

EDUCATION INDICATORS

Preschool, Elementary and Secondary Education

2014 Edition



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Introduction

This edition of the *Education Indicators* deals with preschool, elementary and secondary education. Some indicators cover the education system as a whole, whereas others focus on a specific level.

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 data¹ that help trace these developments over time.

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.

The 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 document.

Financial Resources Allocated to Education

In 2009-2010, Québec's total spending on elementary and secondary education was estimated at 3.9% of the gross domestic product (GDP). In comparison, the share of the GDP allocated to elementary and secondary education was 4.2% in Ontario, 3.9% in the rest of Canada and 3.9% in the OECD countries.

In 2010-2011, total school board spending per capita amounted to \$1 485 in Québec, or 16.8% less than the average for the rest of Canada (\$1 784). In Québec, the provincial government provides a large part of the funds for total spending on elementary and secondary education whereas in the rest of Canada, this proportion is lower. In Québec, in 2011-2012, 78.4% of the funding came from the provincial government, compared with 66.2% in the rest of Canada.

Another indicator that is often used to compare Québec with neighbouring regions is total per-student spending. In 2010-2011, total per-student spending in Québec school boards (\$12 098) was lower than the average for the rest of Canada (\$12 677). However, it should be noted that this comparison of per-student spending among the various provinces does not take into account the cost of living, which is lower in Québec than the average for the rest of Canada (7% difference in 2010). If the data were adjusted to take this into account, per-student spending would be slightly higher in Québec than in the rest of Canada.

Student Retention: Staying in School and Obtaining a Diploma

Student retention in elementary and secondary education for 2012-2013 is illustrated below. The diagram represents the proportions of a cohort of young people who could expect to enrol and to obtain a secondary school diploma. The diagram shows that, out of 100 Quebecers, 99 could be expected to reach the secondary level and 94 to obtain a first secondary school diploma, and that 75 would do so before the age of 20.

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. In 2012-2013, the proportion of those who left school (general education, youth sector) without a secondary school diploma or qualification (annual dropout rate) was 15.3% for Québec as a whole. It was 18.8% for male students and 11.9% for female students.

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 year. Thus, of the students in Secondary Cycle Two in the adult sector who left their studies before the age of 20, 63.0% 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) and who left secondary school, approximately 75 did so with that diploma.

1. The data are actualized every year.

Evaluation of Learning

In the subjects for which ministerial uniform examinations were administered for the certification of studies in June 2013, students in Secondary IV and V obtained an average mark of 72.4% and had a success rate of 86.1%. The average for male students was 71.2% and for female students, 73.5%. Students obtained an average final mark of 72.6% on the examination in Secondary V French, language of instruction, and 90.6% passed.

During tests administered under the 2012 Programme for International Student Assessment (PISA), Québec students obtained results that were higher than the OECD average for the three areas of assessment.

What Becomes of Graduates and Non-Graduates

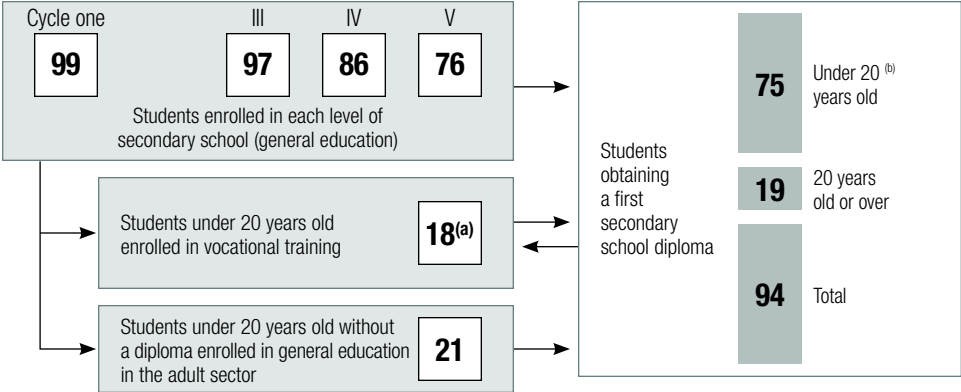
When they finish school, graduates of secondary vocational training programs have some choices to make. Some decide to continue their education, while others set their sights on the labour market. In March 2013, graduates with a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Studies (AVS) had an unemployment rate of 10.8% and 7.1%, respectively.

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. Also, the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche and the Conseil supérieur de l'éducation 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*
- *Education Statistics Bulletins*
- *Student Flow From Secondary School to University*
- Annual management report of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche
- *Annual Report on the State and Needs of Education*, published by the Conseil supérieur de l'éducation
- *Strategic Plan* of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche

This information is also available on the Web site of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche at <http://www.education.gouv.qc.ca>.

**Student Retention of 100 Quebecers in the Education System,
Based on Findings for 2012-2013**



(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.

Québec's Education System: An Overview

Québec's education system offers a wide range of educational programs and services for 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 six years old by October 1. Prior to 1997, five-year-olds generally attended kindergarten on a half-time basis. Although it is not compulsory, since the fall of 1997, almost all five-year-olds attend kindergarten on a full-time basis. 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 old, which normally corresponds to Secondary IV.

Elementary education is offered in French, English or an Aboriginal 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 within the school board's jurisdiction. The school boards hire the staff they need to provide educational services. In 2010-2011, the Québec government provided 78.3% of school boards' revenues, while local taxes accounted for 14.1% and other sources provided the remaining 7.6%.

Since July 1998, there have been 72 school boards organized along linguistic lines, except for three with special status. There are 60 French school boards and 9 English school boards, with enrolments ranging from 600 to 70 000 for a median size of approximately 8 000 students. The special-status school boards serve French-speaking and English-speaking students in the Côte-Nord region (Commission scolaire du Littoral) and Aboriginal 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, de l'Enseignement supérieur et de la Recherche. The private school system accounts for 7% of elementary students and approximately 20% of secondary students in the youth sector. About 50% 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 0.2% of students.

Secondary school diplomas are awarded by the Minister of Education, Higher Education and Research 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) 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.

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. The Minister sets specific secondary-level prerequisites for some programs leading to a Diploma of College Studies (DCS).

1.1 Québec Government Spending on Education, Recreation and Sports

Québec government spending on education, recreation and sports was estimated at \$10.2 billion in 2013-2014, accounting for 16.0% of government program spending.

Québec government program spending rose from \$40.2 billion in 2000-2001 to \$63.8 billion in 2013-2014, an annual increase of 3.6%. During this period, Québec government spending on education, recreation and sports rose an average of 3.3% a year.

Table 1.1 presents the percentage breakdown of Québec government program spending in the five major sectors: education, recreation and sports; higher education, research and science; health and social services; employment and social solidarity; and family. 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 on major sectors from 2012-2013 to 2013-2014.

Previous editions of the *Education Indicators* reported major changes in the portion of spending allocated to each sector in recent years. Thus the portion allocated to health and social services has increased significantly, which has had a major impact on the portion of spending allocated to other sectors.

In the 2000s, the portion of program spending on education, recreation and sports fell somewhat, while at the beginning of the 2010s, it was up slightly. This spending increase is explained by the rise in system costs and by numerous reinvestment and development measures.¹

These reinvestment and development measures include programs to reduce the dropout rate; smaller classes; increased teaching time at the elementary level; support for students with handicaps, social maladjustments or learning difficulties; and the *Éducation, emploi et productivité* action plan in vocational and technical training and adult education.

Québec government spending on education, recreation and sports remained the same for 2012-2013 and 2013-2014.

1. See Section 1.5, among others.

Table 1.1

**Québec government
program spending,
by sector¹ (%)**

	2012-2013 ^e	2013-2014 ^e
Education, recreation and sports	16.0	16.0
Higher education, research and science	9.9	9.9
Health and social services	48.3	49.0
Employment and social solidarity	6.9	6.6
Family	3.8	3.9
Other portfolios	15.1	14.6
Program spending	100.0	100.0

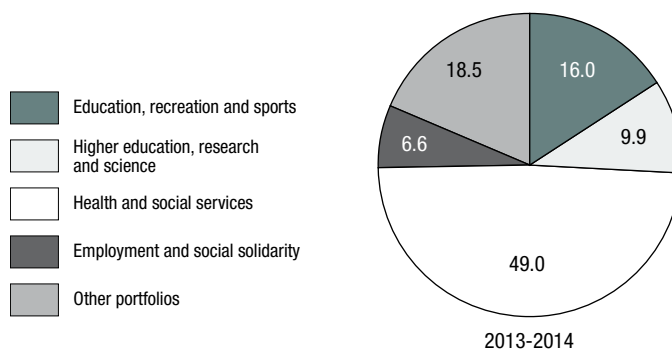
e: Estimates

1. Data related to program spending are presented according to the 2013-2014 budgetary structure.

Source: Conseil du trésor du Québec, *Budget de dépenses 2013-2014* (Québec: Le Conseil, 2014).

Graph 1.1

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



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

In 2009-2010, 3.9% of Québec's gross domestic product (GDP) was spent on elementary and secondary education, compared with Ontario at 4.2% and the rest of Canada at 3.9%.¹ Québec therefore spent essentially as much of its GDP on elementary and secondary education as the average for the rest of Canada and less than Ontario did, even though the duration of elementary and secondary education in Québec is shorter.²

Furthermore, when the share of Québec's GDP spent on elementary and secondary education is compared with the 3.9% spent by the Organisation for Economic Co-operation and Development (OECD) countries in 2009-2010, Québec spent the same as the average for the countries considered.³ It should be noted that there are organizational differences between the education systems that can affect the rankings. For example, in Québec the duration of elementary and secondary education is shorter than in the rest of the world.⁴ If it were possible to standardize the data to take these types of factors into account, Québec would probably rank higher.

Table 1.2 presents data for selected OECD member countries.⁵ There are major differences among the countries with regard to the share of the GDP allocated to elementary and secondary education. Two factors are of particular importance in explaining these differences: the per-student spending for elementary and secondary education and the collective wealth as measured by the per-capita GDP.

According to Statistics Canada, Québec's per-student spending on elementary education was close to the Canadian average and higher than the average for the OECD countries in 2009-2010. Conversely, Québec's per-student spending on secondary education (second cycle) was lower than the Canadian average and the OECD average.⁶ For elementary and secondary education combined, Québec's per-student spending was lower than the Canadian average and higher than the OECD average.

It should be noted, however, that Statistics Canada did not take into account the differences in the cost of living in the different regions of Canada. In 2009, the cost of living in Québec was 7.7% lower than the cost of living in the rest of Canada. If the figures were adjusted to take this into account, the per-student spending for elementary and secondary education would be essentially the same for Québec and the rest of Canada (in real terms).⁷ Québec's per-student spending would be a little higher than that of the OECD countries.

Québec's collective wealth (measured by the per-capita GDP) is less than the Canadian average but essentially the same as the OECD average.

In 2009-2010, Québec allocated a similar share of its GDP to elementary and secondary education as did the rest of Canada on average.

1. The data provided in this section are not comparable to the data provided in previous editions of the *Education Indicators*, due to the different concepts used. In this section of this edition, the concepts are those defined by the OECD. See the sources given at the bottom of Table 1.2.
2. The duration of elementary and secondary education is 11 years in Québec and normally 12 years in the other regions considered.
3. See *Education at a Glance 2013: OECD Indicators* (OECD Publishing, 2013).
4. Québec's post-secondary education system has unique characteristics (including the mandatory two years of college before entering university). This compensates for the shorter total duration of elementary and secondary education in Québec.
5. The information for all the participating countries can be found in *Education at a Glance 2013: OECD Indicators*, Chart B2.2.
6. See Statistics Canada and the Council of Ministers of Education, Canada (CMEC), *Education Indicators in Canada: An International Perspective 2013* (Ottawa: Statistics Canada, Catalogue no. 81-604-X, January 2014), Charts B1.1.1 and B1.1.2.
7. See Section 1.6 for an interprovincial comparison of the total spending per student in the school boards.

