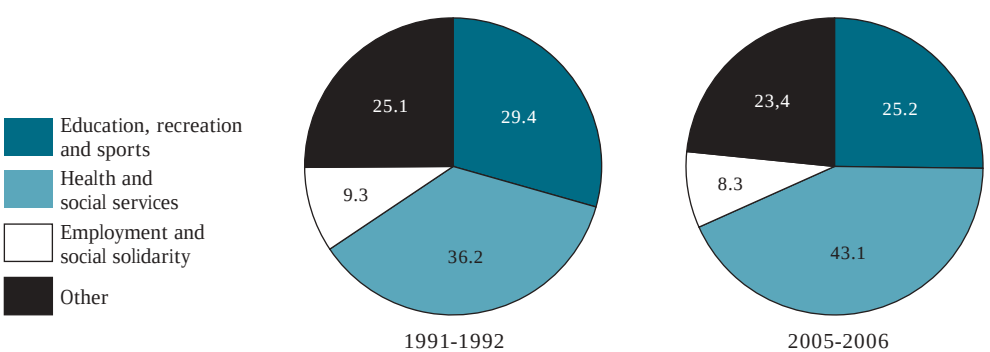
Table 1.1
Québec government program spending, by sector1 (%)

	1991-1992	1994-1995	1997-1998	2000-2001	2002-2003	2005-2006e
Education, recreation and sports	**29.4**	**28.9**	**25.9**	**25.4**	**25.5**	**25.2**
Health and social services	36.2	36.1	35.2	40.1	40.9	43.1
Employment and social solidarity	9.3	10.9	10.2	10.1	9.4	8.3
Families, seniors and the status of women	0.9	1.1	1.3	2.3	2.9	3.4
Other portfolios	24.2	23.0	27.4	22.1	21.3	20.0
Program spending	100.0	100.0	100.0	100.0	100.0	100.0

e: Estimates

1. Data related to program spending is presented according to the 2005-2006 budgetary structure.

Graph 1.1
Distribution of Québec government program spending, by sector (%)



1.2 Total Educational Spending in Relation to the GDP

In 2003-2004, Québec allocated 7.8% of its gross domestic product (GDP) to education,[1] compared with the Atlantic Provinces at 7.7%, Ontario at 5.9%, and Western Canada at 6.6%. The United States spent 7.9% of its GDP on education. When this indicator is considered, it is evident that Québec educational spending remains higher than the average for the other provinces, while it is equivalent to that of the United States.

Between 1993 and 2000, the share of the GDP spent on education decreased in all regions of Canada, in particular because of budget cuts. In Québec it dropped from 8.9% to 7.7%, and in the rest of Canada, from 7.6% to 6.3%. In the United States, however, it increased slightly and stood at 7.5% in 2000-2001.

If the share of the GDP allocated to education in Québec is compared with that allocated by the member countries of the Organisation for Economic Co-operation and Development (OECD) in 2002, Québec is among those with the highest educational spending. This is primarily because teaching costs are relatively higher in Québec than the OECD average. The fact that postsecondary education is more developed in Québec than in the OECD countries also helps explain Québec's higher level of educational spending.[2]

To explain why Québec invested a greater share of its GDP in education than the rest of Canada in 2003-2004, the following four factors can be considered: per-student spending; collective wealth (defined by the per capita GDP); the school attendance rate (the ratio of total school enrollment to the population between 5 and 24 years old); and the demographic factor (the ratio of the 5-24 age group to the total population). Three of these factors help explain why Québec invests a greater share of its GDP in education: per-student spending, which is higher in Québec than in the rest of Canada, the slightly higher school attendance rate in Québec, and Québec's lesser collective wealth. Only the demographic factor (older population in Québec) had the opposite effect.

The higher per-student spending in Québec is due mainly to lower student-teacher ratios at every level of education and to greater spending on school childcare services and transportation. There is also an important point to be made about the difference between per-student spending in Québec and in the rest of Canada; it concerns differences in the cost of living. The cost of living is lower in Québec than in the rest of Canada (about 10% lower in 2003-2004) and, if expenses are adjusted to take this into account, the difference is even more marked (about 15%).

In 2003-2004, the share of the GDP allocated to education was higher in Québec than in the rest of Canada. However, compared with the situation that prevailed in the early 1980s, the gap has narrowed.

1. *In 2003-2004, Québec spent $19.7 billion of its $252.4-billion GDP on education. The concept of total spending used in this section is defined at the bottom of Table 1.2. This concept is more inclusive than the one used in Section 1.1, which takes into account only government spending.*

2. *See Marius Demers, "Educational Spending Relative to the GDP in 2001. A comparison of Québec and the OECD Countries,"* Education Statistics Bulletin 31 *(Québec: Ministère de l'Éducation, du Loisir et du Sport, Direction de la recherche, des statistiques et des indicateurs), September 2005. This document is available on the Internet at <http://www.meq.gouv.qc.ca/stat/index.htm>. An update to 2002 is available.*

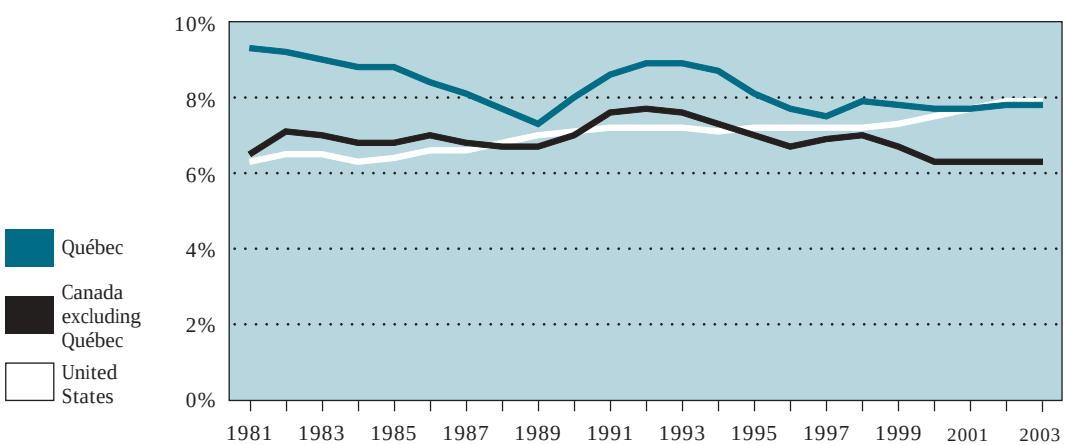
Table 1.2
Total educational spending[1] in relation to the GDP: Québec, other regions of Canada, and the United States (%)

	1981-1982	1989-1990	1993-1994	2000-2001	2002-2003[e]	2003-2004[e]
Québec	**9.3**	**7.3**	**8.9**	**7.7**	**7.8**	**7.8**
Canada, excluding Québec	**6.5**	**6.7**	**7.6**	**6.3**	**6.3**	**6.3**
Atlantic Provinces	10.5	9.3	9.8	8.2	7.9	7.7
Ontario	6.5	6.2	7.4	5.8	5.7	5.9
Western Canada	5.7	6.6	7.1	6.5	6.8	6.6
Canada	**7.1**	**6.8**	**7.9**	**6.6**	**6.6**	**6.6**
United States	**6.3**	**7.0**	**7.2**	**7.5**	**7.9**	**7.9**

e: Estimates

1. Total educational spending includes the operating and capital expenses of all levels of public and private education, the Ministère's administrative expenses, government contributions to employee pension plans, the cost of student financial assistance and other education expenses (as defined by Statistics Canada).

Graph 1.2
Total educational spending in relation to the GDP: Québec, Canada excluding Québec, and the United States (%)



1.3 Total Educational Spending Per Capita

In 2003-2004, total educational spending per capita[1] was estimated at $2 628 in Québec, higher than in the Atlantic Provinces ($2 396) and Ontario ($2 385), but lower than in Western Canada ($2 723). Graph 1.3 shows the relative change in total educational spending per capita for these regions between 1981 and 2003.

Table 1.3a shows the data on total spending per capita by level of education in 2003-2004[2]. These figures indicate the distribution of educational spending among the levels of education for the regions in question. The differences in total per capita spending observed between regions for a given level of education are explained in part by the organizational differences between the education systems. Thus, the fact that total per capita spending at the elementary and secondary levels is lower in Québec than in the rest of Canada (with the exception of the Atlantic Provinces) is explained in part by the shorter duration of studies in Québec (11 years in Québec and normally 12 years in the rest of Canada). Conversely, total spending per capita at the college level is higher in Québec than in the rest of Canada, because of the unique characteristics of our college network (including the mandatory two years of college before entering university).[3]

Table 1.3b shows data on the direct sources of funds for total educational spending in 2002-2003 (the most recent data available). These figures indicate that, in Québec, provincial subsidies make up a large part of the financing for education (68.8%). This percentage is higher than in the Atlantic Provinces (66.7%), Ontario (49.5%) and Western Canada (54.3%).

In the other provinces, financing sources other than the government play a larger role for one or more of the following reasons: local funding is more significant, tuition fees are higher, or the educational institutions in the other regions are in a better position to obtain other sources of funding.[4]

In 2005-2006, university students in Québec paid tuition fees that were 39% ($1 900) of the amount charged in Ontario ($4 881).[5] Furthermore, unlike in Québec, students in the other provinces enrolled at a level equivalent to college are usually required to pay tuition fees. Thus, on average in 2004-2005, most students enrolled full-time in programs leading to a diploma or certificate in a technical college in Ontario were required to pay $1 820 a year in tuition fees.[6] This amount does not include other compulsory fees, textbooks or supplies.

In 2003-2004, total educational spending per capita in Québec ($2 628) was higher than in the rest of Canada ($2 532).

1. *Total educational spending includes the operating and capital expenses of all levels of public and private education, the Ministère's administrative expenses, government contributions to employee pension plans, the cost of student financial assistance and other education expenses (as defined by Statistics Canada).*
2. *The "Other" category in Table 1.3a includes training financed by Human Resources Development Canada (for example, vocational training, language courses, education offered to the Native population), courses financed by the Department of National Defence, programs offered in correctional institutions, various other federal and provincial training programs (for example, those offered by Emploi-Québec) and expenses of private trade schools, art schools, music schools, etc. (as defined by Statistics Canada).*
3. *Regarding the organizational differences at the college level, see Section 1.4.*
4. *It must be noted, however, that there are comparatively more private schools in Québec than in the rest of Canada, and that tuition fees paid to the schools are included in the other sources of funding.*
5. *Tuition fees for students residing in Québec are $1 668 per year. See Note 1 at the bottom of Table 1.16.*
6. *Some programs involve higher tuition fees (14% of students pay between $2 000 and $6 000, while less than 1% pay between $6 000 and $11 000).*

Table 1.3a
Total educational spending per capita: Québec and the other regions of Canada, 2003-2004[e] (in current dollars)

	Elementary and secondary	College[1]	University	Other[2]	Total
Québec	**1 356**	**289**	**718**	**265**	**2 628**
Canada, excluding Québec	**1 417**	**161**	**667**	**287**	**2 532**
Atlantic Provinces	1 177	118	718	383	2 396
Ontario	1 391	152	643	199	2 385
Western Canada	1 485	178	692	368	2 723
Canada	**1 402**	**192**	**679**	**282**	**2 555**

Table 1.3b
Direct sources of funds for total educational spending: Québec and the other regions of Canada, 2002-2003 (%)

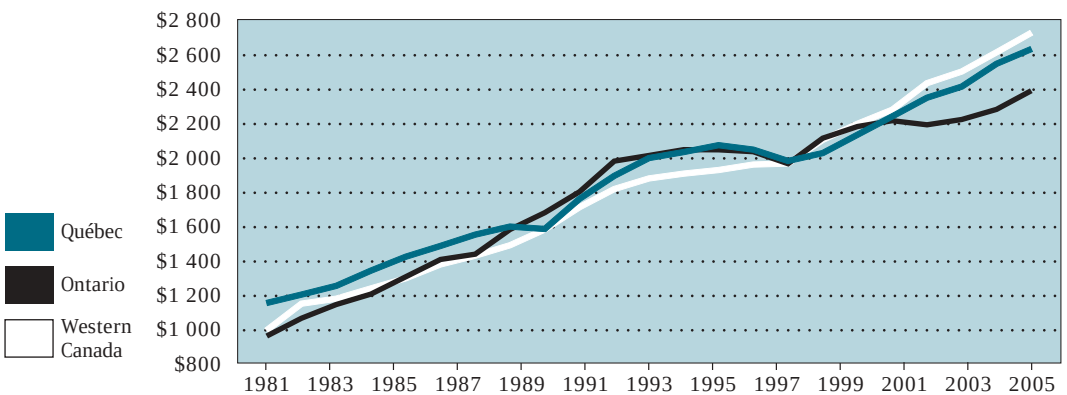
	Provincial government	Federal government	Local government	Other sources	Total
Québec	**68.8**	**8.3**	**6.1**	**16.8**	**100.0**
Canada, excluding Québec	**53.4**	**8.9**	**17.6**	**20.1**	**100.0**
Atlantic Provinces	66.7	12.1	3.0	18.2	100.0
Ontario	49.5	6.9	21.7	21.9	100.0
Western Canada	54.3	10.0	16.7	19.0	100.0
Canada	**57.0**	**8.8**	**14.9**	**19.3**	**100.0**

e: Estimates

1. Regarding the organizational differences at the college level, see Section 1.4.

2. See Note 2 at the bottom of the text.

Graph 1.3
Total educational spending per capita: Québec, Ontario and Western Canada (in current dollars)



1.4 Total Educational Spending per Student in Relation to Per Capita GDP

Total per-student spending is an indicator of financial investment in education, and the per capita gross domestic product (GDP) is an indicator of collective wealth.[1] Relating the two provides an indicator of the relative financial investment in education, that is, per-student spending expressed as a percentage of the per capita GDP. In addition to each region's ability to pay, this ratio takes into account differences in the cost of living (in 2003-2004, the cost of living in Québec was approximately 10% lower than in the rest of Canada).

In 2003-2004, total per-student spending at the elementary and secondary levels ($8 521) was higher in Québec than in the Atlantic Provinces ($7 430) and Ontario ($8 180), but lower than in Western Canada ($8 626).[2] The higher per-student spending in Québec than the average for the rest of Canada, despite the fact that salaries for school personnel are lower, is due mainly to lower student-teacher ratios and greater spending on childcare services and school transportation.

Total per-student spending at the college level was higher in Québec ($13 588) than in Ontario ($13 238), but lower than in the Atlantic Provinces ($13 602) and Western Canada ($14 675) in 2003-2004. The comparisons of spending at the college level are provided as a reference only, since this level cannot truly be compared between provinces because of significant organizational differences. For example, in Québec, a Diploma of College Studies in pre-university education is the usual requirement for admission to university, whereas in the other provinces, a secondary school diploma is generally sufficient. In Ontario, college-level technical programs are offered at colleges of applied arts and technology. In some cases, the programs offered can be compared, to a certain extent, with vocational training programs offered by Québec school boards. More often, they are comparable to the technical training programs offered by Québec CEGEPs. Furthermore, in some provinces in Western Canada (especially Alberta and British Columbia), students can do their first two years of university studies in a college, and then finish their studies at a university.

Total per-student spending at the university level in 2003-2004 was higher in Québec ($21 284) than in Ontario ($18 290) and in the Atlantic Provinces ($18 183), but lower than in Western Canada ($24 161).[3] The previously mentioned organizational differences partly explain the gaps observed between the regions.

Table 1.4b shows total per-student spending in relation to the per capita GDP. Factoring in collective wealth, as measured by the per capita GDP, reveals that Québec's collective financial investment in education is higher than the average for the rest of Canada.

Québec's collective investment in education is higher than the average for the rest of Canada.

1. *Total educational spending includes the operating and capital expenses of all levels of public and private education, the Ministère's administrative expenses, government contributions to employee pension plans, the cost of student financial assistance and other education expenses (as defined by Statistics Canada). Moreover, in the calculation of total per-student spending at the university level, funded research has been excluded. Also, in the calculation of per-student spending at the college and university levels, a standardized accounting of student enrollment for all the provinces based on the following convention has been used: part-time enrollments are converted into full-time equivalents by dividing them by 3.5, and they are then added to the full-time enrollments. To calculate this indicator, the concept of per-student spending is more inclusive than that used in other sections of this chapter.*
2. *See Section 1.8 for a comparison of school board spending per student.*
3. *See Section 1.14 for a comparison of university operating expenses per student.*

Table 1.4a
Total per-student educational spending: Québec and the other regions of Canada, 2003-2004e ($)

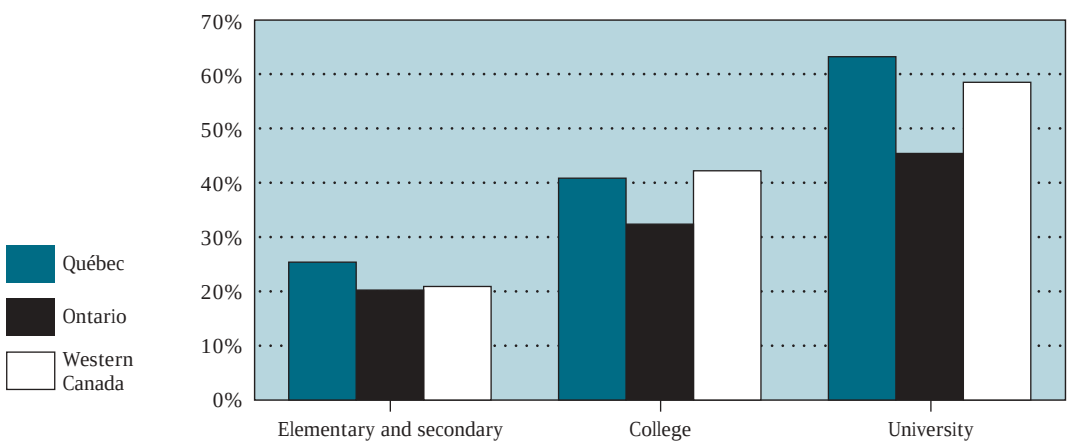
	Elementary and secondary	College	University
Québec	**8 521**	**13 588**	**21 284**
Canada, excluding Québec	**8 329**	**13 992**	**20 317**
Atlantic Provinces	7 430	13 602	18 183
Ontario	8 180	13 238	18 290
Western Canada	8 626	14 675	24 161
Canada	**8 372**	**13 848**	**20 540**

Table 1.4b
Total per-student educational spending in relation to the per capita GDP: Québec and other regions of Canada, 2003-2004e (%)

	Elementary and secondary	College	University
Québec	**25.3**	**40.3**	**63.2**
Canada, excluding Québec	**20.9**	**35.1**	**51.0**
Atlantic Provinces	23.9	43.7	58.5
Ontario	20.3	32.9	45.5
Western Canada	20.9	35.5	58.5
Canada	**21.8**	**36.1**	**53.5**

e: Estimates

Graph 1.4
Total per-student educational spending in relation to the per capita GDP: Québec, Ontario and Western Canada, 2003-2004 (%)



1.5 Cost of Educating Graduates

In 2003-2004, the total cost of a secondary school diploma was estimated at $103 956, of a college-level pre-university or technical diploma, at $130 296 and $166 512, respectively, and of a bachelor's degree, at $206 916.

The concept of expenses used here includes operating expenses (excluding funded research), capital expenses of educational institutions, the Ministère's administrative expenses, government contributions to employee pension plans, the cost of financial assistance to students, and other education expenses. For graduates with a Secondary School Diploma (SSD), the cost is based on all the years during which school was attended at the preschool, elementary (regular) and secondary (general) levels. For students graduating with a Diploma of College Studies (DCS) in pre-university education, the cost is based on all the years attended at the preschool, elementary (regular), secondary (general) and college (pre-university) levels. For students graduating with a DCS in technical training, the cost is based on all the years attended at the preschool, elementary (regular), secondary (general) and college (technical) levels. For graduates with a bachelor's degree, the cost is based on all the years attended at the preschool, elementary (regular), secondary (general), college (pre-university) and undergraduate levels.

To calculate the cost of educating a graduate, an estimate of the annual spending per student at each level of education in 2003-2004 was used,[1] as well as the average duration of studies completed by those who obtained the diploma or degree.[2] The expenses incurred by students leaving school without a diploma or degree were not taken into account.

As noted in Section 1.3, government subsidies make up a large part of the funding for education. However, the government also reaps a large portion of the benefits related to the earning of diplomas or degrees.

When we compare the income of two individuals with different levels of schooling, we usually observe that the person with the higher level of education is the one with the higher income (see Graph 1.5). This extra income benefits not only the person with the higher level of education, but society as well. In fact, through taxation, governments recover a large portion of the extra income earned by the individual with the higher level of education. There are, however, a number of other public benefits in addition to the supplementary tax income produced by an increase in the number of graduates. For example, people with a higher level of education cost less to society in terms of the use of certain public services (such as last resort financial assistance and costs related to criminal activity). There is also a positive relationship between a person's level of education and state of health.[3]

In 2003-2004, the total cost of a bachelor's degree was approximately $207 000 in Québec.

1. *Here, the university level encompasses undergraduate, graduate and doctoral studies. The cost of studies leading to a bachelor's degree is therefore slightly overestimated.*
2. *At the university level, one year of studies equals two full-time terms. A part-time term is counted as one third of a full-time term at the university level and one quarter at the college level. See Note 1 at the bottom of Table 1.5.*
3. *See Marius Demers, "The Return on a Bachelor's Degree,"* Education Statistics Bulletin 32 *(Québec: Ministère de l'Éducation, du Loisir et du Sport, Direction de la recherche, des statistiques et des indicateurs), September 2005. This document is available on the Internet at <http://www.meq.gouv.qc.ca/stat/index.htm>.*

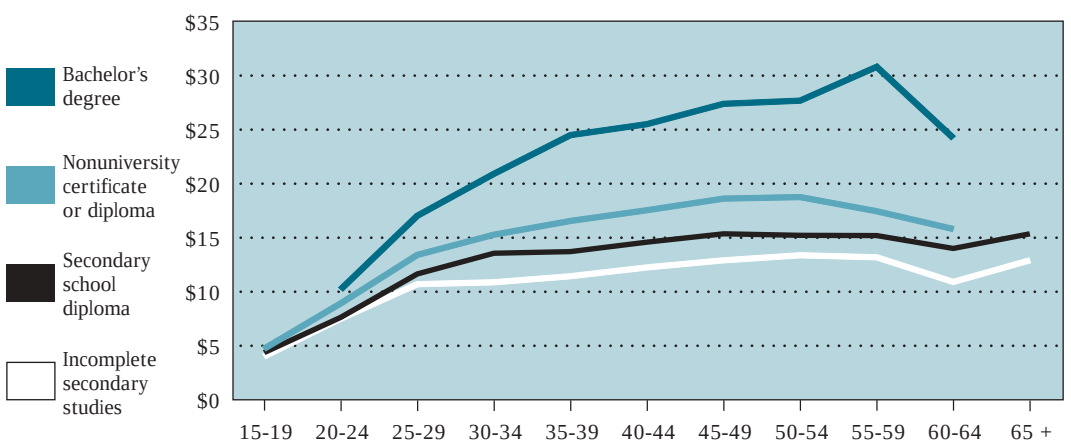
Table 1.5
Cost of educating graduates, 2003-2004

	Average duration of studies[1] (years)	Cost of education ($)[e]
Secondary School Diploma	11.2	103 956
Diploma of College Studies		
Pre-university education	13.6	130 296
Technical training	15.0	166 512
Bachelor's degree	17.2	206 916

e: Estimates

1. Preschool education is included in the cost but not in the average duration of studies indicated in the table, since it is not generally recognized as a year of academic pursuit. The actual durations indicated in the table are longer than the theoretical durations for a number of reasons, including students having to retake a course after failing it and changes made to a program while students are enrolled in it.

Graph 1.5
Average hourly wage, by age group and highest level of education achieved, first 11 months of 2005 ($)



1.6 Total Spending on Elementary and Secondary Education in Relation to the GDP

In 2003-2004, it was estimated that 4.0% of Québec's gross domestic product (GDP) was spent on elementary and secondary education,[1] compared with the Atlantic Provinces at 3.8%, Ontario at 3.5%, and Western Canada at 3.6%. In the United States, the share of the GDP allocated to elementary and secondary education was estimated at 4.7%. Québec therefore spent a larger share of its GDP on elementary and secondary education than the average for the rest of Canada. It should also be remembered that the duration of elementary and secondary education in Québec is shorter.[2]

In 1981-1982, the gap between the share of the GDP allocated to elementary and secondary education in Québec and in the rest of Canada was very wide. Between 1981 and 1989, the share of the GDP allocated to elementary and secondary education decreased in Québec, while it remained stable in the rest of Canada (as a whole) and rose in the United States. The gap of 1.7 percentage points recorded in 1981-1982 between Québec and the rest of Canada narrowed steadily in subsequent years and disappeared almost entirely in 1989-1990. That same year, the share of the GDP spent on elementary and secondary education in Québec was slightly higher than in the United States. The fact that Québec has now reached the North American average can be explained largely by the more restrictive measures adopted by the Québec government to control spending during that period.

Between 1989 and 1993, a period of economic recession, the share of the GDP allocated to education rose almost everywhere in Canada and the United States, such that, in 1993-1994, Québec spent 5.1 % of its GDP on elementary and secondary education, that is, a slightly higher percentage than the rest of Canada, while the United States spent 4.3%.

Between 1993 and 1998, the share of the GDP spent on elementary and secondary education decreased in Québec and the other provinces, following budget cuts to school boards. In the United States, it remained essentially stable.

Since 1998-1999, in spite of a major reinvestment in education in Québec, the share of the GDP spent on education decreased slightly. This is due primarily to the fact that, despite a large increase in Québec's per-student spending, the per capita GDP also rose significantly. During this period, Québec's student enrollments also dropped slightly. Elsewhere in Canada, per-student spending rose at a slower rate than the per capita GDP and this in large part explains why the GDP allocated to elementary and secondary education decreased in the other provinces. In the United States, spending on elementary and secondary education accounted for 4.7% of the GDP in 2003-2004.

When the share of Québec's GDP spent on elementary and secondary education is compared with that of the OECD countries in 2002, Québec ranked below the average for the OECD countries considered, despite the fact that its per-student spending was slightly higher.[3] This can be explained primarily by the structural differences between education systems. For example, preschool services are more extensive in many OECD countries (children are admitted at the age of three) than in Québec, and the duration of elementary and secondary education in Québec is shorter than in the rest of the world.[4]

In 2003-2004, Québec spent a larger share of its GDP on elementary and secondary education than the rest of Canada.

1. *In 2003-2004, Québec spent $10.2 billion of its $252.4-billion GDP on public and private elementary and secondary education. The concept of total spending used in this section is defined at the bottom of Table 1.6.*
2. *The duration of elementary and secondary education is 11 years in Québec and normally 12 years in the other regions considered.*
3. *See Marius Demers, "Educational Spending Relative to the GDP in 2001. A comparison of Québec and the OECD Countries,"* Education Statistics Bulletin 31 *(Québec: Ministère de l'Éducation, du Loisir et du Sport, Direction de la recherche, des statistiques et des indicateurs), September 2005. This document is available on the Internet at <http://www.meq.gouv.qc.ca/stat/index.htm>. An update to 2002 is available.*
4. *The college network in Québec also has unique characteristics (including the mandatory two years of college before entering university). This compensates for the shorter duration of elementary and secondary education in Québec.*

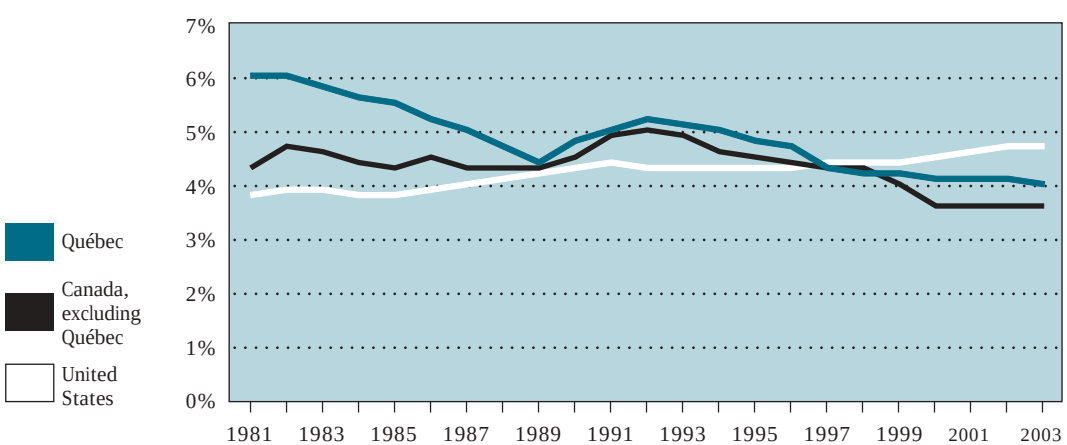
Table 1.6
Spending on elementary and secondary education[1] in relation to the GDP: Québec, the other regions of Canada, and the United States (%)

	1981-1982	1989-1990	1993-1994	1998-1999	2002-2003[e]	2003-2004[e]
Québec	**6.0**	**4.4**	**5.1**	**4.2**	**4.1**	**4.0**
Canada, excluding Québec	**4.3**	**4.3**	**4.9**	**4.3**	**3.6**	**3.6**
Atlantic Provinces	6.9	5.7	5.6	4.9	3.9	3.8
Ontario	4.4	4.3	5.1	4.3	3.4	3.5
Western Canada	3.7	4.1	4.4	4.2	3.8	3.6
Canada	**4.7**	**4.3**	**4.9**	**4.2**	**3.7**	**3.7**
United States	**3.8**	**4.2**	**4.3**	**4.4**	**4.7**	**4.7**

e: Estimates

1. These figures include the operating and capital expenses for public and private elementary and secondary education, the Ministère's administrative expenses (the portion attributable to elementary and secondary education), government contributions to employee pension plans and other education expenses (as defined by Statistics Canada).

Graph 1.6
Total spending on elementary and secondary education in relation to the GDP: Québec, Canada excluding Québec, and the United States (%)



1.7 School Board Operating Expenses in Current and Constant Dollars

In 2004-2005, school board spending in Québec was estimated at $8.4 billion, student enrollments at approximately 1.1 million, and per-student spending in current dollars at $7 903.[1]

Previous editions of the *Education Indicators* showed that during the 1970s, school board spending rose significantly in Québec in a context of high inflation. Spending can also be expressed in constant dollars, so as to factor in the rise in the price of goods and services used to provide educational services.[2] The figures show that spending in constant dollars remained relatively stable between 1976 and 1981, while enrollments declined by 17%. This resulted in a significant increase in real funds available per student. The following factors contributed to this rise: a lower student-teacher ratio, an increase in teacher qualifications recognized for salary purposes, and the higher cost of job security for teachers.

In the 1980s, a lower inflation rate, salary restrictions and generally more conservative budget policies considerably curbed the rapid rise in school board spending (in current and constant dollars).

Between 1990 and 1998, per-student spending in constant dollars also fell, so that in 1998-1999, it was 10% lower than in 1990-1991. This decrease can be explained by budget cutbacks and the application of cost-cutting measures in Québec school boards. The introduction of full-time kindergarten in 1997-1998 also contributed to the drop in per-student spending.[3]

Between 1998 and 2004, there was a 34% increase in per-student spending in current dollars and an 17% increase in constant dollars. These increases are primarily the result of the agreements concluded in 2000 and 2002 between the Québec government and the unions regarding a new salary structure for teachers,[4] and of support measures for school boards (additional funding for child-care services[5], programs to reduce the dropout rate, smaller classes in preschool and the first cycle of elementary school, special education policy, implementation of the education reform, support for economically disadvantaged areas, various measures to counteract the effect of lower enrollments and to maintain services in the different regions of Québec, etc.).

These support measures for school boards also resulted in a decrease in the average number of students per teacher, which dropped from 16.3 in 1998-1999 to 15.5 in 2004-2005. This factor contributed significantly to the increase in per-student spending.[6]

From 1998 to 2004, school board spending per student increased by 17% in constant dollars.

1. *See Note 1 at the bottom of Table 1.7. The concept of spending is the same as that used in Section 1.8.*
2. *The consumer price index (CPI) is used to express spending in constant dollars. Editions of the* Education Indicators *prior to 2005 used the school boards' education price index.*
3. *The introduction of full-time kindergarten resulted in an increase in the "relative weight" of a relatively inexpensive sector of enrollments.*
4. *In the first agreement (April 2000), salary scales were adjusted retroactively to 1995-1996 but the school boards' financial statements do not take them into account until 1999-2000; this explains the large increase observed in 1999-2000 (significant adjustment of salary scales compared with the previous year). It is important to note, however, that the amounts paid retroactively in 1999-2000 for past years are not considered for the purpose of calculating per-student spending in 1999-2000 and that per-student spending for past years has not been adjusted.*
5. *Following a policy limiting the financial contribution of parents to $5, then $7, a day for each child enrolled on a regular basis in child-care services.*
6. *See Sections 1.8 and 1.9.*

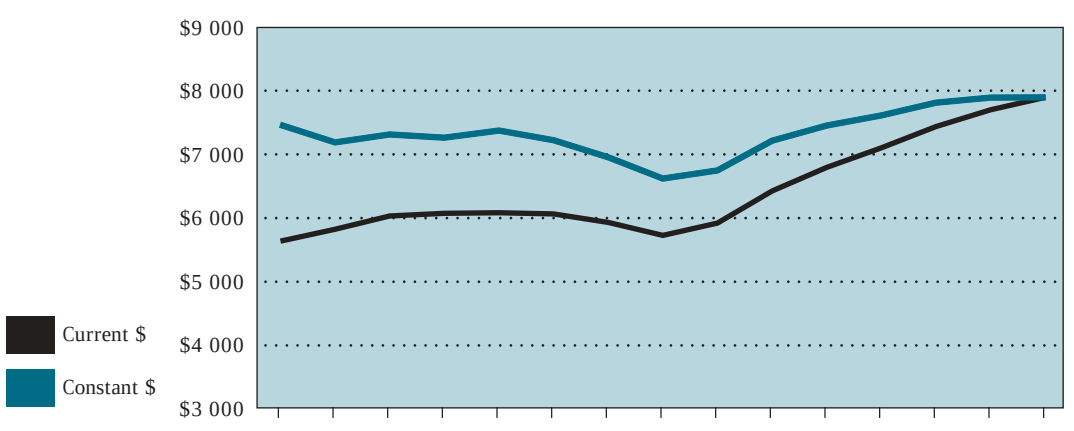
Table 1.7
School board operating expenses[1]

	1990-1991	1994-1995	1998-1999	2000-2001	2003-2004	2004-2005[e]
Total spending (in millions of dollars)						
In current dollars	5 999.2	6 580.0	6 604.3	7 437.8	8 292.3	8 364.6
In constant 2004-2005 dollars[2]	7 957.0	7 985.5	7 532.9	8 161.4	8 499.6	8 364.6
Spending per student ($)						
In current dollars	5 631	6 080	5 917	6 797	7 707	7 903
In constant 2004-2005 dollars[2]	7 469	7 379	6 748	7 458	7 899	7 903

e: Estimates

1. *Operating expenses exclude debt service (long-term and current liabilities), capital expenses financed directly from current revenues, and transfer expenses. The direct contribution of the Québec government to school board employee pension plans is included in the operating expenses.*
2. *See Note 2 at the bottom of the text.*

Graph 1.7
School board operating expenses per student in current dollars and in constant 2004-2005 dollars



1.8 School Board Operating Expenses per Student

In 2003-2004, spending per student[1] by Québec school boards was estimated at $7 707, compared with the Atlantic Provinces at $6 953, Ontario at $7 694, and Western Canada at $7 753. In the United States, per-student spending was estimated at $10 655.[2]

Previous editions of the *Education Indicators* showed that spending per student rose more rapidly in Québec than in the rest of Canada and the United States in the 1970s. The sharper decline in Québec enrollments accounted for a large increase in per-student spending, owing to constraints that prevented expenses from being slashed in proportion to the drop in enrollments. More costly salary policies, a greater decrease in the student-teacher ratio and the higher cost of job-security policies also contributed to the more rapid rise of per-student spending in Québec during this period.

In the 1980s, a reversal occurred: per-student spending rose more slowly in Québec than in the rest of Canada and the United States. In Québec, the slower growth in spending was a result of salary-restriction measures applied to school board employees. During that time, the working conditions of school board employees were improving significantly in Ontario and in the United States, with the result that per-student costs increased at a faster pace in these regions than in Québec.

Between 1990 and 2003, per-student spending varied in Canada and, in 2003-2004, it was slightly higher in Québec than the Canadian average. It should be noted that per-student spending in Québec increased by 30% between 1998 and 2003. This increase is the result of different factors,[3] one of which is the main reason for the greater increase in per-student spending in Québec (30%) than in Ontario (12%) during this period. This is the fact that the student-teacher ratio decreased in Québec, while it increased significantly in Ontario.[4] These opposing trends are largely responsible for the greater growth of per-student spending in Québec than in Ontario.

It should also be noted that the comparison of per-student spending in the different provinces does not take into account regional differences in terms of the cost of living, which is lower in Québec than the average for the rest of Canada (about 10% lower in 2003-2004). If the data is adjusted to take the cost of living into account, per-student spending is even higher in Québec (in absolute terms).

In the United States, per-student spending in 2003-2004 was 38% higher than in Québec. A comparison with the United States as a whole for 2003-2004 reveals that per-student spending was higher in 46 U.S. states[5] than in Québec, and lower in 5 states.

In 2003-2004, school board spending per student in Québec was slightly higher than the Canadian average, but lower than in the United States.

1. *The basic data used in this section comes from an annual survey conducted by Statistics Canada among all Canadian provinces.*
2. *For the purposes of this comparison, per-student spending in the United States is expressed in Canadian dollars. American dollars are converted to Canadian dollars using the purchasing power parity rates (PPP) set by the OECD. "Purchasing Power Parities (PPPs) are the rates of currency conversion that equalize the purchasing power of different currencies. This means that a given sum of money, when converted into different currencies at the PPP rates, will buy the same basket of goods and services in all countries. Thus, PPPs are the rates of currency conversion which eliminate differences in price levels between countries." (OECD,* National Accounts*).*
3. *See Section 1.7.*
4. *See Section 1.9.*
5. *Including the District of Columbia.*

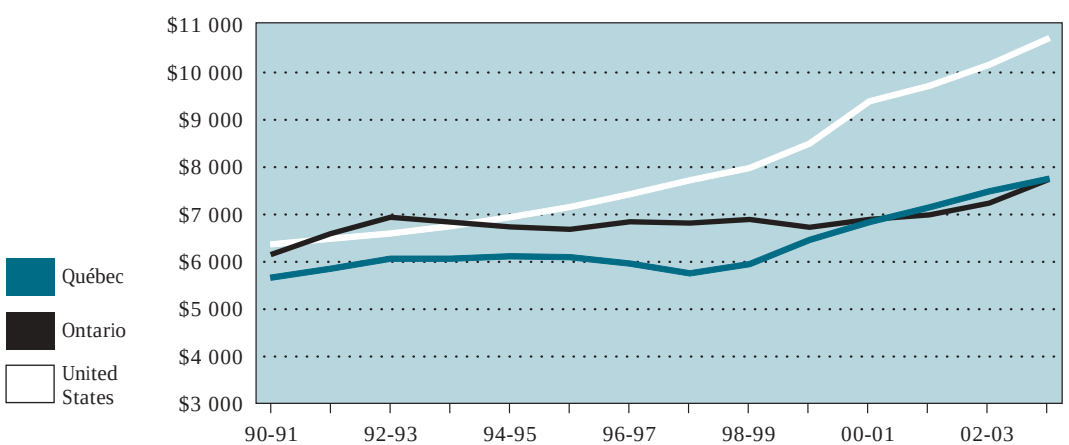
Table 1.8
School board operating expenses per student:[1] Québec, the other regions of Canada, and the United States (in current dollars[2])

	1990-1991	1994-1995	1998-1999	2000-2001	2002-2003	2003-2004[e]
Québec	**5 631**	**6 080**	**5 917**	**6 797**	**7 442**	**7 707**
Canada, excluding Québec	**5 607**	**6 172**	**6 476**	**6 701**	**7 240**	**7 646**
Atlantic Provinces	4 538	4 959	5 329	5 842	6 550	6 953
Ontario	6 114	6 696	6 852	6 854	7 195	7 694
Western Canada	5 235	5 782	6 242	6 716	7 478	7 753
Canada	**5 613**	**6 152**	**6 392**	**6 775**	**7 313**	**7 659**
United States	**6 329**	**6 900**	**7 932**	**9 330**	**10 097**	**10 655**

e: Estimates

1. *Operating expenses exclude debt service (long-term and current liabilities) and capital expenses financed directly from current revenues. The direct contribution of the Québec government to school board employee pension plans is included in the operating expenses.*
2. *See Note 2 at the bottom of the text.*

Graph 1.8
School board operating expenses per student: Québec, Ontario and the United States



1.9 Student-Teacher Ratio in School Boards

In 2004-2005, the average number of students per teacher in school boards was estimated at 15.5 in Québec. The student-teacher ratio is calculated by dividing the number of students by the number of teachers in the school boards. Data on enrollments and teaching personnel is expressed in full-time equivalents. The ratio therefore does not indicate the average number of students per class. To understand the difference between these two ratios, the student-teacher ratio must be considered as a composite indicator that is the result of three variables: the average number of students per class, the average teaching time of teachers and the average instruction time for students.