Table 1.2

Total spending on elementary and secondary education¹ in relation to the GDP: Québec, Ontario, Canada and selected OECD member countries (%)

	2006-2007	2007-2008	2008-2009	2009-2010
Québec	3.9	3.9	3.9	3.9
Ontario	3.8	3.8	4.0	4.2
Canada	3.5	3.5	3.6	3.9
United States	4.0	4.1	4.3	4.0
Japan	2.8	2.8	3.0	3.0
Germany	3.0	3.0	3.3	N/A
France	3.9	3.9	4.1	4.1
United Kingdom	4.2	4.2	4.5	4.8
Italy	3.1	3.3	3.4	3.2
OECD average	3.6	3.8	4.0	3.9

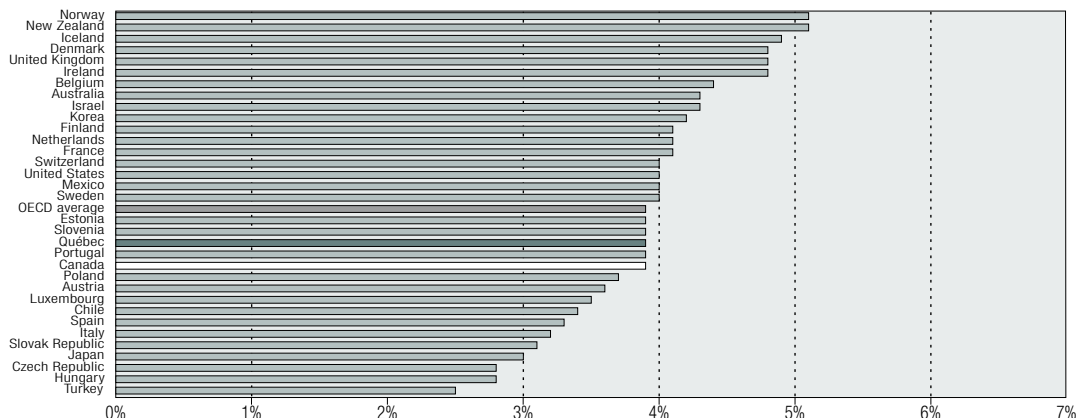
N/A: Data not available

1. The data in this section are not comparable to the data provided in previous editions of the *Education Indicators* due to the different concepts used. In this section of this edition, the concepts are those defined by the OECD. The data for the OECD countries include elementary, secondary and post-secondary non-tertiary education.

Sources: For Québec and Ontario: Statistics Canada, *Education Indicators in Canada: An International Perspective* (annual publication) for OECD countries: *Education at a Glance: OECD Indicators* (annual publication)

Graph 1.2

Total educational spending on elementary and secondary education in relation to the GDP: Québec and OECD member countries, 2009-2010 (%)



1.3 Total Educational Spending¹ Per Capita on Elementary and Secondary Education in School Boards

In 2010-2011, total spending per capita was lower in Québec school boards (\$1 485) than in the rest of Canada (\$1 784).

Table 1.3a shows the data on per capita spending on elementary and secondary education. The differences in per capita spending observed between regions are explained in part by the organizational differences between the education systems. Thus, the fact that total per capita spending in Québec school boards is lower than in the rest of Canada 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).

Table 1.3b shows data on the contribution of provincial governments to the total funding of school boards. These figures indicate that, in Québec, provincial subsidies make up a larger part of the funding than in the rest of Canada on average.

In Québec, the provincial government provided the school boards with 78.4% of their 2011-2012 funding, compared to 66.2% for the rest of Canada. This difference is explained mainly by the fact that school taxes, on average, are higher in the other provinces. In Québec, local funding provides school boards with 14.0% of their funding, compared with 27.2% in the rest of Canada.

In 2010-2011, total spending per capita was lower in Québec school boards than in the rest of Canada.

1. Total educational spending includes operating and capital expenses and interest on debt service (but not repayment of principal), as well as other teaching expenses. See Section 1.6 for more comprehensive definitions and sources regarding total spending for school boards.

Table 1.3a

**Total spending
per capita in school
boards: Québec
and the other regions
of Canada, 2010-2011
(in current dollars)**

Québec	1 485
Canada, excluding Québec	1 784
Atlantic Provinces	1 657
Ontario	1 860
Western Canada	1 690
Canada	1 715

Table 1.3b

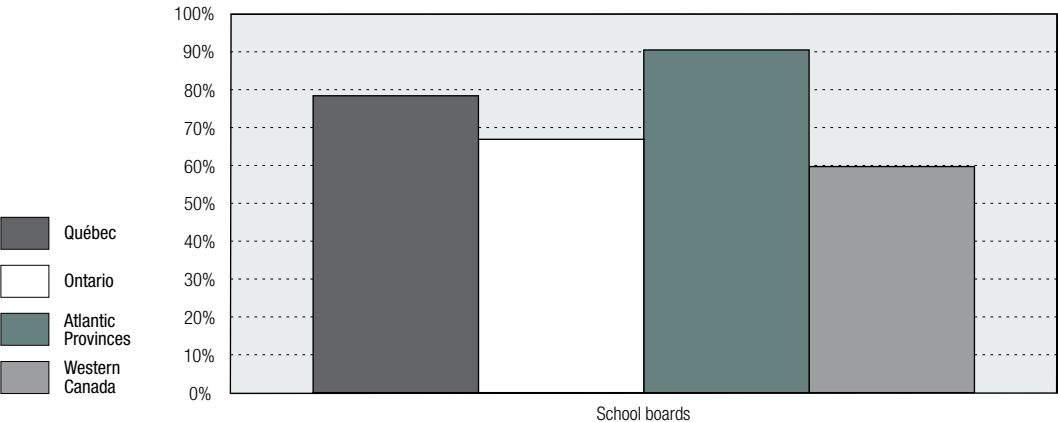
**Provincial government
contribution to the
funding of school
boards: Québec and the
other regions of Canada,
2011-2012 (%)**

Québec	78.4
Canada, excluding Québec	66.2
Atlantic Provinces	90.5
Ontario	66.9
Western Canada	59.7
Canada	68.7

Source: The basic data used to calculate these indicators were obtained from Statistics Canada.

Graph 1.3

**Provincial government
contribution to the
funding of school
boards: Québec and the
other regions of Canada,
2011-2012 (%)**



1.4 Total Per-Student Spending¹ on Elementary and Secondary Education in School Boards in Relation to Per Capita GDP

Total per-student spending on elementary and secondary education is an indicator of financial investment in these levels of education, and the per capita gross domestic product (GDP) is an indicator of collective wealth. Relating the two provides an indicator of the relative financial investment in education, that is, per-student spending expressed as a percentage of per capita GDP. In addition to each region's ability to pay, this ratio takes into account differences in the cost of living.

Table 1.4a shows total per-student spending. In 2010-2011, total per-student spending on elementary and secondary education was lower in Québec (\$12 098) than in the Atlantic Provinces (\$12 208), Ontario (\$12 730) and Western Canada (\$12 569).²

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

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

1. Total educational spending includes operating and capital expenses. See Section 1.6 for more comprehensive definitions regarding total spending for school boards.
2. See Sections 1.6 to 1.8 for additional explanations on comparisons between school boards in Québec and in the rest of Canada.

Table 1.4a

**Total per-student
spending on elementary
and secondary
education: Québec
and the other regions
of Canada, 2010-2011
(in current dollars)**

Québec	12 098
Canada, excluding Québec	12 677
Atlantic Provinces	12 208
Ontario	12 730
Western Canada	12 569
Canada	12 557

Table 1.4b

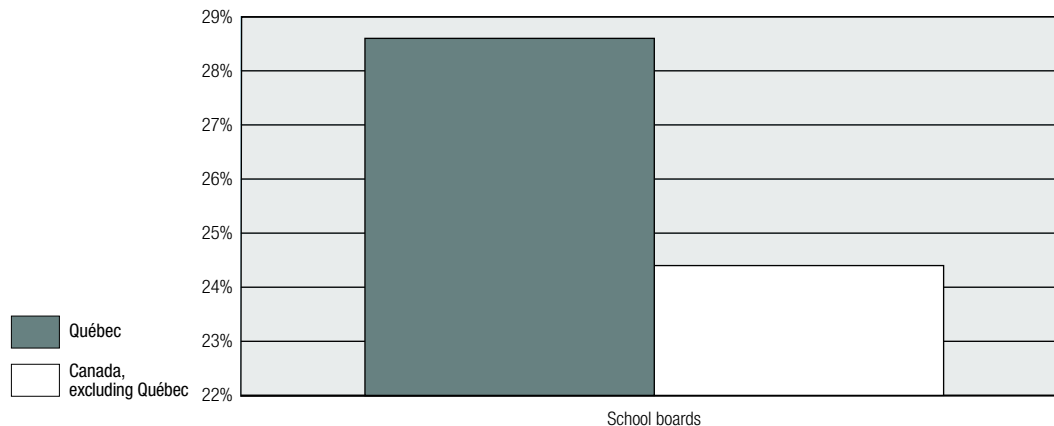
**Total per-student
spending on elementary
and secondary education
in relation to per capita
GDP: Québec and the
other regions of Canada,
2010-2011 (%)**

Québec	28.6
Canada, excluding Québec	24.4
Atlantic Provinces	27.5
Ontario	26.6
Western Canada	21.6
Canada	25.3

Source: The basic data used to calculate these indicators were obtained from Statistics Canada.

Graph 1.4

**Total per-student
spending on elementary
and secondary
education in relation
to per capita GDP:
Québec and Canada
excluding Québec,
2010-2011 (%)**



1.5 Total School Board Spending in Current and Constant Dollars

In 2010-2011, total school board spending in Québec was \$11.9 billion, student enrolments were slightly less than one million and per-student spending was \$12 098 in current dollars.¹

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 Previous editions of the *Education Indicators* showed that, in the 1990s, there was a downward trend in per-student spending in constant dollars. This decrease can be explained by budget cutbacks to reduce the deficit and the application of major cost-cutting measures in Québec school boards. The implementation of full-time kindergarten in Québec in 1997-1998 also contributed to the drop in per-student school board spending.³

Between 1998 and 2002, there was a 27% increase in per-student spending in current dollars and a 17% increase in constant dollars. These increases can be explained for the most part by the agreement reached in April 2000 between the Québec government and the unions that established a new salary structure for teachers by the coming into force of a new collective agreement; the adoption of support measures for school boards; additional funding for childcare services;⁴ the implementation of the education reform; the adoption of the policy on special education; teacher training and the hiring of technicians for the development of information technologies; support for disadvantaged areas; payment of allowances to decrease the fees payable by parents; and, more generally, by the sums reinvested by the Québec government in education.

Between 2002 and 2006, the growth in per-student spending in constant dollars slowed, due in part to the government's salary policies for school board personnel during this period.⁵

Between 2006 and 2011, per-student spending increased by 19% in current dollars and by 13% in constant dollars. These increases can largely be explained by new reinvestment and development measures (programs to reduce the dropout rate,⁶ smaller classes, support for at-risk students and students with handicaps, social maladjustments or learning difficulties,⁷ the *Éducation, emploi et productivité* action plan in vocational and technical training and adult education, the Action Plan to Prevent and Deal With Violence in the Schools and the Action Plan on Reading in School.

These school board support measures also resulted in a decrease in the average number of students per teacher, which dropped from 14.9 in 2004-2005 to 14.2 in 2010-2011.⁸

Between 2006 and 2011, per-student spending increased by 13% in constant dollars.

1. See Note 1 at the bottom on Table 1.5. The concept of total spending is the same as that used in Section 1.6.
2. The consumer price index (CPI) is used to express spending in constant dollars.
3. The implementation of full-time kindergarten resulted in an increase in the "relative weight" of a relatively inexpensive sector of enrolments.
4. Following a policy limiting the financial contribution of parents to \$5 for each child enrolled on a regular basis in childcare services. In 2003, this amount rose to \$7 per day.
5. The Québec government adopted Bill 142, which defined the salary rates and scales for school board personnel until 2010. Salaries were frozen in 2004 and 2005 and, on April 1st of 2006, 2007, 2008 and 2009, the Bill provided for a 2% salary increase.
6. For example, in September 2009, the Québec government launched an action strategy on student retention and student success known as "I care about school!"
7. Significant amounts were paid out for the *Agir tôt pour réussir* program, which recognizes the need for early intervention at the first sign of difficulty, as well as the need to adapt services to students' needs.
8. See Section 1.7.

Table 1.5
**Total school board
spending¹**

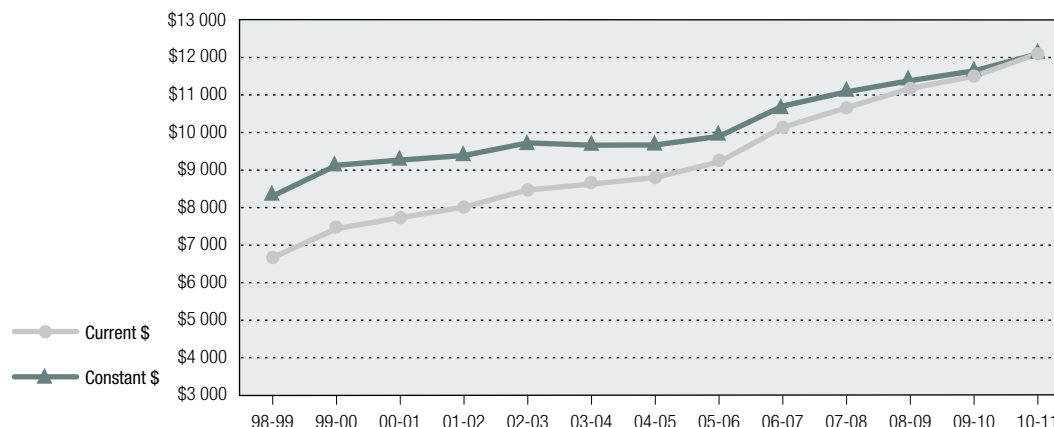
	1998- 1999	2002- 2003	2006- 2007	2008- 2009	2009- 2010	2010- 2011
Total spending (in millions of dollars)						
In current dollars	7 446.9	9 174.2	10 532.9	11 153.3	11 388.1	11 851.1
In constant 2010-2011 dollars ²	9 276.2	10 531.8	11 123.6	11 361.3	11 528.7	11 851.1
Spending per student (in dollars)						
In current dollars	6 671	8 470	10 139	11 176	11 502	12 098
In constant 2010-2011 dollars ²	8 310	9 724	10 707	11 384	11 644	12 098

1. Total spending includes operating and capital expenses, direct government contributions to school board employee pension plans and interest on the debt service (but not repayment of principal). This concept was defined by Statistics Canada and figures on spending were taken from Statistics Canada's *Elementary-Secondary Education Survey (ESES)*, which includes data compiled by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche. The concept of spending in this section is the same as that used in Section 1.6.

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

Sources: The basic data used to calculate these indicators were obtained from various information systems of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche and from Statistics Canada.

Graph 1.5
**Total school board
spending per student
in current dollars
and in constant
2010-2011 dollars**



1.6 Comparison of Total School Board Spending Per Student

In 2010-2011, total spending per student by Québec school boards was \$12 098, compared with the Atlantic Provinces at \$12 208, Ontario at \$12 730 and Western Canada at \$12 569.¹

Previous editions of the *Education Indicators* showed that, in the 1990s, per-student spending varied in Canada and that, at the beginning of the 2000s, it was slightly higher in Québec than the Canadian average. However, starting in 2003-2004, per-student spending was lower in Québec than in the rest of Canada until 2010-2011 (most recent data available).

In 2010-2011, per-student spending in Québec (\$12 098) was 5% less than the average for the rest of Canada (\$12 677). It should be noted, however, 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 in the rest of Canada (7% lower in 2010). If the data were adjusted to take the cost of living into account, per-student spending would be slightly higher in Québec than in the rest of Canada (in real terms).

Moreover, when the individual factors making up total spending per student are compared, it appears that some factors are higher in Québec than in Ontario, while others are lower. Salaries for school personnel² and capital expenses are lower in Québec than in Ontario, while student-teacher ratios,³ vocational training, childcare services and school transportation cost more in Québec school boards than in Ontario.

In 2010-2011, total school board spending per student in Québec was 5% lower than the Canadian average.

1. The data on total spending per student are taken from an annual survey conducted by Statistics Canada (*Elementary-Secondary Education Survey—ESES*). The Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche participates in this survey. The concept of total spending is the same as that used in Section 1.5.
2. See Section 1.8 for a comparison of teachers' salaries.
3. See Section 1.7.

Table 1.6

**Total school board
spending per student:¹
Québec and the other
regions of Canada
(in current dollars)**

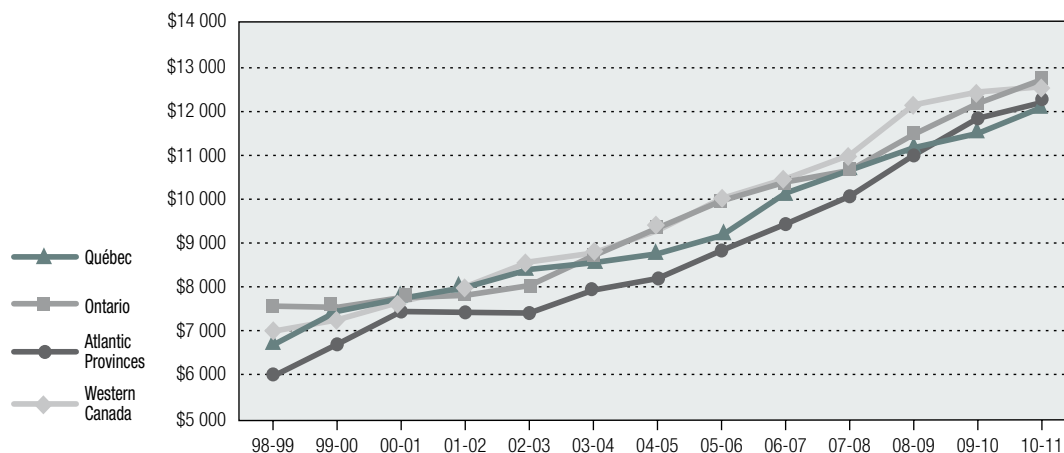
	1998- 1999	2002- 2003	2006- 2007	2008- 2009	2009- 2010	2010- 2011
Québec	6 671	8 397	10 139	11 176	11 502	12 098
Canada, excluding Québec	7 192	8 202	10 371	11 742	12 316	12 677
Atlantic Provinces	5 957	7 401	9 432	11 005	11 847	12 208
Ontario	7 559	8 028	10 393	11 480	12 187	12 730
Western Canada	6 985	8 569	10 465	12 154	12 448	12 569
Canada	7 077	8 244	10 321	11 622	12 145	12 557

1. Total spending includes operating and capital expenses, direct government contributions to school board employee pension plans and interest on the debt service (but not repayment of principal). This concept of spending was defined by Statistics Canada.

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

Graph 1.6

**Total school board
spending per student:
Québec and the other
regions of Canada
(in current dollars)**



1.7 Student-Teacher Ratio in School Boards

In 2010-2011, the average number of students per teacher in school boards, or the student-teacher ratio, was 14.1 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 enrolments and teaching personnel are expressed in full-time equivalents. The ratio 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 time¹ of teachers and the average instruction time² for students.

The data available for the other provinces refer to a broader concept of teaching personnel. In addition to regular teachers, educators also include school administrators and non-teaching professionals who work with students (e.g. education consultants and guidance counsellors). To avoid any confusion, we will refer here to the student-educator ratio rather than the student-teacher ratio. Table 1.7b contains data on the student-educator ratio.³ In 2010-2011, this ratio was lower in Québec (12.7) than in the Atlantic Provinces (12.8), Ontario (13.5) and Western Canada (15.6). The lower number of students per educator in Québec than in Ontario is due in part to the average teaching time of teachers, which is lower in Québec.

Previous editions of the *Education Indicators* showed that, in the 1990s, the student-educator ratio in Québec and in the rest of Canada was on the rise, particularly 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 cuts 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 teaching loads.

However, since the late 1990s, this trend has been reversed in Québec and in the rest of Canada. Between 1998-1999 and 2010-2011, the student-educator ratio in Québec school boards dropped from 15.0 to 12.7. This decrease was largely due to various measures implemented by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche in recent years to support academic success for all students. For example, the number of students per class in the first years of elementary school was reduced, and schools in disadvantaged communities benefited from further reductions.⁴ The teaching time at the elementary level also increased by 90 minutes in 2006-2007 (from 23.5 to

25.0 hours per week), which necessitated the hiring of specialists to teach English as a second language starting in the first year of elementary school, the Physical Education and Health program, and the Arts Education programs. Lastly, starting in 2006-2007, resource persons were hired to provide support for at-risk students and students with handicaps, social maladjustments or learning difficulties.

Table 1.7a presents a comparison between the student-teacher ratio in Québec school boards and the average for educational institutions in member countries of the Organisation for Economic Co-operation and Development (OECD) in 2010-2011 (most recent data available). The student-teacher ratio was higher in preschool in Québec (19.4 in comparison with 14.4), but lower in elementary education (14.2 in comparison with 15.4) and secondary education (13.3 in comparison with 13.6).⁵

The average number of students per teacher in Québec dropped from 16.3 in 1998-1999 to 14.1 in 2010-2011.

1. Teaching time is defined as the annual number of hours that a full-time teacher spends teaching. Annual teaching hours are calculated on the basis of teaching hours per day, multiplied by the number of days of class time per year, or on the basis of the number of hours taught per week, multiplied by the number of weeks per year that the school is open for teaching. This definition does not take into account the number of hours that teachers spend on other tasks, such as lesson planning, remedial help for students, in-service training and staff meetings.
2. Instruction time is defined here as the number of hours of instruction that students must receive each year.
3. Data on the student-educator ratio are taken from an annual survey conducted by Statistics Canada (*Elementary-Secondary Education Survey—ESES*). The Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche participates in this survey.
4. In 2002-2003, the average number of students per class was reduced from 23 to 20 for the first year of elementary school, and in 2003-2004, from 25 to 22 for the second year of elementary school. In 2009-2010, the number was reduced from 25 to 24 for the third year of elementary school. In schools in disadvantaged communities, it was reduced to 18 for the first two cycles of elementary education. In the future, the latter measure will be extended to the other years of elementary school.
5. Source for data on OECD countries: *Education at a Glance 2013: OECD Indicators* (OECD Publishing, 2013), Chart D2.2.

Table 1.7a

**Student-teacher ratio
in school boards:
Québec and OECD
average, 2010-2011**

	Preschool	Elementary	Secondary
Québec	19.4	14.2	13.3
OECD average	14.4	15.4	13.6

Table 1.7b

**Student-educator ratio¹
in school boards:
Québec and the other
regions of Canada**

	1998- 1999	2002- 2003	2006- 2007	2008- 2009	2009- 2010	2010- 2011
Québec	15.0	14.2	13.5	13.0	12.8	12.7
Canada, excluding Québec	N/A	16.3	15.0	14.4	14.2	14.2
Atlantic Provinces	16.2	15.6	14.3	13.3	13.0	12.8
Ontario	N/A	16.2	14.5	13.8	13.6	13.5
Western Canada	17.4	16.8	16.0	15.8	15.5	15.6
Canada	N/A	15.8	14.7	14.1	13.9	13.8

N/A: Data not available

1. See definition in the text.

Sources: See Notes 1 and 3 at the bottom of the text.