In 2004-2005, the student-teacher ratio in the United States was 15.2. A comparison of Québec with the United States as a whole reveals that the student-teacher ratio was higher in 21 states and lower in 30 states.[1]

The data available for the other provinces uses a broader concept of personnel. In addition to teachers, educators also include school administrators and nonteaching professionals who work with students (e.g. education consultants, guidance counsellors and pastoral animators).[2] Table 1.9b contains data on the student-educator ratio. In 2003-2004, this ratio was lower in Québec (14.1) than in the Atlantic Provinces (15.4), Ontario (16.9) and Western Canada (16.9). The lower number of students per educator in Québec than in Ontario is largely due to the average teaching time of teachers and class size, which are lower in Québec. For example, the average teaching time of teachers in Québec was 615 hours per year at the secondary level, while that of their counterparts in Ontario was 740 hours. Class size at the secondary level is estimated at 21 students in Québec and 23 students in Ontario.[3]

In the 1990s, the student-educator ratio in Québec and the rest of Canada tended to increase, rising the most in Ontario. The increase in Ontario was due to job cuts resulting from the application of the 1993 Social Contract legislation. One of the objectives of this legislation was to reduce the number of teachers in school boards. There were also budget cutbacks in Québec in the 1990s, but they affected mostly salaries. It should also be noted that, in their contract negotiations, Québec unions have always given priority to employment levels and job descriptions.

However, since the peak observed in 1997-1998 (15.2), Québec's student-educator ratio has gradually declined. This can be explained in part by the smaller class sizes in preschool and the first cycle of elementary school, and by the hiring of specialists. In 2003-2004, the average number of students per educator was 14.1 in Québec and 16.7 in the rest of Canada. This gap of 2.6 has a major impact on school board spending per student and is the main reason why per-student spending is higher in Québec than in the rest of Canada.[4]

> The average number of students per teacher in Québec dropped from 16.3 in 1998-1999 to 15.5 in 2004-2005.

1. *Including the District of Columbia.*
2. *The basic data used in this section comes from an annual survey conducted by Statistics Canada among all Canadian provinces. Some data not provided by the survey has been estimated based on data from other sources.*
3. *The instruction time for students is 900 hours in Québec and 950 hours in Ontario.*
4. *See Section 1.8.*

Table 1.9a
Student-teacher ratio in school boards: Québec and the United States

	1990-1991	1994-1995	1998-1999	2000-2001	2003-2004	2004-2005[e]
Québec	15.6	15.8	16.3	16.0	15.6	15.5
United States	16.7	16.8	16.0	15.7	15.3	15.2

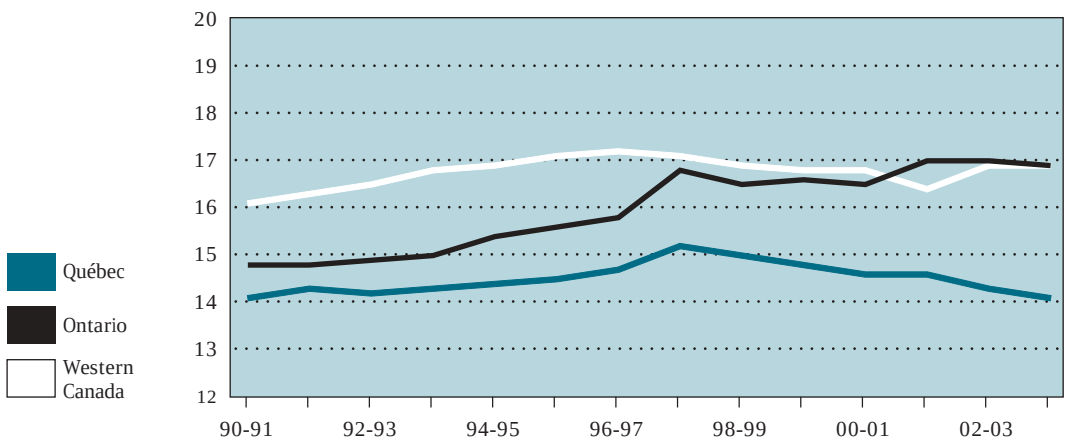
Table 1.9b
Student-educator ratio[1] in school boards: Québec and the other regions of Canada

	1990-1991	1994-1995	1998-1999	2000-2001	2002-2003	2003-2004[e]
Québec	**14.1**	**14.4**	**15.0**	**14.6**	**14.3**	**14.1**
Canada, excluding Québec	**15.4**	**16.0**	**16.6**	**16.5**	**16.8**	**16.7**
Atlantic Provinces	15.9	16.4	16.3	15.9	15.6	15.4
Ontario	14.8	15.4	16.5	16.5	17.0	16.9
Western Canada	16.1	16.9	16.9	16.8	16.9	16.9
Canada	**15.1**	**15.6**	**16.2**	**16.1**	**16.2**	**16.1**

e: Estimates

1. See definition in the text.

Graph 1.9
Student-educator ratio in school boards: Québec, Ontario and Western Canada



1.10 Average Salary of Teachers in School Boards

In Québec, the basic salary of teachers in school boards is based on their schooling and work experience. There are 15 steps in the salary scale and a new teacher with a bachelor's degree enters at the third step (starting salary of $36 196 in 2003-2004). The maximum salary was $58 633 in 2003-2004, while the average salary was $51 345.

In the United States, the average salary of teachers was $60 086. A comparison of Québec with the United States as a whole for 2003-2004 reveals 34 U.S. states[1] where the average salary of teachers was higher than in Québec and 17 states where it was lower.

The data available for the other provinces uses a broader concept of personnel. In addition to teachers, educators also include school administrators and nonteaching professionals who work with students (e.g. education consultants, guidance counsellors and pastoral animators).[2] Table 1.10b contains data on the average salary of educators. In 2003-2004, the average salary of educators in Québec was lower than in the rest of Canada. The difference between the average salary in Québec ($51 979) and in the rest of Canada ($64 829) was 20%.

Throughout most of the 1990s, the average salary of educators increased more slowly in Québec than in the rest of Canada. In Québec, in a battle against budget deficits, agreements between the government and unions have resulted in the average salary of teachers rising very little. Also, in 1997, a vast program of voluntary retirement resulted in a younger average age of teachers in Québec and, consequently, a decrease in the average salary because of less seniority.[3]

Between 1998-1999 and 2003-2004, the increase in the average salary of educators in Québec (16.1%) was about the same as in the rest of Canada (16.6%). In 2003-2004, the average salary of teachers in Québec was still lower than that of their counterparts in the rest of Canada (a difference of 20%). It must be noted, however, that relative wealth (measured in terms of per capita GDP) and the cost of living are both lower in Québec than in the rest of Canada.

The salary of teachers in school boards in Québec can be compared with that of the member countries of the Organisation for Economic Co-operation and Development (OECD) using indicators such as starting salary, salary after 15 years of seniority and maximum salary.[4] In 2003-2004, the salary of teachers in Québec school boards was higher than the average for the OECD countries. Gaps in salaries are particularly wide in the case of teachers with 15 years of seniority because in Québec teachers reach the maximum salary scale their 15th year of recognized experience, whereas in the OECD countries, the maximum salary is reached on average after 24 years.

Teachers in Québec earned less than teachers in neighbouring regions, although the cost of living in Québec is lower as well.

1. *Including the District of Columbia.*
2. *The basic data used in this section comes from an annual survey conducted by Statistics Canada among all Canadian provinces. Some data not provided by the survey has been estimated on the basis of data from other sources.*
3. *In Québec, the basic salary of teachers in school boards is determined by the collective agreements. Teachers' salaries are based on their schooling and work experience.*
4. *See Marius Demers, "Cost of Statutory Salaries of Teachers per Student for Elementary and Secondary School Levels in 2000-2001. A comparison of Québec and OECD Countries,"* Education Statistics Bulletin 29 *(Québec: Ministère de l'Éducation, du Loisir et du Sport, Direction de la recherche, des statistiques et des indicateurs), November 2003. This document is available on the Internet at <http://www.mels.gouv.qc.ca/stat/index.htm>.*

Table 1.10a
Average salary of teachers in school boards: Québec and the United States (in current dollars[1])

	1990-1991	1994-1995	1998-1999	2000-2001	2003-2004	2004-2005[e]
Québec	40 478	43 080	42 908	46 992	50 374	51 345
United States	41 463	44 464	48 122	53 507	58 298	60 086

Table 1.10b
Average salary of educators[2] in school boards: Québec and the other regions of Canada (in current dollars)

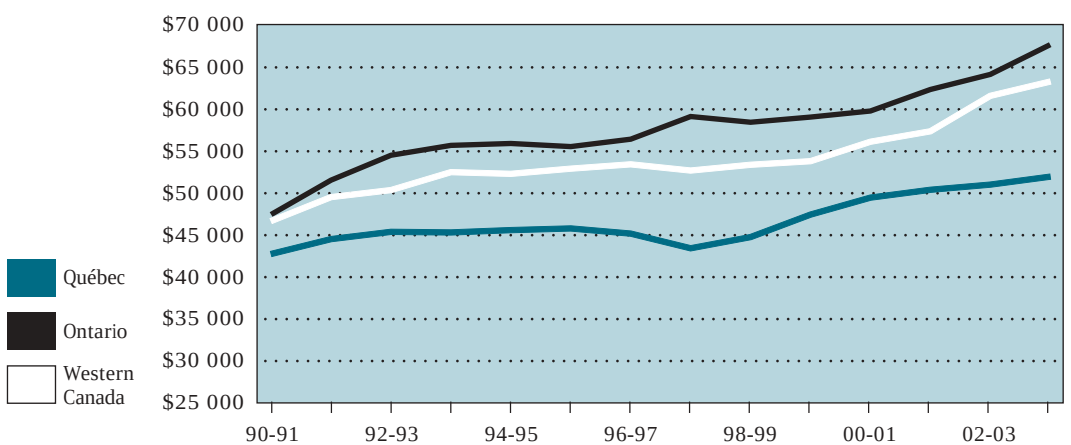
	1990-1991	1994-1995	1998-1999	2000-2001	2002-2003	2003-2004[e]
Québec	**42 767**	**45 610**	**44 779**	**49 479**	**51 030**	**51 979**
Canada, excluding Québec	**46 898**	**53 728**	**55 611**	**57 418**	**62 212**	**64 829**
Atlantic Provinces	44 588	47 104	49 069	50 759	55 517	56 844
Ontario	47 470	55 932	58 463	59 801	64 161	67 707
Western Canada	46 691	52 315	53 396	56 140	61 607	63 309
Canada	**45 895**	**51 773**	**53 000**	**55 512**	**59 464**	**61 648**

e: Estimates

1. See Note 1 at the bottom of the text.

2. See definition in the text.

Graph 1.10
Average salary of educators in school boards: Québec, Ontario and Western Canada (in current dollars)



1.11 CEGEP Operating Expenses

In 2004-2005, CEGEP spending on regular education was estimated at approximately $1.3 billion, with student enrollments at roughly 144 000.[1] Per-student spending was an estimated $8 727.

Previous editions of the *Education Indicators* showed that CEGEP spending grew more slowly in the 1980s than in the 1970s. This was a result of a curtailment of the inflation rate, as well as budget cutbacks adopted by the Québec government. Enrollments also continued to rise until the mid-1980s, but then declined. Per-student spending in constant dollars was lower in 1989-1990 than in 1981-1982.[2]

In 1990-1991, per-student spending in current dollars was $6 920, or 8.6% higher than in 1989-1990 (which corresponds to a growth of 4.1% in constant dollars). This increase can be explained primarily by a decline in the student-teacher ratio following the addition of new positions as part of a collective agreement. The increase in the number of teachers applies to activities such as departmental committees, practicums, professional development, and student support services.

In the 1990s, per-student spending in constant dollars followed a downward trend. This can be explained by budget cutbacks and the application of cost-cutting measures in CEGEPs. These measures were largely the result of agreements between the government and unions, which made it possible to lower labour costs. Thus, between 1990 and 1998, per-student spending in constant dollars decreased by 17%.

Between 1998-1999 and 2003-2004, there was a 30% increase in per-student spending in current dollars and a 17% increase in constant dollars. These increases were due primarily to new collective agreements for all CEGEP employees and support measures for CEGEPs (for the development of new information technologies, for careers in science, for success measures, etc.). However, per-student spending in constant dollars decreased by 2% between 2003-2004 and 2004-2005.[3]

Per-student spending in CEGEPs was therefore $8 727 in current dollars in 2004-2005. This amount is an average for all types of programs: per-student spending on pre-university programs was $6 939, while spending on technical programs was $10 410. The higher cost of technical training (50% more) is due primarily to the higher cost of personnel and the use of more costly equipment. The higher cost of personnel is attributable for the most part to the fact that the average number of students per teacher is far lower in technical training than in general education.

In 2004-2005, 93% of CEGEP spending on regular education was provided by the Québec government. This percentage is much higher than the corresponding percentage for community colleges in the other provinces. This is because college is free in Québec, while students attending community colleges in the other provinces must generally pay tuition.[4] In Ontario, for example, students in regular programs pay annual tuition fees of $1 820.[5]

Between 1998-1999 and 2004-2005, CEGEP spending increased by 21%, in spite of a 7% decrease in enrollments. This resulted in a significant increase in per-student spending.

1. *Data on enrollments is based on fall registration recognized for the purpose of estimating costs.*
2. *In this section, the Consumer Price Index (CPI) is used to express spending in constant dollars. Editions of the* Education Indicators *prior to 2005 used the CEGEPs' education price index.*
3. *Before a new collective agreement was reached.*
4. *CEGEP students (in regular education) do not pay tuition. There are, however, certain mandatory expenses, and students must pay for their textbooks and other supplies.*
5. *Tuition fees for some programs are higher (14% of students pay between $2 000 and $6 000, while less than 1% pay between $6 000 and $11 000).*

Table 1.11
CEGEP operating expenses[1]

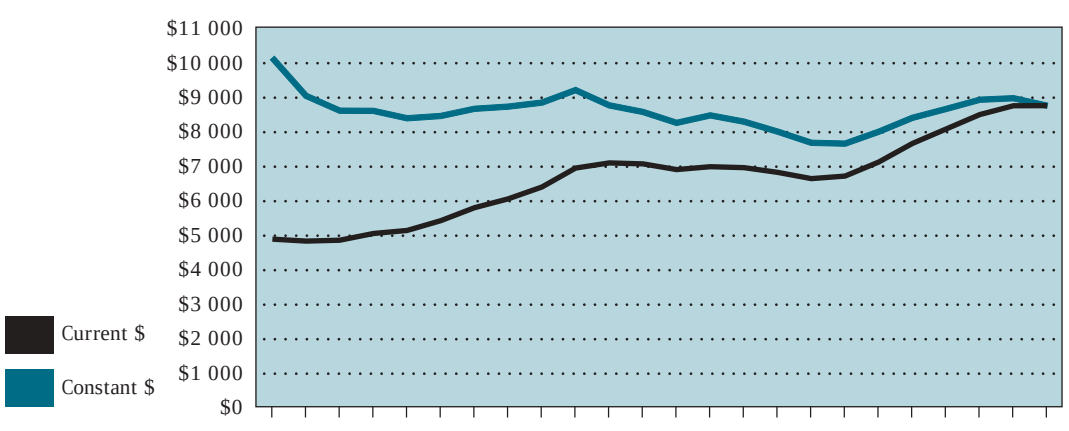
	1989-1990	1990-1991	1993-1994	1998-1999	2003-2004	2004-2005[e]
Total spending in current dollars (in millions of dollars)	830.7	909.0	1 074.9	1 035.7	1 258.8	1 255.9
Per-student spending in current dollars	6 370	6 920	6 876	6 688	8 725	8 727
Per-student spending in constant 2003-2004 dollars[2]	8 815	9 178	8 229	7 628	8 943	8 727

e: Estimates

1. Operating expenses exclude debt service (long-term and current liabilities) and capital expenses financed directly from current revenues.

2. See Note 2 at the bottom of the text.

Graph 1.11
CEGEP operating expenses per student in current dollars and in constant 2004-2005 dollars



1.12 Student-Teacher Ratio, Average Teacher Salary and Cost of Teachers per Student in CEGEPs

This section is a complement to Section 1.11, which analyzed the changes in CEGEP spending. Salary costs for teachers accounted for more than half the total of CEGEP spending in 2004-2005, and the changes in these costs were a determining factor in the changes in operating expenses.[1] Two factors determine the cost of teachers per student:[2] the student-teacher ratio, and the average salary of teachers in CEGEPs.

In 2004-2005, the average number of students per teacher in CEGEPs was estimated at 12.6 and the average teacher's salary, at $58 092. The student-teacher ratio is calculated by dividing the number of students by the number of teachers in the CEGEPs.[3] The ratio therefore does not indicate the average number of students per class. To understand the difference between these two ratios, the student-teacher ratio must be considered as a composite indicator that is the result of three variables: the average number of students per class, the average teaching time of teachers and the average instruction time for students.

Previous editions of the *Education Indicators* revealed that the cost of teachers per student in constant dollars decreased during the 1980s. During the same period, the student-teacher ratio increased and the average teacher salary (in constant dollars) decreased. These changes occurred in the context of more conservative budget policies.

Between 1989 and 1990, the cost of teachers per student increased by 11.2% (6.6% in constant dollars). As mentioned in Section 1.11, this increase is mainly due to a decrease in the average number of students per teacher following the addition of new positions as part of a collective agreement. The increase in the number of teachers applies to activities such as departmental committees, practicums, professional development, and student support services.

Between 1990 and 1998, per-student spending in constant dollars decreased. The labour cost reduction measures mentioned in Section 1.11 contributed to this result. Of particular note is the program of voluntary retirement that resulted in a younger average age of teachers. These measures were taken as part of the battle against budget deficits undertaken by the Québec government in the 1990s.

However, between 1998 and 2003, there was a 14% increase in the cost of teachers per student in constant dollars, primarily because of new collective agreements for all CEGEP employees and a decrease in the student-teacher ratio, from 13.8 in 1998-1999 to 12.4 in 2003-2004. However, there was a 3% decline in the cost of teachers per student in constant dollars between 2003-2004 and 2004-2005.[4]

In 2004-2005, the average number of students per teacher in CEGEPs was estimated at 12.6 and the average teacher's salary, at $58 092. The actual cost of teachers increased by 14% between 1998 and 2003, followed by a slight decline.

1. *The salary costs considered in this section do not include employee benefits. If these were included, salary costs for teachers would account for more than 60% of total CEGEP operating expenses.*
2. *The cost of teachers per student is calculated by dividing the total payroll for teachers by the number of students.*
3. *Data on enrollments is based on fall registration recognized for the purpose of estimating costs, and data on teaching personnel is expressed in full-time equivalents.*
4. *Before a new collective agreement was reached.*

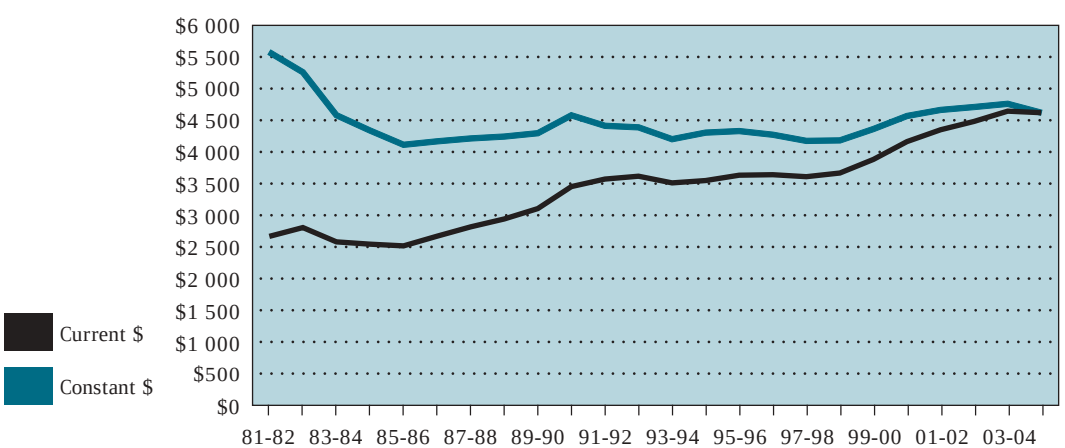
Table 1.12
Student-teacher ratio,[1] average salary of teachers and cost of teachers per student in CEGEPs

	1989-1990	1990-1991	1993-1994	1998-1999	2003-2004	2004-2005[e]
Student-teacher ratio	14.3	13.5	13.9	13.8	12.4	12.6
Average salary in current dollars	44 217	46 512	48 789	50 399	57 489	58 092
Cost of teachers per student						
In current dollars	3 098	3 444	3 503	3 659	4 634	4 610
In constant dollars (2004-2005)	4 286	4 568	4 192	4 173	4 750	4 610

e: Estimates

1. See Note 3 at the bottom of the text.

Graph 1.12
Cost of teachers per student in CEGEPs in current dollars and in constant 2004-2005 dollars



1.13 Total University Spending in Relation to the GDP

In 2003-2004, 2.13% of the GDP was allocated to university education in Québec,[1] compared with 2.31% in the Atlantic Provinces, 1.60% in Ontario and 1.68% in Western Canada.[2]

Between 1981 and 1989, this share of the GDP was on a slight downward trend in Québec, Ontario and the Atlantic Provinces, while it increased in Western Canada. However, in the early 1990s the share of the GDP allocated to university education increased significantly in Québec, whereas the increase was less marked in the rest of Canada. Québec's higher spending is partly explained by strong growth in research at its universities,[3] but also by a more rapid increase in real funds allocated to education. Between 1993 and 1999, the share of the GDP allocated to university education dropped in Québec as a result of budget cuts and a reduction in labour costs. In the rest of Canada, the share of the GDP allocated to university education went down as well, although not as significantly.

Between 1999 and 2003, the share of the GDP allocated to university education increased slightly both in Québec and in the rest of Canada. In Québec, this increase was due primarily to the increase in per-student spending (in absolute terms) and by the growth in enrollments. In 2003-2004, investment in university education remained higher in Québec than in the rest of Canada (except in the Atlantic Provinces). To explain why Québec invested more of its GDP in university education, it is necessary to consider the following four factors: per-student spending; the collective wealth (as defined by the per capita GDP); the labour force participation rate (the proportion of the student population with respect to the population aged 18 to 24) and the demographic factor (the proportion of 18-to-24-year-olds with respect to the total population). Two of these factors played an important role in Québec: higher per-student spending and a lower per capita GDP than in the rest of Canada. The other two factors did not have a significant impact, since they were similar in Québec and in the rest of Canada.

Another indicator is used to determine the relative investment of the regions under consideration. It combines two of the factors: per-student spending and the per capita GDP. In addition to the regions' ability to pay, this ratio takes into account differences in the cost of living (in 2003-2004, the cost of living in Québec was about 10% lower than in the rest of Canada). The relationship between per-student spending and the per capita GDP is considerably higher in Québec than in the rest of Canada.[4]

When compared with the member countries of the Organisation for Economic Co-operation and Development (OECD), Québec ranks among the countries with the largest share of its GDP allocated to university education in 2002.[5] This can be explained primarily by the fact that the spending per-student is an estimated 25% higher in Québec than the OECD average. In addition, the schooling rate of young people is higher in Québec than on average in OECD countries, and this factor contributed to the larger investment in university education.[6]

Investment in university education is higher in Québec than in the rest of Canada and in most OECD countries.

1. *In 2003-2004, Québec spent $5.4 billion of its $252.4-billion GDP on university education.*
2. *The data on universities presented here has not been adjusted to take into account the organizational differences in the education systems.*
3. *See Section 1.17.*
4. *See Section 1.4.*
5. *See Marius Demers, "Educational Spending Relative to the GDP in 2001. A comparison of Québec and the OECD Countries,"* Education Statistics Bulletin 31 *(Québec: Ministère de l'Éducation, du Loisir et du Sport, Direction de la recherche, des statistiques et des indicateurs), September 2005. This document is available on the Internet at <ttp://www.meq.gouv.qc.ca/stat/index.htm> An update to 2002 is available.*
6. *In 2001-2002, Québec students aged 20 to 29 represented 30.0% of the total population of 20-to-29-year-olds, whereas the corresponding average percentage for the OECD countries was 22.7%.*

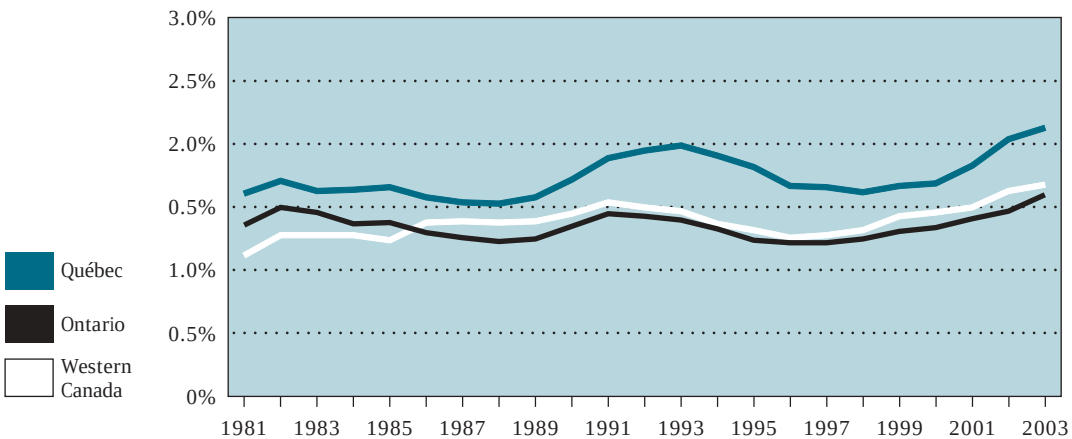
Table 1.13
Total spending allocated to university education[1] in relation to the GDP: Québec and the other regions of Canada (%)

	1981-1982	1989-1990	1993-1994	1999-2000	2002-2003[e]	2003-2004[e]
Québec	**1.61**	**1.58**	**1.99**	**1.67**	**2.04**	**2.13**
Canada, excluding Québec	**1.34**	**1.40**	**1.52**	**1.43**	**1.59**	**1.67**
Atlantic Provinces	2.36	2.22	2.29	2.21	2.30	2.31
Ontario	1.36	1.25	1.40	1.31	1.47	1.60
Western Canada	1.12	1.39	1.47	1.43	1.63	1.68
Canada	**1.40**	**1.44**	**1.62**	**1.48**	**1.69**	**1.77**

e: Estimates

1. These figures include the operating and capital expenses for universities, the cost of student financial assistance, funded and sponsored research at the universities and the Ministère's administrative expenses (the portion attributable to university education). The calculation of the share of the GDP allocated to university education is based on data from Statistics Canada.

Graph 1.13
Total spending allocated to university education in relation to the GDP: Québec, Ontario and Western Canada (%)



1.14 University Operating Expenses per Student

In 2003-2004, spending per student by Québec universities (excluding sponsored research) was estimated at $13 062, compared with $12 743 in the Atlantic Provinces, $11 260 in Ontario and $13 964 in Western Canada.

Since there are differences in the way in which spending is accounted for between funds,[1] certain expenses are not included in the general operating fund: the purchase of furniture and equipment, equipment rental and maintenance, buildings, land and land improvements, other improvements and alterations, and financial expenses. Also, given the different approaches to student financial assistance in the different provinces, amounts awarded by universities in the form of bursaries have also been omitted.[2]

Previous editions of the *Education Indicators* showed that during the first half of the 1980s, spending per student rose at a much slower pace in Québec, such that, in 1986-1987, it was lower in Québec than in the other Canadian provinces. This slowdown in per-student spending in Québec can be explained by salary restrictions and budget cuts to Québec universities. However, in the second half of the 1980s until the mid-1990s, per-student spending rose more sharply in Québec than in the other regions of Canada, partly because of increased government subsidies per student, and partly because of increased revenues from tuition fees.

From the mid-1990s on, per-student spending in Québec decreased. This can be explained by budget cuts to universities and, more specifically, by a reduction in labour costs. In 1998-1999, spending per student was 6% lower in Québec than in the rest of Canada (see Table 1.14).

Between 1998-1999 and 2003-2004, per-student spending increased by 25% in Québec and by 11% in the rest of Canada. The more rapid growth in spending in Québec is primarily a result of a more substantial operating subsidy.

In 2003-2004, spending per student by Québec universities was slightly higher than the average for the rest of Canada,[3] and about $1 800 higher than in Ontario. This gap can be explained primarily by higher per-student spending on teaching personnel,[4] administration and activities related to computers and communications in Québec. Conversely, there is less spending in Québec than in Ontario on student services and external relations. This difference, which was particularly pronounced in 2003-2004, can be explained in part by Ontario's double cohort.[5]

In 2003-2004, spending per student by Québec universities was higher than in the rest of Canada.

1. *Part of the spending recorded in the capital fund in Québec appears in the general operating fund in Ontario. For example, Québec universities record most of their furniture and equipment expenses in the capital fund, while Ontario universities enter a large proportion of these expenses in the general operating fund.*
2. *In Québec, student financial assistance is for the most part managed by the government and not by universities. Universities spend little on student assistance. In Ontario, where tuition fees are considerably higher than in Québec (see Section 1.16), the universities are expected to give a portion back to the students in the form of bursaries. This explains why Ontario universities award so much more in the form of bursaries than Québec universities.*
3. *It should be noted that the data presented here has not been adjusted to take into account structural differences between university systems or differences in the cost of living in the regions considered. If the necessary adjustments were made, the differences between per student spending in Québec and the rest of Canada would be even greater.*
4. *See Section 1.15.*
5. *The double cohort refers to students who began Grade 11 and Grade 12 in September 2001, and who completed their secondary education at the same time in 2003. Therefore, a large number of students entered university in 2003-2004, which resulted in an increase in the "relative weight" of a less expensive sector of enrollments.*

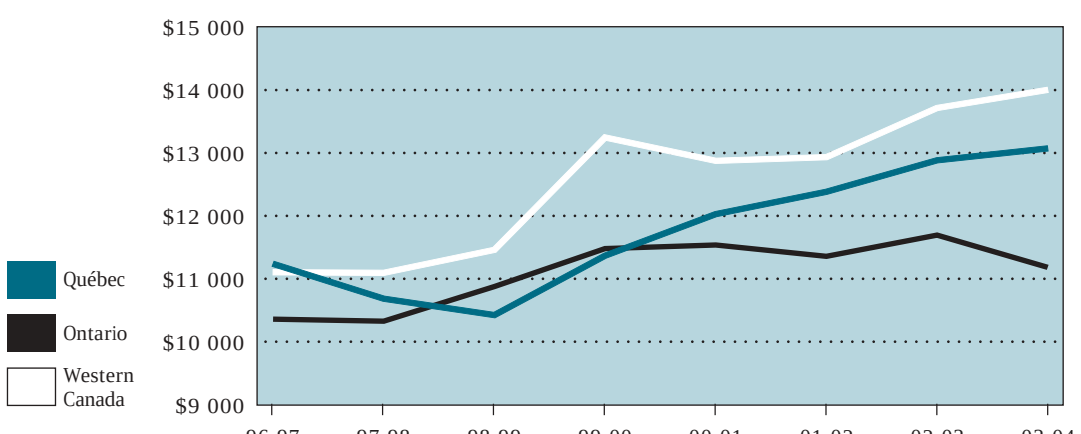
Table 1.14
University operating expenses per student:[1] Québec and the other regions of Canada (in current dollars)

	1996-1997	1998-1999	2000-2001	2001-2002	2002-2003	2003-2004[e]
Québec	**11 229**	**10 415**	**12 018**	**12 373**	**12 873**	**13 062**
Canada, excluding Québec	**10 583**	**11 063**	**12 028**	**12 107**	**12 559**	**12 335**
Atlantic Provinces	10 191	10 824	11 815	12 084	12 785	12 743
Ontario	10 350	10 868	11 528	11 437	11 775	11 260
Western Canada	11 095	11 451	12 865	13 125	13 689	13 964
Canada	**10 744**	**10 903**	**12 026**	**12 172**	**12 636**	**12 508**

e: Estimates

1. For the reasons explained in the text, certain expenses are not included in the general operating fund: the purchase of furniture and equipment, equipment rental and maintenance, buildings, land and land improvements, other improvements and alterations, financial expenses and bursaries. The basic data used to calculate per-student spending in universities was obtained from Statistics Canada and the Canadian Association of University Business Officers (CAUBO). In addition, the calculation of per-student spending is based on a standard method for counting student enrollments in all provinces, as follows: part-time enrollments are divided by 3.5 to convert them into full-time equivalents, and are then added to the full-time enrollments.

Graph 1.14
University operating expenses per student: Québec, Ontario and Western Canada (in current dollars)



1.15 Salary Costs of University Professors

Salary spending (including employee benefits) for all categories of personnel accounts for approximately 80% of university operating expenses in Québec and in the rest of Canada. Professors' salaries are the largest component of payroll expenditure. When the total payroll for professors is divided by the number of students expressed in full-time equivalents, the result is the cost of professors per student. In 2003-2004, this cost ($5 216) was similar to that in the Atlantic Provinces ($5 240), lower than in Western Canada ($5 319), and 19% higher than in Ontario ($4 367).[1] The cost of professors per student in Québec is higher than the average for the rest of Canada ($4 791).

The total payroll considered in the calculation of per-student spending for professors includes deans, department heads, professors and lecturers, as well as amounts paid to all other personnel employed in teaching positions (as defined by Statistics Canada).[2] Of the factors that explain the differences observed in per-student spending for professors, two are particularly significant: the average number of students per professor, and the average salary of professors. Table 1.15 presents data on the average salary of full-time professors.[3]

In 2004-2005, the average salary of professors in Québec ($90 404) was 8% higher than in the Atlantic Provinces ($83 616), but 5% and 7% lower, respectively, than in Ontario ($94 720) and Western Canada ($97 092). However, it should be noted that the cost of living is lower in Québec than the average for the rest of Canada (about 10% lower in 2004-2005).

It should also be noted that, although the average salary of professors in Québec is lower than in Ontario (by 5% in 2003-2004), the per-student cost of professors is still higher in Québec (by 19% in 2003-2004). This is primarily because the average number of students per professor (in full-time equivalents) is lower in Québec than in Ontario.

It is difficult to obtain comparable data on the student-professor ratio in universities because of differences in the information systems relating to part-time professors. However, part-time professors (including lecturers) must be included in the calculation of student-professor ratios because they are responsible for much of the teaching in universities (slightly more than 50% in Québec).

Depending on the hypotheses used to convert part-time professors into full-time equivalents, the differences between the student-professor ratio in Québec and Ontario may be larger or smaller, but the data always indicates that, in recent years, the average number of students per professor has been lower in Québec than in Ontario.[4] This difference was particularly pronounced in 2003-2004, in part because of Ontario's double cohort.[5]

The salary costs of university professors in Québec are slightly higher than in the rest of Canada.

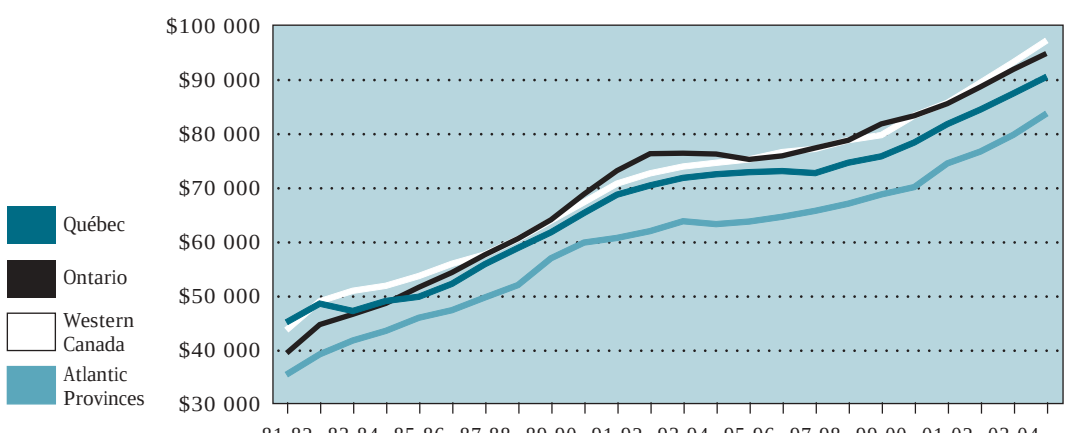
1. *The calculation of per-student spending for professors is based on a standard method for counting student enrollments in all the provinces, as follows: part-time enrollments are divided by 3.5 to convert them into full-time equivalents, and are then added to the full-time enrollments.*
2. *Employee benefits are not included in the total payroll used for this calculation.*
3. *Average salary includes basic salary as well as additional fees paid for administrative functions.*
4. *According to the Council of Ontario Universities, the average number of students per professor in Québec is lower than in Ontario (see* Ontario Universities–2004; Resource Document, *July 2004, Tables 8.5 and 8.6).*
5. *The double cohort refers to students who began Grade 11 and Grade 12 in September 2001, and who completed their secondary education at the same time in 2003. Therefore, a large number of students entered university in 2003-2004, which resulted in a larger class size.*

Table 1.15
Average salary of full-time university professors: Québec and the other regions of Canada (in current dollars)

	1990-1991	1994-1995	1998-1999	2000-2001	2003-2004[e]	2004-2005[e]
Québec	**65 284**	**72 435**	**74 566**	**78 300**	**87 347**	**90 404**
Canada, excluding Québec	**66 817**	**73 549**	**76 838**	**81 151**	**90 424**	**93 921**
Atlantic Provinces	59 826	63 231	67 001	70 067	79 708	83 616
Ontario	68 763	76 164	78 704	83 234	91 787	94 720
Western Canada	67 267	74 549	78 729	83 263	93 117	97 092
Canada	**66 464**	**73 268**	**76 284**	**80 467**	**89 709**	**93 111**

e: Estimates

Graph 1.15
Average salary of university research professors: Québec and the other regions of Canada (in current dollars)



1.16 Student Financial Assistance and Tuition Fees

In Québec, financial assistance is available to students in full-time postsecondary education and in secondary-level vocational training programs. The loans and bursaries awarded under Québec's student financial assistance program are intended to supplement the contribution of the student and, where applicable, of his or her parents, sponsor or spouse: responsibility for the cost of education lies with them first and foremost. Government assistance covers the difference between the allowable expenses and the contribution of the student and, where applicable, of his or her parents, sponsor or spouse.

In 2003-2004, 21.6% of full-time students in secondary vocational training, 23.2% of full-time college students and 36.9% of full-time university students received assistance. A total of 133 113 students benefited from the Loans and Bursaries Program. Of these, 54 920 received only a loan, 77 464 received a loan and a bursary, and 729 received only a bursary. A total of $355.4 million was granted in the form of loans and $315.2 million, in bursaries.

In 2003-2004, of the university students who received financial assistance, 37.6% obtained only a loan, which averaged $2 714, whereas 62.4% obtained a loan and a bursary totalling an average of $7 630. Those who received a loan and a bursary obtained on average slightly more than half of the assistance in the form of a bursary.

A look at the historical data on the breakdown of financial assistance awarded to Québec students attending university in 1990-1991 shows that loans made up 59.4% of the total assistance awarded, and bursaries, 40.6%. In the years that followed, the portion of assistance granted in the form of loans increased and the portion awarded in bursaries decreased, such that, in 1999-2000, the corresponding percentages were 68.0% and 32.0%, respectively. However, subsequently, there was a reversal in this trend. In 2003-2004, loans made up only 50.4% of the total assistance awarded and bursaries, 49.6%. The increase in the portion of bursaries is related to the roughly 25% reduction in the maximum amount of loans awarded as part of the Millennium Scholarship Program and a reduction in the student's contribution, as well as that of the parents or spouse, applied for the first time in 2001-2002.

In 2003-2004, upon completion of their undergraduate studies, Québec students who had received loans owed on average $9 854. The average debt for graduate studies was $12 881 and for postgraduate studies, $18 358.

Student loans contracted for college and undergraduate studies averaged $13 478 in 2003-2004; for college through to graduate studies, $21 172; and for college through to postgraduate studies, $26 508.

It is important to note that debt levels for Québec students are significantly lower than those for students in the rest of Canada. This can be explained in part by the fact that, on average, Québec awards more bursaries than the other provinces, as well as the fact that Québec's tuition fees are the lowest in Canada.

For example, tuition fees in Québec universities in 2005-2006 were 39% of the amount charged in the rest of Canada, fees for Québec residents having remained frozen for a number of years. While there were major increases between 1990-1991 and 1994-1995, tuition fees for Québec residents are once again frozen.[1] The gap between Québec and the rest of Canada has therefore once again begun to widen, and in 2005-2006, tuition fees in the rest of Canada ($4 885) were 2.6 times higher than in Québec ($1 900).

In 2005-2006, average tuition fees are $1 900 in Québec and $4 885 in the rest of Canada.