1.8 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 17 steps in the salary scale and a new teacher with a bachelor's degree enters at the third step. In 2011-2012,¹ the starting salary was \$40 317, the maximum salary on the scale was \$72 212 and the average salary was \$61 122.²

The data available for the other provinces refer to a broader concept of teaching personnel. In addition to regular teachers, educators also include school administrators and non-teaching professionals who work with students (e.g. education consultants and guidance counsellors).³ To avoid any confusion, we will refer here to educators. Table 1.8b contains data on the average salary of educators. In 2010-2011, the average salary of educators in Québec was lower than in the rest of Canada.

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 resulted in the average salary of teachers rising more slowly. 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.⁴

Between 2002-2003 and 2010-2011, the increase in the average salary of educators in Québec (22%) was lower than in the rest of Canada (28%). In 2010-2011, the average salary of teachers in Québec (\$62 259) was still lower than that of their counterparts in the rest of Canada (\$79 623), a difference of 22%. 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.

Furthermore, the salaries of teachers in Québec school boards can also be ranked using indicators such as starting salary, salary after 15 years of seniority and maximum salary. In terms of salary after 15 years of seniority and maximum salary, Québec ranks very near the average for the other provinces, and far higher than the average for the OECD countries.⁵

Table 1.8a shows a comparison of the statutory annual salary of Secondary Cycle Two teachers in public schools in Québec with that of Ontario and the average for OECD countries in 2010-2011 (most recent data available). The starting salary is lower in Québec (\$39 796) than in Ontario (\$43 772) and in the OECD countries (average of \$40 752). However, the maximum salary of Québec teachers (\$71 352) is almost the same as that of Ontario teachers (\$73 956) and well above the average salary of teachers in OECD countries (\$65 155).

It is also important to point out that teachers in Québec reach the maximum salary scale after their 15th year of recognized experience, whereas in OECD countries, the maximum salary is reached on average after 24 years.⁶

On average, teachers in Québec earn less than teachers in neighbouring regions, but the cost of living in Québec is also lower.

1. Data on starting and maximum salaries of teachers in 2011-2012 are weighted averages calculated using the salary scales in effect as at April 1, 2011 and April 1, 2012.
2. This is the average salary for all categories of teachers (full-time, part-time, teachers-by-the-lesson, supply teachers, etc.). The basic data used to calculate average salaries were taken from the *Système d'information sur le personnel des commissions scolaires* (PERCOS). The average salary of regular full-time teachers was \$66 317 in 2011-2012.
3. Data on the student-educator ratio were taken from an annual survey conducted by Statistics Canada (*Elementary-Secondary Education Survey—ESES*). The Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche participates in this survey.
4. In Québec, the basic salary of teachers in school boards is determined by collective agreements.
5. See Statistics Canada and the Council of Ministers of Education, Canada (CMEC), *Education Indicators in Canada: An International Perspective 2013* (Ottawa: Statistics Canada, Catalogue no. 81-604-X, January 2014).
6. In the other provinces, teachers reach the maximum salary scale sooner than in Québec (after 9 to 14 years). In Ontario, teachers reach the maximum salary scale after 10 years. The source for these data is provided in Note 5.

Table 1.8a

Statutory annual salary of Secondary Cycle Two teachers in public schools: Québec, Ontario and OECD countries, 2010-2011 (in current dollars)

	Starting salary	Salary after 15 years	Maximum salary
Québec	39 796	71 352	71 352
Ontario	43 772	73 956	73 956
OECD average	40 752	54 165	65 155

Table 1.8b

Average salary of educators in school boards: Québec and the other regions of Canada (in current dollars)

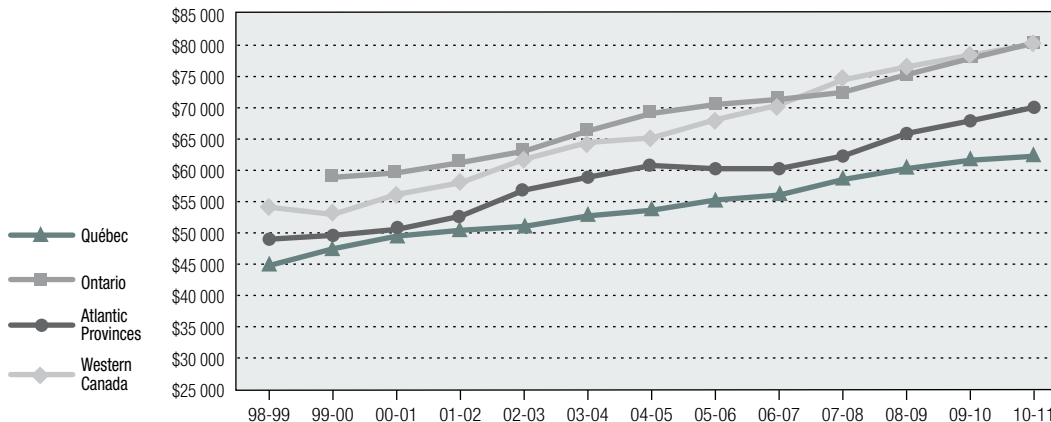
	1998-1999	2002-2003	2006-2007	2008-2009	2009-2010	2010-2011
Québec	44 779	51 030	56 051	60 273	61 615	62 259
Canada, excluding Québec	N/A	62 096	70 087	74 963	77 258	79 623
Atlantic Provinces	48 993	56 837	60 269	65 900	67 917	70 077
Ontario	N/A	63 067	71 350	75 294	77 886	80 389
Western Canada	54 100	61 777	70 474	76 546	78 419	80 178
Canada	N/A	59 446	66 817	71 602	73 698	75 678

N/A: Data not available

Sources: See Notes 3 and 5 at the bottom of the text.

Graph 1.8

Average salary of educators in school boards: Québec and the other regions of Canada (in current dollars)



2.1 Enrolment in Preschool Education

Enrolment in kindergarten for 5-year-olds¹ has varied between 97% and 99% for a number of years. There is no significant difference between the enrolment of boys and girls in either kindergarten for 5-year-olds or kindergarten for 4-year-olds. In the past, enrolment in kindergarten for 4-year-olds varied between 6% and 9%; this rate has been significantly higher since 1994-1995 because children in Passe-Partout play groups are now included. In 2012-2013, this rate stood at 21.1%.

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 the G8 countries.² In 2010-2011, most of the G8 countries had universal access to school for 5-year-olds. On the other hand, with respect to educational activities for 4-year-olds, Québec is far behind those countries in which the enrolment 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 the G8 countries. Moreover, the majority of children enrolled in kindergarten for 4-year-olds in Québec are in a Passe-Partout play group. Children officially enter the Québec school system in kindergarten for 5-year-olds.

In 2011-2012, children with handicaps, social maladjustments or learning difficulties accounted for 2.9% of students in kindergarten for 5-year-olds. For girls, the proportion was 1.6%, but for boys, it was 4.1%, more than double.

In 2012-2013, the enrolment rate for kindergarten for 5-year-olds was 99.5%.

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. The OECD calculates net enrolment 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 enrolment 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 2.1

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

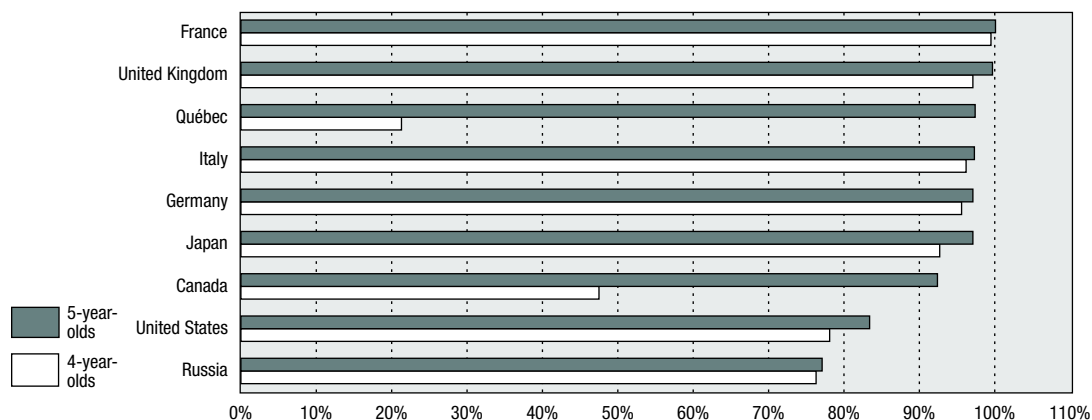
	1982- 1983	1992- 1993	2002- 2003	2007- 2008	2011- 2012	2012- 2013
Kindergarten for 4-year-olds	8.0	9.2	19.6	20.0	20.7	21.1
Passe-Partout play groups	—	—	11.1	12.5	13.3	13.9
Other categories	—	—	8.5	7.5	7.3	7.2
Kindergarten for 5-year-olds	97.4	96.7	98.1	97.9	98.3	99.5

—: Not applicable

Sources: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche and Statistics Canada

Graph 2.1

**Net enrolment rates
for 4-year-olds and for
5-year-olds: Québec
and G8 countries,
2010-2011 (%)**



2.2 Enrolment in Secondary General Education—Youth Sector

In 2012-2013, the enrolment rate was 75.5% for Secondary V, 86.3% for Secondary IV, and 96.8% for Secondary III.

From a more historical perspective, Graph 2.2 shows that enrolment 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 have a more extensive 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. For the past twenty years, the situation has remained relatively stable.

In 2012-2013, differences in enrolment between female and male students were observed in Secondary IV, where female students were ahead of the male students by 6.4 percentage points. The gap widened in Secondary V to 11.8 percentage points in favour of female students.

In 2012-2013, the enrolment rate for Secondary V general education in the youth sector was 75.5%.

1. The new, higher pass mark was applied to students entering secondary school in 1982-1983.

Table 2.2

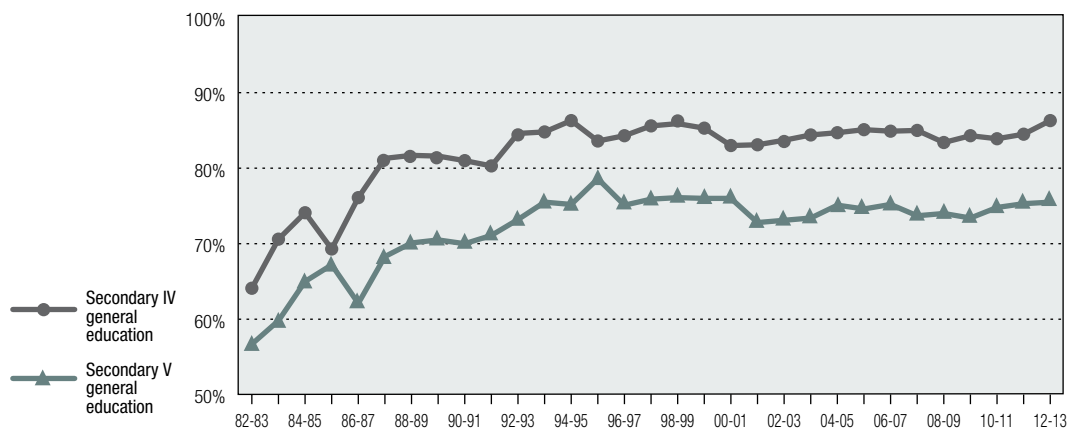
Proportion of young people enrolling in Secondary Cycle Two general education, public and private school systems combined, by gender (%)

	1982-1983	1992-1993	2002-2003	2010-2011	2011-2012	2012-2013
Secondary III	86.3	91.7	91.6	96.0	97.5	96.8
Male	82.5	89.9	90.1	95.9	97.6	96.8
Female	90.3	93.6	93.1	96.0	97.5	96.8
Secondary IV	64.1	84.6	83.7	83.9	85.4	86.3
Male	59.9	81.6	80.5	80.6	80.8	83.2
Female	68.6	87.7	87.1	87.3	88.3	89.6
Secondary V	56.7	73.2	73.1	74.8	75.3	75.5
Male	53.6	68.5	66.8	69.7	70.1	69.7
Female	59.9	78.2	79.6	80.0	80.8	81.5

Sources: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche and Statistics Canada

Graph 2.2

Proportion of young people enrolling in Secondary IV and V general education, youth sector (%)



2.3 Enrolment in Secondary Vocational Training— Youth and Adult Sectors

In 2012-2013, the enrolment rate for vocational training was 17.9% for people under 20 years old. Since 1998-1999, enrolment of students already holding a Secondary School Diploma (SSD) has been relatively stable, varying between 9% and 10%. In 2012-2013, it stood at 9.7%.

Since short vocational programs were phased out in 1989-1990, most students who would have opted for these programs in the past are now enrolled in the Work-Oriented Training Path, which is part of general education. Enrolment of students without diplomas was 8.3% in 2012-2013 and represented 46.1% 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 2012-2013, 23.0% of male students opted for this path, compared with 12.7% of female students. This situation applies equally to students who had a diploma and those who did not. This is the opposite of the trend in general education in the youth sector (see Section 2.2), where female students tend to stay in school longer.

In 2012-2013, the enrolment rate for vocational training was 17.9% for people under 20 years old, more than half of whom already held a Secondary School Diploma (SSD).

Table 2.3

Enrolment rate in vocational training of students under 20 years old, youth and adult sectors combined (%)

	1990-1991	2000-2001	2005-2006	2010-2011	2011-2012	2012-2013 ^p
Total	17.1	17.2	18.2	17.2	18.3	17.9
Students without an SSD	9.3	7.3	9.2	7.7	8.2	8.3
Students with an SSD	7.8	9.9	9.0	9.5	10.1	9.7
Male	21.3	20.9	23.1	21.7	23.7	23.0
Students without an SSD	13.0	9.8	12.4	10.4	11.3	11.3
Students with an SSD	8.3	11.1	10.8	11.3	12.4	11.7
Female	12.7	13.3	13.0	12.6	12.8	12.7
Students without an SSD	5.6	4.7	5.8	4.9	5.0	5.2
Students with an SSD	7.2	8.6	7.2	7.7	7.8	7.5

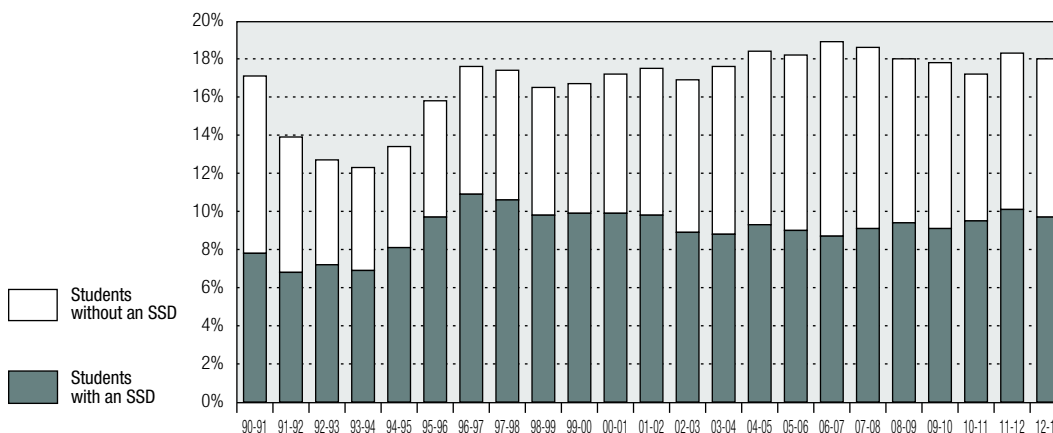
p: Preliminary and incomplete data

SSD: Secondary School Diploma

Sources: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche and Statistics Canada

Graph 2.3

Probability of students under 20 years old enrolling in vocational training, youth and adult sectors combined (%)



2.4 Enrolment in Secondary General Education—Adult Sector¹

Students who do not obtain a Secondary School Diploma (SSD) in the youth sector are not all dropouts. Many of them choose to pursue their studies in the adult sector.

In 2007-2008, 16.4% of school-aged youth under 20 years old 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%, and has since increased twelve-fold. In view of this, the relatively low rate of 5.0% observed in 1992-1993 (see Graph 2.4) 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.² 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 2007-2008, accounted for close to four fifths of all new enrolments of students under 20 years old in the adult sector.

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 enrol 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 2007-2008, 16.4% of students under 20 years old transferred directly from the youth sector to the adult sector.

1. Because technological changes at the Ministère created instability in the data required for this section, it has not been updated since the 2009 edition of the *Education Indicators*. This indicator is currently being reviewed.
2. 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 2.4

Enrolment rate in general education in the adult sector of students under 20 years old without a Secondary School Diploma, by gender (%)

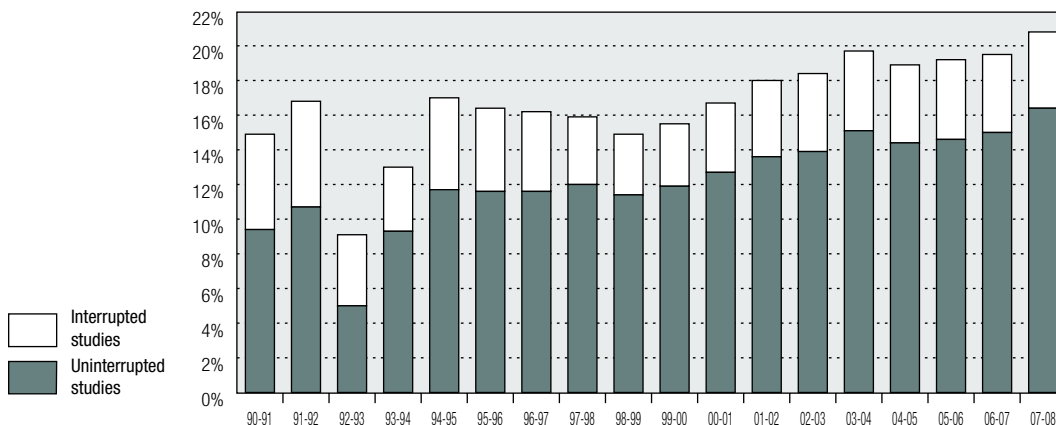
	1984-1985	1994-1995	2004-2005	2005-2006	2006-2007	2007-2008
Total	3.2	17.0	18.9	19.2	19.4	20.8
Uninterrupted studies ¹ (directly from the youth sector)	1.3	11.7	14.4	14.6	15.0	16.4
Interrupted studies	2.0	5.3	4.5	4.6	4.5	4.4
Male	3.3	19.4	21.1	21.3	21.6	22.2
Uninterrupted studies ¹ (directly from the youth sector)	1.4	13.7	16.2	16.2	16.5	17.4
Interrupted studies	1.9	5.8	4.9	5.1	5.0	4.8
Female	3.1	14.6	16.7	17.1	17.2	19.3
Uninterrupted studies ¹ (directly from the youth sector)	1.1	9.7	12.6	13.0	13.3	15.4
Interrupted studies	2.0	4.9	4.1	4.1	3.9	3.9

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

Sources: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche and Statistics Canada

Graph 2.4

Probability of enrolling in general education in the adult sector before the age of 20 without first having earned a Secondary School Diploma (%)



3.1 Success in Secondary Cycle Two of General Education—Adult Sector¹

In 2011-2012, in general education in the adult sector, 45.8% of students who left Secondary Cycle Two obtained a diploma or qualification. In 1988-1989, the first year for which figures on new enrolments by instructional service were available, the success rate was 23.2%; the rate has therefore doubled since then.

Of the various instructional services available in general education in the adult sector, only Secondary Cycle Two leads to a Secondary School Diploma (SSD). The aim of the other services is to complete the students' education in order to enable them to eventually enter Secondary Cycle Two or acquire the prerequisites for vocational training or post-secondary education.²

Among students leaving school, the proportion leaving with a diploma or qualification is higher for those under 20 years old than for all ages combined. Thus, in Secondary Cycle Two, 62.6% of the students leaving school in 2011-2012 before the age of 20 did so with a diploma or qualification; progress has been considerable in this respect because the corresponding proportion for 1988-1989 was 36.3%.

Since 1988-1989, the success rate has been higher for female students than for male students. Between 1988-1989 and 2011-2012, the gender gap widened from 0.9 to 5.5 percentage points for all ages combined. For those under 20 years old, it grew from 0.2 to 4.4 percentage points in the same period.

In 2011-2012, of the students under 20 years old enrolled in Secondary Cycle Two in the adult sector, 62.6% left school with a diploma or qualification.

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 or qualification. The diplomas or qualifications counted are those obtained during or at the end of the last year of enrolment or the following year if the student has not re-enrolled. Students are considered to have left school without a diploma or qualification when they have been absent for a period of at least two years following the last year of enrolment.
2. The following instructional services are offered in general education in the adult sector: pedagogical support services, literacy services, preparatory services for secondary education, Secondary Cycle One education services, Secondary Cycle Two education services, social integration services, sociovocational integration services, francization services, vocational training preparation services, and preparatory services for post-secondary education.

Table 3.1

Proportion of students leaving Secondary Cycle Two of general education in the adult sector with a diploma or qualification, by gender, age and last year of enrolment (%)¹

	1988-1989	1995-1996	2000-2001	2009-2010	2010-2011 ^e	2011-2012 ^e
Male						
All ages	22.7	50.2	44.8	45.7	44.8	43.1
Under 20 years old	36.2	61.0	53.3	57.2	57.7	60.5
Female						
All ages	23.6	55.9	51.3	55.8	52.1	48.6
Under 20 years old	36.4	67.5	62.3	66.0	63.4	64.9
Total						
All ages	23.2	53.2	48.0	50.8	48.3	45.8
Under 20 years old	36.3	64.3	57.5	61.5	60.4	62.6

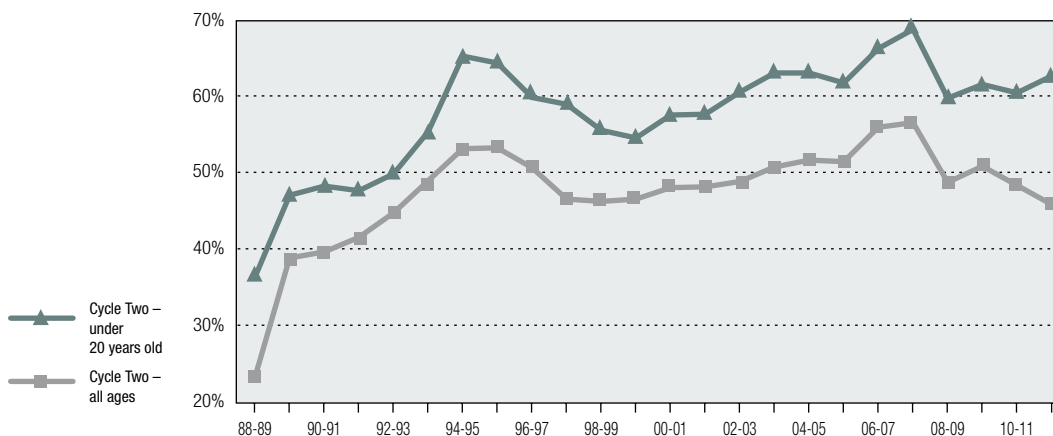
e: Estimates

1. Prior to 2008-2009, Secondary III was included in Secondary Cycle One; since then, it has been included in Secondary Cycle Two.