1. *See Note 1 at the bottom of Table 1.16b.*

Table 1.16a
Average tuition fees for full-time undergraduate university students: Québec and the other regions of Canada (in current dollars)

	1989-1990	1991-1992	1995-1996	2000-2001	2004-2005[p]	2005-2006[p]
Québec[1]	**519**	**1 311**	**1 703**	**1 819**	**1 888**	**1 900**
Canada, excluding Québec	**1 537**	**1 842**	**2 603**	**3 917**	**4 786**	**4 885**
Atlantic Provinces	1 728	2 075	2 821	4 014	4 850	5 063
Ontario	1 561	1 818	2 518	4 256	4 831	4 881
Western Canada	1 409	1 780	2 639	3 305	4 682	4 810
Canada	**1 271**	**1 706**	**2 384**	**3 447**	**4 140**	**4 214**

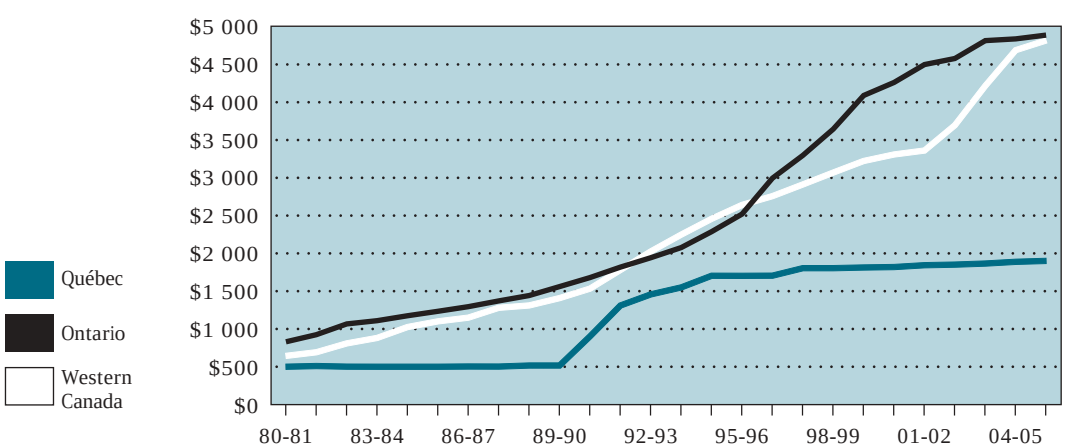
Table 1.16b
Proportion of financial assistance given to Québec university students in the form of loans and bursaries (%)

	1990-1991	1991-1992	1995-1996	2000-2001	2002-2003	2003-2004
Loans	59.4	60.5	66.4	59.3	51.5	50.4
Bursaries	40.6	39.5	33.6	40.7	48.5	49.6

p: Preliminary data

1. In Québec, as of the fall of 1997, Canadian students not residing in Québec must pay an additional amount that has been taken into account in the calculation of the average tuition fees (Statistics Canada data). This explains the increase in tuition fees in recent years, despite the freeze on tuition for Québec residents.

Graph 1.16
Average tuition fees for full-time undergraduate university students: Québec, Ontario and Western Canada (in current dollars)



1.17 Funded and Sponsored Research in Universities

The amount of funding through grants and research contracts allocated to universities almost doubled from 1994-1995 to 2003-2004, going from $586.6 million to $1.388 billion. The major increase in the amount allocated to university research in the past three years, and particularly in the past year, requires some explanation. Two factors contributed significantly to these increases: one was the federal government's payment of indirect costs and the recording of these grants in the Système d'information sur la recherche universitaire (SIRU). The second major change involves the inclusion in the SIRU, in the past two years, of grants awarded by the Canada Foundation for Innovation (CFI) and its partners, for university research infrastructures. Before this, only grants for equipment and from the New Opportunities Fund were recorded. Because of these two factors, in 2003-2004, the amount allocated to university research increased by $136.5 million; this amount is not taken into account in the following analysis.

In the six-year-period ending in 2003-2004, the amount allocated to research rose by 13.2% annually. This spectacular increase can be explained in large part by the investments of the Québec and Canadian governments in CFI projects. During the same period, CFI grants rose by 44.9% annually, from $29.4 million to $271.9 million. The amount of funding per research professor rose from $82 135 to $144 480, representing an average increase of 9.9% per year.

From 1994-1995 to 2001-2002, the contribution of the Québec government represented 24.0% of total contributions to university research. In 2003-2004, its contribution rose to 27.6%; it was 27% in 2002-2003. Between 1998-1999 and 2003-2004, the average increase was 14.2% per year.

During the same six-year period, the Canadian government's contribution[1] increased on average 15.1% per year. In 1998-1999, it represented 34.8% of total contributions, compared with 42.8% in 2003-2004. Contributions from the Canadian private sector grew an average of 4.5% per year from 1998-1999 to 2003-2004.

In 2003-2004, 78.4% of grants and research contracts were awarded in the fields of health sciences (35.8%), pure sciences (26.9%) and applied sciences (15.7%). Next came social sciences (6.7%), business administration (2.3%) and education (1.7%).

Health sciences received 39.0% of its grants and research contracts from the Canadian government, 24.9% from the Québec government and 23.7% from the Canadian private sector. The federal government also funded 54.0% of the research in pure sciences, compared with 21.4% for the Québec government and 15.5% for the Canadian private sector. In applied sciences, the proportions were 46.6% for the federal government, 26.0% for the Québec government and 18.5% for the private sector.

Funding for research in education varied between $16.1 and $23.4 million from 1998-1999 to 2003-2004, when it reached an all-time high. The average annual growth was 7.8%.

In the past three years, the amount allocated to university research has exceeded $1 billion. Between 2000-2001 and 2003-2004, the average increase in the amount allocated to research was 9.3% per year.

1. *Excluding grants from the FCI and its partners for infrastructures and grants for direct costs from the federal government.*

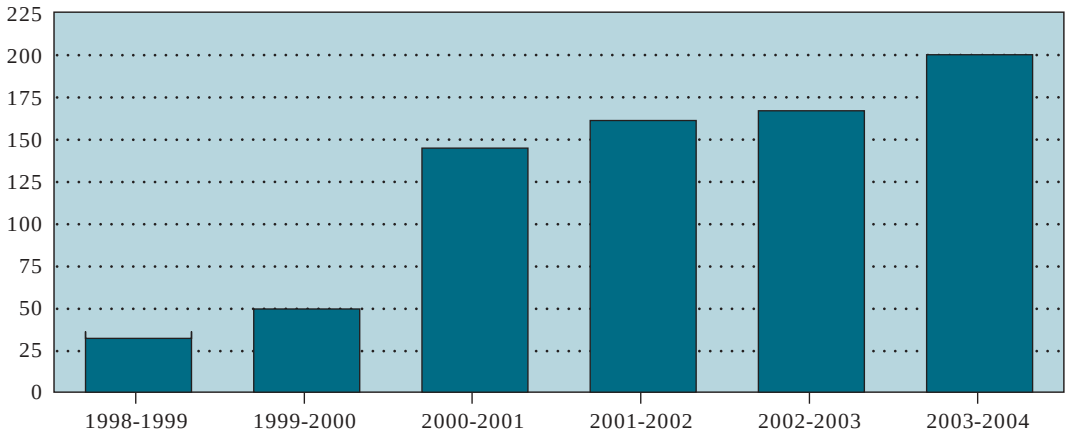
Table 1.17
Funded and sponsored research according to the source of funding and per research professor

	1994-1995	1996-1997	1998-1999	2001-2002	2002-2003	2003-2004
Grants and research contracts (in millions of dollars),[1] by source						
Government of Canada	234.3	224.5	229.7	453.3	449.4	643.2
Government of Québec	141.5	142.5	155.2	239.4	293.9	372.1
Canadian private sector	132.1	157.5	179.0	201.2	215.7	232.9
Other sources	78.7	82.3	97.0	123.8	128.2	138.7
Total	586.6	606.8	660.9	1 017.7	1 088.0	1 386.8
Number of research professors[2]	**8 906**	**8 705**	**8 046**	**8 259**	**8 460**	**8 654**
Amount per research professor ($)	**65 866**	**69 710**	**82 135**	**123 219**	**128 601**	**160 250**

1. *This refers to all research receiving direct assistance (grants, contracts, sponsorships, etc.) from either the university itself or outside organizations. Included are research projects conducted under the supervision of university research professors, for which funds have been put into specific accounts managed by the financial services or accounting department of the university, a hospital or a university-affiliated centre (as defined by the Système d'information sur la recherche universitaire [SIRU]).*

2. *This refers to career professors who occupy permanent positions in Québec universities, regardless of whether they are currently involved full-time in teaching-related activities or on sabbatical or career development leave. They may also assume certain administrative tasks. For example, department heads, deans and assistant deans often continue to be active in teaching or research. However, our definition of research professor excludes administrators of services (library directors, registrars, etc.) and senior administrators (rectors and vice-rectors). Data for 2002-2003 is preliminary. (Source: Ministère de l'Éducation, du Loisir et du Sport and Conference of Rectors and Principals of Québec Universities, Enquête sur le personnel enseignant.)*

Graph 1.17
Progression of the subsidies granted by the CFI and its partners, 1998-1999 to 2003-2004, in million of dollars.



2.1 School Life Expectancy

A child who began elementary school in 2004-2005 can expect to spend 15.6 years in the education system.[1] Since 1988-1989, 0.8 years of schooling have been added for male students, and 1.5 years for female students. School life expectancy has not improved from the 15.7 years observed in 1993-1994. For male students, it has even decreased by 0.4 years since then, standing now at 15.0 years. In 2003-2004, young people in Québec could expect to spend 15.6 years in school, or about the same amount of time as young people in France.[2]

A breakdown by level of education reveals that all increases in the past 17 years are attributable to either adult education or postsecondary education. More than half of the additional schooling is a result of college and university studies. At the elementary and secondary levels, schooling rose by 0.44 years, resulting from an increase of 0.65 years in the adult sector and a drop of 0.21 years in the youth sector.

At the elementary and secondary levels, the actual duration of schooling more or less corresponds to the projected length of studies. This is not surprising given that enrollment at these levels of education is virtually universal and compulsory until almost the end of secondary school. The reason why the average duration of schooling is less than the length of programs at the college and university levels is primarily because not all students go on to postsecondary education.

School life expectancy does not necessarily correspond to the number of years of study begun and successfully completed because grades repeated are included in the average duration. The slight decline since 1992-1993 in the duration of schooling at the elementary and secondary levels can be explained by the decrease in the number of years that are repeated (see Section 2.7). At the elementary and secondary levels, male students attend school slightly longer than female students (12.0, compared with 11.9 years) precisely because they have more difficulty. At the college and university levels, women tend to stay in school longer because more of them enroll in postsecondary education than men (see Sections 2.9 and 2.11). Women attend postsecondary school for an average of 4.3 years, compared with 3.0 years for men.

From elementary to university education, in 2004-2005, school-aged Quebeckers could expect to stay in school for an average of 15.6 years.

1. *Technically speaking, school life expectancy for a school year is equal to the sum of the schooling rates (or school attendance rates) for full-time studies (or the equivalent) per year of age. A schooling rate is equivalent to the average number of years of schooling per person. The sum of the rates per age indicates the hypothetical duration of studies for a child who begins elementary school and who, throughout his or her progression through school, is in the schooling situation observed for a given year at various ages.*

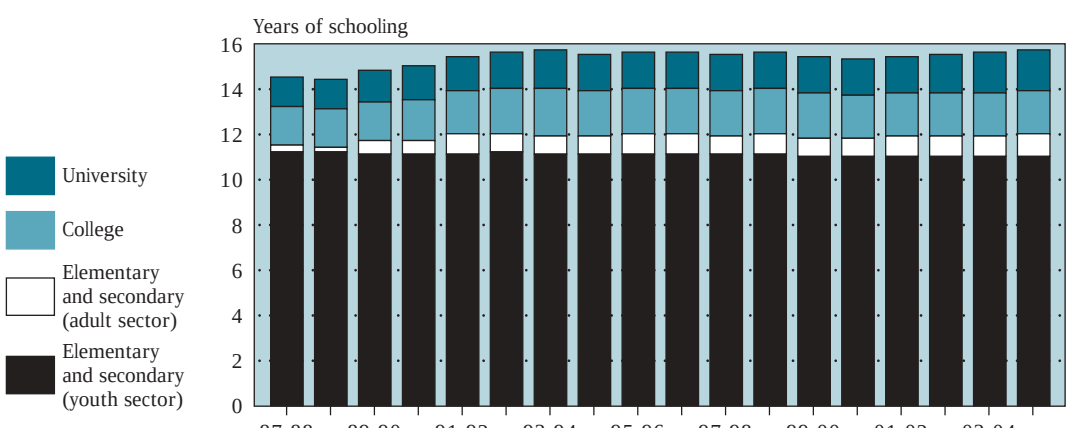
2. *Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche, Direction de l'évaluation et de la prospective,* L'état de l'école, *Paris, Vol. 15, October 2005.*

Table 2.1
School life expectancy for a child entering elementary school, by gender and level of education (in years)

	1987-1988	1988-1989	1993-1994	1998-1999	2003-2004	2004-2005
All levels of education by gender						
Male	N/A	14.2	15.4	15.1	15.0	15.0
Female	N/A	14.8	16.0	15.9	16.2	16.3
Total	**14.5**	**14.5**	**15.7**	**15.5**	**15.6**	**15.6**
Both genders according to level of education						
Elementary (youth sector)	6.14	6.16	6.12	6.08	6.05	6.03
Secondary (youth sector)	5.09	5.03	5.01	5.00	4.96	4.99
Elementary and secondary (adult sector)	0.30	0.23	0.84	0.88	0.93	0.95
College	1.74	1.74	2.07	1.99	1.88	1.86
University	1.28	1.34	1.64	1.53	1.77	1.79

N/A: Data not available

Graph 2.1
School life expectancy for a child entering elementary school (in years)



2.2 Enrollment in Preschool Education

Enrollment in kindergarten for 5-year-olds[1] has varied between 97% and 99% for a number of years. There is no significant difference between the enrollment of boys and girls in either kindergarten for 5-year-olds or kindergarten for 4-year-olds. In the past, enrollment in kindergarten for 4-year-olds varied between 6% and 9%. It has been significantly higher since 1994-1995 because children in Passe-Partout play groups are now included, and it stood at 19.9% in 2004-2005.

For a long time, children enrolled in part-time kindergarten for 5-year-olds[2] accounted for approximately 87% of all students in kindergarten, and this rate was the same for boys as for girls. In 1997-1998, with the implementation of full-time kindergarten, the situation was completely reversed as almost all boys and girls in kindergarten for 5-year-olds started to attend on a full-time basis.

Around the world, daycare centres, kindergartens, regular schools and families participate to varying degrees in the education of young children. In Québec, a relatively large portion of educational activities are entrusted to daycare centres, while the official education system becomes involved later in the child's life. Thus, in Québec, 5-year-olds are about as likely to attend kindergarten or elementary school as children in member countries of the Organisation for Economic Co-operation and Development (OECD).[3] In 2003-2004, virtually all developed countries had universal access to school for 5-year-olds (Sweden was one exception). On the other hand, with respect to educational activities for 4-year-olds, Québec is far behind those countries in which the enrollment of 4-year-olds is almost identical to that of 5-year-olds. Similarly, in Québec and the rest of Canada, 3-year-olds do not attend school; this is a rare exception among OECD countries. Moreover, the majority of children enrolled in kindergarten for 4-year-olds in Québec are in a Passe-Partout play group, which means that they are not really part of the school system.

Children with handicaps or with learning or adjustment difficulties account for 2.0% of students in kindergarten for 5-year-olds. For girls, the proportion was 1.3%, but it was double (2.7%) for boys.

In 2004-2005, 98.2% of all eligible children attended kindergarten for 5-year-olds, almost all of them on a full-time basis.

1. *This refers to the number of children in kindergarten for 5-year-olds (regardless of their age) in proportion to the population of 5-year-olds, or 4-year-olds in the case of kindergarten for 4-year-olds. Very few children who are not 5 years of age on September 30 are enrolled in kindergarten for 5-year-olds, and even fewer children in kindergarten for 4-year-olds are not 4 years of age. Variations in the estimates of the population aged 4 or 5 may affect the calculation of these rates, probably more so than any other factor.*
2. *In kindergarten for 5-year-olds, part-time attendance means five half-days per week and full-time attendance, five full days per week. In kindergarten for 4-year-olds, part-time attendance means one to four half-days per week and full-time attendance, five half-days per week.*
3. *The OECD calculates net enrollment rates, that is, the proportion of children of a given age who attend kindergarten or elementary school. These two levels are combined, since there are major differences among countries. The net enrollment rate does not take into account whether children attend school part-time or full-time, or their hours or days of attendance. Here too, major differences can be seen among countries.*

Table 2.2
Proportion of children enrolled in kindergarten for 4-year-olds and for 5-year-olds (%)

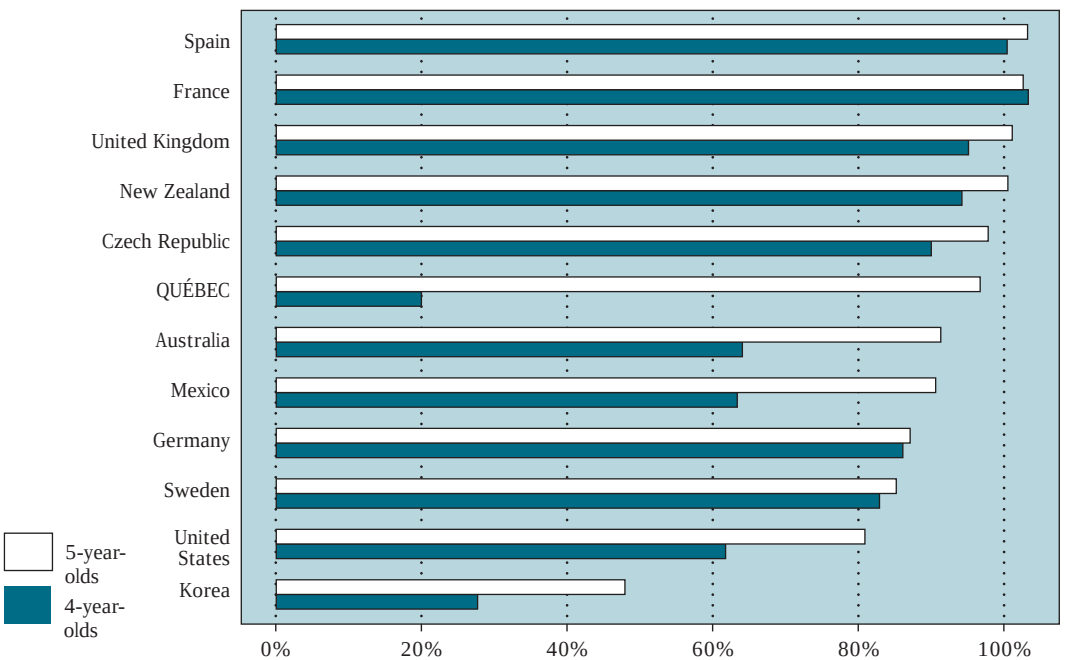
	1982-1983	1992-1993	2001-2002	2002-2003	2003-2004	2004-2005
Kindergarten for 4-year-olds	**8.0**	**9.2**	**19.2**	**19.6**	**19.1**	**19.9**
Passe-Partout play groups	—	—	10.8	11.0	11.1	11.6
Other categories	—	—	8.4	8.5	8.1	8.3
Kindergarten for 5-year-olds	**97.4**	**96.7**	**98.1**	**98.2**	**97.3**	**98.2**
Full-time[1]	—	9.2	98.1	98.1	97.3	98.2
Part-time[2]	—	87.6	0.0	0.0	0.0	0.0

—: Not applicable

1. Full-time: five full days

2. Part-time: five half-days

Graph 2.2
Net enrollment rates for 4-year-olds and 5-year-olds: Québec and various countries, 2003-2004 (%)



2.3 Enrollment in Secondary General Education– Youth Sector

Enrollment in Secondary V stood at 75.2% in 2004-2005. Enrollment in Secondary IV was 85.7%, which means that enrollment in Secondary V could increase somewhat in 2005-2006.

From a more historical perspective, Graph 2.3 shows that enrollment in Secondary IV and V increased appreciably in the 1980s. This trend can be explained by the fact that admission to vocational training was delayed to ensure that students spent an extra year in general education. On the other hand, the drop observed in 1985-1986 (in Secondary IV) and in 1986-1987 (in Secondary V) was due to the raising of the pass mark.[1] There was a temporary decline in student retention, but it was not long before an upward trend took hold once again.

Enrollment in Secondary I is virtually universal;[2] it was 99.8% in 2004-2005. In 2004-2005, 97.4% of young people were enrolled in Secondary II, and 94.0% in Secondary III.

In 2004-2005, differences in enrollment between female and male students appear in Secondary II, where female students are ahead of the male students by 2 percentage points. The gap widens in Secondary III to 4 percentage points in favour of the female students and, in Secondary IV, to 8 percentage points in favour of the female students, to stand at 11 percentage points in Secondary V.

In 2004-2005, in general education in the youth sector, enrollment in Secondary V was 75.2%.

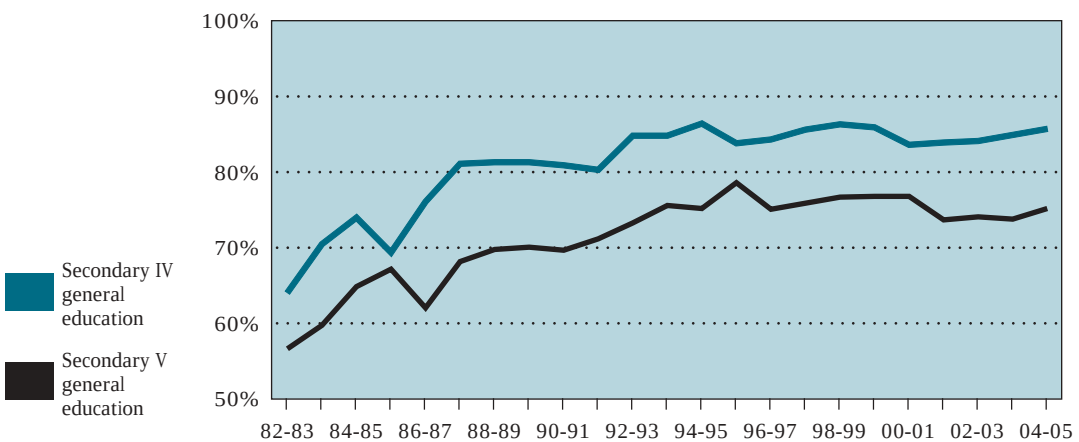
1. *The new, higher pass mark was applied to students entering secondary school in 1982-1983.*
2. *Some young people are not educated in the official education system. They may receive their schooling in reception centres, in schools that are not legally recognized or at home.*

Table 2.3
Proportion of young people enrolling in secondary general education in the public and private systems combined, by gender (%)

	1982-1983	1992-1993	2001-2002	2002-2003	2003-2004	2004-2005
Secondary I	**99.8**	**97.8**	**97.7**	**99.0**	**98.7**	**99.8**
Male	99.5	97.7	96.6	98.7	98.3	99.6
Female	100.0	97.9	98.8	99.4	99.2	100.0
Secondary II	**96.0**	**96.7**	**96.9**	**96.5**	**97.8**	**97.4**
Male	95.0	96.1	96.8	95.2	97.0	96.4
Female	97.1	97.4	97.0	98.0	98.6	98.4
Secondary III	**86.3**	**91.8**	**91.2**	**92.0**	**92.0**	**94.0**
Male	82.5	90.0	89.4	90.6	89.8	91.9
Female	90.3	93.9	93.0	93.4	94.4	96.2
Secondary IV	**64.1**	**84.8**	**83.9**	**84.1**	**84.9**	**85.7**
Male	59.9	81.7	79.9	80.8	81.7	82.0
Female	68.6	88.0	88.1	87.5	88.3	89.6
Secondary V	**56.7**	**73.3**	**73.7**	**74.1**	**73.8**	**75.2**
Male	53.6	68.5	68.1	67.9	68.4	69.6
Female	60.0	78.3	79.7	80.5	79.6	81.0

Note: Students enrolled in vocational training are not included.

Graph 2.3
Proportion of young people enrolling in Secondary IV and V in general education, public and private sectors combined (%)



2.4 Enrollment in Secondary Vocational Training– Youth and Adult Sectors

The proportion of young people under the age of 20 enrolling in vocational training programs was 17.7% in 2004-2005. Since 1998-1999, enrollment of students already holding a Secondary School Diploma (SSD) has been relatively stable, and was close to 10.0%; it dropped to 9.2% in 2004-2005.

Since short vocational programs were phased out in 1989-1990, most students who would normally have opted for these programs in the past are now enrolled in individualized paths for learning or, more likely still, in work skills and life skills education programs, which are a part of general education. Enrollment of students without diplomas was 8.4% in 2004-2005 and represented 48% of all people under the age of 20 enrolling in a vocational training program.

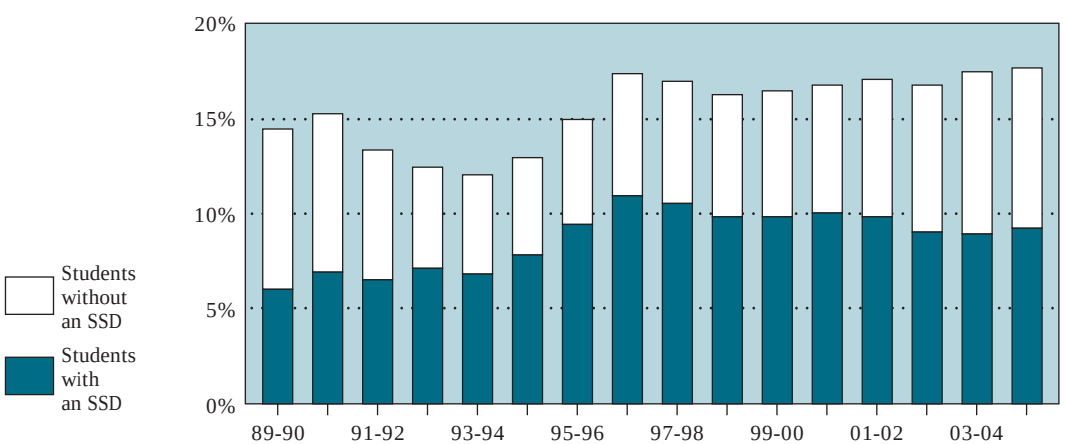
Vocational training programs attract more male than female students. Thus, in 2004-2005, 22.4% of male students opted for this path, compared with 12.8% of female students. This situation applies equally to students who had a diploma and to those who did not. This is the opposite of what has been occurring in general education in the youth sector (see Section 2.3), where female students tend to stay in school longer.

In 2004-2005, 17.7% of young people under the age of 20, more than half of whom already held an SSD, enrolled in vocational training.

Table 2.4
Enrollment in vocational training of students under the age of 20, youth and adult sectors combined (%)

	1989-1990	1994-1995	1999-2000	2002-2003	2003-2004	2004-2005
TOTAL	**14.4**	**12.8**	**16.4**	**16.7**	**17.4**	**17.7**
Students without an SSD	8.4	5.1	6.6	7.7	8.5	8.4
Students with an SSD	6.0	7.8	9.8	9.0	8.9	9.2
MALE	**18.0**	**15.1**	**19.6**	**21.0**	**21.9**	**22.4**
Students without an SSD	11.5	6.6	8.9	10.6	11.8	11.5
Students with an SSD	6.5	8.5	10.8	10.4	10.1	10.8
FEMALE	**10.6**	**10.5**	**13.0**	**12.2**	**12.7**	**12.8**
Students without an SSD	5.0	3.4	4.2	4.6	5.0	5.2
Students with an SSD	5.5	7.1	8.9	7.6	7.7	7.6

Graph 2.4
Enrollment in vocational training of students under the age of 20, youth and adult sectors combined (%)



2.5 Enrollment in Secondary General Education– Adult Sector

Students who do not obtain a secondary school diploma in the youth sector are not all dropouts. Many of them choose to pursue their studies in the adult sector.

In 2004-2005, 14.4% of school-aged youth under 20 went directly from the youth sector to the adult sector in general education without interrupting their studies. In 1984-1985, the rate was only 1.3%; there has therefore been an eleven-fold increase. In view of this, the relatively low rate of 5.0% observed in 1992-1993 (see Graph 2.5) can be attributed to the changes made in the funding of educational activities for adult students in general education; at the time, this funding was part of a restricted envelope.[1] The increase observed in 1993-1994 (from 5% to 9%) was undoubtedly due in part to the fact that the envelope was once again opened for students 16 to 18 years of age.

An analysis of the proportion of students who, after interrupting their studies, return to school in general education in the adult sector reveals that the number of students aged 15 to 19 who returned to the adult sector was higher, until 1986-1987, than the number of students who transferred directly from the youth sector. Since then, however, the latter path has grown in popularity, and in 2004-2005, accounted for more than three quarters of all new enrollments of students under 20 years of age.

The adult sector does not limit its services to providing students leaving the youth sector with the opportunity to earn their diploma through an alternative system. Adult education is also open to those who already have a secondary school diploma but wish to add to their education. And even among students without a diploma who enroll in the adult sector, some simply wish to meet a short-term need, such as acquiring the knowledge or skills taught in a specific course.

In 2004-2005, 14.4% of students under 20 years of age transferred directly from the youth sector to the adult sector.

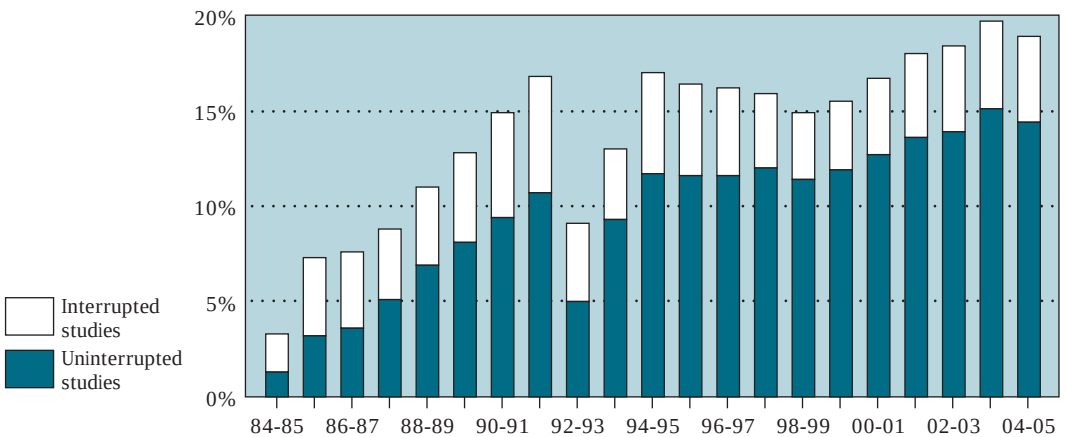
1. *As a result, the school boards had to encourage students to stay in the youth sector (whose envelope is always open), since funding for the adult sector was reduced in 1992-1993.*

Table 2.5
Enrollment in general education in the adult sector of students under the age of 20 without a secondary school diploma, by gender (%)

	1984-1985	1994-1995	2001-2002	2002-2003	2003-2004	2004-2005
Total	**3.2**	**17.0**	**18.0**	**18.4**	**19.8**	**18.9**
Uninterrupted studies[1] (directly from the youth sector)	1.3	11.7	13.6	13.9	15.1	14.4
Interrupted studies	2.0	5.3	4.4	4.5	4.6	4.5
Male	**3.3**	**19.4**	**20.4**	**20.7**	**22.1**	**21.1**
Uninterrupted studies[1] (directly from the youth sector)	1.4	13.7	15.6	15.7	16.9	16.2
Interrupted studies	1.9	5.8	4.9	5.1	5.2	4.9
Female	**3.1**	**14.6**	**15.5**	**16.0**	**17.4**	**16.7**
Uninterrupted studies[1] (directly from the youth sector)	1.1	9.7	11.6	12.0	13.3	12.6
Interrupted studies	2.0	4.9	3.9	4.0	4.1	4.1

1. Refers to students enrolled in the youth sector on September 30 of the preceding year.

Graph 2.5
Enrollment in general education in the adult sector of students under the age of 20 without a secondary school diploma (%)



2.6 Dropping Out of Secondary School

This section measures both official successful completion (graduation) and school attendance of those who have not yet received a diploma. The dropout rate is defined as the proportion of the population that does not attend school and has not obtained a secondary school diploma.

The dropout rate by age is obtained by measuring the proportion of the population with a secondary school diploma[1] by age, and the proportion without a diploma but still in school.[2] The two measurements are added together and deducted from 100.

Graph 2.6 shows the downward trend of the dropout rate since 1979. The increase observed in the 1980s is due to the raising of the pass mark, which made it more difficult to obtain a secondary school diploma (see Section 5.2). Results in recent years have been relatively stable.

The dropout rate in 2004 was 19.4% for 20-year-olds, 19.2% for 25-year-olds and 23.3% for 30-year-olds. An analysis of the data for a given age reveals that the dropout rate has declined considerably in the past 20 years: the rate for 17-year-olds went from 26.2% in 1979 to 11.1% in 2004, and the rate for 19-year-olds dropped from 40.6% to 19.3% during the same period.

Table 2.6 shows the difference in dropout rates for male and female students and indicates that women are less likely to drop out of school. In 1979, the gender gap was relatively small, but was somewhat more pronounced in 2004. For example, for 19-year-olds, the dropout rate for men in 2004 was almost half of what it was in 1979 (24.3% compared with 43.8%); for women, the rate in 2004 was almost one third of what it was in 1979 (13.9% compared with 37.2%). The situation of women has therefore improved more than that of men; this analysis also holds true for the other age groups in Table 2.6.

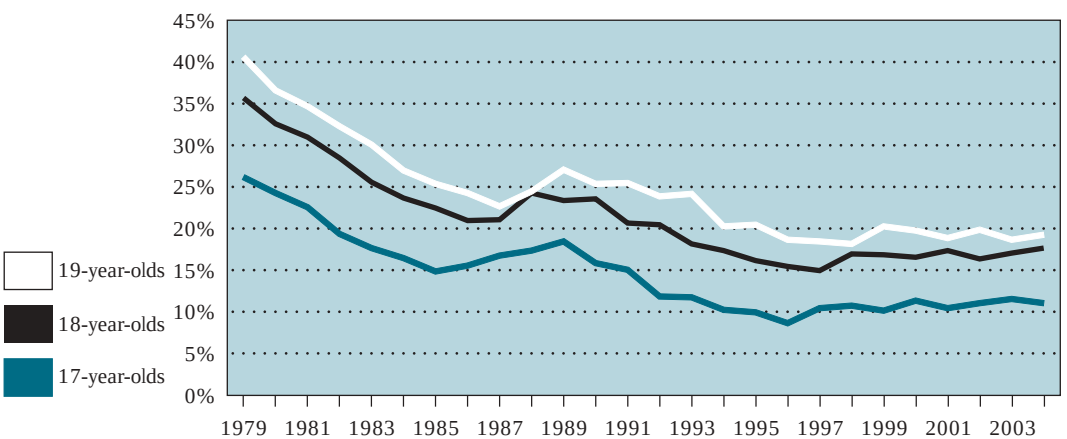
In 2004, 19.3% of 19-year-olds were without a secondary school diploma and were not attending school. This proportion was 40.6% in 1979.

1. *The diplomas considered here are the Secondary School Diploma (SSD–including the Short Vocational Diploma and the Long Vocational Diploma), the Secondary School Vocational Certificate (SSVC), the Diploma of Vocational Studies (DVS) (known as the Secondary School Vocational Diploma [SSVD] prior to 1998), the Attestation of Vocational Specialization (AVS), the Attestation of Vocational Education (AVE) and certification for on-the-job training in a recycling facility.*
2. *At either the secondary or college level. It is possible–although less and less so in the past few years–for a person without a secondary school diploma to be accepted in college. Persons who enroll in university without a secondary school diploma are not taken into account here.*

Table 2.6
Dropout rate by age and gender (%)

	1979	1989	1999	2002	2003	2004
17-year-olds	**26.2**	**18.5**	**10.2**	**11.1**	**11.6**	**11.1**
Male	27.6	21.3	13.3	14.0	14.3	14.0
Female	24.7	15.5	7.0	8.0	8.8	8.0
18-year-olds	**35.7**	**23.4**	**16.9**	**16.4**	**17.1**	**17.7**
Male	38.0	27.1	20.7	20.7	21.5	22.1
Female	33.2	19.5	12.9	11.8	12.4	13.1
19-year-olds	**40.6**	**27.1**	**20.3**	**19.9**	**18.7**	**19.3**
Male	43.8	31.1	25.1	24.9	23.6	24.3
Female	37.2	22.9	15.2	14.6	13.5	13.9

Graph 2.6
Dropout rate by age (%)



2.7 Academic Delay in Elementary and Secondary School – Youth Sector

Academic delay may be observed when a student in a grade level is older than the age expected for this level.[1] It is difficult for students to catch up when they are experiencing this kind of delay, because they would have to skip a year later on, which is rare, especially when they have already had enough difficulties that they have had to be held back a year or more. This is why, as shown in Table 2.7 (in elementary school in 1983-1984, for example), the proportion of students experiencing academic delay increases with each grade level; essentially, each year more students experiencing delay are added to this group but none are ever removed.

In more recent years, this cumulative effect in the proportion of students experiencing academic delay has been less visible because students in the third year of a cycle in elementary school (who, by definition, are all behind) are counted with the students in the second year, thereby increasing the proportion of students experiencing academic delay (among the students in the second year of a cycle).

On the contrary, in secondary general education, the proportion of students experiencing academic delay appears to be declining with each grade level (see Table 2.7; in 1983-1984, the rate went from 33.4% for Secondary I to 25.2% for Secondary IV). This is a result of these students dropping out (who, instead of being counted as students experiencing delay, are no longer considered at all present in the school system) or transferring to vocational training or adult general education.

In more recent years, this explanation seems to be less applicable: there is a certain stability from one grade to the next (about 24% to 27%). And yet, if a cohort (for example, students enrolled in Secondary I in 2001-2002, in Secondary II the following year, in Secondary III in 2003-2004 and in Secondary IV in 2004-2005) is followed, the proportion of students experiencing an academic delay goes from 28.7% to 28.5% to 28.0%, then to 24.4%. The rates decrease for the cohort because the students drop out or transfer to vocational training or adult general education.

Table 2.7 shows the difference between girls and boys in terms of academic delay; more boys than girls are experiencing academic delay. For all elementary and secondary school students, the difference between boys and girls was almost 10 percentage points in 1983-1984. By 2004-2005, the gap had narrowed to 6 points. If secondary school students are considered in isolation (the proportion does not appear in Table 2.7), 30.4% of boys were experiencing academic delay in 2004-2005, and girls, 21.4%, for a gap of 9 percentage points.

In 2004-2005, 17.1% of elementary and secondary school students were behind in their schooling.

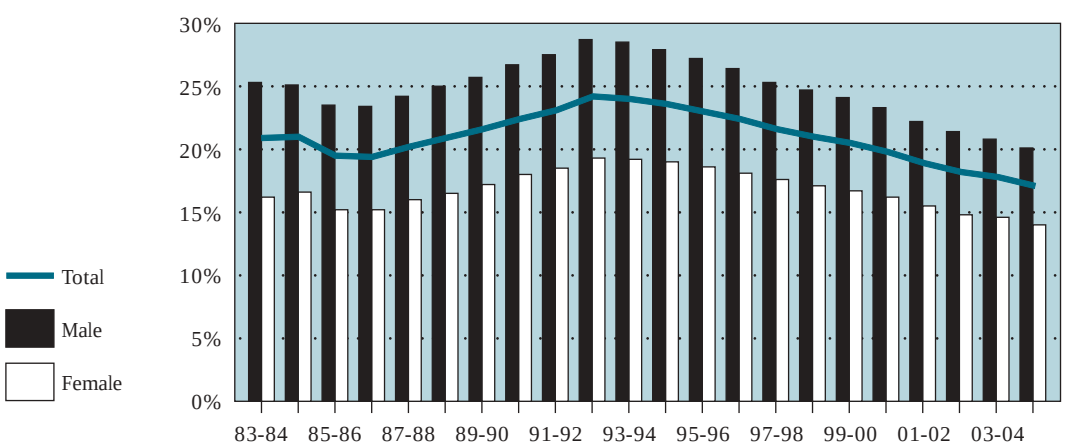
1. *This is the case if a student is older than 6 years of age (as of September 30) and enrolled in the first year of Elementary Cycle One, or older than 7 years of age and in the second year of Elementary Cycle One, as well as if a student is older than 12 years of age in Secondary I, and so forth. All students enrolled in the third year of a cycle at the elementary level are considered to be experiencing academic delay, regardless of their age.*

Table 2.7
Proportion of students experiencing academic delay, by level of education and grade level (%)

	1983-1984	1993-1994	2001-2002	2002-2003	2003-2004	2004-2005
Total	**20.9**	**24.0**	**18.9**	**18.2**	**17.8**	**17.1**
Elementary[1]	**13.2**	**16.2**	**11.6**	**10.7**	**10.1**	**9.1**
1 (or A) (or 1.1)	6.5	8.6	4.3	2.6	2.9	2.7
2 (or B-C) (or 1.2+)	9.2	12.5	10.2	9.8	9.7	9.1
3 (or D) (or 2.1)	11.3	15.9	10.5	9.0	8.2	7.5
4 (or E-F) (or 2.2+)	14.3	17.9	13.7	13.0	11.9	10.5
5 (or 3.1)	16.1	20.2	14.6	13.2	12.3	10.5
6 (or 3.2 +)	22.4	21.6	15.7	15.4	14.5	13.3
Secondary school (general education)	**30.6**	**32.9**	**28.5**	**27.6**	**26.9**	**26.0**
I	33.4	36.8	28.7	27.5	27.7	27.2
II	30.4	32.6	30.4	28.5	27.4	27.2
III	29.4	33.1	30.4	29.2	28.0	26.5
IV	25.2	30.1	27.1	26.6	25.9	24.4
V	33.5	30.4	25.3	25.4	24.6	23.4

1. *Elementary grade levels were referred to as **Elementary 1, 2, 3, 4, 5 and 6** until 2000-2001. In 2001-2002, elementary school was divided into three two-year cycles. Thus, **A, B and C** were used to refer to Cycle One, and **D, E and F**, to refer to Cycle Two. **C and F** were used for students who remained in a given cycle for more than the usual two years. The fifth and sixth years of elementary school had not yet been affected by the reform. Since September 2002, a two-digit notation has been used: for example, **1.1** represents Elementary Cycle One, first year; **1.2+** represents Cycle One, second (or third) year, and so on.*

Graph 2.7
Proportion of elementary and secondary school students experiencing academic delay, by gender (%)



2.8 Grade Repetition in General Education at the Secondary Level – Youth Sector

With the education reform and the new cycle-based system, it is no longer possible to calculate grade repetition[1] in elementary school, as was done in previous versions of the *Education Indicators*. This section therefore focuses on grade repetition in general education at the secondary level. With the implementation of the education reform and the cycle-based system in secondary school, it will soon be impossible to calculate grade repetition at the secondary level also.

Since peaking in 1991-1992, the proportion of secondary school students who repeat a grade has been generally on a downward trend. This proportion (7.6% in 2004-2005) is lower than that observed the previous year. Grade repetitions are particularly high in Secondary I,[2] but this is not surprising, considering that all elementary school students, including those with difficulties, are sooner or later promoted to secondary school, if only because they have turned 13 years of age. Moreover, for administrative purposes, students in individualized paths for learning may be classified in Secondary I for several years.

The proportion of students who repeat a year is relatively low in the final years of secondary school. Some of these students have reached the age when school attendance is no longer compulsory and either drop out of school or continue their studies in vocational training or in the adult sector. Graph 2.8 shows changes in the proportion of grade repetition for each grade level. For all of secondary school, this proportion was 7.6% in 2004-2005, compared with 10.0% in 1991-1992.

Boys are always more likely to repeat a grade, regardless of school year or grade. The proportion of boys who repeat a grade is often more than one and a half times the proportion of girls in the same situation.

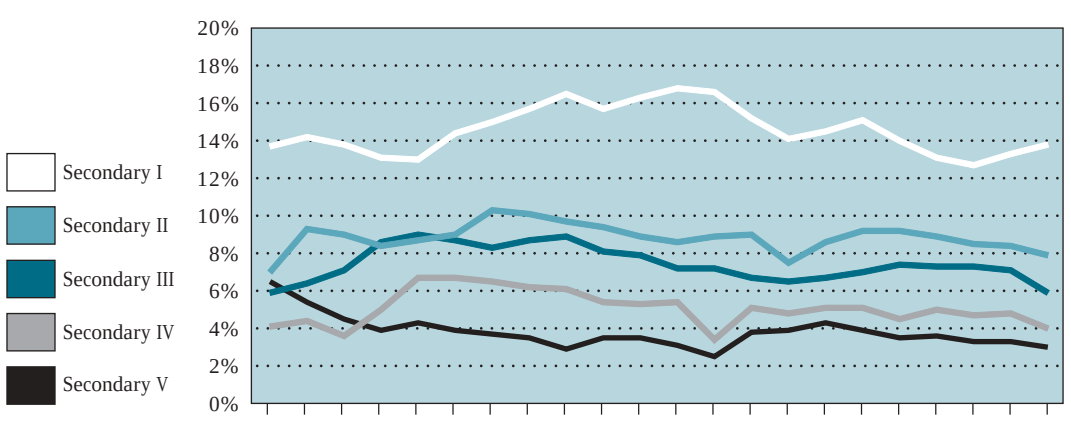
In 2004-2005, 7.6% of students in general education at the secondary level repeated a grade.

1. *Repeaters are those students who were in the same grade or a higher grade the preceding year. For our purposes, students in Secondary VI general education are considered repeaters.*
2. *The number of students repeating Secondary I has grown in the past two years.*

Table 2.8
Proportion of students who repeat a grade, by level of education and gender (%)

	1983-1984	1993-1994	2001-2002	2002-2003	2003-2004	2004-2005
Elementary	**4.7**	**4.9**	**3.1**	**–**	**–**	**–**
Male	5.9	5.9	3.8	–	–	–
Female	3.5	3.7	2.3	–	–	–
Secondary, general education	**8.7**	**9.3**	**8.0**	**7.9**	**8.0**	**7.6**
Male	11.0	11.5	9.9	9.7	9.8	9.4
Female	6.4	6.9	6.1	5.9	6.1	5.7
Secondary I	**13.7**	**16.3**	**13.1**	**12.7**	**13.3**	**13.8**
Male	16.9	19.8	15.7	15.4	16.1	16.8
Female	10.1	12.4	10.1	9.7	10.0	10.5
Total	**6.5**	**6.9**	**4.7**	**–**	**–**	**–**
Male	8.1	8.5	5.8	–	–	–
Female	4.8	5.2	3.6	–	–	–

Graph 2.8
Proportion of students repeating a year in secondary school, by grade level (%)



2.9 College Enrollment– Regular Education[1]

In 2004-2005, 59.3% of a generation of young Quebeckers went on to college. This is 4.4 percentage points lower than the rate observed in 1996-1997, just before the drop in the secondary school graduation rate and the tightening of the criteria for admission to CEGEP.[2]

College enrollment (regular education) rose by 22 percentage points between 1975-1976 and 1986-1987 (from 39.3% to 61.2%), followed by a drop of 5 percentage points in 1987-1988. In the six years thereafter, it rose by 10 percentage points, reaching a new high of 66.9% in 1993-1994. Since then, enrollment has dropped by about 8 percentage points for all young Quebeckers.

Since the late 1970s, changes in college enrollment can be largely explained by trends observed at the secondary level in the youth sector. There is a close correlation between obtaining a secondary school diploma in general education in the youth sector or before the age of 20 in the adult sector, and enrolling in college. This correlation would seem to indicate that the majority of general education graduates, as well as a certain number of vocational training graduates, eventually go on to college.

Over a period of 15 years or so, the gender gap in college enrollment has widened steadily. Although rather negligible in the mid-1970s, the difference reached 19.3 percentage points in favour of women in 2003-2004, with only women having regained any ground in recent years.

College enrollment also varies depending on the type of education involved. The probability of enrolling in pre-university education dropped from 37.9% in 1995-1996 to 35.3% in 2004-2005, after peaking at 43.9% in 1992-1993. The probability of enrolling in college technical training declined from 21.6% to 18.1% from 1986-1987 to 1989-1990, returning to 23.2% in 1992-1993 and then settling at 16.5% in 2004-2005.

In recent years, the only regular education program where enrollment has increased is Explorations. In 1993-1994, 4.9% of students undertook college studies in this type of program; in 2004-2005, the figure was 7.5%, which, out of a total of 59.3%, represents more than one in ten new enrollments.

In 2004-2005, the college enrollment rate rose by 1.4 percentage points and stood at 59.3%, which is a return to the situation that prevailed five years ago.

1. *The figures mentioned here include only students enrolled for the first time in programs leading to a Diploma of College Studies (DCS) in regular education.*
2. *Since the fall of 1997, students who enroll in CEGEP must not only have their Secondary School Diploma (SSD), but must also have successfully completed the following courses: Secondary V language of instruction and second language, Secondary IV history and physical science, and Secondary V mathematics or comparable Secondary IV mathematics.*

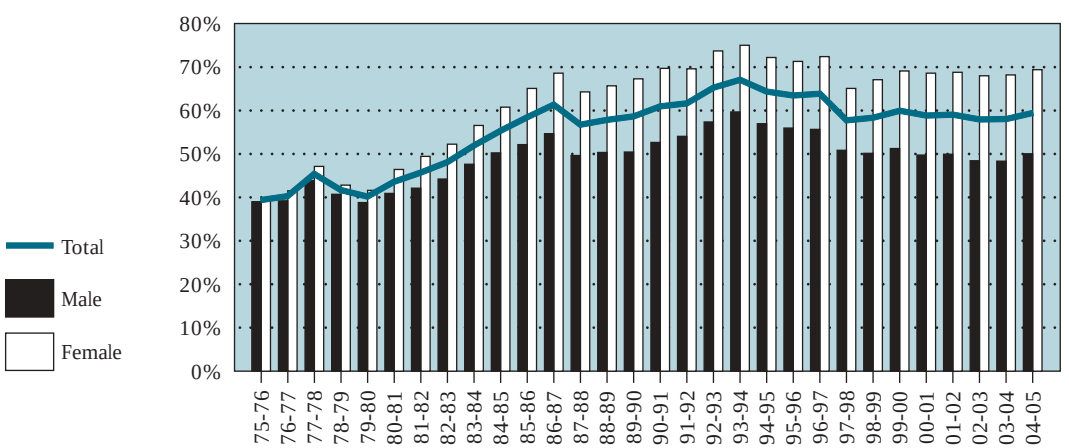
Table 2.9
Full- or part-time enrollment in regular education in public or private colleges, by gender and type of education (%)

	1975-1976	1985-1986	1995-1996	2002-2003	2003-2004	2004-2005[e]
Male	**38.9**	**52.0**	**55.8**	**48.3**	**48.2**	**49.9**
Pre-university education	25.4	34.2	31.5	26.2	27.3	28.8
Technical training	13.4	17.7	18.5	14.7	13.6	13.8
Explorations	–	–	5.9	7.5	7.3	7.3
Female	**39.7**	**64.9**	**71.1**	**67.8**	**68.0**	**69.2**
Pre-university education	22.5	41.0	44.7	41.1	42.0	42.2
Technical training	17.1	23.9	20.3	19.7	19.0	19.5
Explorations	–	–	6.1	7.0	7.0	7.6
Total	**39.3**	**58.3**	**63.3**	**57.8**	**57.9**	**59.3**
Pre-university education	24.0	37.5	37.9	33.4	34.5	35.3
Technical training	15.3	20.8	19.3	17.1	16.2	16.5
Explorations	–	–	6.0	7.3	7.2	7.5

e: Estimates

–: Not applicable

Graph 2.9
Full- or part-time enrollment in regular education in public or private colleges, by gender (%)



2.10 Immediate Transition From College to University

The main objective of college pre-university education is to prepare students for university. In the fall of 2004, 77.7% of the class of 2003-2004 aged 24 or under with a diploma in a pre-university program[1] were enrolled full-time in university.[2] Also in the fall of 2004, 77.4% of female graduates of pre-university education were enrolled full-time in university, a slightly lower percentage than that of men in the same situation (78.2%).

Between 1993-1994 and 1998-1999, the proportion of pre-university education graduates who went on to university without interrupting their studies was between 78.6% and 84.0%. The rate decreased from 84.0% in 1998-1999 to 75.6% in 2000-2001. Although the method used to estimate the proportion of graduates enrolled in university immediately after completing college has changed somewhat since 2000, the data indicates a slight increase in the following three years. After the fall of 2000, there was a significant increase in the proportion of college graduates who enrolled in university full-time, which went from 75.6% to 78.1% in the fall of 2003. Since then, there has been a slight decline.

In the fall of 2004, 25.1% of students aged 24 or under who graduated from a technical program in 2003-2004 were enrolled full-time in university the following year, which represents an increase since the fall of 2000. This result confirms the fact that more technical training graduates now go on to university. Indeed, the proportion of graduates of technical programs going on to university has been close to 20% in the past three years, the highest proportion since 1983-1984, despite the fact that these graduates would have little difficulty finding a job.

More male graduates aged 24 or under with a diploma in a technical program have been enrolling full-time in university engineering, computer science and business administration programs. Women in the same age group normally enroll in business administration, social sciences (in particular social services) and health sciences. The 5.1-point increase in the proportion of female graduates from a technical program going on to university in 2004-2005 can be explained in large part by the transition of graduates from the nursing techniques program (180.A0) to the university nursing program.

Of the class of 2003-2004, 77.7% of pre-university education graduates and 25.1% of technical training graduates went on to study full-time at university in the fall of the year following their graduation from college.

1. *This refers to students who obtained a Diploma of College Studies (DCS) between the months of September and August of a given school year.* Education Statistics Bulletin *no. 28 presents the figures for the immediate transition from college to university in 2000-2001. It can be consulted on the Ministère's Web site at the following address: <http://www.mels.gouv.qc.ca/stat/Bulletin>.*

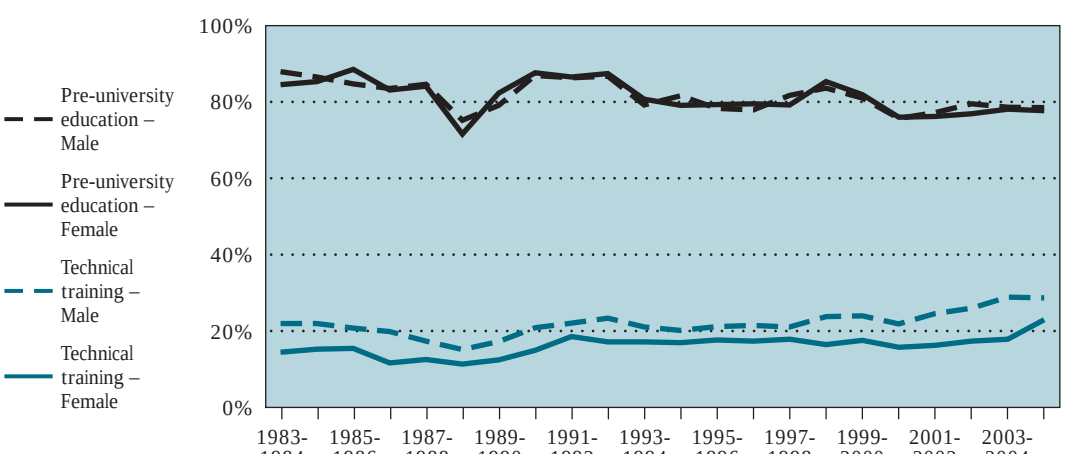
2. *In 2001, the method used to estimate the proportion of college graduates going on to university without interrupting their studies was revised. From 1983-1984 to 1999-2000, estimates were based on the results of the* Relance *surveys conducted by the Ministère de l'Éducation, du Loisir et du Sport, which present the situation of graduates of pre-university and technical programs as of March 31 following their year of graduation. In 2000-2001, the proportion of college graduates going on to university without interrupting their studies was based on administrative data from the Système de gestion des données sur l'effectif universitaire (GDEU). For the purpose of comparing this data with data from the* Relance *surveys, the GDEU system was used to calculate the proportion of students who earned a college diploma in 2000-2001 and who were enrolled full-time in a Québec university in the fall of 2000. Although the data are from different sources, the proportions obtained using both methods are a satisfactory representation of the situation observed between 2000-2001 and 2004-2005.*

Table 2.10
Proportion of college graduates (24 years old or under) enrolling full-time[1] in university without interrupting their studies, by type of education and gender (%)

	1983-1984	1993-1994	2001-2002	2002-2003	2003-2004	2004-2005
Pre-university education	**86.0**	**79.9**	**76.4**	**77.7**	**78.1**	**77.7**
Male	87.7	79.0	77.0	79.3	78.4	78.2
Female	84.3	80.5	76.0	76.7	77.9	77.4
Technical training	**17.4**	**18.6**	**19.7**	**20.8**	**22.2**	**25.1**
Male	21.9	21.0	24.5	24.9	28.8	28.5
Female	14.4	17.1	16.2	17.3	17.8	22.9

1. *The statistics produced between 1983-1984 and 1999-2000 are based on government* Relance *surveys. They represent the proportion of college graduates who, on March 31 of the reference year, were not employed and were enrolled in university either part-time or full-time. Since 2001, statistics are from the Système de gestion des données sur l'effectif universitaire (GDEU). The statistics for 2000-2001 to 2004-2005 represent the proportion of students who earned a college diploma between 1999-2000 and 2003-2004 and who were enrolled full-time in a Québec university the following fall. In the calculation of the indicator based on the* Relance *surveys, the inclusion of college graduates enrolled part-time in university and the reference date used (March 31) combined to produce a slightly higher result than that of the new indicator used since 2000-2001.*

Graph 2.10
Proportion of college graduates (24 years old or under) enrolling full-time in university without interrupting their studies, by type of education and gender (%)



2.11 University Enrollment

This section concerns enrollment[1] in programs leading to a university degree at the bachelor's, master's or doctoral level. Enrollment in certificate programs and nonprogram studies is not measured here.

In 1992-1993, the proportion of a generation enrolled for the first time in programs leading to a bachelor's degree increased by one third over an 8-year period, climbing to 39.7%, from 30.1% in 1984-1985. From 1992-1993 to 1997-1998, there was a decline of 5.8 percentage points in enrollment in bachelor's programs, and the rate fell to 33.9%. A similar decline was observed in enrollment in pre-university college programs after 1992-1993 (see Section 2.9). Thereafter, the rate began to rise again, reaching 41.4% in 2005-2006, comparable to that of 1992-1993. Women posted an even higher rate of enrollment in programs leading to a bachelor's degree at 49.1%.

Over this 21-year period, only women showed veritable gains in enrollment in bachelor's programs: the rate increased by 17.8 percentage points, whereas men (34.2%) were 5.2 percentage points above the level observed in 1984-1985. The gender gap was 14.9 percentage points, whereas it had been 2.3 percentage points 21 years earlier.

With respect to master's programs, enrollment rose for a seventh time in a row to 11.8% after having dropped in 1997-1998. Here too, gains were more favourable for women, whose enrollment rate was 12.1% in 2005-2006, compared with 11.4% for men. In 1984-1985, the difference was 1.5 percentage points in favour of men. At the master's level, women began showing definitive gains over men in 1993-1994. The overall increase in enrollment in master's programs between 1984-1985 and 2005-2006 was relatively greater than that observed at the bachelor's level.

The growing interest in doctoral studies is significant even though it applies to only a small portion of the population. Enrollment rose from 1.1% in 1984-1985 to 3.1% in 2005-2006. Men continue to enroll in doctoral studies in slightly greater numbers (3.3%) than women (2.8%), but the number of women enrolling at this level has increased more rapidly in the past 20 years.

In 2005-2006, the proportion of students enrolling in university is estimated at 41.4% for bachelor's programs, 11.8% for master's programs, and 3.1% for doctorate programs.

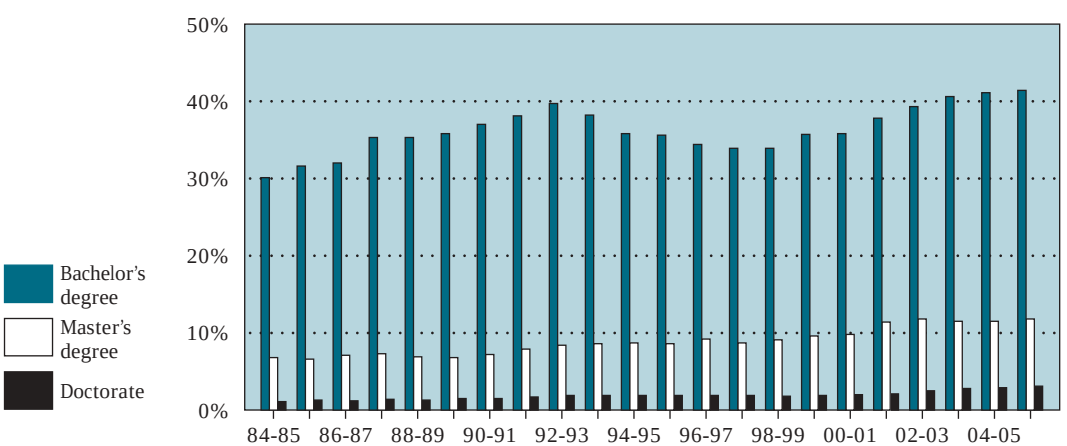
1. *Since the data on new enrollments generally used for this indicator was unavailable at the time of writing, preliminary data on enrollments provided by the Conference of Rectors and Principals of Quebec Universities (CREPUQ) was used for the 2005-2006 figures. More specifically, the annual variation in new full-time enrollments in programs leading to a bachelor's degree was used to estimate enrollment for 2005-2006 on the basis of the most recent data observed, that is, in 2004-2005. Data for programs leading to a master's degree or doctorate was estimated on the basis of variations in enrollment in these programs.*

Table 2.11
Enrollment in programs leading to a university degree, by gender (%)

	1984-1985	1992-1993	1997-1998	2003-2004	2004-2005	2005-2006[e]
Bachelor's programs						
Male	29.0	34.8	28.9	33.3	33.9	34.2
Female	31.3	44.9	39.1	48.3	48.7	49.1
Total	**30.1**	**39.7**	**33.9**	**40.6**	**41.1**	**41.4**
Master's programs						
Male	7.5	8.5	8.4	11.6	11.4	11.4
Female	6.0	8.3	8.9	11.5	11.6	12.1
Total	**6.8**	**8.4**	**8.7**	**11.5**	**11.5**	**11.8**
Doctoral programs						
Male	1.4	2.3	1.9	3.0	3.1	3.3
Female	0.8	1.4	1.8	2.6	2.6	2.8
Total	**1.1**	**1.9**	**1.9**	**2.8**	**2.9**	**3.1**

e: Estimates (See Note 1 at the bottom of the text.)

Graph 2.11
Enrollment in programs leading to a university degree (%)



2.12 Training of Researchers

Students enrolled in a program leading to a doctorate are the most likely to go into university research. In the fall of 2004, these students totalled 11 147, a peak since 1990.

More than three quarters of enrollment in doctoral programs is concentrated in social sciences, applied sciences, pure sciences and health sciences. In 2004, 29.1% of doctoral candidates were in social sciences, 20.6% in applied sciences, 14.7% in pure sciences, and 12.9% in health sciences.

Men accounted for the majority of the students enrolled in a doctoral program (53.3% in the fall of 2004, compared with 46.7% for women). In 1990, the percentages were 64.7% and 35.3%, respectively. From 1990 to 2004, the increase in the number of women enrolled in doctoral programs (109.8%) was much greater than it was for men (30.9%).

In 2004, 81.0% of the men in doctoral programs were enrolled in applied sciences (29.8%), social sciences (23.2%), pure sciences (14.7%) and health sciences (12.9%). The number of men enrolled in business administration has increased the most since 1990, that is, by 165.4%, while the number of men enrolled in education and literature decreased by 30.5% and 24.5%, respectively.

The distribution of enrollments in doctoral programs differs for women and men. In the fall of 2004, 35.8% of the female students were in social sciences, 15.6% in health sciences, 11.7% in pure sciences, 10.1% in applied sciences, 7.7% in literature and 7.3% in education. The largest annual increases in female enrollment since 1990 have been in the arts (337.5%), law (326.3%), applied sciences (235.7%), health sciences (177.5%), and business administration (175.5%).[1]

In the fall of 2004, 29.1% of doctoral students were enrolled in social sciences, 20.6% in applied sciences, 14.7% in pure sciences, and 12.9% in health sciences.

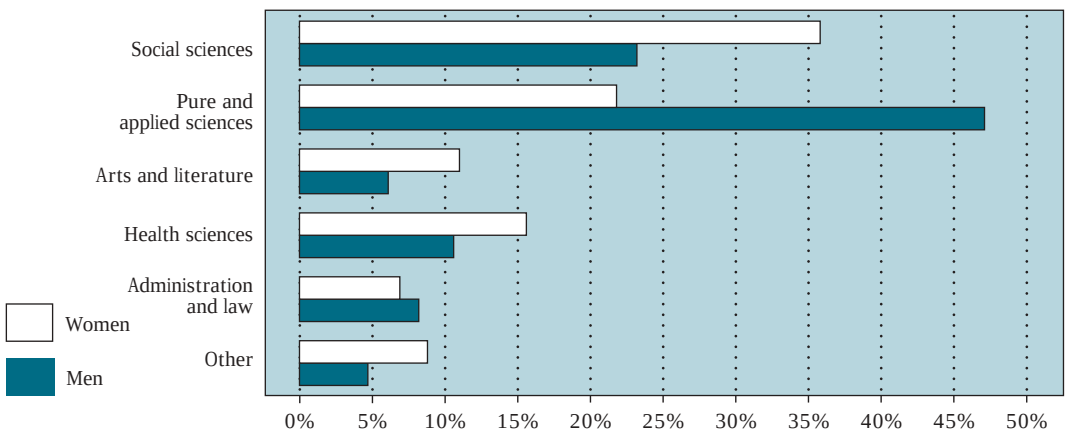
1. *Female enrollment in interdisciplinary studies, which went from 21 in 1990 to 65 in 2004, is not taken into consideration.*

Table 2.12
Enrollment in doctoral programs, by field of study (fall term)

	1990	1999	2000	2001	2002	2003	2004
Arts	96	186	200	209	237	278	310
Literature	654	665	607	583	579	601	630
Business administration	258	463	494	508	558	623	695
Law	58	108	109	110	120	127	153
Education	549	560	558	504	526	553	565
Social sciences	2 168	2 746	2 721	2 685	2 749	2 989	3 251
Pure sciences	1 229	1 347	1 351	1 355	1 408	1 522	1 641
Applied sciences	1 276	1 446	1 389	1 446	1 711	2 020	2 304
Health sciences	662	1 041	1 114	1 149	1 246	1 353	1 447
Interdisciplinary studies	60	96	93	87	121	143	154
Not applicable[1]	27	21	17	23	25	33	24
Total	**7 037**	**8 679**	**8 653**	**8 659**	**9 280**	**10 242**	**11 174**

1. All situations for which there is no indication of the student's discipline or for which the Ministère has decided not to indicate a discipline.

Graph 2.12
Enrollment in doctoral programs, by gender and field of study, fall 2004 (%)



3.1 Success in Secondary Cycle Two of General Education– Adult Sector[1]

Of the students in general education in the adult sector who left secondary school in 2003-2004, 15.4% obtained a diploma. If only students in Cycle Two are considered, the proportion more than triples, to 50.4%. Of the various instructional services[2] available, only Secondary Cycle Two normally leads to a diploma. Figures for new enrollments broken down according to instructional service are available as of 1988-1989 only. These figures show that the proportion of graduates was 23.2% for students leaving Secondary Cycle Two; the rate has therefore doubled since that time.

Although earning a diploma is not the most appropriate criterion for measuring success in the other instructional services, it can nevertheless be observed that the proportion of graduates is on the rise among students in all the instructional services in the adult sector. Since 1980-1981, this proportion has risen from 11.5% to 15.4%. This increase is due primarily to the fact that fewer students are dropping out of instructional services that do not lead directly to a diploma. Instead of quitting school, students pursue their studies in another instructional service, and thus enter Cycle Two and eventually earn a secondary school diploma.

Among students leaving school, the proportion who hold a diploma is higher for those under 20 years of age than for all ages combined. Thus, in Secondary Cycle Two, 63.1% of the students leaving before the age of 20 did so with a diploma; progress has been considerable in this respect, because the corresponding proportion for 1988-1989 was 36.3%. With respect to instructional services as a whole, the proportion of those under the age of 20 leaving with a diploma grew from 22.0% to 35.0% between 1980-1981 and 2003-2004.

In 1980-1981, the graduation rate was slightly higher for male students than for female students, but the situation has since reversed. In 2003-2004, the graduation rate for female students exceeded that of male students by 3.3 percentage points, with the difference being 10.8 percentage points for those under 20 years of age.

Of the students under the age of 20 who were enrolled in Secondary Cycle Two in the adult sector in 2003-2004, 63.1% earned a diploma.

1. *Success in general education is measured here by the proportion of new graduates among all general education students leaving secondary school with or without a diploma. The diplomas counted are those obtained during or at the end of the last year of enrollment or the following year, if the student has not re-enrolled. Students are considered to have left school without a diploma when they have been absent for a period of at least two years following the last year of enrollment.*

2. *The following instructional services are offered, or were offered in the past, in general education in the adult sector: Integration into Community Life Program (ICLP), sociovocational integration services, pre-employment training activities (PTA), literacy services, francization services, adults educated in the youth sector, study skills and career planning, preparatory services for secondary education, Secondary Cycle One education services, Secondary Cycle Two education services, vocational training preparation services, preparatory services for postsecondary education, and preparatory services for higher education.*

Table 3.1
Proportion of students leaving general education in the adult sector with a diploma,[1] by gender, instructional service, age and last year of enrollment (%)

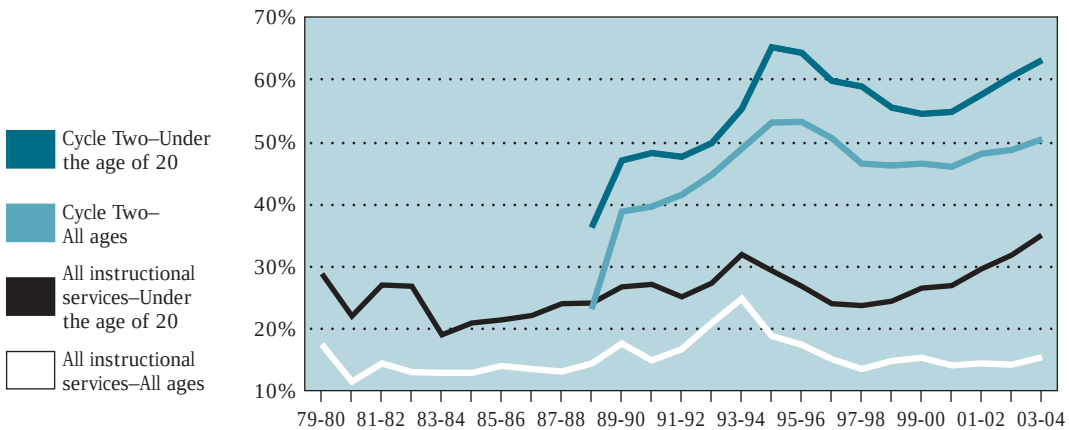
	1980-1981	1988-1989	1995-1996	2001-2002	2002-2003	2003-2004[e]
Male						
Secondary Cycle Two	N/A	22.7	50.2	44.8	45.4	46.9
Under the age of 20	N/A	36.2	61.0	53.3	56.8	60.4
All instructional services	13.1	13.2	14.9	12.9	12.8	13.8
Under the age of 20	23.1	22.4	22.4	24.8	27.6	30.5
Female						
Secondary Cycle Two	N/A	23.6	55.9	51.4	51.9	53.8
Under the age of 20	N/A	36.4	67.5	62.3	64.7	66.2
All instructional services	10.3	15.3	20.0	16.0	15.6	17.1
Under the age of 20	20.8	25.8	33.2	36.5	37.8	41.3
Total						
Secondary Cycle Two	N/A	23.2	53.2	48.1	48.7	50.4
Under the age of 20	N/A	36.3	64.3	57.6	60.5	63.1
All instructional services	11.5	14.4	17.4	14.4	14.2	15.4
Under the age of 20	22.0	24.1	26.8	29.6	31.8	35.0

N/A: Data not available

e: Estimates

1. All secondary school diplomas are taken into account.

Graph 3.1
Proportion of students leaving general education in the adult sector with a diploma, by last year of enrollment (%)



3.2 Success in Secondary Vocational Training[1]

Of the students in vocational training[2] who left secondary school in 2003-2004, 61.8% obtained a diploma. If only those students truly considered to be working toward a diploma, that is, full-time students,[3] are considered, the proportion of graduates climbs to 85.3%, the highest rate in recent years.

Since the beginning of the vocational training reform in 1987-1988, the percentage of graduates has increased appreciably. For example, at the end of 2003-2004, the proportion of students graduating from programs leading to a Diploma of Vocational Studies (DVS) (known as the Secondary School Vocational Diploma [SSVD] prior to 1998) was 74.8%, compared with 54.4% in 1990-1991. The success rate for long vocational programs has not increased much since the mid-1980s, but data on long vocational programs concerned only the youth sector. If only full-time students[3] are considered, progress is more evident. As noted earlier, the proportion of graduates among students enrolled for the last time in 2003-2004 was 85.3%, compared with 56.3% for students who completed their studies in 1980-1981.

However, if we consider all school leavers without taking into account the sector or whether enrollment is full-time or part-time, the proportion of diplomas has also increased since the early 1980s. Thus, the success rate of persons enrolled in vocational training for the last time in 1980-1981 was 46.6%, and it rose to 61.8% in 2003-2004.

There was a significant decline in the number of new enrollments in vocational training during the 1980s (see Section 2.4). Students are now required to spend more time in general education before being admitted into vocational training. General education graduates still have higher success rates in vocational training than students who do not already have a diploma. This explains in large part the higher success rate observed for all school leavers in recent years.

The differences in the results of male and female students have varied over the years. In 1999-2000, there was a reversal in trends relating to graduation from programs leading to a DVS and the success rate of female students surpassed that of male students (70.2% compared with 63.9%). In the past, the success rate for male students was 2 to 10 percentage points higher than for female students. However, when only the overall graduation rate by gender is considered, the success rate for female students has been higher for a long time. In 1985-1986, the proportion of female students graduating from vocational training was 36.2%, compared with 28.7% for male students; in 2003-2004, the proportions were 70.8% and 56.0%, respectively.

In 2003-2004, the success rate for male students in programs leading to a DVS was the same as the rate for female students, who had been in the lead since 1999-2000.

1. *Success in vocational training is measured here by the proportion of new graduates among all vocational training students leaving secondary school with or without a diploma. The diplomas counted are those obtained during or at the end of the last year of enrollment or the following year, if the student has not re-enrolled. Students are considered to have left school without a diploma when they have been absent for a period of at least two years following the last year of enrollment.*
2. *Because school boards are not required to transmit vocational training enrollment data when a diploma, attestation or certificate is not awarded, the denominator for the success rate may be incomplete.*
3. *Students enrolled for 270 course hours or more per year are considered full-time.*

Table 3.2
Proportion of students leaving secondary vocational training with a diploma,[1] by gender, category and last year of enrollment (%)

	1980-1981	1985-1986	1990-1991	1995-1996	1999-2000	2002-2003	2003-2004[e]
Male							
Long vocational or DVS[2]	57.1	58.3	60.0	67.7	63.9	73.8	74.8
Full-time[3]	51.8	51.4	81.1	79.5	81.6	84.0	84.5
All male school leavers	48.3	28.7	21.7	46.2	50.7	54.8	56.0
Female							
Long vocational or DVS[2]	65.5	69.5	50.3	64.5	70.2	74.4	74.8
Full-time[3]	61.3	62.0	80.0	78.3	82.4	85.9	86.3
All female school leavers	45.2	36.2	39.3	54.0	65.7	69.2	70.8
Total							
Long vocational or DVS[2]	61.7	64.1	54.4	66.1	66.6	74.1	74.8
Full-time[3]	56.3	56.6	80.6	78.9	82.0	84.9	85.3
All school leavers	46.6	32.1	27.9	49.5	56.6	60.4	61.8

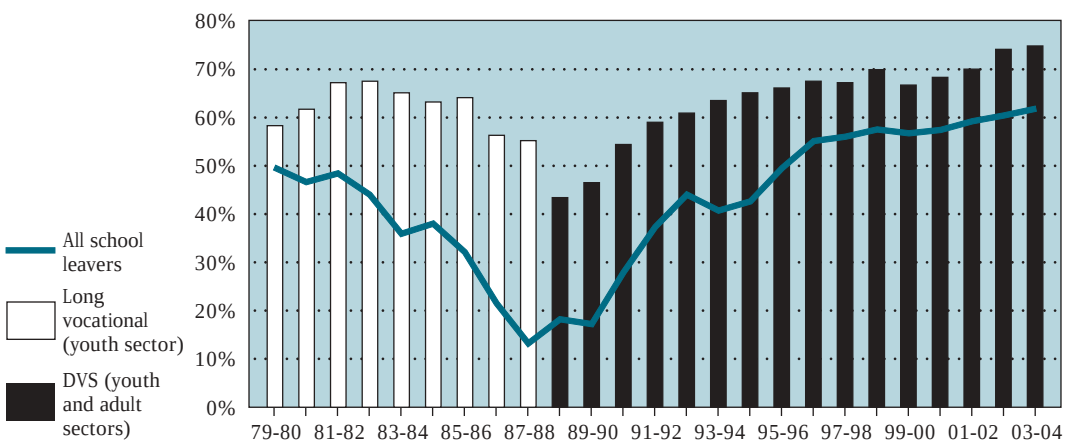
e: Estimates.

1. All secondary school diplomas are taken into account.

2. Figures for 1980-1981 and 1985-1986 cover enrollment in long vocational programs only in the youth sector. After 1988-1989, figures take into account DVSs in the youth and adult sectors.

3. Students enrolled for 270 course hours or more per year are considered full-time.

Graph 3.2
Proportion of students leaving secondary vocational training with a diploma, by last year of enrollment (%)



3.3 Success in Pre-University Programs in Regular College Education[1]

Of the students in pre-university programs who left regular college education at the end of 2003-2004, 72.2% earned a Diploma of College Studies (DCS). In the past two decades, this graduation rate has fluctuated between 63.9% and 73.3%. The success rate has increased since 1999-2000, when it stood at 69.3%. Before the drop in 1999-2000, an increase in success rates had been observed: from 64.7% in 1995-1996 to 70.2% in 1998-1999. The stricter admission criteria that came into effect in the fall of 1997 (see Section 2.9) largely explain this increase, because fewer of the students who are most likely to quit their studies are able to enroll in college.

Women tend to do better than men in pre-university programs, and the gap has grown over the years. In 1980-1981, the proportion of women finishing their pre-university education with a DCS surpassed that of men by 4.0 percentage points. In 2003-2004, the difference was 14.0 percentage points in favour of women (it was 10.8 percentage points in 1995-1996). This phenomenon, coupled with the fact that more women than men enroll in college (see Section 2.9), explains the gender gap with respect to graduation rates (see Section 5.6).

When the type of initial college program is taken into account, the success rate is slightly above average for students who began their studies in pre-university programs: in 2003-2004, it was 74.9%. Students arriving from technical programs had markedly lower success rates. Given that since 1994-1995 some graduates have also begun in Explorations programs, the success rate remained lower for pre-university program students who came from another type of program. This rate did not clear the 50% mark until 1998-1999 and reached 53.0% in 2003-2004.

In theory, it takes two years to obtain a DCS in a pre-university program, but very few students do so within this time frame. In fact, the rate of completion within two years (that is, the time elapsed from initial enrollment in a program leading to a DCS) reached 44.3% in 2003-2004 for students who began their studies in a pre-university program. This rate was at its lowest point, 35.0%, in 1986-1987. If all pre-university program graduates are considered, regardless of the program in which they were initially enrolled, obviously their success rate for two-year completion will be slightly lower because students who transfer from other programs spend more time in school. Generally, the majority of the pre-university DCSs are obtained within five years of the start of college studies; in 2003-2004, the corresponding success rate was 73.6%.

Of the students in pre-university education completing their studies in 2003-2004, 72.2% graduated with a DCS; this figure has increased by 2.9 percentage points since 1999-2000.