Source: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche

Graph 3.1

Proportion of students leaving Secondary Cycle Two of general education in the adult sector with a diploma, by gender, age and last year of enrolment (%)



3.2 Success in Secondary Vocational Training¹

Of the students in vocational training² who left secondary school in 2011-2012, 68.8% obtained a diploma or qualification. If only those students who were actually working toward a diploma (i.e. full-time students)³ are considered, the proportion of graduates climbs to 87.6%.

Since the beginning of the vocational training reform in 1987-1988, the percentage of graduates has increased appreciably. For example, at the end of 2011-2012, the proportion of students graduating from programs leading to a Diploma of Vocational Studies (DVS) was 74.9%, compared with 54.4% in 1990-1991. The success rate for long vocational programs does not seem to have increased much since the mid-1980s, but it should be noted that the data then available on these programs concerned only the youth sector. If only full-time students³ are considered, progress is more evident. As noted earlier, the proportion of full-time students who left school with a diploma or qualification in 2011-2012 was 87.6%, compared with 56.3% in 1980-1981.

If we consider all school leavers, without taking into account the sector or whether enrolment is full-time or part-time, the proportion of students leaving with a diploma or qualification 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%. This figure rose to 68.8% in 2011-2012.

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

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, when 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 that for female students. However, when only the overall success rate by gender is considered, without taking into account the sector or whether enrolment is full-time or part-time, the success rate for female students has been higher for a long time. In 1985-1986, the proportion of female students

completing vocational training with a diploma or qualification was 36.2%, compared with 28.7% for male students; in 2011-2012, the proportions were 71.7% and 66.7%, respectively.

In 2011-2012, the success rates for male and female students in programs leading to a Diploma of Vocational Studies (DVS) were 77.3% and 71.8%, respectively.

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 or qualification. The diplomas or qualifications counted are those obtained during or at the end of the last year of enrolment or the following year if the student has not re-enrolled. Students are considered to have left school without a diploma or qualification when they have been absent for a period of at least two years following the last year of enrolment.
2. Because school boards are not required to transmit vocational training enrolment 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 or qualification,¹ by gender, category and last year of enrolment (%)

	1980-1981	1985-1986	1990-1991	1995-1996	1999-2000	2010-2011	2011-2012 ^a
Male							
Long vocational or DVS ²	57.1	58.3	60.0	67.7	63.9	76.6	77.3
Full-time ³	51.8	51.4	81.1	79.5	81.6	87.6	88.1
All male school leavers	48.3	28.7	21.7	46.2	50.7	65.6	66.7
Female							
Long vocational or DVS ²	65.5	69.5	50.3	64.5	70.2	73.7	71.8
Full-time ³	61.3	62.0	80.0	78.3	82.4	87.7	87.1
All female school leavers	45.2	36.2	39.3	54.0	65.7	73.8	71.7
Total							
Long vocational or DVS ²	61.7	64.1	54.4	66.1	66.6	75.4	74.9
Full-time ³	56.3	56.6	80.6	78.9	82.0	87.6	87.6
All school leavers	46.6	32.1	27.9	49.5	56.6	69.1	68.8

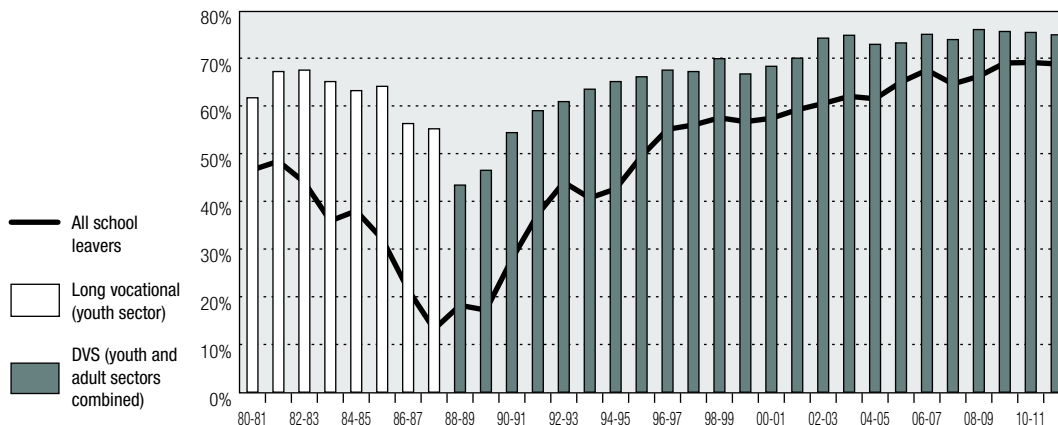
e: Estimates

1. All secondary school diplomas and qualifications are taken into account.
2. Figures for 1980-1981 and 1985-1986 cover enrolment in long vocational programs in the youth sector only. After 1988-1989, figures take into account DVSS in both the youth and adult sectors.
3. Students enrolled for 270 course hours or more per year are considered full-time.

Source: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche

Graph 3.2

Proportion of students leaving secondary vocational training with a diploma or qualification, by last year of enrolment (%)



3.3 Dropping Out of Secondary School

In 2012-2013, the proportion of students who left secondary school (general education in the youth sector) without a diploma or qualification (annual dropout rate¹) was 15.3%, a decline of close to one percentage point in comparison with the previous year (16.2% in 2011-2012).

The annual dropout rate for general education in the youth sector has been steadily declining since 2002-2003. Until 2006-2007, the rate decreased slowly, from 22.2% to 20.7%. In recent years, it dropped from 20.7% in 2006-2007 to 15.3% in 2012-2013. This considerable decline in recent years can be explained in part by the addition of new training paths in Secondary Cycle Two that have made it possible for more people to obtain a certificate when they have successfully completed one of these training paths. It can be hypothesized that, prior to the introduction of the new paths, most of these people would have simply left school without a diploma or qualification. This recent downward trend in the annual dropout rate can also be attributed to a larger number of students who stay in school, continuing their studies in vocational training or adult general education.

More male students than female students drop out of general education in the youth sector. In 2012-2013, the annual dropout rate was 18.8% for male students, compared with 11.9% for female students, a difference of 6.9 percentage points. This gender gap has tended to close over the years. Ten years earlier, in 2002-2003, it was 12.3 percentage points and then narrowed to 10.4 in 2006-2007 and to 7.9 percentage points in 2009-2010. It is worth noting that, since 2007-2008, most of the new certifications have been earned by male students and this has helped reduce the gender gap slightly.

In 2012-2013, the proportion of students who left secondary school (general education in the youth sector) without a diploma or qualification (annual dropout rate) was 15.3%, a decline of 6.9 percentage points in comparison with the situation 10 years earlier (22.2% in 2002-2003).

1. This indicator refers to the number of cases per year of dropping out from general education in the youth sector. It appeared for the first time in the 2012 edition of the *Education Indicators* and replaced the section on dropping out of secondary school in the previous editions of the *Education Indicators*. The previous indicator, which represented the dropout situation in secondary school for a given age in the population, can no longer be calculated due to certain methodological difficulties. It had been used because it made interprovincial comparisons possible, but Statistics Canada's dropout rate for the provinces is now measured by means of the Labour Force Survey (LFS). This means that Statistics Canada's results are no longer comparable to those of dropout rates by age, and the annual dropout rate better reflects the actual situation of Québec's educational institutions. The annual dropout rate is familiar to people in the education system, and it can be calculated for each school, school board and administrative region. The previous indicator could be calculated only for the province as a whole. The current indicator represents the proportion of all secondary students leaving general education in the youth sector who have not obtained a diploma or qualification in the year considered and who have not re-enrolled for the following year anywhere in the Québec education system. In addition to these students leaving without a diploma or qualification, school leavers as a whole also include students who obtain a diploma or qualification in the year in question. The diplomas and qualifications considered here are the Secondary School Diploma (SSD) in general education, the Diploma of Vocational Studies (DVS), the Attestation of Vocational Specialization (AVS), the Certificate in On-the-Job Training in a Recycling Facility, the Certificate in Life Skills and Work Skills Education, the Attestation of Vocational Education (AVE) and, since 2007-2008, the Training Certificate for a Semiskilled Trade (TCST) and the Prework Training Certificate (PTC).

Table 3.3

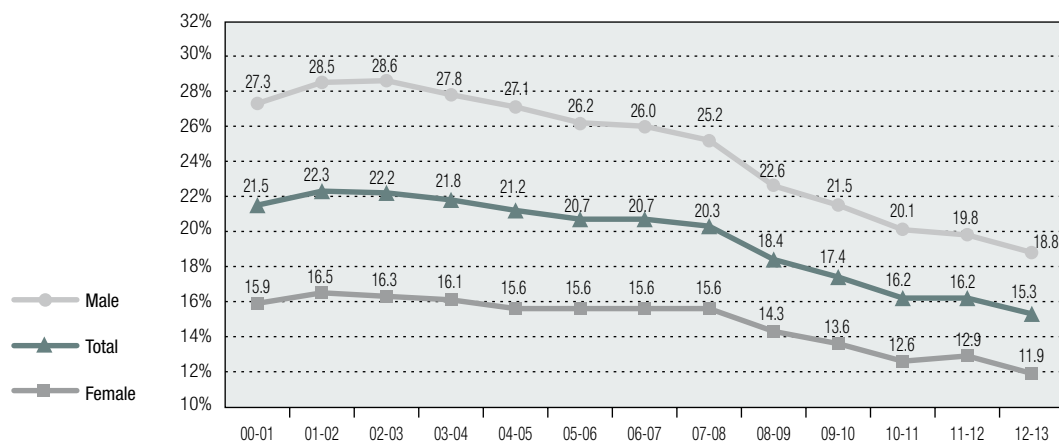
**Annual dropout rate
for general education
(youth sector),
by gender (%)**

	2002- 2003	2004- 2005	2006- 2007	2010- 2011	2011- 2012	2012- 2013
Total	22.2	21.2	20.7	16.2	16.2	15.3
Male	28.6	27.1	26.0	20.1	19.8	18.8
Female	16.3	15.6	15.6	12.6	12.9	11.9

Source: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche

Graph 3.3

**Annual dropout rate
for general education
(youth sector),
by gender (%)**



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

The Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche administers "uniform examinations" to students in Secondary IV and Secondary V for purposes of certification. The average mark on the June 2013 uniform examinations was 72.4%¹ and the success rate was 86.1%.

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 their results on uniform examinations. The slight difference may be explained by the higher dropout rate among male students, as it is usually the weaker students who leave school before graduation.

The average mark obtained by students in private schools was 79.2%, 8.7 percentage points higher than the average mark in the public system (70.5%). The success rate was 83.4% in the public system, compared with 96.1% in the private system. One of the factors likely to explain these differences² is that private schools can impose selection criteria when admitting students.

Students who received instruction in French did better on the examinations than students who studied in English. The average mark of students studying in French was 1.8 percentage points higher than that of students studying in English. In addition, the success rate of students studying in French was 4 percentage points higher than that of students studying in English.

The best results were obtained in Secondary V English, second language (enriched program), and the poorest, in Secondary IV Mathematics: Cultural, Social and Technical option. The success rate was 90.6% for the Secondary V French, language of instruction, examination and 97% for the Secondary V English, language of instruction, examination.

Female students outperformed male students in French and English language of instruction. In the other subjects, there was a slight difference between the results of female and male students.