1. *Success in pre-university programs in regular college education is measured here by the proportion of new graduates among all students in pre-university programs in regular college education who leave programs leading to a DCS, with or without a diploma. DCSs of all types are counted, whether they were obtained during or at the end of the school year in which the student was last enrolled, or the following year, if the student has not re-enrolled in a program leading to a DCS. Students are considered to have left school without a diploma when they have been absent for a period of at least two years following the last year of enrollment.*

Table 3.3
Proportion of students leaving a pre-university program with a DCS, by last year of enrollment in regular college education, gender, type of initial program, and time elapsed1 since initial enrollment (%)

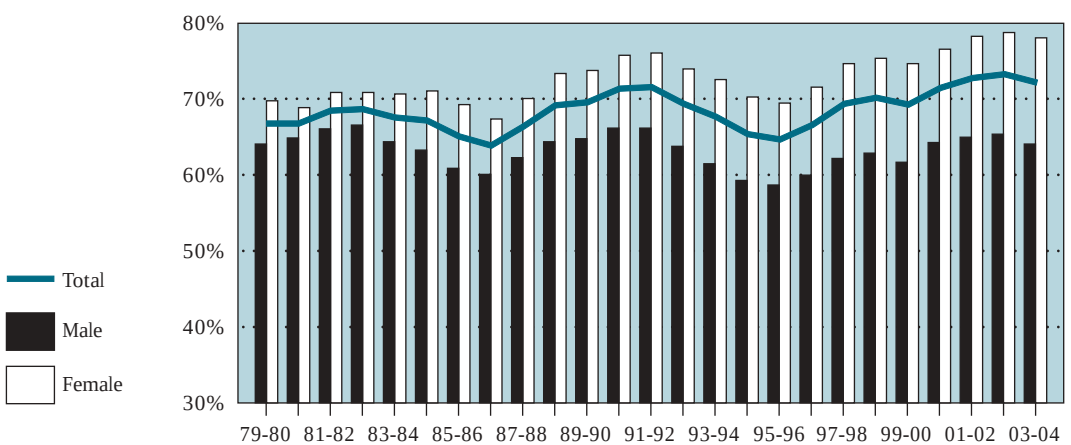
	1980-1981	1990-1991	1995-1996	1999-2000	2002-2003	2003-2004[e]
Male and female						
Same type of initial program						
2 years or less[1]	N/A	40.5	36.6	42.6	45.0	44.3
5 years or less[1]	N/A	70.8	65.2	70.0	74.1	73.6
All durations	N/A	72.0	66.5	71.3	75.4	74.9
Other type of initial program[2]						
All durations	N/A	61.3	47.5	53.7	57.1	52.9
All types of initial programs–all durations						
Male and female	66.8	71.4	64.7	69.3	73.3	72.2
Male	64.9	66.2	58.7	61.7	65.4	64.1
Female	68.8	75.8	69.5	74.7	78.8	78.1

e: Estimates

N/A: Data not available

1. *The time elapsed since initial enrollment is not necessarily the same as the duration of studies, because the studies may have been interrupted at some point.*
2. *Until 1993-1994, this category referred to students who began their studies in a technical program. As of 1994-1995, this category also includes students who leave pre-university education (with or without a diploma) after having begun in an Explorations program the previous year.*

Graph 3.3
Proportion of students leaving a pre-university program with a DCS, by gender and last year of enrollment in regular college education (%)



3.4 Success in Technical Programs in Regular College Education[1]

Of the students in regular college education who left technical programs at the end of 2003-2004, 62.6% earned a Diploma of College Studies (DCS). Over the past two decades, this graduation rate has fluctuated between 52.7% and 62.8%.

In this area, women still do better than men. The gender gap was at its greatest (17.1 percentage points) in 1997-1998 and narrowed by 3.6 percentage points in 2003-2004, when the success rate for women was 68.7% compared with 55.2% for men, a difference of 13.5 percentage points in favour of women. This phenomenon, coupled with the fact that more women than men enroll in college (see Section 2.9), explains the difference between the sexes with respect to graduation rates (see Section 5.6).

When the type of initial college program is taken into account, in 2003-2004, the success rate was slightly higher than the average for students who began their studies in technical programs. Moreover, until 1993-1994, students who began in pre-university programs and who transferred to technical programs had markedly higher success rates. Since 1994-1995, the success rates of students who began their college studies in programs other than technical programs were brought down by the rates of students in Explorations programs (introduced in 1993-1994).

In theory, it takes three years to earn a DCS in a technical program, but very few students do so within this time frame. In fact, the rate of completion within three years (that is, the time elapsed from initial enrollment in a program leading to a DCS) was 36% in 2003-2004 for all students who began in technical programs. If all technical training graduates are considered, regardless of the program in which they were initially enrolled, obviously their success rate for three-year completion will be slightly lower because students who transfer spend more time in school. Generally, a higher proportion of technical DCSs are obtained within five years of the start of college studies; in 2003-2004, the corresponding success rate was 56.8%.

Of the students in technical programs completing their studies in 2003-2004, 62.6% earned a DCS; this percentage has increased slightly in recent years.

1. *Success in technical programs in regular college education is measured here by the proportion of new graduates among all students in technical programs in regular college education who leave programs leading to a DCS, with or without a diploma. DCSs of all types are counted, whether they were obtained during or at the end of the school year in which the student was last enrolled, or the following year, if the student has not re-enrolled in a program leading to a DCS. Students are considered to have left school without a diploma when they have been absent for a period of at least two years following the last year of enrollment.*

Table 3.4
Proportion of students leaving a technical program with a DCS, by last year of enrollment in regular college education, gender, type of initial program, and time elapsed since initial enrollment1 (%)

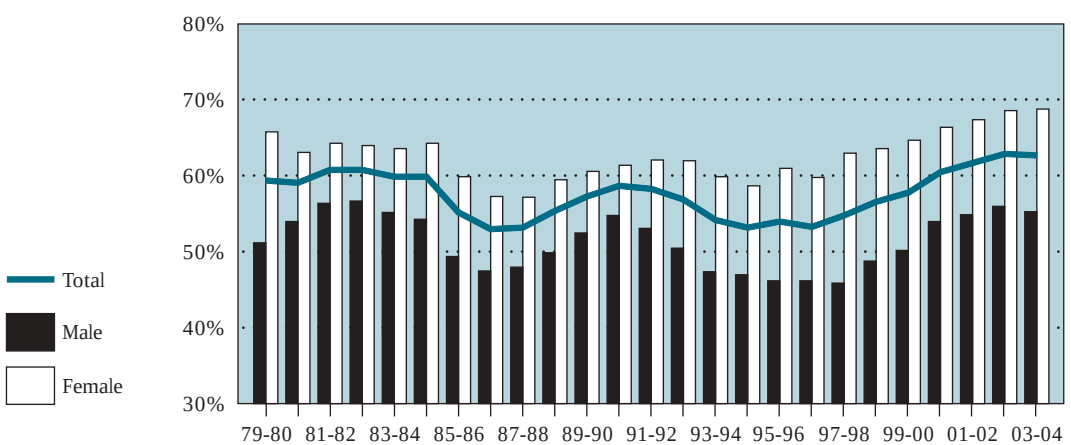
	1980-1981	1990-1991	1995-1996	1999-2000	2002-2003	2003-2004[e]
Male and female						
Same type of initial program						
3 years or less[1]	N/A	29.6	26.8	31.6	34.4	36.0
5 years or less[1]	N/A	51.1	47.8	52.4	56.4	56.8
All durations	N/A	56.6	53.1	57.6	62.9	63.3
Other type of initial program[2]						
All durations	N/A	64.4	55.7	57.8	62.6	61.3
All types of initial programs–all durations						
Male and female	59.0	58.6	53.9	57.7	62.8	62.6
Male	53.9	54.7	46.1	50.1	55.9	55.2
Female	63.0	61.3	60.9	64.6	68.5	68.7

e: Estimates

N/A: Data not available

1. *The time elapsed since initial enrollment is not necessarily the same as the duration of studies, because the studies may have been interrupted at some point.*
2. *Until 1993-1994, this category referred to students who began their studies in a pre-university program. As of 1994-1995, this category also includes students who left technical training (with or without a diploma) after having begun in an Explorations program the previous year.*

Graph 3.4
Proportion of students leaving a technical program with a DCS, by gender and last year of enrollment in regular college education



3.5 Duration of Studies in Regular College Education

The duration of studies for graduates with a Diploma of College Studies (DCS) and for all students (regardless of whether or not they obtain a DCS) has changed very little over the years.[1]

Graduates from pre-university education have studied for an average of 2.4 years. For those who leave without a diploma, the total duration of studies is still an average of 1.5 years. The average duration of studies, whether students leave with or without a diploma, is 2.1 years.[2] For most students, that is, those who began their college studies directly in pre-university programs, the corresponding durations are similar or are 0.1 year less. Students who transferred from another type of program take 3.2 years to obtain their DCS in pre-university education.

Students in technical programs take an average of 3.9 years to earn a DCS, while those who leave without a diploma do so after 2.2 years. Given the success rate (see Section 3.4), students leaving technical programs study for 3.2 years. Here too, those students who enrolled in technical programs right from the beginning of their college studies leave in a shorter time: those leaving with a DCS do so in 3.5 years and those leaving without a diploma do so after 1.8 years. However, students who had initially enrolled in pre-university programs (who have a higher success rate) or in Explorations programs take 4.5 years to obtain a DCS in technical training.

Very slight differences in the duration of studies are apparent in the figures for men and women, and according to the status upon leaving. In pre-university education, female graduates, like women who leave their studies before obtaining a diploma, do so sooner (0.1 years) than men. This difference disappears, however, when college leavers overall are considered by gender because more women than men obtain a diploma, thereby raising the average duration of studies for women overall. The same effect can be observed in technical training, where female graduates study 0.1 years less than their male counterparts, while women who leave their studies before obtaining a diploma spend the same amount of time in school as men (average of 2.2 years).

On average, a DCS in pre-university education is obtained after 2.4 years equivalent to full-time study and a DCS in technical training, after 3.9 years.

1. *This is why the results provided in this section are the averages for college leavers for the last five years observed (that is, the averages for students enrolled for the last time from 1999-2000 to 2003-2004). However, in the case of students leaving without a diploma, over a 10-year period, the duration of studies before dropping out has lengthened, by 0.4 full-time terms for pre-university education and by 1 full-time term for technical training.*

2. *The duration of studies for all college leavers depends, on the one hand, on the respective duration of studies of students with a DCS and college leavers without a diploma, and on the other hand, on the weighting of these two categories of students, that is, the success rate. This explains why the duration of studies for all students, whether or not they leave with a diploma, has remained stable, even though the success rates have been dropping and the duration of studies for those leaving without a diploma has been getting longer.*

Table 3.5

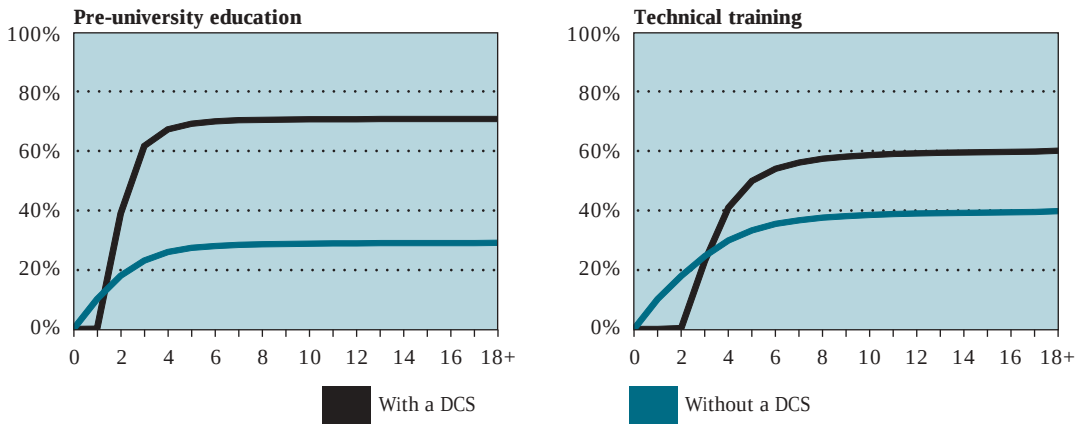
Average number of years[1] of study completed before leaving regular college education (average for all college leavers after 1999-2000), by gender and type of program enrolled in at the start and finish of the studies

	With Diploma		Without Diploma[2]		Total	
	Pre-university education	Technical training	Pre-university education	Technical training	Pre-university education	Technical training
Male	2.5	3.9	1.6	2.2	2.2	3.1
Female	2.4	3.8	1.4	2.1	2.1	3.2
Total[3]	**2.4**	**3.9**	**1.5**	**2.2**	**2.1**	**3.2**
Type of initial program						
Same	2.3	3.5	1.4	1.8	2.1	2.8
Different[3]	3.2	4.5	2.1	2.9	2.7	3.9

1. *One year of full-time study is equivalent here to two full-time terms or eight part-time terms.*
2. *Refers to students who have interrupted their studies for at least six consecutive terms.*
3. *Refers to the total duration, including studies undertaken previously in other types of programs.*

Graph 3.5

Cumulative school-leaving rates for regular college education between 1999-2000 and 2003-2004, by number of years elapsed since initial enrollment in a program leading to a DCS (%)



3.6 Success and Duration of Studies in Bachelor's Programs[1]

At the end of 2003-2004, 67.7% of students leaving a bachelor's program earned their degree. In the 16-year period observed, the graduation rate increased from 55.9% for students enrolled for the last time in 1987-1988.

From the beginning of the period under observation, female students have had higher success rates than male students, with the difference rising from 0.7 to 7.0 percentage points between 1987-1988 and 2003-2004, after a maximum gap of 7.7 percentage points in 1996-1997. In the last year observed, 70.6% of female students who left a bachelor's program did so with a degree, compared with 63.6% of their male counterparts. This phenomenon, coupled with the fact that more women than men enroll in bachelor's programs (see Section 2.11), explains the gender gap with respect to graduation rates (see Section 5.7).

Graduates of bachelor's programs have studied for an average of 6.5 full-time terms, or for 8.8 terms if full-time or part-time status is not taken into account.[2] Those who leave without a degree study an average of 2.6 terms, or slightly more than one year, full-time. For all students leaving bachelor's programs, the average duration of studies is 7.2 terms, 5.1 of which are full-time.

Differences in the duration of studies are apparent in the figures for men and women, and according to the attendance status upon leaving. Whether women obtain a bachelor's degree or give up their studies without a degree, they do so sooner than men do. Women who obtain a bachelor's degree spend 0.4 fewer terms in full-time studies than men, while women who leave their program without a degree do so 0.4 terms sooner than men. Nevertheless, when the duration of studies is considered, regardless of full- or part-time status, the gender difference is not as pronounced, because more women than men study part-time. For all students leaving bachelor's programs, the gender difference is less evident, mainly because more women than men obtain a degree, which raises the average duration of studies for women overall.

Of the students leaving a bachelor's program at the end of 2003-2004, more than two thirds (67.7%) earned a degree.

1. *Success in university bachelor's programs is measured here by the proportion of new graduates among all students leaving the programs with or without a degree. The degrees taken into account are bachelor's degrees obtained during or at the end of the school year in which the student was last enrolled, or the following year, if the student has not re-enrolled in an undergraduate program leading to a bachelor's degree. Students are considered to have left school without a degree when they have been absent for a period of at least two years following the last year of enrollment.*

2. *A portion of the studies is done part-time and is added to the average duration of full-time studies. For graduates, the duration of part-time studies varies from 2.2 to 2.5 terms. For those who leave without a degree, the duration of part-time studies is from 1.7 to 2.0 terms. For all school leavers, the duration of part-time studies varies from 2.0 to 2.4 terms.*

Table 3.6a
Proportion of students graduating from a bachelor's program, by gender and last year of enrollment (%)

	1987-1988	1990-1991	1995-1996	2001-2002	2002-2003	2003-2004[e]
Male	55.5	59.7	61.7	63.3	64.0	63.6
Female	56.2	63.1	69.0	70.3	69.8	70.6
Total	**55.9**	**61.5**	**65.9**	**67.4**	**67.4**	**67.7**

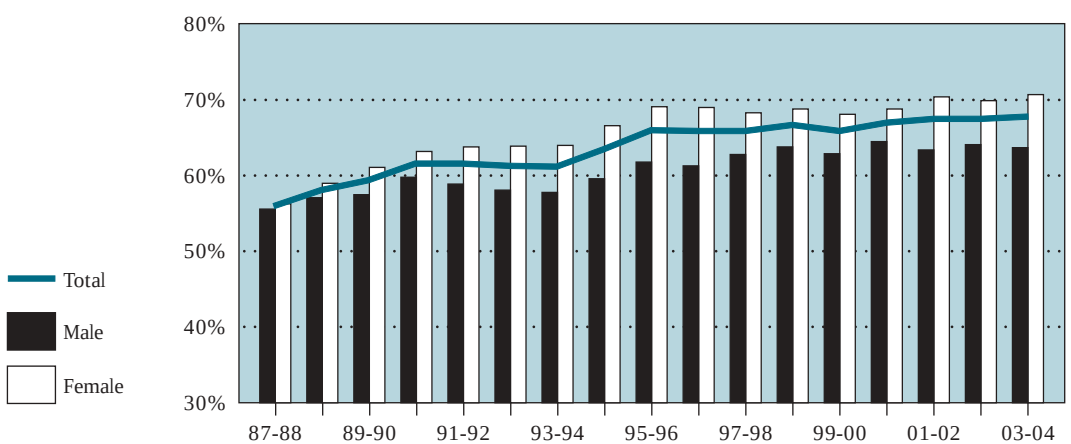
e: Estimates

Table 3.6b
Average number of terms completed before leaving a bachelor's program (average for all leavers after 1999-2000), by gender

	With Degree		Without Degree[1]		Total	
	Full-time	All attendance statuses[2]	Full-time	All attendance statuses[2]	Full-time	All attendance statuses[2]
Male	6.8	9.0	2.8	4.5	5.2	7.2
Female	6.4	8.7	2.4	4.4	5.0	7.2
Total	**6.5**	**8.8**	**2.6**	**4.4**	**5.1**	**7.2**

1. *Refers to students who have interrupted their studies for at least six consecutive terms.*
2. *Refers to the total duration of full- and part-time studies.*

Graph 3.6
Proportion of students graduating from a bachelor's program, by gender and last year of enrollment (%)



3.7 Success and Duration of Studies in Master's Programs[1]

At the end of 2003-2004, 71.2% of students leaving a master's program earned their degree. This is a gain of 15.1 percentage points over a 16-year period, as well as the highest level recorded for that period.

In 1987-1988, relatively fewer women than men seeking a master's degree pursued their studies to graduation. Since then, women have taken the lead and now have a higher success rate than men. In 2003-2004, 73.1% of women leaving a master's program did so with a degree, for an increase of 18.1 percentage points since 1987-1988. The corresponding increase for men was 12.4 percentage points; 69.4% of men leaving a master's program did so with a degree in 2003-2004. This phenomenon, coupled with the fact that more women than men enroll in master's programs (see Section 2.11), explains the gender gap with respect to graduation rates (see Section 5.7).

Graduates of master's programs are enrolled for an average of 7.0 terms, regardless of whether they study on a full-time or part-time basis.[2] On average, students spend 4.2 terms in full-time studies. The total average duration of studies for students who leave without a degree is 4.9 terms, whether full-time or part-time. For all students leaving master's programs, the average duration of studies is 6.2 terms, 3.5 of which are full-time. The duration of studies referred to here is the actual duration and is not consistent with the calculation of full-time equivalents (FTEs) for funding purposes, where a standardized duration is generally recognized for a master's program with a thesis. In these cases, the "funded" duration is a maximum of 4 terms (1.5 years in FTEs) for master's programs. However, the actual duration of studies exceeds this standard for all types of attendance status. This means that students who leave without a master's degree are in practice fully funded, with the exception of a supplementary amount of $1 000 that is allocated to universities when the degree is awarded.

Differences in the duration of studies are apparent in the figures for men and women, and according to the attendance status upon leaving. Contrary to what was observed at the college level and in bachelor's programs, women enrolled in master's programs do not take less time than men to obtain their degree.

Of 100 students leaving a master's program at the end of 2003-2004, 71.2 earned a degree, after an average of 7.0 terms of study.

1. *Success in university master's programs is measured here by the proportion of new graduates among all students leaving the programs with or without a degree. The degrees taken into account are master's degrees obtained during or at the end of the school year in which the student was last enrolled, or the following year, if the student has not re-enrolled in a graduate program leading to a master's degree. Students are considered to have left school without a degree when they have been absent for a period of at least two years following the last year of enrollment.*

2. *A portion of the studies is done part-time and is added to the average duration of full-time studies. For graduates, the duration of part-time studies varies from 2.8 to 3.5 terms. For those who leave without a degree, the duration of part-time studies is from 2.4 to 3.0 terms. For all school leavers, the duration of part-time studies varies from 2.7 to 3.3 terms.*

Table 3.7a
Proportion of students graduating from a master's program, by gender and last year of enrollment (%)

	1987-1988	1990-1991	1995-1996	2001-2002	2002-2003	2003-2004[e]
Male	57.0	64.4	63.7	67.9	69.1	69.4
Female	55.0	64.5	67.5	71.9	71.7	73.1
Total	**56.1**	**64.5**	**65.6**	**69.9**	**70.3**	**71.2**

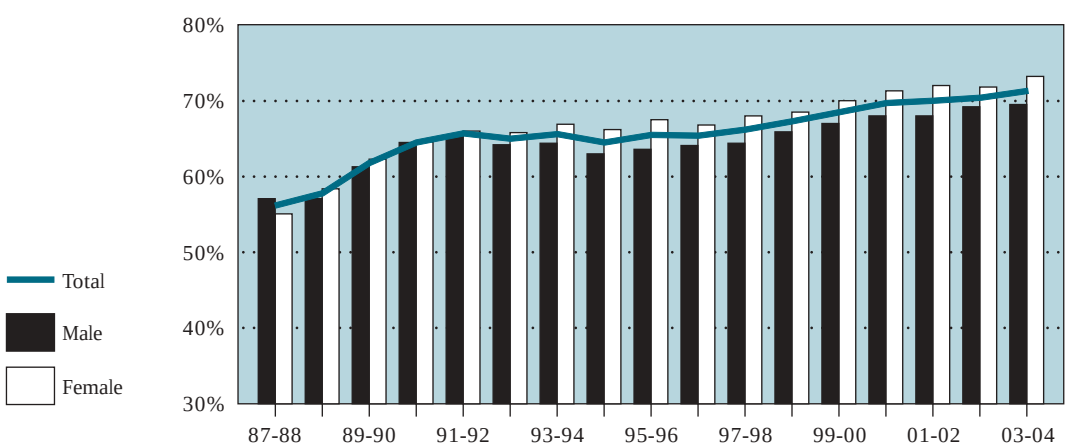
e: Estimates

Table 3.7b
Average number of terms completed before leaving a master's program (average for all leavers after 1999-2000), by gender

	With Degree		Without Degree[1]		Total	
	Full-time	All attendance statuses[2]	Full-time	All attendance statuses[2]	Full-time	All attendance statuses[2]
Male	4.0	6.7	2.3	4.7	3.4	6.0
Female	4.3	7.1	2.3	5.0	3.6	6.4
Total	**4.2**	**7.0**	**2.3**	**4.9**	**3.5**	**6.2**

1. *Refers to students who have interrupted their studies for at least six consecutive terms.*
2. *Refers to the total duration of full- and part-time studies.*

Graph 3.7
Proportion of students graduating from a master's program, by gender and last year of enrollment (%)



3.8 Success and Duration of Studies in Doctoral Programs[1]

At the end of 2003-2004, 56.2% of students leaving a doctoral program earned their degree. Since 1987-1988, this proportion has increased by 7.5 percentage points, but has also dropped from its high of 58.1% in 1996-1997.

Although traditionally fewer women than men in doctoral programs have obtained their degree, in 2000-2001, for the first time, more women graduated from doctoral programs than their male counterparts. Of the women enrolled in 2003-2004 who left doctoral programs, 54.8% earned their degree, for an increase of 14.5 percentage points compared with 16 years earlier. For men, the graduation rate increased by 4.0 percentage points during the same period, and the proportion of male candidates who completed their studies in 2003-2004 with a degree was 57.1%, or 2.3 percentage points more than for female candidates. For women, success rates have been steadily rising, while for men, they have been in decline since 1995-1996. This phenomenon offsets the fact that more men than women enroll in doctoral programs (see Section 2.11), but there are still more men than women who obtain doctoral degrees (see Section 5.7).

Graduates of doctoral programs are enrolled for an average of 16 terms, regardless of whether they study on a full-time or part-time basis.[2] On average, students spend 13.7 terms in full-time studies. Those who leave without a degree study for 9.5 terms, whether full-time or part-time. For students overall, whether they leave a doctoral program with or without a degree, they do so after 12.8 terms, of which 10.6 are full-time. The duration of studies referred to here is the actual duration and is not consistent with the calculation of full-time equivalents (FTEs) for funding purposes, where only a standardized duration is recognized. The "funded" duration is a maximum of 8 terms (3 years in FTEs) for doctoral programs. However, the actual duration of studies exceeds this standard for all types of attendance status. This means that students who leave without a doctorate are in practice fully funded, with the exception of a supplementary amount of $7 000 that is allocated to universities when the degree is awarded.

Differences in the duration of studies are apparent in the figures for men and women, and according to the attendance status upon leaving. Contrary to what was observed at the college level and in bachelor's programs, women enrolled in doctoral programs do not take less time than men to obtain their degree or to leave without one.

> Of the students leaving a doctoral program at the end of 2003-2004, 56.2% earned their degree, on average after 16 terms.

1. *Success in university doctoral programs is measured here by the proportion of new graduates among all students leaving the programs with or without a degree. The degrees taken into account are doctorates obtained during or at the end of the school year in which the student was last enrolled, or the following year, if the student has not re-enrolled in a post-graduate program leading to a doctorate. Students are considered to have left school without a degree when they have been absent for a period of at least two years following the last year of enrollment.*

2. *A portion of the studies is done part-time and is added to the average duration of full-time studies. For graduates, the duration of part-time studies varies from 2.4 to 5.0 terms. For those who leave without a degree, the duration of part-time studies is from 2.3 to 3.0 terms. For all school leavers, the duration of part-time studies varies from 2.4 to 4.0 terms.*

Table 3.8a
Proportion of students graduating from a doctoral program, by gender and last year of enrollment (%)

	1987-1988	1990-1991	1995-1996	2001-2002	2002-2003	2003-2004[e]
Male	53.1	55.5	60.9	54.3	60.4	57.1
Female	40.3	46.7	48.4	54.0	55.6	54.8
Total	**48.7**	**52.3**	**56.3**	**54.2**	**58.3**	**56.2**

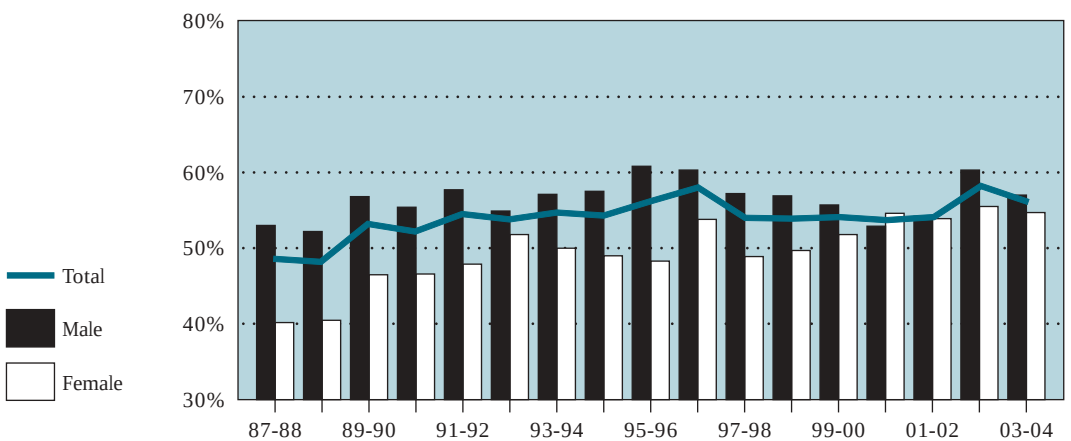
e: Estimates

Table 3.8b
Average number of terms completed before leaving a doctoral program (average for all leavers after 1999-2000), by gender

	With Degree		Without Degree[1]		Total	
	Full-time	All attendance statuses[2]	Full-time	All attendance statuses[2]	Full-time	All attendance statuses[2]
Male	13.6	15.5	7.6	9.5	10.6	12.6
Female	13.8	16.6	7.3	9.6	10.6	13.0
Total	**13.7**	**16.0**	**7.4**	**9.5**	**10.6**	**12.8**

1. Refers to students who have interrupted their studies for at least six consecutive terms.
2. Refers to the total duration of full- and part-time studies.

Graph 3.8
Proportion of students graduating from a doctoral program, by gender and last year of enrollment (%)



4.1 Secondary School Examination Results, by Several Variables– Youth Sector

The Ministère de l'Éducation, du Loisir et du Sport administers uniform examinations to students in Secondary IV and V for purposes of certification. The average mark for the June 2005 examinations was 73.3%,[1] and the success rate was 83.3%.

While female students have a much better record than male students for staying in school, they have no clear advantage over male students with regard to the results obtained on uniform examinations. This may be because of the higher dropout rate among male students, for it is usually the weaker students who leave school before graduation.

The average mark obtained by students in private schools was 80.8%, 9.4 percentage points higher than the average mark obtained in the public system (71.4%). The success rate was 80.6% in the public system, compared with 94.5% in the private system. One of the factors likely to explain these differences[2] is that private schools can impose selection criteria for admitting students.

Students who received instruction in French obtained slightly better results on the examinations than students who studied in English. The average mark of students studying in French was 1.7 percentage points higher than that of students studying in English; the success rate of students studying in French was 0.5 percentage points higher than that of students studying in English.

The best results were obtained in Secondary V English, second language, and the poorest, in mathematics. The success rate was 89.8% for the Secondary V French, language of instruction, examination and 94.5% for the Secondary V English, language of instruction, examination.

Female students outperformed male students in French, language of instruction, English, language of instruction, and French, second language. In the other subjects, there was little difference.

The success rate on the Ministère's June 2005 secondary school uniform examinations was 83.3%. Overall, female students obtained higher marks than male students.

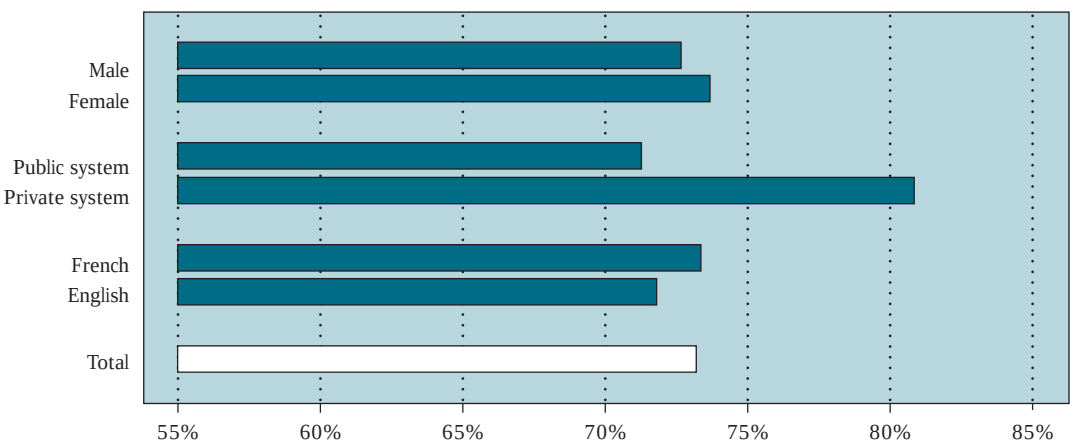
1. *This figure is calculated on the basis of the students' final marks. The final mark is made up, in equal proportions, of the student's result on the uniform examination and the "moderated" school mark. "Moderation" is a procedure that renders the marks assigned by different schools comparable by using the results of the uniform examination for each student group as the basis of comparison.*
2. *"The performance disadvantage observed in public schools largely disappeared after other school factors were taken into consideration. . . . In other words, after taking the effect of other school characteristics into consideration, including school average parental SES, public school attendance was associated with higher individual performance." See* Measuring Up: The Performance of Canada's Youth in Reading, Mathematics and Science—OECD PISA Study: First Results for Canadians Aged 15 *(Ottawa: Statistics Canada, No. 81-590-XPE, December 2001), p. 44.*

Table 4.1
Results on secondary school uniform examinations in the youth sector, by gender, school system, language of instruction and subject: June 2005 (%)

	Average	Success Rate
Male	72.6	82.6
Female	73.8	84.0
Public system[1]	71.4	80.6
Private system	80.8	94.5
Language of instruction: French	73.4	83.4
Language of instruction: English	71.7	82.9
English, language of instruction (Secondary V)	73.7	94.5
English, second language (Secondary IV)	73.6	80.8
English, second language (Secondary V)	79.5	91.8
French, language of instruction (Secondary V)	73.1	89.8
French, second language (Secondary V)	75.0	92.1
History (Secondary IV)	71.3	78.9
Physical Science 416 (Secondary IV)	75.1	85.7
Mathematics 436 (Secondary IV)	68.7	74.7
Mathematics 514 (Secondary V)	64.1	68.2
Total	**73.3**	**83.3**

1. *Excludes the Cree School Board, the Kativik School Board and institutions outside the jurisdiction of the Ministère de l'Éducation, du Loisir et du Sport.*

Graph 4.1
Average results on secondary school uniform examinations in the youth sector, by gender, school system and language of instruction: June 2005 (%)



4.2 Regional Disparities in Secondary School Examination Results– Youth Sector

Four administrative regions recorded higher averages and success rates than the overall provincial results on the Ministère de l'Éducation, du Loisir et du Sport's June 2005 uniform examinations.[1] These regions are Montréal, Montérégie, Outaouais and Capitale-Nationale. Ranked among the lowest were Gaspésie–Îles-de-la-Madeleine, Côte-Nord and Nord-du-Québec.

Regional disparities changed little from 2004 to 2005. The difference between the highest and lowest average marks rose from 8.3 to 9.1 percentage points, while the gap in the success rates rose from 11.5 to 14.7 percentage points.

The results on uniform examinations are not necessarily indicative of the probability of obtaining a secondary school diploma. In some regions, it is possible that a low student retention rate contributes to higher marks on the uniform examinations because the weakest students have dropped out.

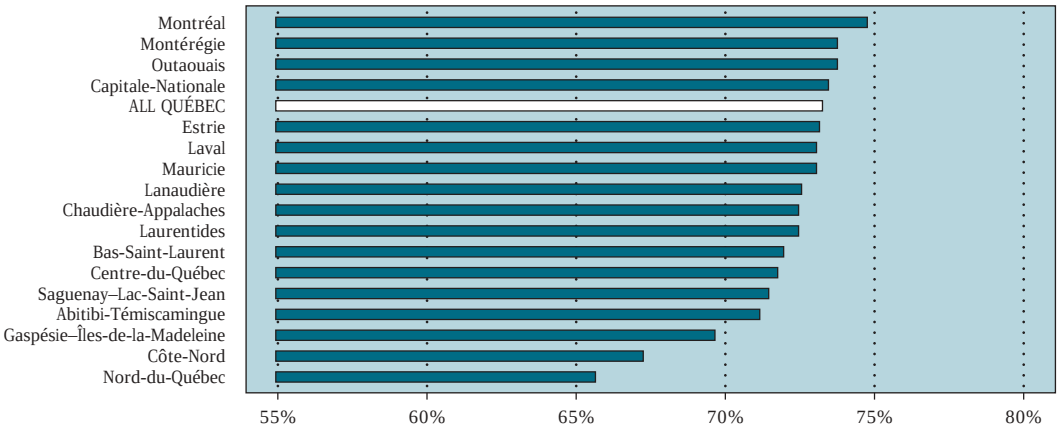
The results on the Ministère's June 2005 uniform examinations showed a difference of 14.7 percentage points between the success rates of students in the region with the best performance (85.1%) and in the region with the poorest performance (70.7%).

1. *Results are calculated on the basis of the students' final marks. The final mark is made up, in equal proportions, of the student's result on the uniform examination and the "moderated" school mark. "Moderation" is a procedure that renders the marks assigned by different schools comparable by using the results of the uniform examination for each student group as the basis of comparison.*

Table 4.2
Results on secondary school uniform examinations in the youth sector, by school administrative region: June 2005 (%)

School Administrative Region	Average	Success Rate
Gaspésie–Îles-de-la-Madeleine	69.7	77.7
Bas-Saint-Laurent	72.0	81.2
Saguenay–Lac-Saint-Jean	71.5	81.0
Capitale-Nationale	73.5	83.7
Chaudière-Appalaches	72.5	83.5
Mauricie	73.1	83.5
Centre-du-Québec	71.8	81.6
Estrie	73.2	83.3
Montérégie	73.8	84.5
Montréal	74.8	85.1
Laval	73.1	83.3
Lanaudière	72.6	82.2
Laurentides	72.5	82.5
Outaouais	73.8	83.4
Abitibi-Témiscamingue	71.2	81.9
Côte-Nord	67.3	73.7
Nord-du-Québec	65.7	70.7
Total	**73.3**	**83.3**

Graph 4.2
Average results on secondary school uniform examinations in the youth sector, by school administrative region: June 2005 (%)



4.3 Secondary V French, Language of Instruction, Examination – Youth Sector

Students who took the June 2005 Secondary V French, language of instruction, examination obtained an average mark of 73.1%; the success rate was 89.8%.[1]

The examination consisted of three components: a written production, a reading comprehension exercise and an oral expression test. The reading comprehension and oral expression components were under the responsibility of the educational institutions. The results obtained in these sections are not included in Table 4.3; however, they were considered in the calculation of the overall results on the French examination. For the written production component, which was under the responsibility of the Ministère de l'Éducation, du Loisir et du Sport, students obtained an average of 74.3% and a success rate of 86.3%.

Whereas there was no significant difference overall between the results obtained by male and female students on the examinations used for purposes of certification, female students outperformed male students on the French examination. The average for female students was 5.5 percentage points above that for male students, and the success rate was 8.4 percentage points in favour of female students. In written production, the female students' average was 4.9 percentage points higher than the male students' and their success rate was 7.5 percentage points higher.

The average obtained by private school students surpassed that of public school students by 5.7 percentage points. In the public system, 12.2% of the students failed the ministry examination, compared with 2.8% in the private system. In written production, students in private schools scored 6.2 percentage points higher than students in the public system. Compared with the June 2004 examination, the success rate for the written production component went from 82.8% to 86.3%. For the examination as a whole, the success rate rose from 89.6% to 89.8%.

The success rate on the Ministère's June 2005 Secondary V French, language of instruction, examination was 89.8%. Female students obtained significantly higher marks than male students.

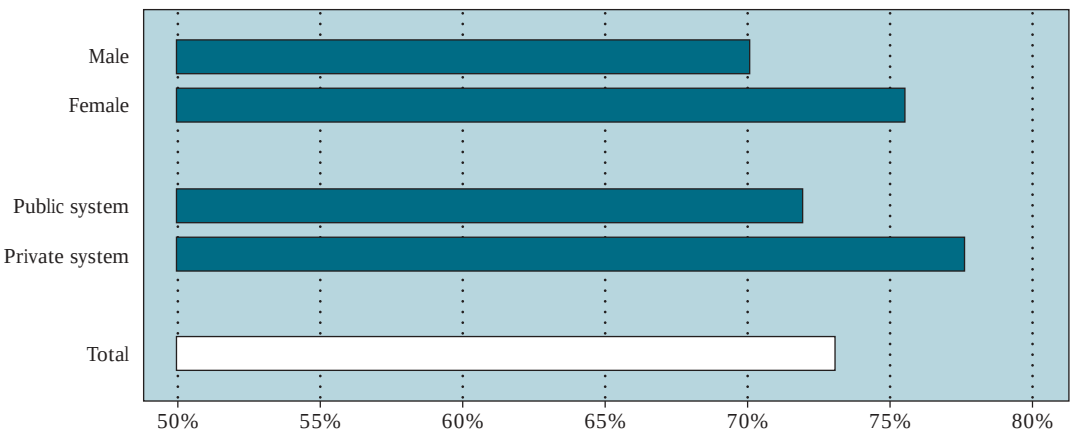
1. *Results are calculated on the basis of the students' final marks. The final mark is made up, in equal proportions, of the student's result on the uniform examination and the "moderated" school mark. "Moderation" is a procedure that renders the marks assigned by different schools comparable by using the results of the uniform examination for each student group as the basis of comparison.*

Table 4.3
Results on the Secondary V French, language of instruction, examination in the youth sector, by gender and school system: June 2005 (%)

	Written Production		Overall Results	
	Average	Success Rate	Average	Success Rate
Male	71.6	82.2	70.1	85.2
Female	76.5	89.7	75.6	93.6
Public system[1]	73.0	84.1	71.9	87.8
Private system	79.2	94.8	77.6	97.2
Total	**74.3**	**86.3**	**73.1**	**89.8**

1. Excludes the Cree School Board, the Kativik School Board and institutions outside the jurisdiction of the Ministère de l'Éducation, du Loisir et du Sport.

Graph 4.3
Average results on the Secondary V French, language of instruction, examination in the youth sector, by gender and school system: June 2005 (%)



4.4 Proficiency of Adults in Prose Literacy

Some 4 166 Quebeckers 16 years of age and over were tested in four skill domains between March and September 2003 as part of the International Adult Literacy and Skills Survey (IALSS).

The main goals of the IALSS are to report on the level of literacy proficiency of adults, identify the factors associated with each of the four skill domains and determine which subgroups are more likely to score below average. The skill domains measured by the IALSS are prose and document literacy, numeracy and, on an explanatory basis, problem-solving.

Prose literacy involves the ability to understand and use information from texts including editorials, news stories, brochures and instruction manuals. Depending on the average score obtained in the different tasks (0 to 500 points), the scale is divided into five levels of difficulty. Individuals who score at Level 1 (0 to 225 points) have very limited abilities, while those who score at Level 2 (226 to 275 points) have limited abilities. Level 3 (276 to 325 points) is the threshold for understanding and using information in texts and performing increasingly difficult tasks characteristic of our knowledge-based society and information economy.[1] Levels 4 (326 to 375 points) and 5 (376 to 500 points) attest to high skill levels.

A total of 51.4% of Quebeckers aged 16 to 65 achieved or exceeded Level 3; this is 6.4 percentage points lower than adults in Ontario, but 4.0 percentage points higher than adults in the United States.

In 2003, the average score of Quebeckers aged 16 to 65 (275 points) was significantly higher than that obtained in the 1994 International Adult Literacy Survey (IALS) (264 points)[2] (see Table 4.4).

Francophone Quebeckers aged 16 to 65 scored significantly lower (276 points) than anglophone Quebeckers (290 points). However, this gap disappears when schooling is taken into account. The average results of allophone Quebeckers were lower than those of either anglophones or francophones (261 points).

Women tend to score slightly higher in prose literacy. Canadian women aged 16 to 65 scored an average of 284 points, or 6 points higher than men; among Quebeckers, this gap is 3 points (274 points for men compared with 277 points for women).

Individuals aged 16 to 25 tend to score higher than their elders. For example, in Québec, this age group scored 291 points, compared with 279 points for 26- to 45-year-olds and 263 points for 46- to 65-year-olds.

The gaps are less apparent when schooling is taken into account. Quebeckers aged 16 to 65 who did not finish secondary school scored an average of 236 points, while university graduates scored 304 points.

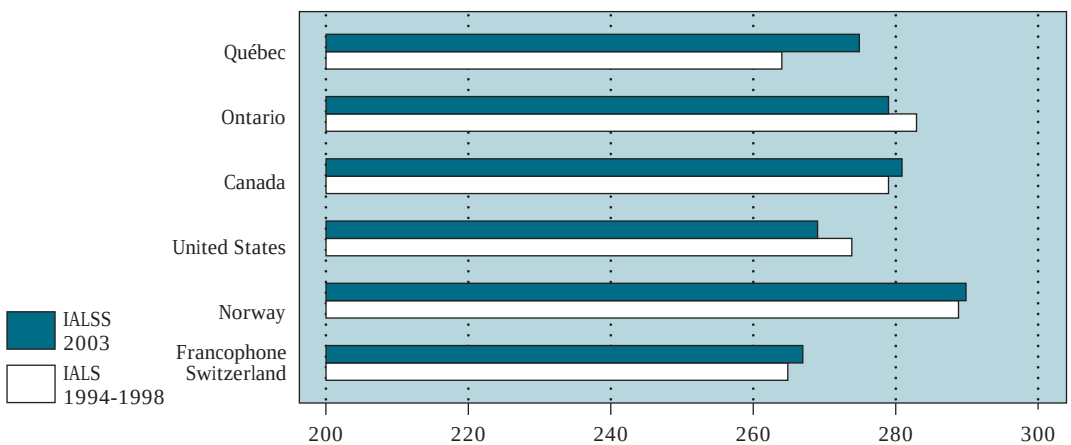
Quebeckers 16 years of age and over scored an average of 275 points in prose literacy in 2003, a significant improvement over the result obtained in 1994 (264 points).

1. *See the following studies: T. Scott Murray, Yvan Clermont and Marilyn Binkley,* International Adult Literacy Survey, Measuring Adult Literacy and Life Skills: New Frameworks for Assessment, *Statistics Canada, Catalogue no. 89-552-MIE, no. 13 (<http://www.nald.ca/fulltext/measlit/intro.pdf>) and Building on Our Competencies: Canadian Results of the International Adult Literacy and Skills Survey, Statistics Canada, November 2005, Catalogue no. 89-617-XIE (<http://www.statcan.ca/english/freepub/89-617-XIE/89-617-XIE2005001.pdf>).*
2. *The IALS took place in 1994 and 1998; depending of the participating countries.*

Table 4.4
Results of individuals aged 16 to 65 in the prose literacy domain, by level of proficiency, 2003 (%)

	Distribution of results by level of proficiency					
	Average score	Standard error	Level 1 (%)	Level 2 (%)	Level 3 (%)	Levels 4/5 (%)
Participants						
Norway	290	1.0	7.9	26.2	45.3	20.6
Bermuda	290	1.3	12.5	25.6	35.6	26.3
Canada	**281**	**0.7**	**14.6**	**27.3**	**38.6**	**19.5**
Switzerland	272	1.3	15.9	36.3	35.7	12.1
United States	269	1.3	20.0	32.6	34.6	12.8
Italy	229	1.7	47.0	32.5	17.0	3.5
Nuevo León, Mexico	228	0.7	43.2	45.8	10.3	0.7
Canadian provinces and territories						
Yukon	296	1.7	9.0	21.9	40.1	28.9
Saskatchewan	294	2.2	6.6	26.4	42.7	24.3
Alberta	289	1.9	9.7	25.3	41.7	23.2
British Columbia	288	1.2	13.8	20.9	39.2	26.0
Nova Scotia	286	1.9	11.9	26.5	42.1	19.5
Manitoba	283	2.4	12.7	27.0	41.0	19.3
Prince Edward Island	282	1.7	14.0	28.8	38.0	19.2
North West Territories	280	2.6	16.5	26.1	36.8	20.6
Ontario	279	1.4	16.2	26.0	38.3	19.5
Québec	***275***	***1.2***	***15.6***	***33.0***	***36.8***	***14.6***
New Brunswick	273	2.1	16.6	33.8	35.3	14.4
Newfoundland and Labrador	271	2.0	18.7	31.6	35.7	14.0
Nunavut	232	2.5	45.8	26.4	20.2	7.6

Graph 4.4
Results of individuals aged 16 to 65 in the prose literacy domain (IALS 1994-1998 and IALSS 2003): Québec, Ontario, Canada, the United States, Norway and francophone Switzerland



4.5 Proficiency of Adults in Document Literacy

Some 4 166 Quebeckers 16 years of age and over were tested in four skill domains between March and September 2003 as part of the International Adult Literacy and Skills Survey (IALSS).

The main goals of the IALSS are to report on the level of literacy proficiency of adults, identify the factors associated with each of the four skill domains and determine which subgroups are more likely to score below average. The skill domains measured by the IALSS are prose and document literacy, numeracy and, on an explanatory basis, problem-solving.

Document literacy involves the ability to locate and use information contained in various formats, including tables, diagrams and maps. Depending on the average score obtained in the different tasks (0 to 500 points), the scale is divided into five levels of difficulty. Individuals who score at Level 1 (0 to 225 points) have very limited abilities, while those who score at Level 2 (226 to 275 points) have limited abilities. Level 3 (276 to 325 points) is the threshold for understanding and using information in texts and performing increasingly difficult tasks characteristic of our knowledge-based society and information economy. Levels 4 (326 to 375 points) and 5 (376 to 500 points) attest to high skill levels.

Nearly half (49.5%) of Quebeckers aged 16 to 65 achieved or exceeded Level 3; this is 8.3 percentage points lower than adults in Ontario, but 1.9 percentage points higher than in the United States.

In 2003, Quebeckers aged 16 to 65 scored significantly higher (273 points) than on the 1994 International Adult Literacy Survey (IALS) (266 points).

Male Quebeckers aged 16 to 65 tend to score higher in document literacy. While Canadian men scored an average of 282 points, or 3 points higher than Canadian women, male Quebeckers scored an average of 276 points, or 6 points higher than their female counterparts.

Individuals aged 16 to 65 who were enrolled in formal education or training activities the year preceding the survey scored higher than those who were not enrolled in such activities. In Québec, the average score was 288 points for participants and 257 points for nonparticipants. The participation rate of Quebeckers aged 16 to 65 in formal education or training activities was 43.1%, significantly lower than the Canadian average (49.3%) and the average for most of the other participants in the survey (see Graph 4.5).

The gaps become more significant when schooling is taken into account. Quebeckers aged 16 to 65 who did not finish secondary school scored an average of 232 points, while university graduates scored 304 points.[1]

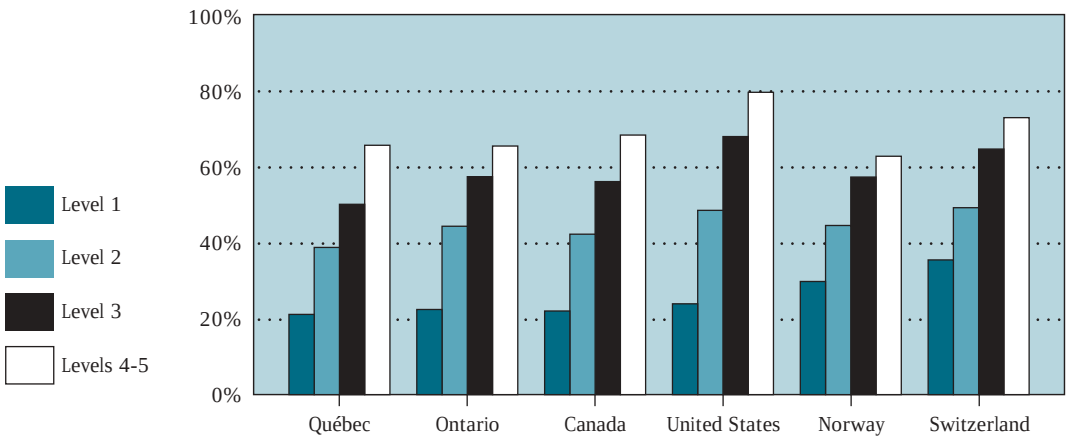
Quebec adults scored an average of 273 points in document literacy, 8 points below the Canadian average.

1. La littératie au Québec en 2003 : faits saillants, *Institut de la statistique du Québec, November 2005.* <*http://www.stat.gouv.qc.ca/publications/sante/pdf2005/fs_Eiaca2003.pdf*>

Table 4.5
Results of individuals aged 16 to 65 in the document literacy domain, by level of proficiency, 2003 (%)

	Distribution of results by level of proficiency					
	Average score	Standard error	Level 1 (%)	Level 2 (%)	Level 3 (%)	Levels 4/5 (%)
Participants						
Norway	295	0.9	8.9	23.5	39.7	27.9
Canada	**281**	**0.6**	**15.6**	**27.0**	**36.9**	**20.5**
Bermuda	280	1.5	16.6	29.5	32.7	21.1
Switzerland	277	1.6	14.5	34.5	35.8	15.1
United States	270	1.5	20.2	32.3	32.6	15.0
Nuevo León, Mexico	226	1.1	43.8	40.3	14.2	1.7
Italy	226	1.7	49.2	31.4	15.8	3.6
Canadian provinces and territories						
Saskatchewan	294	2.7	7.1	25.8	42.8	24.3
Yukon	294	2.1	9.3	23.6	40.6	26.5
Alberta	290	2.2	10.6	24.8	39.5	25.1
British Columbia	290	1.6	13.2	21.5	37.4	27.8
Nova Scotia	284	1.9	13.7	26.6	39.2	20.4
Manitoba	283	1.6	13.0	26.9	41.1	19.0
Prince Edward Island	281	3.0	14.9	29.0	37.8	18.3
North West Territories	280	2.2	17.2	26.5	35.4	20.9
Ontario	279	1.4	16.8	25.4	37.0	20.8
Québec	***273***	***1.3***	***17.7***	***32.8***	***34.5***	***15.0***
New Brunswick	270	2.6	19.3	32.9	33.8	13.9
Newfoundland and Labrador	269	2.0	20.8	32.0	32.3	14.9
Nunavut	234	3.2	45.4	27.5	19.1	7.9

Graph 4.5
Rate of participation of individuals aged 16 to 65 in education or training activities, by proficiency level in the document literacy domain (IALSS 2003): Québec, Ontario, Canada, the United States, Norway and Switzerland



4.6 Proficiency of Adults in Numeracy

Some 4 166 Quebeckers 16 years of age and over were tested in four skill domains between March and September 2003 as part of the International Adult Literacy and Skills Survey (IALSS).

The main goals of the IALSS are to report on the literacy proficiency of adults, identify the factors associated with each of the four skill domains and determine which subgroups are more likely to score below average. The skill domains measured by the IALSS are prose and document literacy, numeracy and, on an explanatory basis, problem solving.

Numeracy involves the ability to process mathematical information in everyday situations, such as balancing a cheque book or calculating an appropriate tip. Depending on the average score obtained in the different tasks (0 to 500 points), the scale is divided into five levels of difficulty. Individuals who score at Level 1 (0 to 225 points) have very limited abilities, while those who score at Level 2 (226 to 275 points) have limited abilities. Level 3 (276 to 325 points) is the threshold for understanding and using information in texts and performing increasingly difficult tasks characteristic of our knowledge-based society and information economy. Levels 4 (326 to 375 points) and 5 (376 to 500 points) attest to high skill levels.

Nearly half (47.0%) of Quebeckers aged 16 to 65 achieved or exceeded Level 3; this is 2.6 percentage points lower than adults in Ontario, but 5.5 percentage points higher than adults in the United States.

In 2003, the average score of Quebeckers aged 16 to 65 (269 points) was 1 point lower than that of adults in Ontario, and 3 points below the Canadian average, but 6 points higher than in the United States.

Men tend to score higher than women in numeracy. Canadian men aged 16 to 65 scored an average of 280 points, or 15 points higher than Canadian women; male Quebeckers scored an average of 279 points, or 19 points higher than their female counterparts.

As in the other skill domains, individuals who were enrolled in formal education or training activities the year preceding the survey scored higher than those who were not enrolled in such activities. In Québec, the average score was 284 points for participants and 254 points for nonparticipants.

The gaps become more significant when schooling is taken into account. Quebeckers aged 16 to 65 who did not finish secondary school scored an average of 225 points, while university graduates scored 304 points.

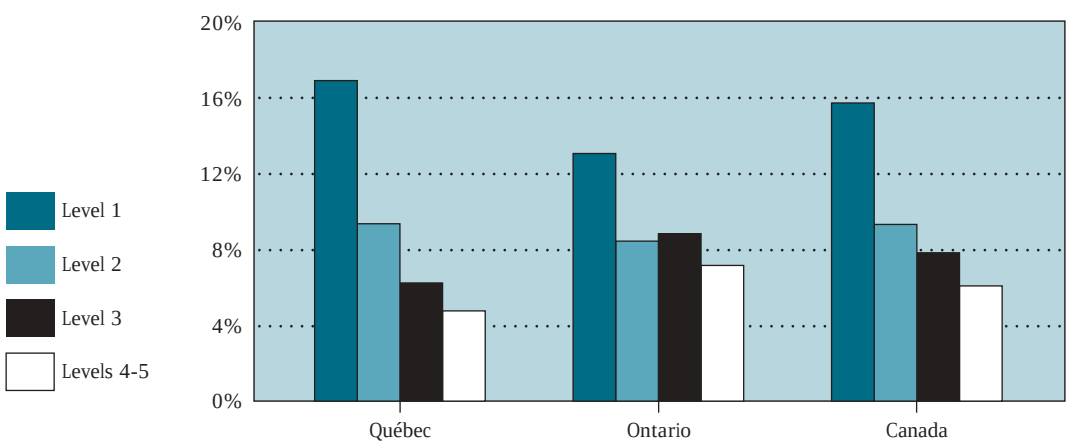
Quebeckers aged 16 to 65 who score low in the literacy and numeracy domains are more likely to be unemployed. The unemployment rate of participants who scored at Level 1 in numeracy was 16.9%, while it was 6.2% for those who scored at Level 3 (see Graph 4.6).

Quebec adults scored an average of 269 points in numeracy, in line with the Canadian average.

Table 4.6
Results of individuals aged 16 to 65 in the numeracy domain, by level of proficiency, 2003 (%)

	Distribution of results by level of proficiency					
	Average score	Standard error	Level 1 (%)	Level 2 (%)	Level 3 (%)	Levels 4/5 (%)
Participants						
Switzerland	290	1.0	8.6	30.7	37.8	22.9
Norway	285	1.0	10.6	29.6	41.5	18.4
Canada	**272**	**0.7**	**19.5**	**30.3**	**33.4**	**16.9**
Bermuda	270	1.6	21.4	32.7	29.9	16.0
United States	261	1.5	26.8	31.8	28.8	12.7
Italy	233	1.4	43.5	36.7	16.8	3.0
Canadian provinces and territories						
Saskatchewan	284	2.5	11.8	30.2	38.0	20.0
Yukon	283	2.0	14.1	26.4	39.1	20.4
Alberta	281	2.1	15.1	29.3	34.8	20.8
British Columbia	279	1.4	16.7	27.0	36.0	20.3
Nova Scotia	272	1.7	19.7	30.9	34.5	14.8
Manitoba	271	1.8	18.2	32.1	35.3	14.4
Ontario	270	1.5	21.3	29.1	32.5	17.1
Québec	***269***	***1.1***	***20.0***	***33.1***	***32.5***	***14.5***
North West Territories	269	2.1	22.0	29.0	33.1	15.9
Prince Edward Island	269	2.8	19.2	34.8	31.8	14.2
New Brunswick	262	2.5	23.1	37.2	29.3	10.5
Newfoundland and Labrador	259	2.0	26.8	34.3	28.4	10.4
Nunavut	220	3.2	54.7	22.6	16.1	6.6

Graph 4.6
Unemployment rate among individuals aged 16 to 65, by level of proficiency in numeracy (IALSS 2003): Québec, Ontario and Canada



4.7 Proficiency of Adults in Problem-Solving

Some 4 166 Quebeckers 16 years of age an over were tested in four skills domains between March and September 2003 as part of the International Adult Literacy and Skills Survey (IALSS).

The main goals of the IALSS are to report on the literacy proficiency of adults, identify the factors associated with each of the four skill domains and determine which subgroups are more likely to score below average. The skill domains measured by the IALSS are prose and document literacy, numeracy and problem-solving. Results obtains in Problem-solving has to be interpreted with caution (explanatory basis).

Problem-solving involves adopting an approach that consists in taking concrete measures to perform complex tasks for which there is no set procedure. Depending on the average score obtained in the different tasks, the scale is divided into four levels of difficulty.[1] Individuals who score at Level 1 (0 to 250 points) have very limited abilities, while those who score at Level 2 (251 to 300 points) have limited abilities. Level 3 (301 to 350 points) is the threshold for understanding and using information in texts and performing increasingly difficult tasks characteristic of our knowledge-based society and information economy.[2] Level 4 (351 to 500 points) attests to high skill levels.

More than a quarter (27.4%) of Quebeckers aged 16 to 65 achieved or exceeded Level 3; this is 4.0 percentage points lower than adults in Ontario, and 4.2 percentage points lower than the Canadian average.

In 2003, the average score of Quebeckers aged 16 to 65 (271 points), was equivalent to that of subjects in Ontario and 3 points below the Canadian average.

Men tend to score slightly higher than women in problem-solving. While Canadian men 16 years of age and over scored an average of 267 points, or 3 points higher than Canadian women, male Quebeckers scored an average of 265 points, or 6 points higher than their female counterparts.

As in the other skill domains, individuals who were enrolled in formal education or training activities the year preceding the survey scored higher than those who were not enrolled in such activities. In Québec, the average score was 286 points for participants and 255 points for nonparticipants.

The gaps become more significant when schooling is taken into account. The proportion of Canadians aged 16 to 65 who did not finish secondary school and who achieved Level 3 or 4 was 8.0%, while the proportion of university graduates achieving the same level was 49.3%.

Specialists, managers and highly skilled information workers, normally associated with the knowledge economy, score higher than those who are employed in the goods and services sectors of the "old economy." Graph 4.7 shows that the proportions of individuals holding different jobs who scored at Levels 3 and 4 in the problem-solving domain are comparable from one region to the next.

Quebec adults scored an average of 271 points in problem-solving, in line with the Canadian average.

1. *This scale differs from the one used in the other domains. An average score of 250 is situated on the threshold between Levels 1 and 2.*

2. *See the following studies: T. Scott Murray, Yvan Clermont and Marilyn Binkley,* International Adult Literacy Survey, Measuring Adult Literacy and Life Skills: New Frameworks for Assessment*, Statistics Canada, Catalogue no. 89-552-MIE, no. 13 (<http://www.nald.ca/fulltext/measlit/intro.pdf>) and* Building on Our Competencies: Canadian Results of the International Adult Literacy and Skills Survey*, Statistics Canada, November 2005, Catalogue no. 89-617-XIE (<http://www.statcan.ca/english/freepub/89-617-XIE/89-617-XIE2005001.pdf>).*

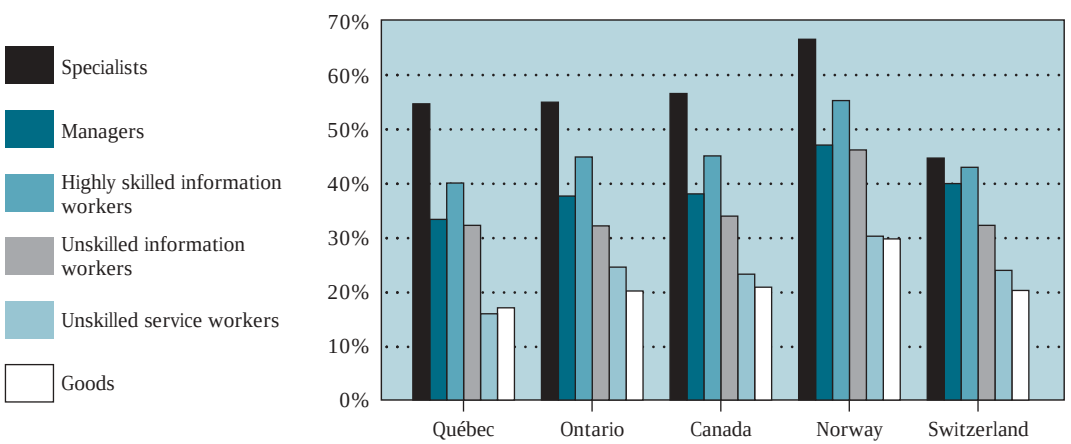
Table 4.7
Results of individuals aged 16 to 65 in the problem-solving domain, by level of proficiency, 2003 (%)

	Distribution of results by level of proficiency					
	Average score	Standard error	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
Participants[1]						
Norway	284	1.7	23.3	37.5	32.0	7.2
Switzerland	279	1.2	28.8	37.3	26.5	7.3
Canada	**274**	**1.1**	**29.7**	**38.8**	**26.2**	**5.4**
Bermuda	273	1.4	33.1	36.8	23.6	6.5
Italy	225	1.5	67.8	22.8	8.1	1.2
Canadian provinces and territories						
Yukon	286	2.2	21.7	38.7	32.3	7.3
Saskatchewan	285	2.7	20.9	43.5	30.0	5.6
British Columbia	281	1.7	24.8	36.4	31.9	6.9
Alberta	281	2.3	24.4	39.7	29.3	6.5
Nova Scotia	276	2.1	28.7	40.8	25.5	5.0
Manitoba	275	1.8	27.9	40.1	27.6	4.5
Ontario	271	1.8	30.9	37.6	26.0	5.4
Prince Edward Island	271	2.1	30.7	42.9	23.6	2.7[e]
Québec	***271***	***1.3***	***32.6***	***40.0***	***22.8***	***4.6***
North West Territories	269	1.9	32.9	37.9	25.1	4.1[e]
New Brunswick	266	2.6	36.2	42.0	18.6	3.3[e]
Newfoundland and Labrador	262	1.8	38.1	40.4	19.3	2.2[e]
Nunavut	227	2.7	63.3	25.0	10.6	1.1[e]

e: estimates (use caution)

1. The United States did not participate in the problem-solving domain.

Graph 4.7
Distribution of individuals aged 16 to 65 who scored at Level 3 or 4 in the problem-solving domain, by job category (IALSS 2003): Québec, Ontario, Canada, Norway and Switzerland



4.8 Ministerial Examination of College French

In 2004-2005, 39 250 college students wrote the ministerial examination of college French, language of instruction and literature.

Since January 1, 1998,[1] students in French colleges are required to pass this examination to obtain a Diploma of College Studies (DCS). The students must read a series of texts and write a 900-word essay on them, thereby demonstrating their ability to understand a variety of texts and produce a structured essay using correct language.

There are three major evaluation criteria for the ministerial examination: *I-Comprehension and insight; II-Organization of response; and III-Expression*. The first two criteria contain specific subcriteria that are evaluated using a seven-level rating scale: A (very good), B (good), C+ (fair), C (adequate), D (weak), E (very poor) and F (unacceptable). In the *Expression criterion*, the "appropriate use of words" subcriterion is evaluated using the same rating scale, while sentence structure, punctuation, spelling and grammar are evaluated quantitatively, by counting errors. Students must obtain a C or better for each of the three major criteria. A grade of C represents an adequate level of competence. Therefore, students who obtain a D or worse on any one of the three criteria automatically fail the examination.

In 2004-2005, the overall success rate for the ministerial examination of college French was 84.7%, identical to the rate observed in 2003-2004.

The best results were obtained in *Organization of response*, on which 46.7% of students received an A. Good results were also obtained in *Comprehension and insight*, on which 56.7% of students received a B. The results for the third criterion, *Expression*, were the lowest: only 87.1% of students passed this criterion, 38.0% of all students received a C.

In 2004-2005, the success rate for women was 87.6%, compared with 80.2% for men. These rates are similar to those observed in 2003-2004.

Students enrolled in pre-university programs leading to a DCS recorded a success rate of 91.6%, while students enrolled in technical programs leading to a DCS achieved a success rate of 77.6%.[2] In the latter case, the results are 0.9 percentage points lower than those observed in 2003-2004. The performance of students enrolled in pre-university programs is identical to that observed the previous year.

Of the college students who took the ministerial examination of college French during the 2004-2005 school year, 84.7% passed.

1. *This requirement was postponed until January 1, 2003, for students who have passed at least one language and literature course in the old system. Students may retake the examination until they pass it.*
2. *The average mark in secondary school of students enrolled in pre-university education who wrote the ministerial examination of college French in 2004-2005 was 77.8%; it was 70.5% for those enrolled in technical training. This difference in academic performance may help explain the gap between the results of students enrolled in the different types of college programs.*

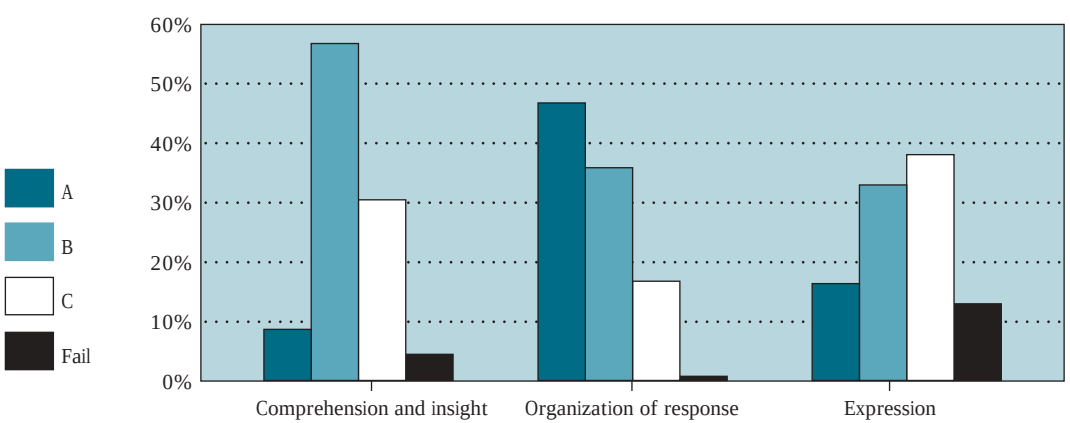
Table 4.8a
Success rate for the ministerial examination of college French, by gender and type of program (%)

	Success Rate			
	2001-2002	2002-2003	2003-2004	2004-2005
Female	86.8	88.5	87.5	87.6
Male	80.5	81.8	80.5	80.2
Pre-university education (DCS)	90.6	92.2	91.4	91.6
Technical training (DCS)	78.2	79.9	78.5	77.6
Overall examination	**84.3**	**85.8**	**84.7**	**84.7**

Table 4.8b
Distribution of students according to the grade obtained on each criterion of the ministerial examination of college French, 2004-2005 (%)

Criteria for the 2004-2005 examination	Distribution of students (%)				Success Rate
	A	B	C	Fail	
Comprehension and insight	8.6	56.7	30.4	4.4	95.6
Organization of response	46.7	35.8	16.7	0.7	99.3
Expression	16.3	32.9	38.0	12.9	87.1

Graph 4.8
Distribution of students, by grade obtained on each criterion of the ministerial examination of college French, 2004-2005 (%)



5.1 Highest Diploma or Degree Earned

The main data pertaining to diplomas and degrees earned at the various levels of education appears in the diagram on student retention and is presented in more detail in the following sections. Organized in a different way,[1] this data may also show the distribution of a cohort of school leavers according to the highest diploma or degree earned.[2]

Between 1975-1976 and 2003-2004, graduation rates at the secondary and university levels rose rapidly for both men and women. During this period, the increase in the proportion of new graduates with bachelor's degrees (from 14.9% to 29.3%) was accompanied, at the other extreme, by a drop of almost two thirds in the proportion of those leaving school without a diploma (from 43.0% to 15.8%). This decline has resulted in a significant increase in all the other categories.

Thus, the proportion of school leavers who are not prepared for the labour market, that is, persons without a diploma or with only a Secondary School Diploma (SSD) in general education or a pre-university Diploma of College Studies (DCS) (including DCSs without mention) dropped from 63.2% in 1975-1976 to 31.8% in 2003-2004. This decline of 31.4 percentage points is reflected by increases of 14.4 percentage points in the proportion of graduates with a bachelor's degree and 17.0 percentage points in the proportion of holders of vocational or technical training diplomas (12.9 and 4.1 percentage points, respectively).

A glance at the situation according to gender highlights the disparities already observed in the schooling of men and women. In 2004, one and a half times more women than men graduated with a bachelor's degree or with a college diploma in technical training (55.6% compared with 34.1%), while roughly half as many women as men left school without a diploma (10% compared with 22%).

In 2003-2004, 68.2% of those leaving the education system graduated with a bachelor's degree or a diploma in vocational or technical training.

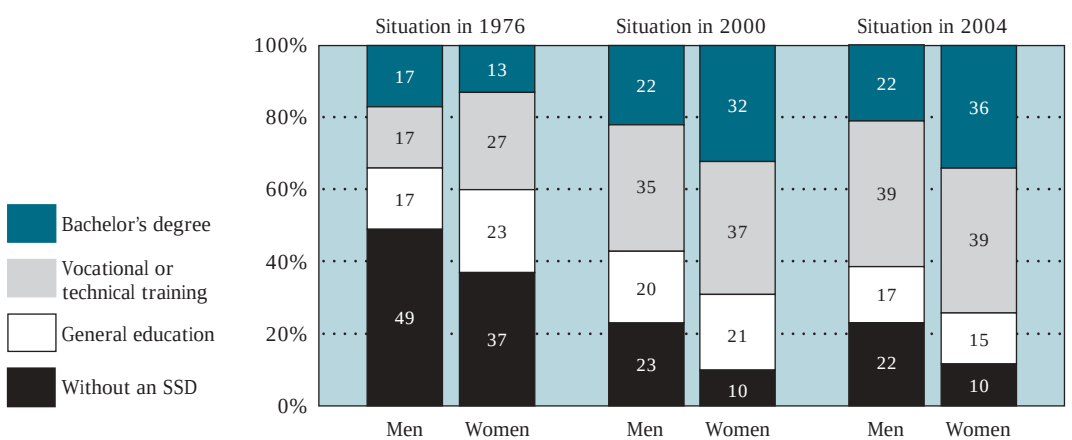
1. *It is assumed that the diplomas or degrees awarded at a given level are preceded by a diploma at a lower level. For example, the number of bachelor's degrees should be a subset of the number of DCSs; it follows that the surplus of DCSs in relation to the bachelor's degrees would represent the number of DCSs that are not followed by a university degree. For this reason, there are no persons with a DCS in pre-university education or without mention of vocational specialty as a last diploma in 1975-1976 and 1995-1996. An additional hypothesis makes it possible to estimate the number of DCSs in technical training that are followed by a bachelor's degree. It is also assumed that secondary vocational training diplomas are not followed by another higher-level diploma. Partial studies at a given level are grouped with the diploma immediately below: for example, uncompleted college studies are considered with the SSDs in general education.*
2. *This level of schooling is different from the level for the general population as indicated in the census, the latter being primarily a historical reflection of all the generations in question. The level measured here is the schooling for persons currently leaving the education system. It also shows what the general state of schooling would be if current trends were to continue.*

Table 5.1
Distribution of school leavers, by highest diploma or degree earned (%)

	1975-1976	1985-1986	1990-1991	1995-1996	2002-2003	2003-2004
Bachelor's degree[1]	14.9	19.0	23.6	29.0	27.7	29.3
College diploma in technical training[2]	7.4	11.2	10.4	11.2	11.8	11.5
Secondary vocational training diploma[3]	14.5	17.7	13.7	19.4	26.3	27.4
General education (DCS or SSD)	20.2	31.3	29.1	28.6	14.0	16.0
No diploma	43.0	20.8	23.2	11.8	20.2	15.8
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

1. *Figures for university are based on the calendar year in which the school year ends.*
2. *The diplomas considered here are the Diploma of College Studies (DCS) in technical training, the Attestation of College Studies (ACS) until 1984, the Certificat d'études collégiales (CEC–certificate of college studies) and the Diplôme de perfectionnement de l'enseignement collégial (DPEC–diploma of advanced college studies).*
3. *The diplomas considered here are the Short Vocational Diploma, the Long Vocational Diploma, the Secondary School Vocational Certificate (SSVC), the Diploma of Vocational Studies (DVS–known as the Secondary School Vocational Diploma [SSVD] prior to 1998), the Attestation of Vocational Specialization (AVS), the Attestation of Vocational Education (AVE) and other secondary school diplomas (SSDs) with mention of vocational specialty.*

Graph 5.1
Distribution of school leavers, by highest diploma or degree earned (%)



5.2 Graduation From Secondary School– Youth and Adult Sectors

The probability of obtaining a secondary school diploma[1] in 2004-2005 was 85.4%, up from 2002-2003. This is the highest figure observed since 1995-1996.

In 2004-2005, for students in the youth sector and under 20 years of age in the adult sector in Québec, the probability of obtaining a secondary school diploma was 70.2%, which is slightly higher than the level observed the previous year. The Ministère's objective is to reach a rate of 85%.

The graduation rate discussed here applies primarily to general education. As indicated in Section 5.4, the graduation rate for vocational training rose in 2004-2005, while the graduation rate in general education was similar to that observed in 2003-2004. This section is primarily concerned with the first diplomas earned.[2] It is interesting to note that in 2004-2005, 86.5% of all the diplomas earned were first diplomas obtained in general education. This proportion was 96.9% if only diplomas obtained in the youth sector or by students under 20 years of age in the adult sector are considered.

The temporary slump in the graduation rate between 1986 and 1990 was largely due to the raising of the pass mark from 50% to 60%, which has made the diploma more valuable, yet more difficult to obtain. Students seem to have overcome this obstacle since 1989, and the graduation rate continued to rise for a number of years, although it has been dropping steadily since 1998-1999. Finally, since 2003-2004, the rate has been around 85%, a return to the levels observed in the mid-1990s.

The probability of graduating from secondary school is greater for female students than for male students. The gender gap was nearly 18 percentage points in 1989-1990 and 12 percentage points in 2004-2005.

The graduation rate for female students was above 90% between 1991-1992 and 1995-1996, and remained below this level after 1998-1999; it rose to above 90% in 2003-2004 (90.5%) and 2004-2005 (92.2%). For male students, it passed the 80% mark in 1995-1996, and stood at 78.9% in 2004-2005; this represents an increase of 6 percentage points over 2002-2003.

The dropout rate is the proportion of the population who would never earn a diploma during their lifetime if the situation observed in a given year were to continue indefinitely. It is the complement to the probability of obtaining a secondary school diploma, presented in this section. The dropout rate was 20.2% in 2002-2003; it was 14.6% in 2004-2005.

In 2004-2005, the probability of obtaining a first secondary school diploma in the youth or adult sector was 85.4%, up by more than 5 percentage points over 2002-2003.

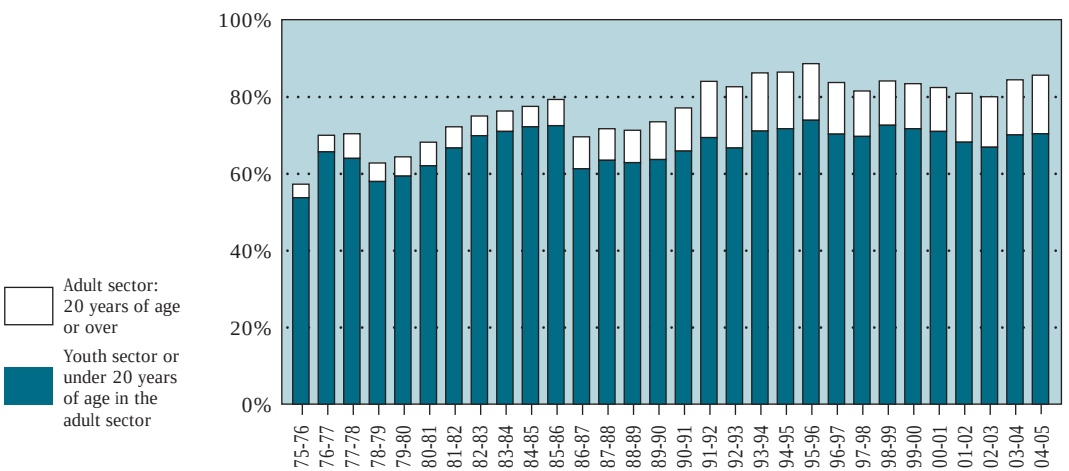
1. *The probability of obtaining a first secondary school diploma is determined by grouping the first diplomas obtained at the secondary level in general education and vocational training. This indicator is a measure of the proportion of a generation that stays in school until a secondary-level diploma is earned.*
2. *Figures do not include the second or third vocational training diploma that a student may have earned, vocational training diplomas received after a general SSD, or SSDs obtained after a diploma in vocational training.*

Table 5.2
Probability of obtaining a secondary school diploma in either the youth or the adult sector, by gender (%)

	1975-1976	1985-1986	1995-1996	2002-2003	2003-2004	2004-2005[e]
Total	**57.1**	**79.2**	**88.4**	**79.8**	**84.2**	**85.4**
Adult sector: 20 years of age or over	3.5	6.8	14.7	13.1	14.3	15.2
Youth sector or under the age of 20 in the adult sector	53.6	72.3	73.7	66.7	69.9	70.2
Male	**51.2**	**73.1**	**81.9**	**73.0**	**78.2**	**78.9**
Adult sector: 20 years of age or over	3.0	6.0	14.6	13.7	14.7	15.3
Youth sector or under the age of 20 in the adult sector	48.2	67.1	67.3	59.3	63.5	63.6
Female	**63.1**	**85.6**	**95.3**	**86.9**	**90.5**	**92.2**
Adult sector: 20 years of age or over	4.0	7.6	14.9	12.4	14.0	15.0
Youth sector or under the age of 20 in the adult sector	59.1	78.0	80.4	74.5	76.6	77.1

e: Estimates

Graph 5.2
Probability of obtaining a secondary school diploma in either the youth or the adult sector (%)



5.3 Graduation From Secondary School: Regional Disparities–Youth and Adult Sectors

The regional statistics in this section[1] must be interpreted with great caution. For example, the figures vary enough for the ranking of the administrative regions, shown in Graph 5.3, to change considerably from one year to the next. It is also theoretically impossible to achieve a secondary school graduation rate of 100.0% if only because some people will never obtain a secondary school diploma, because of a mental disability, for example. However, Saguenay–Lac-Saint-Jean did just that in 2004-2005. This is mainly due to an under-assessment of the population in the region.[2]

While the probability of obtaining a first secondary school diploma was on the rise in Québec as a whole between 2003-2004 and 2004-2005, there was a slight decline in some regions. The graduation rate in Nord-du-Québec went from 60.1% to 47.6%; this is undoubtedly due to the volatility of statistical data in the sparsely populated region rather than a true reflection of reality.

Graph 5.3 shows the relative share of the secondary school diplomas earned by adults aged 20 or over with respect to the graduation rate for each administrative region. For example, the probability of obtaining a first secondary school diploma for the province as a whole (85.4%) is broken down as follows: 70.2% for the youth sector and adults under the age of 20, and 15.2% for adults 20 years of age or over. The graduation rate for adults 20 years of age or over varies from one region to another; it is particularly marked in the outlying regions (Gaspésie-Îles-de-la-Madeleine, Abitibi-Témiscamingue and Saguenay–Lac-Saint-Jean).