The success rate on the Ministère's June 2013 secondary school uniform examinations was 86.1%.

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 Statistics Canada, *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, Catalogue no. 81-590-XPE, December 2001), 44.

Table 4.1

Results on secondary school uniform examinations in the youth sector, by gender, school system, language of instruction and subject: June 2013 (%)

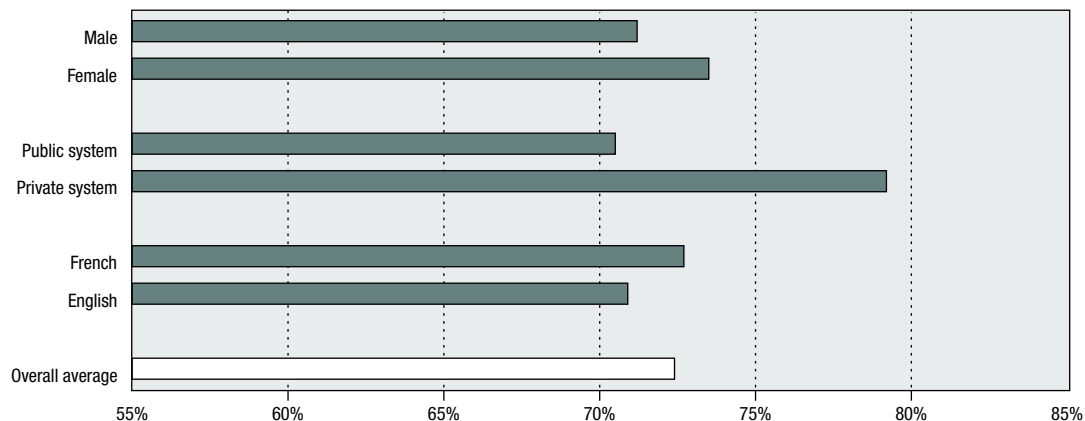
	Average mark	Success rate
Male	71.2	84.7
Female	73.5	87.4
Public system ¹	70.5	83.4
Private system	79.2	96.1
Language of instruction: French	72.7	86.7
Language of instruction: English	70.9	82.7
English, language of instruction (Secondary V)	75.5	97.0
English, second language, basic program (Secondary V)	77.2	95.7
English, second language, enriched program (Secondary V)	82.1	98.6
French, language of instruction (Secondary V)	72.6	90.6
French, second language (Secondary V)	77.2	92.7
History and Citizenship Education (Secondary IV)	70.8	81.1
Mathematics: Cultural, Social and Technical option (Secondary IV)	63.9	70.2
Mathematics: Science option (Secondary V)	72.9	86.2
Mathematics: Technical and Scientific option (Secondary IV)	69.1	81.0
Science and Technology (Secondary IV)	73.4	86.9
Overall average result	72.4	86.1

1. Excludes the Cree School Board, the Kativik School Board and institutions outside the jurisdiction of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche

Source: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche

Graph 4.1

Average marks on secondary school uniform examinations in the youth sector, by gender, school system and language of instruction: June 2013 (%)



4.2 Regional Disparities in Secondary School Examination Results—Youth Sector

Five administrative regions recorded higher average marks and success rates than the overall provincial results on the June 2013 uniform examinations.¹ These regions are Capitale-Nationale, Montérégie, Centre-du-Québec, Estrie and Mauricie. The two regions with the lowest averages and success rates were Côte-Nord and Nord-du-Québec.

Regional disparities varied somewhat from 2012 to 2013; however, the difference between the highest and lowest average marks increased from 18 to 19 percentage points, while the gap in the success rates widened from 31.5 percentage points in 2012 to 35.4 percentage points in 2013.

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 2013 uniform examinations showed a gap of 35.4 percentage points between the success rates of students in the region with the best performance (88.9%) and those in the region with the poorest performance (53.5%).

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 of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche 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 2013 (%)

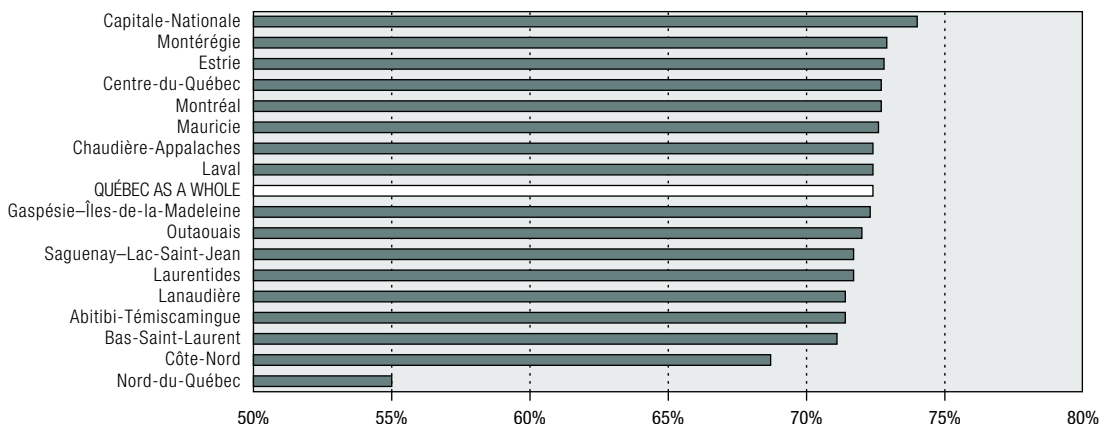
Administrative region	Average mark	Success rate
Gaspésie-Îles-de-la-Madeleine	72.3	86.1
Bas-Saint-Laurent	71.1	85.5
Saguenay-Lac-Saint-Jean	71.7	85.7
Capitale-Nationale	74.0	88.9
Chaudière-Appalaches	72.4	86.5
Mauricie	72.6	86.9
Centre-du-Québec	72.7	87.6
Estrie	72.8	86.7
Montréal	72.9	87.2
Montréal	72.7	85.3
Laval	72.4	86.1
Lanaudière	71.4	85.4
Laurentides	71.7	85.0
Outaouais	72.0	85.9
Abitibi-Témiscamingue	71.4	86.1
Côte-Nord	68.7	80.5
Nord-du-Québec ¹	55.0	53.5
Overall average result	72.4	86.1

1. Results for this region include those of the Commission scolaire de la Baie-James, whose average mark and success rate were 69.5% and 85.5%, respectively.

Source: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche

Graph 4.2

Average marks on secondary school uniform examinations in the youth sector, by school administrative region: June 2013 (%)



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

Students who took the June 2013 Secondary V French, language of instruction, examination obtained an average mark of 72.6%. The success rate was 90.6%.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; they were, however, 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, de l'Enseignement supérieur et de la Recherche, students obtained an average mark of 72.1% and a success rate of 82.8%.

Whereas there was no significant difference overall between the results obtained by male and female students on the examinations used for purposes of certification (see Section 4.1), female students clearly outperformed male students on the French examination. The average mark for female students was 5.7 percentage points above that for male students, and the success rate was 8.1 percentage points in favour of female students. In written production, the female students' average mark was 5.8 percentage points higher than that of male students, and their success rate was 10.6 percentage points higher.

The average mark of private school students surpassed that of public school students by 6.1 percentage points. In the public system, 11.6% of the students failed the ministerial examination, compared with 2.7% in the private system. In written production, students in private schools scored 7 percentage points higher than students in public schools. Compared with the June 2012 examination, the success rate for the written production component dropped from 83.6% to 82.8% in 2013. For the examination as a whole, the success rate decreased slightly from 90.7% to 90.6%.

The success rate on the Ministère's June 2013 Secondary V French, language of instruction, examination was 90.6%. 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 of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche 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 2013 (%)**

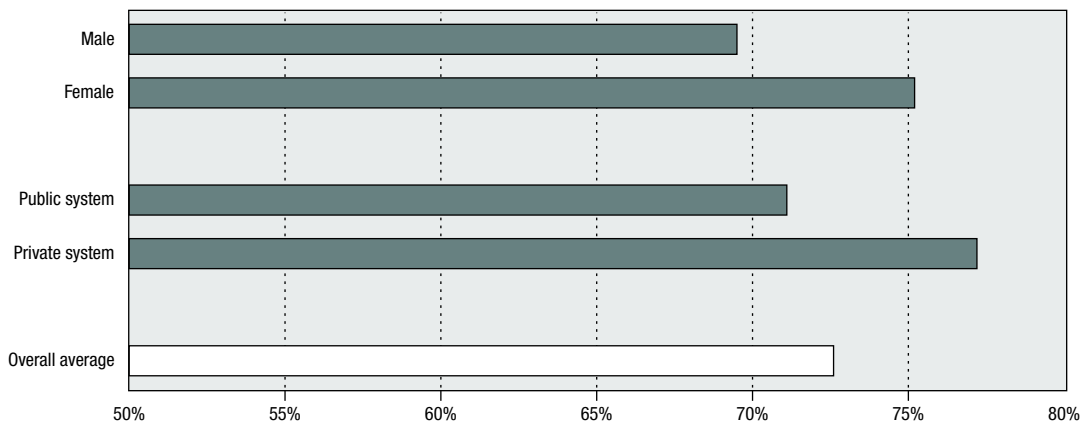
	Written Production		Overall Results	
	Average mark	Success rate	Average mark	Success rate
Male	69.0	77.0	69.5	86.2
Female	74.8	87.6	75.2	94.3
Public system ¹	70.4	79.6	71.1	88.4
Private system	77.4	92.5	77.2	97.3
Overall average result	72.1	82.8	72.6	90.6

1. Excludes the Cree School Board, the Kativik School Board and institutions outside the jurisdiction of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche

Source: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche

Graph 4.3

**Average marks on the
Secondary V French,
language of instruction,
examination in the
youth sector, by gender
and school system:
June 2013 (%)**



4.4 Reading Literacy of 15-Year-Olds

In the spring of 2012, 3 850 Québec 15-year-olds from 157 secondary schools participated in the Programme for International Student Assessment (PISA),¹ organized by member countries of the Organisation for Economic Co-operation and Development (OECD).² A total of 65 countries and economies, including the 34 OECD member countries, participated in PISA 2012.

Launched in 2000, PISA assesses the competencies of 15-year-olds in three areas: reading literacy, mathematical literacy and scientific literacy. As was the case in 2003, mathematics was the major domain assessed by PISA in 2012.

In reading literacy, Québec students obtained a mean score of 520 points in reading, placing them among the best of the 65 participating countries and economies (see Table 4.4). Only Shanghai-China, Hong Kong-China, Singapore, Japan and Korea obtained statistically better results than Québec. In Canada, British Columbia was the only province that obtained a mean score that was statistically higher than Québec's.

In most of the countries and all the Canadian provinces participating in PISA 2012, girls outperformed boys in the reading assessment. More specifically, in Québec, girls scored on average 35 points higher than boys (537 versus 502), a significant difference (see Graph 4.4).

Québec students in the French school system scored slightly higher than their counterparts in the English school system (520 versus 518), although the difference was not statistically significant. In the other Canadian provinces that sampled students from both English- and French-language schools, scores were higher in the English system in Nova Scotia (+ 23), New Brunswick (+ 34), Ontario (+ 43), Alberta (+ 20), British Columbia (+ 26) and Manitoba (+ 2). The differences were statistically significant in all these provinces except Manitoba and Alberta.

Québec 15-year-olds obtained a mean score of 520 points on the PISA reading test administered in the spring of 2012, placing them in the top tier of the 65 participating countries and economies.

1. PISA 2012 consisted of paper-based and computer-based assessment instruments for mathematics and reading. The computer-based assessment was added to facilitate transition to an entirely computer-based assessment for PISA 2015. To ensure comparability with results prior to PISA 2012, this section presents the results of the paper-based instruments since only these instruments were completed by all countries, economies and students participating in PISA 2012.
2. The results of Québec students on PISA 2012 are available on the Web site of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche at <http://www.education.gouv.qc.ca/etablissements-scolaires-publics-et-privs/eleves/bulletin-releve-diplome/enquetes-internationales-et-pancanadiennes/>.