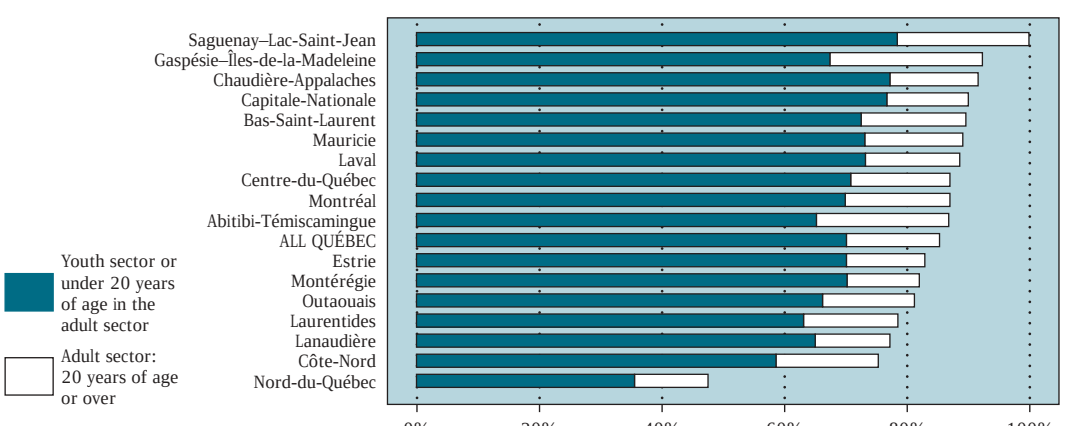
In 2004-2005, the secondary school graduation rate among students in 13 of the 17 administrative regions of Québec was over 80%. The rate in Saguenay–Lac-Saint-Jean was almost 100.0%

1. *Refers to the probability of obtaining a first secondary school diploma. The probability of obtaining a first secondary school diploma is determined by grouping together the first diplomas obtained at the secondary level in general education and vocational training. This indicator is a measure of the proportion of a generation that stays in school until a secondary-level diploma is earned.*
2. *The graduation rate is obtained by dividing the number of students obtaining a first diploma by the population of the region. If the population is underassessed, the rate is automatically overassessed.*

Table 5.3
Probability of obtaining a first secondary school diploma, by administrative region (%)

	2003-2004			2004-2005		
	Youth sector or before the age of 20 in the adult sector	Adult sector: 20 years of age or over	Total	Youth sector or before the age of 20 in the adult sector	Adult sector: 20 years of age or over	Total
Bas-Saint-Laurent	74.4	19.1	93.6	72.6	17.1	89.7
Saguenay–Lac-Saint-Jean	76.7	20.8	97.5	79.2	22.7	100.0
Capitale-Nationale	75.6	11.9	87.5	76.8	13.3	90.1
Mauricie	72.2	16.7	88.9	73.2	16.0	89.1
Estrie	73.7	10.3	83.9	70.2	12.8	83.1
Montréal	68.3	15.4	83.8	70.0	17.1	87.1
Outaouais	66.0	14.9	81.0	66.3	15.0	81.3
Abitibi-Témiscamingue	67.2	21.5	88.6	65.3	21.6	86.9
Côte-Nord	56.4	15.9	72.4	58.7	16.7	75.4
Nord-du-Québec	41.4	18.7	60.1	35.6	12.0	47.6
Gaspésie–Îles-de-la-Madeleine	69.8	24.4	94.2	67.5	24.9	92.4
Chaudière-Appalaches	75.7	12.5	88.2	77.3	14.4	91.8
Laval	71.1	13.0	84.1	73.3	15.4	88.7
Lanaudière	66.1	14.3	80.4	65.1	12.2	77.3
Laurentides	62.3	15.1	77.4	63.2	15.4	78.7
Montérégie	71.0	11.6	82.6	70.3	11.8	82.1
Centre-du-Québec	71.9	12.9	84.8	70.9	16.2	97.1
All Québec	**69.9**	**14.3**	**84.2**	**70.2**	**15.2**	**85.4**

Graph 5.3
Probability of obtaining a first secondary school diploma, by administrative region: 2004-2005 (%)



5.4 Graduation From Secondary Vocational Training– Youth and Adult Sectors

Based on behaviours observed in 2004-2005, 29 out of 100 Quebeckers can expect to obtain a vocational training diploma[1] in secondary school.[2] This group includes 18 persons who already have a first Secondary School Diploma (SSD) in general education. Since 1997-1998, the proportion of persons obtaining a vocational diploma after earning a diploma in general education has remained relatively stable.

Moreover, the probability of obtaining a first secondary school diploma from the youth sector or before the age of 20 in the adult sector in vocational training was 2.4% in 2004-2005; this rate was higher than 16% in 1977-1978; it has been relatively stable since 1996-1997. Students in the youth sector or before the age of 20 in the adult sector who obtain a first secondary school diploma (70.2% in 2004-2005) are most likely to do so in general education (Section 5.2).

The very nature of vocational training diplomas has also changed. Short vocational programs have been phased out in favour of general education. The basic difference between the Diploma of Vocational Studies (DVS) and its predecessor, the Long Vocational Diploma, is that the DVS deals exclusively with vocational training, since all the components of the vocational programs dealing with general education have been transferred to the SSD.

The difference between male and female students is much less pronounced than in general education. Nevertheless, vocational training represents a larger share of the graduation rate for male students (31.9%) than for female students (26.8%).

The proportion of a generation of students obtaining a secondary school vocational training diploma was 29.4% in 2004-2005. This is the highest rate ever recorded.

1. *The diplomas considered here are the Short Vocational Diploma, the Long Vocational Diploma, the Secondary School Vocational Certificate (SSVC), the Diploma of Vocational Studies (DVS–known as the Secondary School Vocational Diploma [SSVD] prior to 1998), the Attestation of Vocational Specialization (AVS), the Attestation of Vocational Education (AVE) and other secondary school diplomas (SSDs) with mention of vocational specialty.*
2. *Refers to the probability of obtaining a first secondary school diploma. This rate is determined by grouping only the first secondary school diplomas in vocational training. This indicator is a measure of the proportion of a generation that stays in school until a secondary-level diploma is earned in vocational training.*

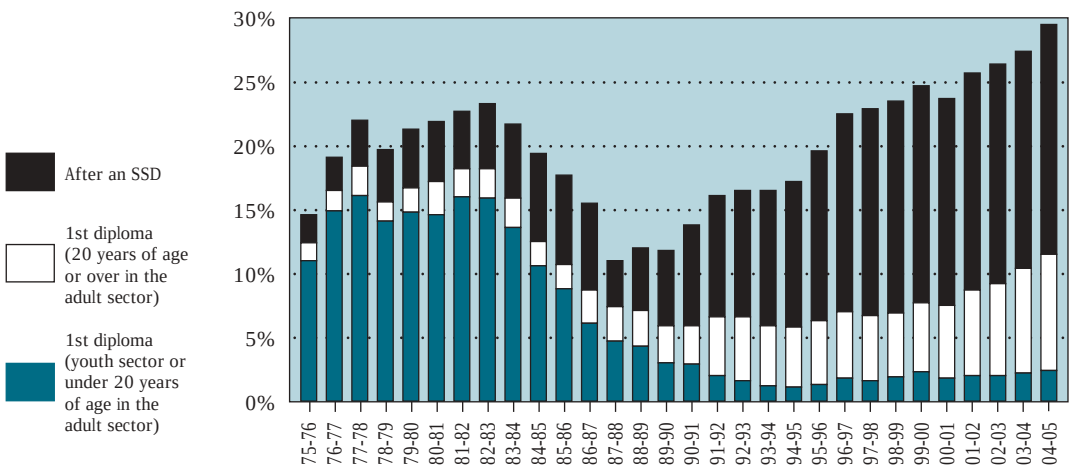
Table 5.4
Probability of obtaining a vocational training diploma, by sector, age and gender (%)

	1975-1976	1985-1986	1995-1996	2002-2003	2003-2004	2004-2005[e]
Total	**14.6**	**17.7**	**19.6**	**26.3**	**27.4**	**29.4**
Male	12.0	17.0	21.2	29.1	30.3	31.9
Female	17.2	18.4	17.9	23.4	24.4	26.8
First diploma	12.3	10.7	6.3	9.2	10.4	11.4
After an SSD[1]	2.2	7.0	13.3	17.2	17.0	18.0
Youth sector or before the age of 20 in the adult sector	**13.0**	**15.1**	**4.8**	**6.1**	**6.2**	**6.5**
First diploma	11.0	8.8	1.3	2.0	2.2	2.4
After an SSD[1]	2.1	6.4	3.5	4.1	4.0	4.1
Adult sector: 20 years of age or over	**1.5**	**2.5**	**14.8**	**20.2**	**21.3**	**22.9**
First diploma	1.4	1.9	5.0	7.2	8.2	9.1
After an SSD[1]	0.2	0.6	9.8	13.0	13.1	13.9

e: Estimates

1. SSD: Secondary School Diploma

Graph 5.4
Probability of obtaining a vocational training diploma, by sector and age (%)



5.5 Graduation From Secondary School in Québec and OECD Countries, 2003

In 2005, the Organisation for Economic Co-operation and Development (OECD) published *Education at a Glance*, which contains indicators on graduation from secondary school in OECD countries in 2003.

Table 5.5 compares the situation in Québec with that in a number of industrialized OECD nations with respect to the proportion of graduates from public and private secondary schools out of a total population old enough, in theory, to have obtained a secondary school diploma. In 2003, the secondary school graduation rate in Québec (82%) remained higher than the average for OECD countries.

Of the 21 OECD countries listed in the table,[1] 11 had higher secondary school graduation rates than Québec. Québec's rate was lower than that of Germany, Greece, Norway, Japan, Ireland, Switzerland, the Czech Republic, Hungary, Denmark, Poland and Finland, but higher than that of France, Italy, Iceland, Sweden, the United States, Luxembourg, Spain, the Slovak Republic, Turkey and Mexico.

Except for Poland, the Slovak Republic and Turkey, where the secondary school graduation rate for male students is the same or higher than that for female students, female students are more likely to graduate than male students. The greatest gender differences are observed in Norway and Iceland (21 percentage points), Greece (18 percentage points), Finland and Spain (16 percentage points) and Ireland (12 percentage points). Québec, with a difference of 14 percentage points, is among those places where female students are more likely to graduate than male students. In other countries, graduation rates among male and female students differ less (as seen in Table 5.5), for example Switzerland, Japan and the United States.

The graduation rate observed for male students in Québec (75%) was the same as the OECD average for male students. The rate for female students in Québec was 89%, 7 percentage points higher than the OECD average for female students.

There are far more students in general education in Québec than there are in vocational training, and this holds true for both male and female students. With a probability of obtaining a diploma in general education of 73%, Québec and the United States rank first among the OECD countries, with a rate 28 percentage points higher than the OECD average.

The reverse is true in vocational training. The probability of obtaining a diploma in vocational training in Québec is 30%, while the average for the OECD countries is 45%. A number of countries obtained very good results in vocational training, including the Czech Republic (71%), France (70%), Finland (69%), Italy (65%) and Germany (62%).

The probability of obtaining a diploma in vocational training in Québec is only slightly higher for male students than for female students. It is the sector of activity that differs for female and male students.

In 2003, the probability of obtaining a secondary school diploma[2] in Québec was 82%, 4 percentage points higher than the OECD average.

1. *The countries included in the table are those for which the OECD report provides totals and whose number of students per cohort is significant.*
2. *For Québec, this rate was obtained by dividing the number of "first diplomas" awarded in 2003 by the number of 17-year-olds in Québec (the age at which a secondary school diploma is generally awarded in Québec).*

Table 5.5
Probability of obtaining a secondary school diploma, by gender and type of program: Québec and OECD countries, 2003 (%)

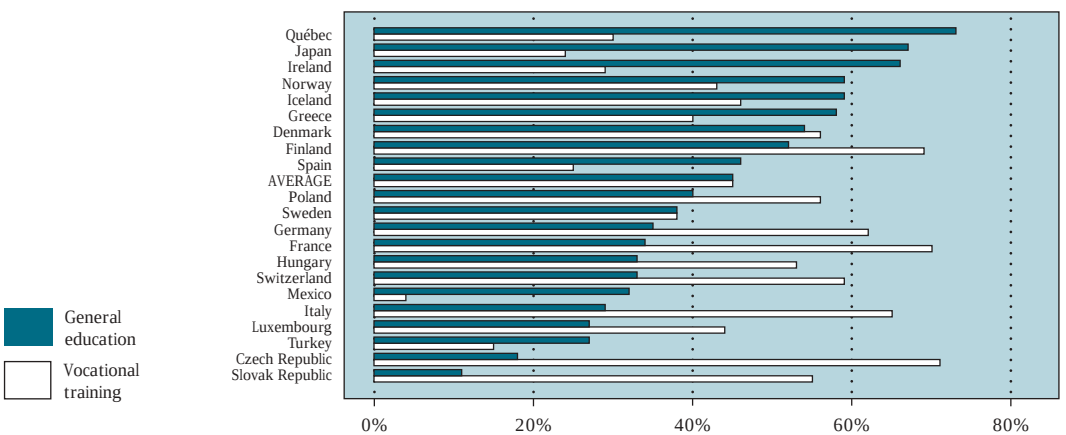
	Total (without double counting)			General education		Vocational training	
	M + F	Male	Female	M + F	Female	M + F	Female
Germany	97	95	99	35	38	62	60
Greece	96	87	105	58	67	40	40
Norway	92	82	102	59	71	43	41
Japan	91	90	93	67	71	24	22
Ireland	91	85	97	66	69	29	33
Switzerland	90	90	91	33	37	59	54
Czech Republic	88	86	90	18	23	71	67
Hungary	87	84	91	33	40	53	49
Denmark[1]	86	81	91	54	65	56	59
Poland	86	86	85	40	49	56	42
Finland[1]	84	77	92	52	63	69	79
Québec	**82**	**75**	**89**	**73**	**83**	**30**	**27**
France	81	78	84	34	41	70	64
Italy[1]	81	79	83	29	38	65	59
Iceland	79	68	90	59	75	46	39
Sweden	76	73	79	38	44	38	35
United States	73	72	75	73	75	N/A	N/A
Luxembourg	71	66	75	27	32	44	44
Spain	67	59	75	46	54	25	27
Slovak Republic	56	57	55	11	13	55	51
Turkey	41	44	37	27	26	15	11
Mexico	36	33	39	32	35	4	4
Average	**78**	**75**	**82**	**45**	**52**	**45**	**43**

Source: OECD, Education at a Glance: OECD Indicators (Paris, 2005), Table A2.1.

N/A: Data not available.

1. Reference year: 2002.

Graph 5.5
Probability of obtaining a secondary school diploma, general education and vocational training: Québec and OECD countries, 2003 (%)



5.6 Graduation From College

In 2003-2004, the proportion of a generation who could expect to obtain a first college diploma (all diplomas combined), was 47.7%. This is an increase of 25.7 percentage points since 1975-1976, when it stood at 22.2%. The proportion of a generation who could expect to obtain a first Diploma of College Studies (DCS) rose from 21.0% to 39.4%, an increase of 18.4 percentage points. The more pronounced increase for all diplomas combined is a result of the increase in the official number of graduates holding an Attestation of College Studies (ACS) when it became mandatory to declare ACSs in 2000. The proportion of a generation who are admitted to college (see Section 2.9) and the proportion of students who obtain a diploma upon leaving college (see Sections 3.3 and 3.4) also contribute to this result.

The probability of women obtaining a diploma was more than one and a half times higher than for men (59.2% compared with 36.9%). The gender gap grew steadily during the 1980s and 1990s. In 1975-1976, the probability of obtaining a college diploma[1] was only 2.7 percentage points higher for women than for men. Since then, the probability has continued to rise more sharply for women, and the gap is now 22.3 percentage points. In fact, in the past several years, it is virtually only among women that the probability of obtaining a Diploma of College Studies has grown.

The greatest growth has occurred with the pre-university DCS, as the probability of obtaining this type of diploma rose from 13.5% to 24.0% between 1975-1976 and 2003-2004, an increase of 10.5 percentage points, compared with a rise of 7.9 percentage points for the technical DCS over the same period. In the latter case, however, the increase has been greater, given that the rate doubled. Since 1995-1996, only in technical training did the probability of obtaining a diploma increase (1.9 percentage points), while it dropped by 0.5 percentage points for a pre-university DCS.

For both types of programs, the number of women graduating between 1975-1976 and 2003-2004 exceeded the number of men, and the gender gap continued to widen. The probability of women obtaining a pre-university DCS increased by 18.2 percentage points, compared with a rise of 3.1 for men. On the other hand, for both men and women, the probability of obtaining a technical DCS grew more modestly (in absolute numbers), although the increase for men was more pronounced in technical training (6.3 percentage points) than in pre-university education (3.1 percentage points). Women were ahead of men by 4 percentage points in 1975-1976, and by 7.3 percentage points in 2003-2004.

The Ministère's objective is that 60% of Quebeckers obtain a Diploma of College Studies; in 2003-2004, the rate was 39.4%, while it was 47.7% for all college diplomas combined, including the ACS.

By 2003-2004, the proportion of female Quebeckers who could expect to obtain a college diploma had risen by 19.9 percentage points since 1985-1986, compared with 7.2 percentage points for male Quebeckers.

1. *The probability of obtaining a first college diploma measures the proportion of a generation that stays in school until a college diploma is earned.*

Table 5.6
Probability of obtaining a first college diploma, by gender and type of education (%)

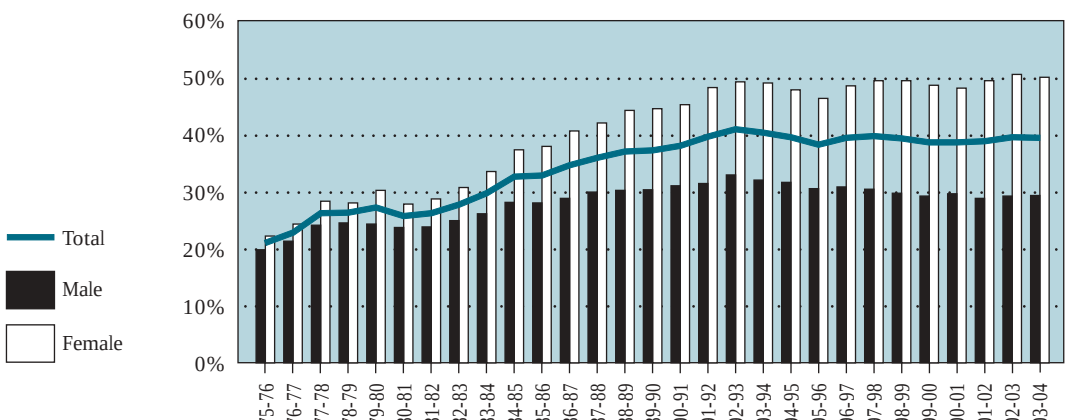
	1975-1976	1985-1986	1995-1996	2001-2002	2002-2003	2003-2004[e]
Male						
All diplomas[1]	20.8	29.7	31.7	37.0	37.2	36.9
DCS[2]	**19.8**	**28.0**	**30.5**	**28.8**	**29.2**	**29.3**
Pre-university education	14.3	18.7	19.4	16.7	17.0	17.4
Technical training	5.5	9.0	10.9	12.1	12.1	11.8
Female						
All diplomas[1]	23.5	39.3	47.4	59.2	61.0	59.2
DCS[2]	**22.2**	**37.9**	**46.3**	**49.4**	**50.5**	**50.0**
Pre-university education	12.7	23.6	29.8	30.7	31.4	30.9
Technical training	9.5	14.0	16.2	18.7	19.1	19.1
Total						
All diplomas[1]	22.2	34.3	39.4	47.8	48.8	47.7
DCS[2]	**21.0**	**32.8**	**38.2**	**38.8**	**39.5**	**39.4**
Pre-university education	13.5	21.1	24.5	23.5	24.0	24.0
Technical training	7.5	11.4	13.5	15.3	15.5	15.4

e: Estimates

1. The diplomas considered here are the Diploma of College Studies (DCS), the Attestation of College Studies (ACS), the Certificat d'études collégiales (CEC–certificate of college studies) and the Diplôme de perfectionnement de l'enseignement collégial (DPEC–diploma of advanced college studies). Since 1994, there have been no new enrollments in programs leading to a CEC or to a DPEC. The more pronounced increase for all diplomas combined is a result of the increase in the official number of graduates holding an Attestation of College Studies (ACS) when it became mandatory to declare ACSs in 2000.

2. These figures include DCSs without mention of vocational specialty.

Graph 5.6
Probability of obtaining a first college diploma (DCS), by gender (%)



5.7 Graduation From University[1]

Based on behaviours observed in 2004, more than one quarter of Quebeckers (29.3%) can expect to obtain a bachelor's degree. In the past several years, the number of women enrolling in university has grown more rapidly than the number of men (see Section 2.11). The situation has changed drastically since 1976, when the probability of obtaining a bachelor's degree was 13.1% for women and 16.7% for men. In 1983, the probability for both groups was more similar and, since then, the increase in probability has been in women's favour. In 2004, the probability of obtaining a bachelor's degree was 36.5% for women and 22.3% for men, or an increase of 23.4 percentage points for women and 5.6 percentage points for men since 1976.

The Ministère's objective is a university graduation rate of 30% for Quebeckers. The current rate (29.3%) shows an increase despite a series of drops in university enrollment between 1992-1993 and 1997-1998 (see Section 2.11). The recovery of the university enrollment rate in the past several years appears to herald an end to the drop in the probability of obtaining a bachelor's degree.

With regard to obtaining a master's degree, the results have continued to increase and reached 8.8% for women and 9.0% for men. For both sexes, the rate of 8.9% represents more than triple the 1976 rate of 2.7%. An increase in enrollment at the master's level (see Section 2.11) points to a continued increase in the number of master's degrees awarded for at least a few years to come. The gender gap disappeared in 2003, but could widen in favour of women, given the growing margin in earning a bachelor's degree. Since 1976, the situation of men and women has reversed; whereas the initial gap was 1.6 percentage points in favour of men, the probability of women obtaining a master's degree has climbed from 1.9% to 8.8%, an increase of 6.9 percentage points.

Doctorates are still only earned by a minute fraction (1.1%) of the population. This last phase in the education system is perhaps the only one in which men continue to outnumber women. Figures are, however, minimal for both sexes: 1.3% of men obtain a doctorate, compared with 1.0% of women. In view of developments at the master's level, and the trend at the doctoral level (see Section 3.8), the pool of aspiring doctoral candidates is also likely to increase for some time to come.

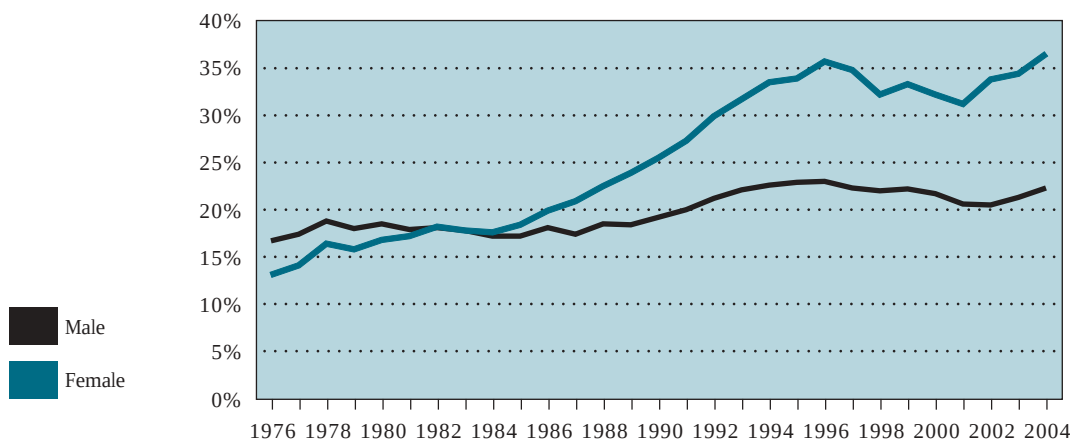
In 2004, the probability of obtaining a bachelor's degree increased 1.6 percentage points after having declined between 1999 and 2001, and stood at 29.3%.

1. *Only university degrees (bachelor's, master's and doctoral degrees) awarded by Québec universities are considered here, including those earned by foreign students. Degrees earned by Quebeckers outside the province are not taken into account.*

Table 5.7
Probability of obtaining a university degree, by gender (%)

	1976	1986	1991	1996	2003	2004
Bachelor's degree	**14.9**	**19.0**	**23.6**	**29.3**	**27.7**	**29.3**
Male	16.7	18.1	20.0	23.0	21.3	22.3
Female	13.1	19.9	27.3	35.7	34.4	36.5
Master's degree	**2.7**	**3.9**	**4.4**	**6.1**	**8.5**	**8.9**
Male	3.5	4.4	4.4	5.8	8.5	9.0
Female	1.9	3.4	4.3	6.3	8.5	8.8
Doctorate	**0.4**	**0.5**	**0.6**	**0.9**	**1.1**	**1.1**
Male	0.6	0.7	0.9	1.2	1.2	1.3
Female	0.2	0.3	0.4	0.6	0.9	1.0

Graph 5.7
Probability of obtaining a bachelor's degree, by gender (%)



5.8 University Degrees by Field of Study[1]

In 2004, the largest proportion (26.4%) of bachelor's, master's and doctoral degrees issued by Québec universities were earned in the humanities, followed by business administration (23.9%), engineering and architecture (11.7%), education (10.2%), health sciences (9.1%) and natural sciences (7.1%). Social sciences represented 4.7% of the degrees earned, while mathematics and computer science represented 4.3% and law, 2.6%.

The majority of degree holders are women (57.6%). In 2004, women earned 82.2% of the degrees in education, 78.5% in social sciences, 77.1% in health sciences, 66.6% in the humanities, 60.5% in law and 54.3% in natural sciences. Men earned 76.0%[2] of the degrees in engineering and architecture, 74.9% in mathematics and computer science, and 51.6% in business administration.

The number of degrees issued by universities is experiencing an upward trend, going from 31 404 in 1990 to 42 285 in 2004, which represents an increase of slightly more than 34.6%. This percentage is the result of a 45.2% increase in the number of degrees awarded to women and a 22.6% increase for men.

Between 1990 and 2004, the distribution of the degrees awarded according to field of study has changed. For example, the number of degrees in business administration increased (by 1.1 percentage points), as did the number of degrees in engineering and architecture (by 0.7 percentage points), mathematics and computer science and health sciences (by 0.4 percentage points) and the humanities (by 0.1 percentage points).

At the other extreme, the number of degrees awarded in law and education dropped (by 0.9 percentage points), as did the number of degrees in natural sciences (by 0.6 percentage points) and social sciences (by 0.2 percentage points).

In 2004, the proportion of degrees earned in engineering and architecture, as well as in mathematics and computer science, accounted for 16.0% of all the bachelor's, master's and doctoral degrees awarded. In these fields of study, more men (75.7%) obtained degrees. However, more women earned degrees in the other fields of study (except business administration), as well as in all fields combined.

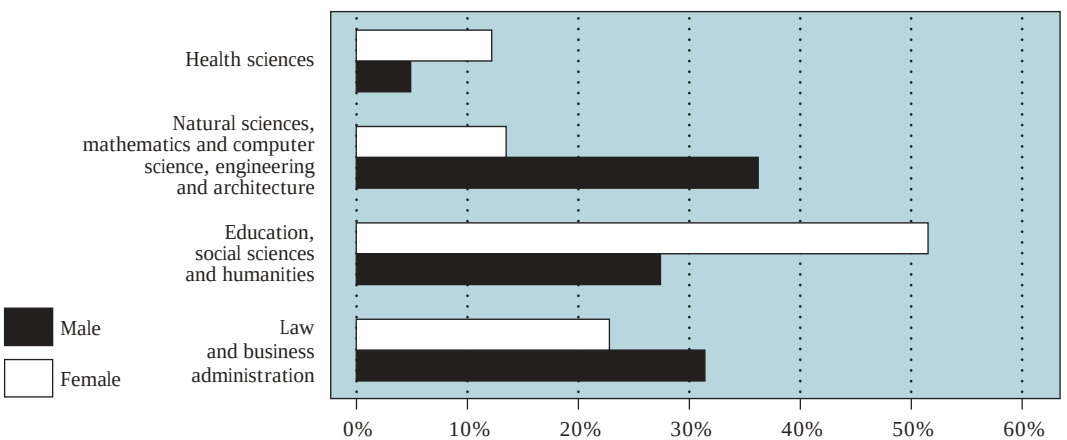
1. *This refers to students who earned a first university degree (bachelor's, master's or doctoral degree) during the year in question.*
2. *The proportion of degrees in engineering and architecture earned by women rose from 16.8% in 1990 to 24.0% in 2004.*

Table 5.8
Distribution of university degrees, by field of study and gender[1] (%)

	1990	1995	2000	2001	2002	2003	2004
Health sciences	8.7	8.9	8.3	8.2	8.6	8.3	9.1
Natural sciences	7.7	6.4	8.5	8.0	7.7	7.3	7.1
Mathematics and computer science	3.9	3.4	4.3	4.6	5.0	4.7	4.3
Engineering and architecture	11.0	11.0	10.2	10.7	10.4	11.2	11.7
Law	3.5	3.2	3.4	3.3	3.1	2.4	2.6
Business administration	22.8	20.2	21.0	22.2	22.6	24.1	23.9
Education	11.1	15.3	11.4	10.9	11.3	10.7	10.2
Humanities	26.3	27.2	27.8	27.4	26.7	26.5	26.4
Social sciences	4.9	4.3	5.0	4.8	4.6	4.7	4.7
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Female	53.4	56.4	56.7	57.2	58.4	57.4	57.6
Male	46.6	43.6	43.3	42.8	41.6	42.6	42.4

1. Only holders of bachelor's, master's or doctoral degrees who obtained their degree in the year in question are considered.

Graph 5.8
Distribution of university degrees, by field of study and gender: 2004 (%)



6.1 Changes in Educational Attainment in the Labour Force

Since the early 1990s, there has been a significant increase in the level of education of the labour force in Québec and in Canada as a whole.[1] The data presented in this section is from Statistics Canada. The levels of education considered here correspond to the highest level of education attained by employed workers in a given year.[2] It should be noted, however, that these levels do not necessarily correspond to employment requirements.

In Québec, it was not until 1997 that the job losses suffered in the last recession were absorbed. In 2005,[3] although there were 582 000 more jobs than in 1990, this growth in employment did not benefit all workers. Those with only a secondary school diploma or who did not finish secondary school had fewer jobs, while those who successfully completed some postsecondary studies or graduated from college or university made gains. Thus, employed individuals with a university education were more numerous (by 385 000) in 2005 than in 1990, for an increase of 92.8%. Those with a postsecondary diploma held 571 000 more jobs (+ 62.7%) in 2005 than in 1990. Those with only some postsecondary studies were more likely to hold jobs in 2005 than in 1990 (23 000 more), for an increase of 8.9%. In short, individuals with some higher education held 979 000 more jobs in 2005 than in 1990, an increase of 61.8%.

The situation was very different for those without a secondary school diploma or with only a secondary education. In all, these individuals held 396 000 fewer jobs in 2005 than in 1990. Thus, those with only a secondary school diploma held 22 000 fewer jobs (- 3.5%) than in 1990. The situation is even more dismal for individuals without a secondary school diploma: from 1990 to 2005, they held 374 000 fewer jobs, a decrease of 40.5%.

The increase of 36 000 jobs in 2005 over 2004 has benefited graduates with a postsecondary diploma or a university degree.

1. *According to Statistics Canada terminology, elementary school includes the first two years of secondary education. Postsecondary studies include all programs leading to diplomas and certificates in the trades (including the Diploma of Vocational Studies), college diplomas and certificates, and university certificates below the bachelor's level. The university sector begins with programs leading to at least a bachelor's degree.*
2. *The level of education attained by a person may increase over time. It is therefore possible that the same job, held by the same person, will be considered to be held by a person with a higher level of education in a given year than in an earlier year.*
3. *The figure for 2005 is the average of the first eleven months of that year.*

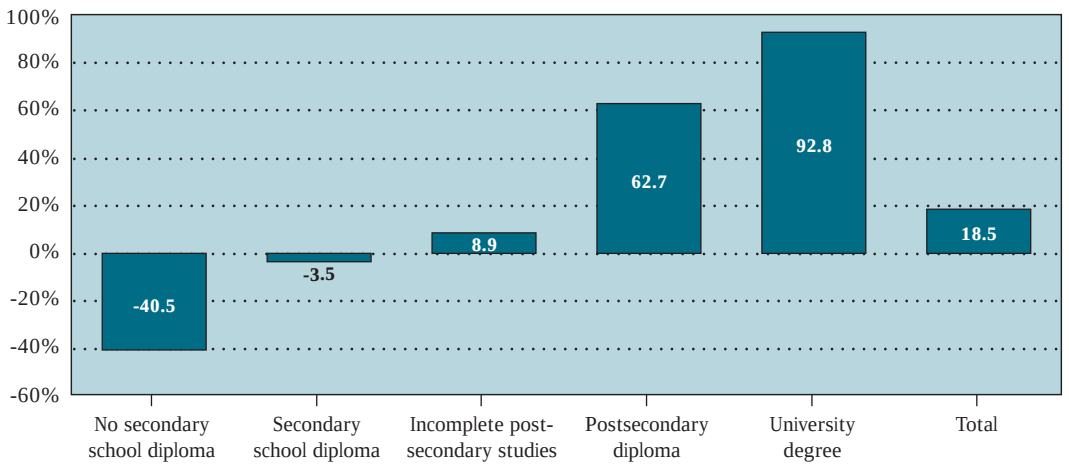
Table 6.1
Employment trends in Québec, by level of education[1] (in thousands)

Year	No secondary school diploma	Secondary school diploma	Some postsecondary studies	Postsecondary diploma	University degree	Total
1990	924	633	258	910	415	3 140
1992	781	602	233	944	473	3 034
1995	722	549	227	1 069	556	3 122
2000	633	596	277	1 241	656	3 402
2001	613	585	282	1 269	691	3 440
2002	624	595	289	1 366	694	3 568
2003	599	580	315	1 412	720	3 625
2004	592	586	312	1 438	757	3 686
2005	550	611	281	1 481	800	3 722
Change from 1990 to 2005	- 40.5%	- 3.5%	8.9%	62.7%	92.8%	18.5%

Source: Statistics Canada

1. See notes at the bottom of the text.

Graph 6.1
Employment trends in Québec from 1990 to 2005, by level of education (%)



6.2 Labour Force Participation by Level of Education[1]

As indicated in Section 6.1, in recent years, there has been a rapid increase in the level of education of employees. In 1990, 29.4% of employees did not have a secondary school diploma, whereas in 2005,[2] the rate was only 14.8%. This phenomenon is not limited to Québec; it extends to Ontario and the other provinces as well. In Ontario, individuals without a diploma accounted for 26.7% of employees in 1990 and only 12.8% in 2005. In the other provinces, the rates were 24.9% in 1990 and 14.0% in 2005.

The number of individuals with only a secondary school diploma is also declining, but less quickly.

The percentage of those who started postsecondary studies but did not graduate declined everywhere, going from 8.2% to 7.5% in Québec, from 10.1% to 8.2% in Ontario and from 10.3% to 9.9% in the other provinces.

However, the number of employees with a postsecondary diploma or university degree has increased considerably. In 1990, they held approximately 40% of the jobs. In 2005, the proportions were 53.3% for the other provinces, 57.5% for Ontario and 61.3% for Québec.

The growth in the employment rate of university graduates was especially rapid: in 1990, they made up only 13.2% of employees in Québec, whereas in 2005, they held more than one in five jobs (21.5%). In Ontario, this proportion is even higher, with close to one in four jobs (24.6%) and in the other provinces, it is 20.1%.

If the rates for the number of jobs held by graduates with different diplomas or degrees are compared for Québec, Ontario and the other provinces, it can be noted that Québec's situation has changed gradually from 1990 to 2005.

The percentage of jobs held by individuals without a secondary school diploma fell more rapidly in Québec than in Ontario and the other provinces. However, there is still a significant gap with respect to Ontario (2 percentage points) and a smaller gap with respect to the other provinces (0.8 percentage points).

Although the proportion of employed individuals with only a secondary school diploma declined everywhere, it is lower in Québec. It should be noted, however, that it takes less time to earn a secondary school diploma in Québec than elsewhere in Canada.

The proportion of employees with a postsecondary diploma increased everywhere, but remained the highest in Québec, no doubt because the college education system is more developed in Québec.

The proportion of employees with a university degree in Québec (21.5%) currently exceeds that of the other provinces (20.1%); however, this increase was not sufficient to make up the gap with respect to Ontario (24.6%), which is now 3.1 percentage points.

In 2005, individuals with a postsecondary diploma or university degree held more than 60% of all jobs in Québec.

1. *According to Statistics Canada terminology, postsecondary studies include all programs leading to diplomas and certificates in the trades (including the Diploma of Vocational Studies), nonuniversity college diplomas and certificates, and university certificates below the bachelor's level. The university sector begins with programs leading to at least a bachelor's degree.*

2. *The figure for 2005 is the average of the first 11 months of that year.*

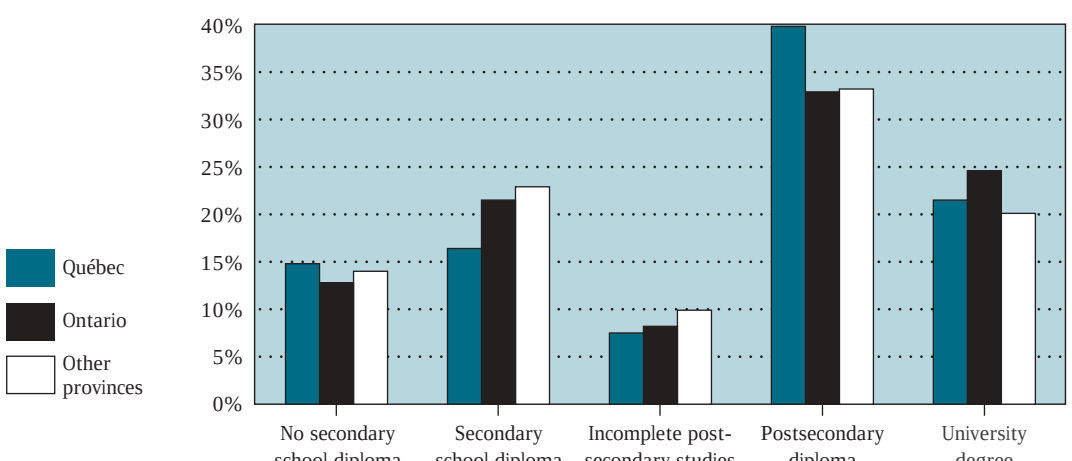
Table 6.2
Employment by highest level of education: Québec, Ontario and the other provinces, 1990 and 2005[1] (%)

	Québec		Ontario		Other provinces	
	1990	2005	1990	2005	1990	2005
Total	100.0	100.0	100.0	100.0	100.0	100.0
No secondary school diploma	29.4	14.8	26.7	12.8	24.9	14.0
Secondary school diploma	20.2	16.4	23.0	21.5	24.3	22.9
Some postsecondary studies	8.2	7.5	10.1	8.2	10.3	9.8
Postsecondary diploma	29.0	39.8	24.0	32.9	27.1	33.2
University degree	13.2	21.5	16.2	24.6	13.4	20.1
Bachelor's degree	9.2	15.5	10.7	16.0	9.4	14.3
Higher degree	4.0	6.0	5.5	8.6	4.0	5.8

Source: Statistics Canada

1. See note at the bottom of the text.

Graph 6.2
Distribution of employment, by highest level of education: Québec, Ontario and the other provinces, 2005 (%)



6.3 Labour Market Integration of Graduates

Each year, almost 200 000 people obtain a secondary school or college diploma or a university degree. The data obtained through Québec government *Relance* surveys provides a picture of the placement of secondary school vocational training, college technical training and university graduates a number of months after they obtain their diploma or degree.[1] In all, the surveys provide data about nearly 85 000 people.[2]

Since 1997, at least 85.0% of students with a Diploma of Vocational Studies (DVS) (known as the Secondary School Vocational Diploma [SSVD] prior to 1998) found work. On March 31, 2005, 86.8% of students who graduated with a DVS were in the labour force (either working or looking for work); the rate was 85.8% in 2004.

The proportion of students with an Attestation of Vocational Specialization (AVS) who are in the labour force fell from 89.1% in 1998 to 82.5% in 2005. The proportion of students with an AVS who are still in school rose from 7.5% in 2004 to 12.1% in 2005, an increase of 4.6 percentage points. The unemployment rate among AVS graduates has remained relatively stable since 2001, varying between 10.2% and 12.0%.

In 2005, 69.6% of students who graduated from a college technical program with a Diploma of College Studies (DCS) were in the labour force, the lowest rate ever observed. Each year since 1999, the number of graduates still studying has increased, from 19.3% in 1999 to 27.9% in 2005. Finally, the unemployment rate for graduates with a DCS in technical training declined from 6.0% in 2004 to 5.5% in 2005.

In 2005, the proportion of students with a bachelor's degree entering the labour force was 71.9%; it has been falling since 2001. However, it must be noted that certain methodological changes were introduced in 2003.[2] The unemployment rate has been climbing since 2001, going from 4.0% in 2001 to 4.9% in 2003, to stand at 5.3% in 2005.

In 2005, 78.0% of graduates with master's degrees entered the labour force, comparable to the rate of 82.3% in 2001 and of 79.9% in 2003, if certain methodological changes are taken into account[3]. Their unemployment rate rose from 3.7% in 2001 to 5.7% in 2005, an increase of 2.0 percentage points.

Graph 6.3 shows that the unemployment rate of graduates with a DVS, AVS or DCS remained relatively stable between 2001 and 2005. The unemployment rate for the labour force as a whole in Québec, whose age, training and work experience differ considerably from those of these graduates, also remained relatively stable during the same period.

> Since 2001, the unemployment rate has remained relatively stable among graduates with a DVS, an AVS or a DCS.

1. *Results refer to students graduating in the year indicated, approximately nine months after the completion of studies for graduates with a DVS or an AVS and roughly 10 months for graduates with a DCS (15 months for those finishing in the fall). The situation for those graduating with a bachelor's or master's degree is as of January, approximately 20 months after they earned their degree.*
2. *This number is valid for those years in which the three Relance surveys are conducted. Data about university students is published every two years, while data about secondary school and college graduates is published annually. In 2005, 34 977 university graduates were surveyed.*
3. *Methodological changes related to the definition of the term "employed individual" resulted in a slight decrease in 2003 in the proportion of university graduates considered employed. For more information, refer to the section dealing with the methodology of the survey La Relance à l'université 2003 at the Ministère's Web site: <http://www.mels.gouv.qc.ca/Relance/Relance.htm> (available only in French).*

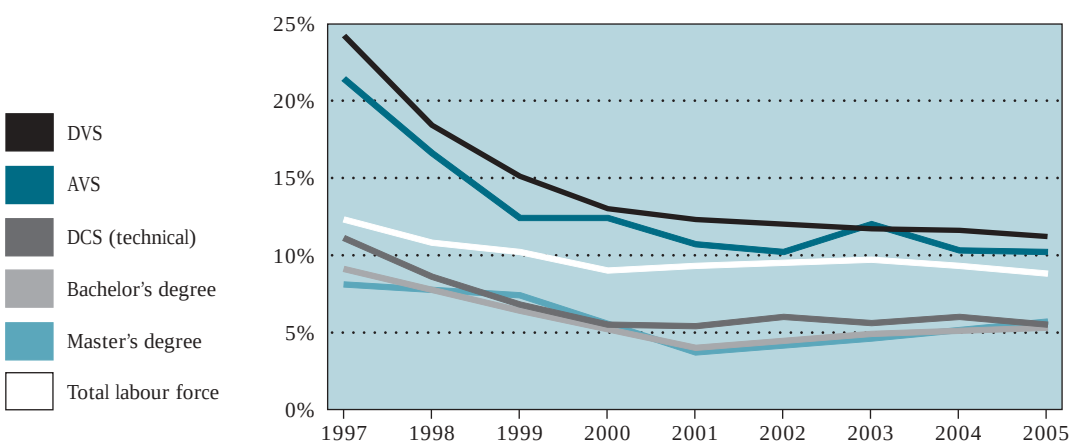
Table 6.3
Unemployment rates for graduates, by level of education and type of diploma or degree (%)

	2001	2002	2003	2004	2005
Secondary education[1]					
DVS	12.3	12.0	11.7	11.6	11.2
AVS	10.7	10.2	12.0	10.3	10.2
College[1]					
Technical training	5.4	6.0	5.6	6.0	5.5
University[1]					
Bachelor's degree	4.0	–	4.9	–	5.3
Master's degree	3.7	–	4.6	–	5.7
Unemployment rate in Québec[2]					
15-19-year-olds	20.0	22.0	19.8	23.3	21.2
20-24-year-olds	11.3	11.1	13.0	11.6	12.7
25-29-year-olds	8.2	8.2	9.5	8.6	7.0
Total labour force	9.3	9.5	9.7	9.3	8.8

1. *Source:* Relance *surveys, Direction de la recherche, des statistiques et des indicateurs, Ministère de l'Éducation, du Loisir et du Sport.*
2. *Data obtained from Statistics Canada. Includes the total labour force, regardless of level of education and work experience. The unemployment rates are those for March of the year in question (unadjusted data). Source: Statistics Canada, monthly labour force survey estimates (Labour Force Survey, Table 282-0001).*

–: *There is no data for these years: the* Relance *survey of university graduates is conducted every two years.*

Graph 6.3
Unemployment rates for graduates, by type of diploma or degree (%)



6.4 Labour Market Integration of Secondary Vocational Training Graduates

On March 31, 2005, about nine months after graduation, 77.1% of graduates of programs leading to a Diploma of Vocational Studies (DVS) were employed, as were 74.1% of graduates of programs leading to an Attestation of Vocational Specialization (AVS).

On March 31, 2005, 9.7% of DVS graduates were looking for work, 8.9% were studying and 4.3% were inactive. The proportion of individuals with a DVS who were in the labour force (employed or looking for work) was 86.8%; this rate has remained relatively stable since 2001. The unemployment rate for DVS graduates has been in decline since 1996, decreasing by more than half from 27.0% in 1996 to 11.2% in 2005.

A total of 86.8% of DVS graduates were employed full-time in 2005, comparable to the 2004 rate of 87.2%. There is an obvious trend throughout: more men than women are employed full-time. Men were 18.1 percentage points ahead in 2005 (94.5%, compared with 76.4% for women).

Between 2001 and 2004, the correspondence between the field of study and the field of employment remained relatively stable, varying from 76.0% to 77.9% among DVS graduates working full-time. However, in 2005, the proportion of individuals working in a field related to the diploma earned was 79.3%, 3.3 percentage points higher than in 2004. Among women, the rate rose slightly from 75.5% in 2004 to 78.9% in 2005, while, among men, it went from 76.3% in 2004 to 79.6% in 2005.

On March 31, 2005, 8.4% of the class of 2003-2004 who graduated from programs leading to an AVS were looking for work, 12.1% were studying and 5.4% were inactive. The number of AVS graduates in the labour force stood at 82.5% in 2005. Since 2001, the unemployment rate has fluctuated between 10.2% and 12.0%, standing at 10.2% in 2005.

A total of 85.6% of AVS graduates were employed full-time in 2005. There is still a large gap between the full-time employment rate of women (78.0%) and that of men (92.1%). The correspondence between the field of study and the field of employment among AVS graduates increased from 68.8% in 2004 to 71.0% in 2005, a combination of a 1.3-percentage point decline for women and a 4.8-percentage points increase for men.

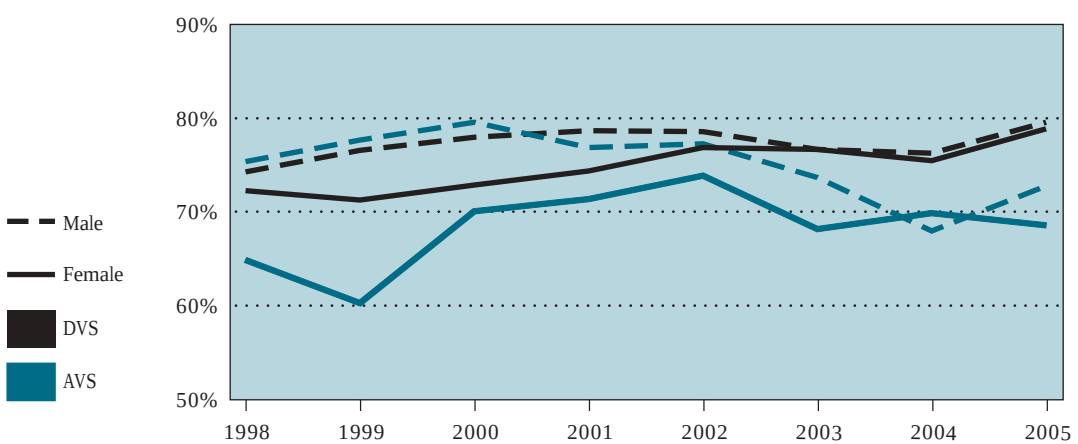
The unemployment rate for DVS graduates decreased from 15.1% in 1999 to 11.2% in 2005. The unemployment rate for AVS graduates was 10.2% in 2005.

Table 6.4
Employment situation of secondary school vocational training graduates, by graduation class, as at March 31 of the year following their graduation (%)

	2001	2002	2003	2004	2005
Graduates with a DVS					
Employed	74.3	76.2	76.7	75.9	77.1
Seeking employment	10.4	10.4	10.2	9.9	9.7
Studying	11.1	9.4	9.2	10.2	8.9
Inactive	4.2	3.9	3.9	4.0	4.3
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Unemployment rate	12.3	12.0	11.7	11.6	11.2
Graduates with an AVS					
Employed	77.2	76.4	73.7	76.8	74.1
Seeking employment	9.3	8.7	10.0	8.8	8.4
Studying	7.5	9.2	8.3	7.5	12.1
Inactive	6.1	5.7	8.0	6.9	5.4
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Unemployment rate	10.7	10.2	12.0	10.3	10.2

Source: Relance surveys of vocational training graduates, Direction de la recherche, des statistiques et des indicateurs, Ministère de l'Éducation, du Loisir et du Sport <http://www.mels.gouv.qc.ca/Relance/Relance.htm>.

Graph 6.4
Proportion of DVS and AVS graduates working full-time in a related field of study as at March 31 of the year following their graduation, by gender (%)



6.5 Labour Market Integration of Graduates of College Technical Programs

The percentage of graduates of technical programs who were employed approximately 10 months after they obtained a Diploma of College Studies (DCS) was on the decline as of March 31, 2005, for the fifth year in a row. It went from 74.1% in 2000 to 65.8% in 2005. That year, the proportion of male graduates who were employed was 59.1%, while the proportion of female graduates in the same position was 70.0%.

In 2005, 3.8% of graduates were looking for work, 27.9% were studying, and 2.4% were inactive. The percentage of DCS technical graduates in the labour force (either working or looking for work) went from 71.9% in 2004 to 69.6% in 2005. The unemployment rate of DCS technical graduates was 5.5% in 2005. The unemployment rate of graduates aged 24 or younger went from 6.1% in 2004 to 5.3% in 2005.

The percentage of students who, after obtaining a DCS in technical training the previous year, were studying on March 31 of the year in question rose from 19.6% in 2000 to 27.9% in 2005. Of those surveyed in 2005, 33.7% of men and 24.3% of women were still in school on March 31.

Most of these students, 84.5%, were in university. Of these, 88.3% were studying in a field related to the diploma earned in 2003-2004. Finally, 7.1% of those in school on March 31, 2005, were there because they were unable to find a job. The corresponding proportions were 7.7% in 2002, 8.8% in 2003 and 10.7% in 2004.

In 2005, 85.0% of DCS technical graduates were employed full-time; this rate has remained relatively stable since 2003. However, men are more likely to be employed full-time (91.2%) than women (81.8%). This gender gap has persisted over the years.

On March 31, 2005, 40.4% of part-time workers reported working part-time because they could not find full-time employment, a 4.8-percentage points increase over 2004, when the rate stood at 35.6%.

Between 2003 and 2005, the correspondence between the field of study and the field of employment for full-time workers remained above 80.0% and stood at 82.2% in 2005. This rate declined significantly among men, going from 84.8% in 2001 to 76.3% in 2005, while it hovered around 85.0% among women.

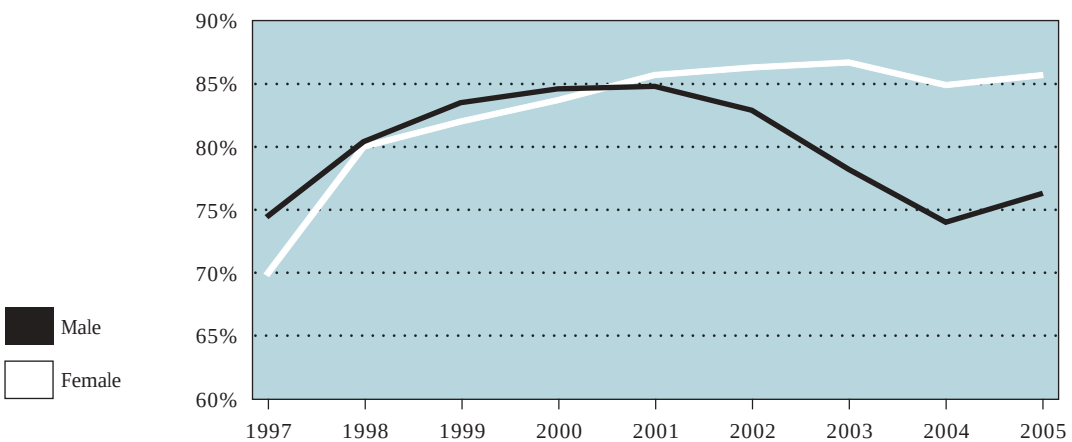
The unemployment rate among graduates with a DCS in technical training rose from 6.0% in 2004 to 5.5% in 2005. Roughly 28% of technical training graduates continued studying the year after they earned their diploma.

Table 6.5
Employment situation of graduates of college technical programs, by graduating class, as of March 31 of the year following their graduation (%)

	2001	2002	2003	2004	2005
Graduates with a DCS					
Employed	71.3	70.3	69.5	67.6	65.8
Seeking employment	4.1	4.5	4.1	4.3	3.8
Studying	22.8	23.1	24.4	26.1	27.9
Inactive	1.8	2.1	2.0	2.1	2.4
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Unemployment rate	5.4	6.0	5.6	6.0	5.5

Source: Relance *surveys of technical training graduates, Direction de la recherche, des statistiques et des indicateurs, Ministère de l'Éducation, du Loisir et du Sport <http://www.mels.gouv.qc.ca/Relance/Relance.htm>.*

Graph 6.5
Proportion of DCS graduates of technical programs working full-time in a related field of study as at March 31 of the year following their graduation, by gender (%)



6.6 Employers' Opinions of Graduates of University Programs

In 2004, the Ministère de l'Éducation, du Loisir et du Sport surveyed employers who had hired at least one university graduate (with a Bachelor's or a Master's degree) between 2001 and 2004. Overall, 1 406 employers, employing more than 360 000 workers, responded.

According to 97.1% of employers, recruits with a university degree are competent (69.3% rate their competence as "high," while 27.9% rate it as "average"). Very few (1.2%) rate it as "low."

Employers' satisfaction with the performance of their recruits increases during the first year after hiring. Thus, 79.3% of employers are satisfied or very satisfied with their performance after three months of work, 90.7% are satisfied after six months and 94.9%, after twelve months.

When they recruit workers from disciplines addressed in the survey, 91.9% of employers would rather hire university graduates: 79.2% of employers rarely or never hire individuals with a level of education other than normally required for the job, while 12.7% frequently or regularly hire individuals with more education than normally required, but hire few if any with less education.

More than 85.0% of the employers surveyed believed that university education provides graduates with distinct tools that give them an advantage over non-graduates when they enter the labour force and that prepare them to more effectively perform their tasks and more readily adapt to change: more theoretical knowledge (92.0%) and greater ease in specializing in their field (85.3%). Also, 72.5% of the employers pointed out that graduates had better attitudes with respect to work and 70.4% believe that they are more creative and have more initiative.

About half the employers reported difficulty recruiting qualified personnel for the types of jobs associated with university education. Indeed, 49.6% of employers said that there were not enough qualified applicants, and 39.8% even said that there were not enough applicants, qualified or otherwise.

Eight of the 17 suggested hiring criteria for types of occupations considered in the survey are deemed important or very important by more than 88.0% of employers. The fact that these eight criteria include "relevant field of study" and "applicant has obtained the required diploma" clearly illustrates how much employers recognize the value of job-related studies and their certification. "The ability to communicate orally," "performance during the interview" "interpersonal skills" and "the ability to communicate in writing" are also important criteria. This demonstrates the importance employers place on candidates' ability to communicate.

The most common recruitment methods used are newspaper ads (one of the top three choices in 49.1% of cases), followed by university placement agencies (one of the top three choices in 36.3% of cases). Word of mouth, the company Web site, internal postings, employment Web sites and the company's bank of job applications share third place.

The competency profile, which lists items for which at least 75.0% of employers have high expectations, includes 26 out of 41 proposed items. Several items in particular concern communication (for example, knowledge and use of French, the ability to work in a team and the ability to correctly determine clients' expectations), sense of responsibility (for example, responsibility for their actions, the desire to learn and hone their skills, personal commitment to the company, perseverance and punctuality) and productivity (for example, the ability to plan and organize their work, the ability to solve problems and the ability to manage stress and work under pressure).

The evaluation of the work of recruits with respect to employers' expectations indicates potentially problematic situations for three items in the competency profile. In more than 20.0% of cases, these items fell short of employers' expectations, which were average or high: knowledge of French (35.4%), the ability to communicate in writing in French (34.1%) and the ability to manage stress and work under pressure (22.8%).

According to 97.1% of employers, recruits with a university degree are competent (69.3% rate their competence as "high," while 27.9% rate it as "average"). Employers' satisfaction with recruits' performance increases from 79.3% after three months to 94.9% after twelve months.

Table 6.6a
Evaluation of level of competency of recruits (% of employers)

	2004
Level of competency[1]	
High	69.3
Average	27.9
Low	1.2
Not indicated	1.7

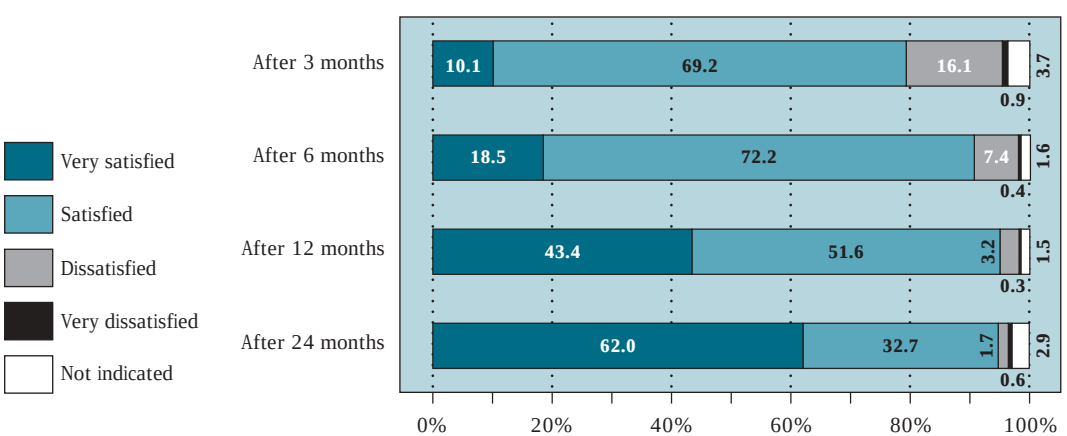
Table 6.6b
Employers' satisfaction with performance (% of employers)

	2004
Satisfied or very satisfied[1]	
After 3 months	79.3
After 6 months	90.7
After 12 months	94.9
After 24 months	94.7

Source (Tables 6.6a and 6.6b: La formation universitaire: les employeurs s'expriment, sondage mené en 2004, Ministère de l'Éducation, du Loisir et du Sport, Code 20-5004-07 <http://www.mels.gouv.qc.ca/relance/relance.htm>.

1. This data takes into account only those employers who answered the question.

Graph 6.6
Employers' satisfaction with the performance of university graduates, by amount of time elapsed after hiring (according to a 2004 survey)



6.7 Labour Market Integration of University Graduates

Approximately 20 months after obtaining their degree, 68.1% of graduates from a bachelor's program and 73.5% of graduates from a master's program were employed as at the reference week of January 16 to 22, 2005. In 2003 and 2001, the employment rates were 70.4% and 74.5%, respectively, for graduates with a bachelor's degree, while they were 76.2% and 79.2%, respectively, for graduates with a master's degree.

In 2005, 71.9% of graduates with a bachelor's degree were in the labour force: 68.1% were employed and 3.8% were looking for work. The percentage of graduates with a bachelor's degree who were in the labour force in 2003 was 74.0%. The unemployment rate for these graduates declined between 1994 and 2001, but has increased slightly since then, going from 4.0% in 2001 to 5.3% in 2005.

In 2005, 78.0% of graduates with a master's degree were in the labour force (73.5% were employed and 4.5% were looking for work), a rate comparable to that of 2003. The unemployment rate for these graduates, which dropped between 1997 and 2001, rose from 3.7% in 2001 to 5.7% in 2005.

The percentage of graduates who obtained a bachelor's or master's degree in 2003 and who were studying in 2005 was 25.0% and 18.9%, respectively, during the reference week.

Of those who earned a bachelor's degree in 2003 and who were studying in university in 2005 during the reference week, 71.4% were enrolled in a master's program and 12.9% in a doctoral program, while 15.7% were in a bachelor's program. Of the graduates who, during the reference week in 2005, were studying in a master's or doctoral program, 92.3% and 95.3%, respectively, were in a field of study related to the degree earned in 2003.

Of the graduates with a master's degree who were studying in 2005 during the reference week, 82.9% were in a doctoral program, while 9.9% were in a master's program and 7.2% in a bachelor's program. Of the graduates who, during the reference week in 2005, were studying in a master's or doctoral program, 81.9% and 96.1%, respectively, were in a field of study related to the degree earned in 2003.

Of the graduates with a bachelor's or master's degree who were studying in 2005, 10.6% and 16.9%, respectively, were there because they were unable to find employment.

In 2005, 88.2% of graduates with a bachelor's degree and 89.9% of graduates with a master's degree were employed full-time. More men than women were employed full-time. The correspondence between the studies completed in 2003 and the profession being practised was 79.8% for graduates with a bachelor's degree and 83.6% for graduates with a master's degree who were working full-time during the reference week.

In 2005, the proportion of graduates working part-time who reported doing so because they had not found full-time employment was 38.5% after earning a bachelor's degree and 36.2% after a master's degree. Among graduates with a bachelor's degree, this represents an increase of 5.6 percentage points over 2003, while among graduates with a master's degree, the increase is 4.9 percentage points.

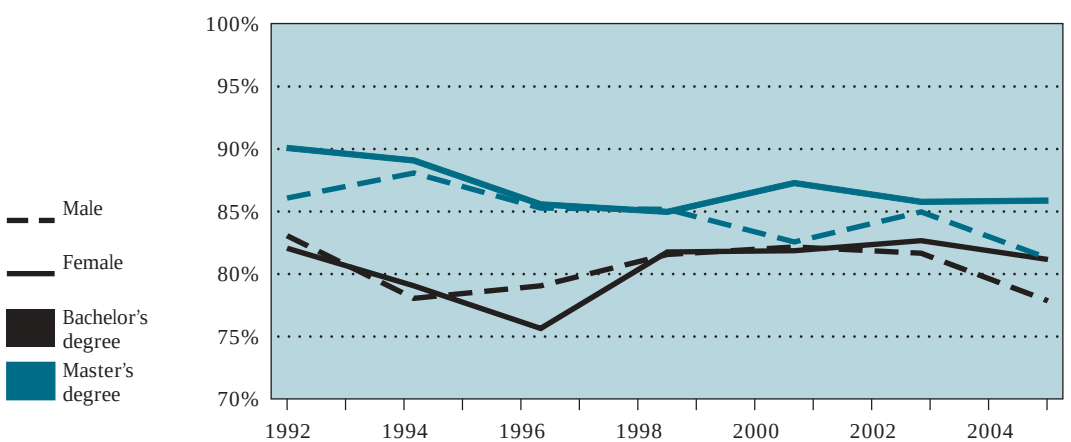
The unemployment rates in 2005 for university graduates with a bachelor's or master's degree were 5.3% and 5.7%, respectively.

Table 6.7
Employment situation of university graduates, by graduating class, as of January, roughly 20 months following their graduation (%)

	1997	1999	2001	2003	2005
Graduates with a bachelor's degree					
Employed	74.0	75.6	74.5	70.4	68.1
Seeking employment	7.4	5.2	3.1	3.6	3.8
Studying	16.2	16.5	19.8	22.9	25.0
Inactive	2.4	2.7	2.5	3.1	3.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Unemployment rate	9.1	6.4	4.0	4.9	5.3
Graduates with a master's degree					
Employed	77.7	79.7	79.2	76.2	73.5
Seeking employment	6.8	6.4	3.1	3.7	4.5
Studying	12.7	11.7	15.2	17.3	18.9
Inactive	2.8	2.2	2.5	2.9	3.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Unemployment rate	8.1	7.4	3.7	4.6	5.7

Source: Relance surveys of university graduates, Direction de la recherche, des statistiques et des indicateurs, Ministère de l'Éducation, du Loisir et du Sport <http://www.mels.gouv.qc.ca/Relance/Relance.htm>.

Graph 6.7
Proportion of university graduates with a bachelor's or master's degree working full-time in a related field of study, by gender, as at January, 20 months following their graduation (%)



Statistical Appendix

Table 1

Full-time and part-time enrollment, by level of education and sector, 1995-1996 to 2004-2005

	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Preschool (4-year-olds)	**17 284**	**17 294**	**16 295**	**15 908**	**15 174**	**14 601**	**15 778**	**15 240**	**14 700**	**14 996**
Preschool (5-year-olds)	**95 651**	**96 087**	**95 303**	**91 513**	**89 223**	**87 297**	**84 624**	**80 967**	**76 832**	**74 801**
Elementary education (youth sector)	**547 642**	**552 482**	**559 279**	**566 372**	**573 102**	**575 862**	**574 274**	**564 559**	**549 073**	**529 860**
Secondary education (youth sector)	**492 629**	**486 696**	**479 740**	**469 250**	**456 148**	**447 937**	**446 491**	**455 467**	**467 594**	**480 319**
Elementary and secondary education (adult sector[1])	**226 317**	**222 434**	**218 193**	**214 701**	**219 268**	**222 714**	**238 693**	**247 258**	**254 482**	**254 601**
College[2]	**241 872**	**237 525**	**230 726**	**228 715**	**219 212**	**213 430**	**206 368**	**200 765**	**195 442**	**192 638**
Regular education	179 150	180 315	176 586	174 463	171 653	166 970	164 732	163 071	160 975	159 913
Adult education	62 722	57 210	54 140	54 252	47 559	46 460	41 636	37 694	34 467	32 725
University[3]	**237 810**	**230 941**	**226 977**	**226 638**	**231 897**	**233 463**	**239 097**	**249 158**	**258 324**	**261 689**
Undergraduate studies	194 196	187 565	183 370	183 157	187 014	187 514	189 452	195 132	201 132	202 081
Graduate studies	34 271	34 086	34 281	34 558	36 120	37 192	40 808	44 573	46 730	48 199
Postgraduate studies	9 343	9 290	9 326	8 923	8 763	8 757	8 837	9 453	10 462	11 409
Total	**1 859 205**	**1 843 459**	**1 826 513**	**1 813 097**	**1 804 024**	**1 795 304**	**1 805 325**	**1 813 414**	**1 816 447**	**1 808 904**

Sources: *Déclaration des clientèles scolaires (DCS)*
Déclaration des clientèles en formation professionnelle (DCFP)
Système d'information financière sur la clientèle adulte (SIFCA)
Système d'information et de gestion des données sur l'effectif collégial (SIGDEC)
Système de recensement des clientèles universitaires (RECU)
Gestion des données sur les effectifs universitaires (GDEU)

1. *Only persons having taken courses for which credits are earned for certification purposes are included.*
2. *Fall term. Figures for adult education exclude students enrolled in noncredit programs.*
3. *Fall term. These figures include resident physicians and some students in college of Explorations programs. However, they exclude auditors, postdoctoral trainees and students in Explorations programs.*

Table 2

Full-time and part-time enrollment, by category of institution, language of instruction, level of education and sector, 2004-2005

	Preschool		Elementary	Secondary	Elementary and secondary	College[2]		University[3]	Total
	4-year-olds	5-year-olds	(Youth sector)	(Youth sector)	(Adult sector[1])	Regular education	Adult education		
School boards	**14 840**	**70 185**	**498 369**	**395 120**	**249 466**				**1 227 980**
French	13 756	62 331	442 263	350 369	223 474				1 092 193
English	784	7 322	54 930	44 751	25 793				133 580
Native languages	300	532	1 176		199				2 207
Private institutions	**37**	**4 421**	**29 917**	**84 066**	**4 491**	**11 116**	**6 719**		**140 767**
French	15	3 609	24 133	76 155	4 146	6 308	1 836		116 202
English	22	812	5 784	7 911	345	2 854	569		18 297
French and English						1 954	4 314		6 268
Public institutions outside the jurisdiction of the MELS	**119**	**195**	**1 574**	**1 133**	**644**	**1 627**	**84**		**5 376**
French	72	122	1 287	1 014	644	1 543	84		4 766
English	18	16	133	84		84			335
Native languages	29	57	154	35					275
CEGEPs and campuses						**147 170**	**25 922**		**173 092**
French						123 565	21 217		144 782
English						23 605	4 705		28 310
French and English									
Universities and branches								**261 689**	**261 689**
French								196 688	196 688
English								65 001	65 001
Total	**14 996**	**74 801**	**529 860**	**480 319**	**254 601**	**159 913**	**32 725**	**261 689**	**1 808 904**
French	13 843	66 062	467 683	427 538	228 264	131 416	23 137	196 688	1 554 631
English	824	8 150	60 847	52 746	26 138	26 543	5 274	65 001	245 523
Native languages	329	589	1 330	35	199				2 482
French and English						1 954	4 314		6 268

Sources: *Déclaration des clientèles scolaires (DCS)*
Déclaration des clientèles en formation professionnelle (DCFP)
Système d'information financière sur la clientèle adulte (SIFCA)
Système d'information et de gestion des données sur l'effectif collégial (SIGDEC)
Gestion des données sur les effectifs universitaires (GDEU)

1. *Only persons having taken courses for which credits are earned for certification purposes are included.*
2. *Fall term. Figures for adult education exclude students enrolled in noncredit programs.*
3. *Fall term. These figures include resident physicians, but exclude auditors, postdoctoral trainees and students in Explorations programs.*

Table 3

Enrollment in secondary vocational training and college technical education, 1997-1998 to 2004-2005

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005[p]
SECONDARY EDUCATION[1]	**93 274**	**94 263**	**99 884**	**95 991**	**99 063**	**101 040**	**103 821**	**104 301**
Under 20 years of age[2]	26 923	26 476	26 031	25 514	25 480	24 923	25 281	25 466
20 years of age or over[3]	66 351	67 787	73 853	70 477	73 583	76 117	78 540	78 835
Regular paths:								
DVS (SSVD), SSVC, AVS, AVE	**75 786**	**77 127**	**75 890**	**76 559**	**79 395**	**80 288**	**83 707**	**85 730**
Under 20 years of age[2]	25 818	25 208	24 623	24 343	24 044	23 232	23 542	23 940
20 years of age or over[3]	49 968	51 919	51 267	52 216	55 351	57 056	60 165	61 790
Other programs	**17 488**	**17 136**	**23 994**	**19 432**	**19 668**	**20 752**	**20 114**	**18 571**
Under 20 years of age[2]	1 105	1 268	1 408	1 171	1 436	1 691	1 739	1 526
20 years of age or over[3]	16 383	15 868	22 586	18 261	18 232	19 061	18 375	17 045
COLLEGE EDUCATION	**123 495**	**126 088**	**121 770**	**119 943**	**116 506**	**110 944**	**105 536**	**102 102**
Diploma of College Studies (DCS - technical)	90 960	90 441	88 964	87 501	86 837	84 684	81 571	80 055
Certificat d'études collégiales (CEC)	176	60	16					
Attestation of College Studies (ACS)	32 351	35 587	32 789	32 442	29 669	26 260	23 965	22 047
Diplôme de perfectionnement de l'enseignement collégial (DPEC)	8		1					

Sources: Déclaration des clientèles scolaires (DCS)
Déclaration des clientèles en formation professionnelle (DCFP)
Système d'information financière sur la clientèle adulte (SIFCA)
Système d'information et de gestion des données sur l'effectif collégial (SIGDEC)

p: Preliminary figures
DVS: Diploma of Vocational Studies (or SSVD: Secondary School Vocational Diploma, prior to 1998);
SSVC: Secondary School Vocational Certificate;
AVS: Attestation of Vocational Specialization;
AVE: Attestation of Vocational Education

1. *Only persons having taken courses for which credits are earned for certification purposes are included. Persons enrolled in more than one program in the same year are counted only once.*
2. *Includes students 20 years of age or over in the youth sector.*
3. *For the adult sector only.*

Table 4

Personnel in school boards, CEGEPs and universities by job category, based on full-time equivalents,[1] 1996-1997 to 2003-2004

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
School boards	**104 380**	**104 462**	**106 630**	**108 772**	**111 464**	**113 184**	**115 751**	**116 208**
Youth and adult sectors								
Teaching staff	69 680	70 366	71 152	71 288	71 918	71 984	72 820	72 609
Administrative staff	1 274	1 159	1 118	1 080	1 076	1 079	1 097	1 143
School principals	3 647	3 528	3 567	3 661	3 713	3 723	3 772	3 807
Managerial staff	751	671	663	685	680	698	721	730
Nonteaching professionals	4 250	3 898	3 897	4 003	4 208	4 453	4 810	4 926
Support staff	24 778	24 840	26 233	28 055	29 869	31 247	32 531	32 993
CEGEPs	**20 472**	**19 570**	**19 692**	**19 869**	**20 491**	**20 636**	**20 744**	**20 609**
Regular education and adult education								
Teaching staff	13 224	12 699	12 892	12 950	13 381	13 355	13 338	13 214
Administrative staff	612	583	595	622	651	690	717	724
Managerial staff	287	245	230	232	233	234	237	225
Nonteaching professionals	1 047	964	964	1 017	1 086	1 137	1 196	1 185
Support staff	5 302	5 079	5 011	5 048	5 140	5 220	5 256	5 261
Universities[2]	**31 615**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Teaching and research staff	10 553	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Teaching and research assistants	4 652	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Executive personnel	1 218	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Managerial staff	498	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nonteaching professionals	3 352	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Support staff	11 342	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Sources: *Personnel des commissions scolaires (PERCOS II)*
Système d'information sur le personnel des organismes collégiaux (SPOC-RFA)
Système d'information financière des universités (SIFU)

N/A: *Data not available*

1. *All personnel activities carried out during the school year are included in the calculation of full-time equivalents for each job category.*
2. *Funds with or without restrictions. Excludes courses given by lecturers, those given in addition to regular course loads by regular professors and those given by individuals receiving honoraria or on contract.*

Table 5

Number of diplomas awarded, by level of education and type of diploma, 1995 to 2004

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Secondary[1]	**104 521**	**111 762**	**109 199**	**107 050**	**107 412**	**105 228**	**102 631**	**101 654**	**100 723**	**102 863**
General education	81 791	86 451	80 289	77 315	76 866	73 363	72 025	68 871	66 953	68 636
Vocational training	22 730	25 311	28 910	29 735	30 546	31 865	30 606	32 783	33 770	34 227
College	**43 776**	**42 288**	**44 815**	**45 235**	**46 258**	**50 854**	**52 481**	**53 307**	**52 134**	**52 299**
DCS (pre-university education)	25 546	24 427	25 938	25 170	24 644	24 098	23 668	23 250	23 325	23 320
DCS (technical training)	15 615	16 170	16 744	16 811	17 626	17 982	17 982	18 700	18 030	17 970
DCS without mention	337	151	7	1				1	4	
ACS, CEC and DPEC[2]	2 278	1 540	2 126	3 253	3 988	8 774	10 831	11 356	10 775	11 009
University[3]	**56 015**	**55 184**	**53 277**	**50 781**	**50 726**	**50 563**	**51 378**	**54 459**	**58 855**	**62 358**
Bachelor's degree	28 932	29 602	28 894	27 478	28 284	27 822	27 973	28 897	29 818	31 553
Master's degree	6 414	6 547	6 514	6 727	6 814	7 468	7 692	7 946	9 003	9 515
Doctorate	1 037	1 087	1 143	1 231	1 170	1 165	1 094	1 036	1 134	1 217
Certificates, diplomas and microprograms	19 632	17 948	16 726	15 345	14 458	14 108	14 619	16 580	18 900	20 073

Sources: *Système de sanction des études appliquée au ministère de l'Éducation (SESAME)*
Sanction des adultes en formation générale (SAGE)
Système de la sanction des études au collégial (SSEC)
Système de recensement des clientèles universitaires (RECU)
Gestion des données sur les effectifs universitaires (GDEU)

DCS: Diploma of College Studies;
ACS: Attestation of College Studies;
CEC: Certificat d'études collégiales (certificate of college studies);
DPEC: Diplôme de perfectionnement de l'enseignement collégial (diploma of advanced college studies)

1. *From 1995-1996 to 2004-2005.*
2. *Since 1994, there have been no new enrollments in programs leading to CECs and DPECs. ACSs are counted starting in 2001.*

Table 6

Schooling rates,[1] by age, gender, level of education and attendance status, 2003-2004 (%)

	Preschool and Elementary Education	Secondary		College		University		Total		
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	All attendance statuses
4-year-olds										
Male	19.9	0.0	0.0	0.0	0.0	0.0	0.0	19.9	0.0	19.9
Female	20.6	0.0	0.0	0.0	0.0	0.0	0.0	20.6	0.0	20.6
Total	20.2	0.0	0.0	0.0	0.0	0.0	0.0	20.2	0.0	20.2
5-year-olds										
Male	96.3	0.0	0.0	0.0	0.0	0.0	0.0	96.3	0.0	96.3
Female	98.1	0.0	0.0	0.0	0.0	0.0	0.0	98.1	0.0	98.1
Total	97.2	0.0	0.0	0.0	0.0	0.0	0.0	97.2	0.0	97.2
15-year-olds										
Male	0.0	96.7	0.4	0.1	0.0	0.0	0.0	96.7	0.4	97.1
Female	0.0	96.7	0.1	0.1	0.0	0.0	0.0	96.8	0.1	97.0
Total	0.0	96.7	0.3	0.1	0.0	0.0	0.0	96.8	0.3	97.0
16-year-olds										
Male	0.4	89.3	3.2	1.6	0.0	0.0	0.0	91.3	3.2	94.5
Female	0.3	91.4	2.4	2.9	0.0	0.0	0.0	94.5	2.4	96.9
Total	0.3	90.3	2.8	2.2	0.0	0.0	0.0	92.9	2.8	95.7
17-year-olds										
Male	0.7	40.8	11.9	30.1	0.1	0.5	0.0	72.0	12.1	84.1
Female	0.4	30.5	10.0	46.7	0.1	0.7	0.0	78.4	10.2	88.5
Total	0.5	35.8	11.0	38.2	0.1	0.6	0.0	75.1	11.1	86.3
18-year-olds										
Male	0.6	24.6	11.3	33.8	0.4	3.1	0.1	62.0	11.9	73.9
Female	0.4	17.9	8.6	51.2	0.4	5.0	0.2	74.4	9.2	83.7
Total	0.5	21.3	10.0	42.3	0.4	4.0	0.2	68.1	10.6	78.7
19-year-olds										
Male	0.5	17.1	8.8	25.6	1.3	10.4	0.4	53.6	10.5	64.1
Female	0.3	12.3	6.3	34.2	1.4	19.6	0.6	66.5	8.3	74.8
Total	0.4	14.7	7.6	29.8	1.4	14.9	0.5	59.9	9.4	69.3

1. *Schooling rates are calculated by dividing the school population of a given age on September 30, 2003, by the population of the same age on the same date. The rates for 4-year-olds and 5-year-olds differ from the results published in Section 2 (see notes in Section 2.2).*

Table 6 (cont.)

Schooling rates,[1] by age, gender, level of education and attendance status, 2003-2004 (%)

	Preschool and Elementary Education	Secondary		College		University		Total		
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	All attendance statuses
20-24-year-olds										
Male	0.3	7.7	5.2	7.6	1.1	14.6	3.1	30.2	9.3	39.5
Female	0.3	6.2	3.5	9.2	1.3	22.0	4.9	37.8	9.7	47.4
Total	0.3	7.0	4.3	8.2	1.1	18.4	4.0	34.0	9.5	43.5
25-29-year-olds										
Male	0.3	3.4	3.2	1.4	0.4	5.0	3.7	10.1	7.3	17.4
Female	0.4	3.5	2.2	2.0	0.6	5.2	5.7	11.1	8.5	19.7
Total	0.4	3.5	2.7	1.7	0.5	5.1	4.7	10.6	7.9	18.5
30-39-year-olds										
Male	0.4	1.8	2.3	0.6	0.2	1.3	2.1	4.0	4.6	8.7
Female	0.4	2.3	1.7	0.9	0.4	1.3	3.1	4.9	5.2	10.1
Total	0.4	2.1	1.9	0.7	0.3	1.4	2.6	4.6	4.9	9.5
40-49-year olds										
Male	0.2	0.8	1.3	0.2	0.1	0.3	1.1	1.4	2.5	3.9
Female	0.2	1.1	1.0	0.3	0.3	0.4	1.8	2.0	3.2	5.2
Total	0.2	1.0	1.1	0.3	0.2	0.3	1.4	1.8	2.8	4.5
50-59-year-olds										
Male	0.1	0.3	0.6	0.1	0.1	0.1	0.4	0.5	1.1	1.5
Female	0.2	0.4	0.6	0.1	0.1	0.1	0.6	0.7	1.3	2.0
Total	0.1	0.3	0.6	0.1	0.1	0.1	0.5	0.6	1.2	1.8
60-year-olds +										
Male	0.1	0.0	0.3	0.0	0.0	0.0	0.1	0.1	0.3	0.4
Female	0.1	0.0	0.4	0.0	0.0	0.0	0.1	0.2	0.5	0.7
Total	0.1	0.0	0.3	0.0	0.0	0.0	0.1	0.2	0.4	0.6

NOTE

NOTE

NOTE

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