Table 4.4

Scores and standard errors¹ on the PISA 2012 reading test for 15-year-olds: top 10 countries/economies and Canadian provinces

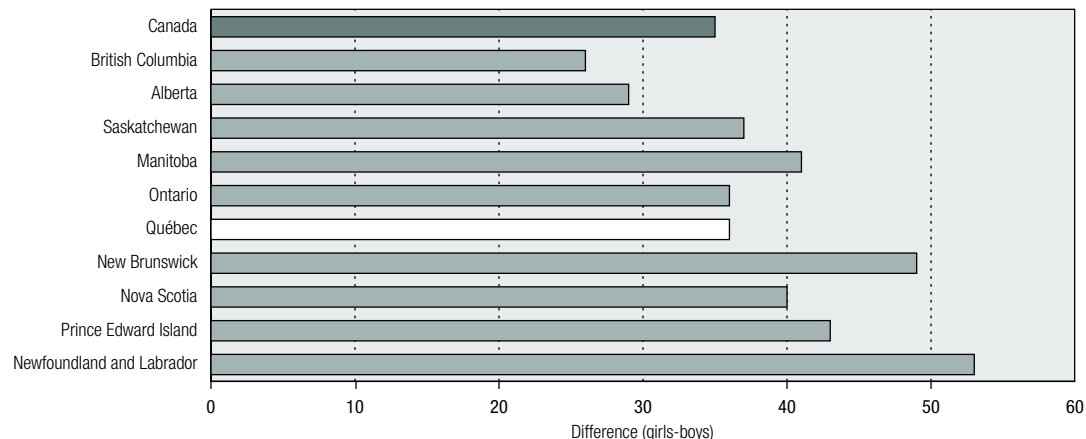
Country/economy	Mean score	Standard error	Canadian province	Mean score	Standard error
Shanghai-China	570	2.9	British Columbia	535	4.5
Hong Kong-China	545	2.8	Ontario	528	4.4
Singapore	542	1.4	Alberta	525	4.1
Japan	538	3.7	Québec	520	3.6
Korea	536	3.9	Nova Scotia	508	3.1
Finland	524	2.4	Saskatchewan	505	2.8
Ireland	523	2.6	Newfoundland and Labrador	503	3.7
Chinese Taipei	523	3.0	New Brunswick	497	2.6
Canada	523	1.9	Manitoba	495	3.3
Poland	518	3.1	Prince Edward Island	490	2.7

Shaded area: Countries, economies and Canadian provinces whose mean scores are statistically similar to that of Québec

1. Standard errors make it possible to calculate a confidence interval. A 95% interval represents a range of plus or minus two standard errors around the average of a normal population distribution.

Graph 4.4

Differences in the scores of girls and boys on the PISA 2012 reading test: the Canadian provinces and Canada as a whole



Note: All differences are statistically significant

4.5 Mathematics Literacy of 15-Year-Olds

In the spring of 2012, 3 850 Québec 15-year-olds from 157 secondary schools participated in the Programme for International Student Assessment (PISA),¹ organized by member countries of the Organisation for Economic Co-operation and Development (OECD).² A total of 65 countries and economies, including the 34 OECD member countries, participated in PISA 2012.

Launched in 2000, PISA assesses the competencies of 15-year-olds in three areas: reading literacy, mathematical literacy and scientific literacy. As was the case in 2003, mathematics was the major domain assessed by PISA in 2012.

Québec students obtained a mean score of 536 in mathematics. Shanghai-China, Singapore, Hong Kong-China, Chinese Taipei and Korea performed significantly better than Québec (see Table 4.5). In Canada, Québec had the best results, followed by British Columbia (mean score of 522). Québec's results on PISA 2012 are similar to those of the past assessments of 2009, 2006 and 2003.

In Québec, the mean score of boys was 10 points higher than that of girls (541 versus 531). The gender gap in Québec was the same as that observed for Canada overall, and it was the most pronounced in British Columbia (see Graph 4.5).

Québec students in the French school system obtained a significantly higher result than their counterparts in the English school system (538 versus 517). In the other Canadian provinces that sampled students from both English- and French-language schools (Nova Scotia, New Brunswick, Ontario, Manitoba, Alberta and British Columbia), only Ontario students in the English school system had significantly higher scores than those in the French school system (difference of 14 points). The other provinces had statistically similar results.

Québec 15-year-olds obtained a mean score of 536 points on the PISA mathematics test administered in the spring of 2012. Of all the participating countries and economies, only Shanghai-China, Singapore, Hong Kong-China, Chinese Taipei and Korea obtained significantly better results than Québec.

1. PISA 2012 consisted of paper-based and computer-based assessment instruments for mathematics and reading. The computer-based assessment was added to facilitate transition to an entirely computer-based assessment for PISA 2015. To ensure comparability with results prior to PISA 2012, this section presents the results of the paper-based instruments since only these instruments were completed by all countries, economies and students participating in PISA 2012.
2. The results of Québec students on PISA 2012 are available on the Web site of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche at <http://www.education.gouv.qc.ca/etablissements-scolaires-publics-et-privés/eleves/bulletin-releve-diplome/enquetes-internationales-et-pancanadiennes/>.

Table 4.5

Scores and standard errors¹ on the PISA 2012 mathematics test for 15-year-olds: top 10 countries/economies and Canadian provinces

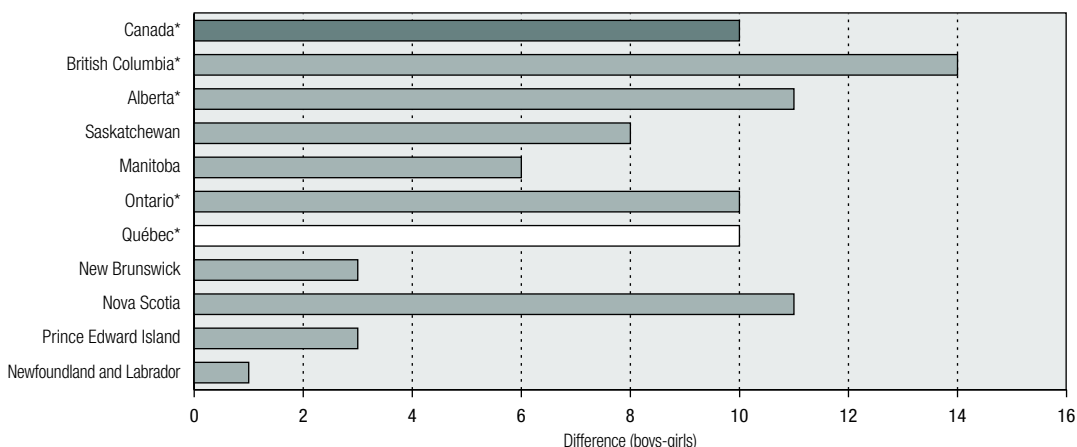
Country/economy	Mean score	Standard error	Canadian province	Mean score	Standard error
Shanghai-China	613	3.3	Québec	536	3.4
Singapore	573	1.3	British Columbia	522	4.4
Hong Kong-China	561	3.2	Alberta	517	4.6
Chinese Taipei	560	3.3	Ontario	514	4.1
Korea	554	4.6	Saskatchewan	506	3.0
Macao-China	538	1.0	New Brunswick	502	2.6
Japan	536	3.6	Nova Scotia	497	4.1
Liechtenstein	535	4.0	Manitoba	492	2.9
Switzerland	531	3.0	Newfoundland and Labrador	490	3.7
Netherlands	523	3.5	Prince Edward Island	479	2.5

Shaded area: Countries, economies and Canadian provinces whose mean scores are statistically similar to that of Québec

1. Standard errors make it possible to calculate a confidence interval. A 95% interval represents a range of plus or minus two standard errors around the average of a normal population distribution.

Graph 4.5

Differences in the scores of boys and girls on the PISA 2012 mathematics test: the Canadian provinces and Canada as a whole



Note: Differences are statistically different only for the provinces marked with an asterisk.

4.6 Scientific Literacy of 15-Year-Olds

In the spring of 2012, 3 850 Québec 15-year-olds from 157 secondary schools participated in the Programme for International Student Assessment (PISA), organized by member countries of the Organisation for Economic Co-operation and Development (OECD).¹ A total of 65 countries and economies, including the 34 OECD member countries, participated in PISA 2012.

Launched in 2000, PISA assesses the competencies of 15-year-olds in three areas: reading literacy, mathematical literacy and scientific literacy. As was the case in 2003, mathematics was the major domain assessed by PISA in 2012.

In scientific literacy, Québec students obtained a mean score of 516. In Canada, only Alberta and British Columbia obtained statistically significant higher results than Québec. Eight participating countries or economies statistically outperformed Québec: Shanghai-China, Hong Kong-China, Singapore, Japan, Finland, Estonia, Korea and Canada (see Table 4.6).

The differences observed between girls and boys on the PISA 2012 science test were not significant in Canada overall nor in each of the provinces.

In Québec, students in the French school system scored an average of 516 points on the PISA 2012 science test, while their counterparts in the English school system scored an average of 514. This difference is not statistically significant. Everywhere else in Canada—except Manitoba—students from English-language schools significantly outperformed students from French-language schools in the province (see Graph 4.6).

Québec 15-year-olds obtained a mean score of 516 points on the PISA science test held in the spring of 2012. Among the 65 participating countries and economies, 8 averaged statistically better results in science than Québec.

1. The results of Québec students on PISA 2012 are available on the Web site of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche at <http://www.education.gouv.qc.ca/etablissements-scolaires-publics-et-prives/eleves/bulletin-releve-diplome/enquetes-internationales-et-pancanadiennes/>.

Table 4.6

Scores and standard errors¹ on the PISA 2012 science test for 15-year-olds: top 10 countries/ economies and Canadian provinces

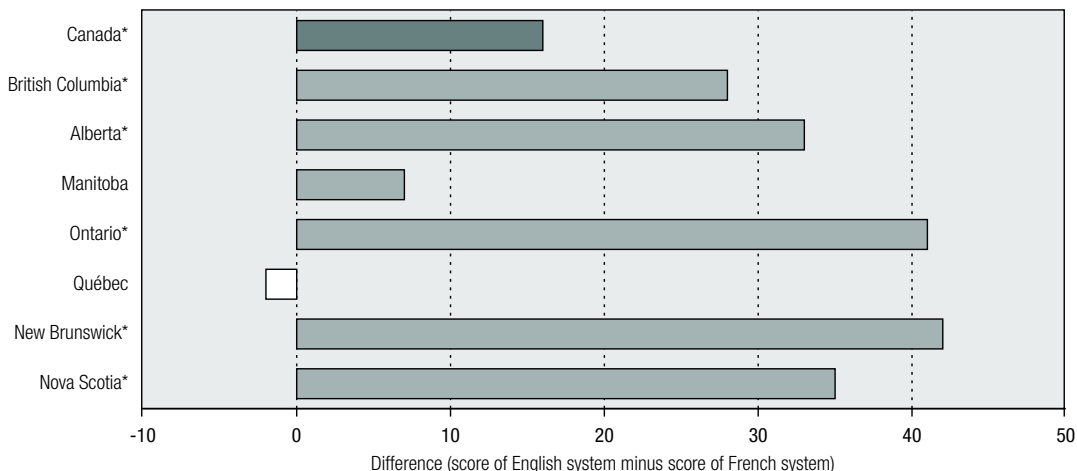
Country/economy	Mean score	Standard error	Canadian province	Mean score	Standard error
Shanghai-China	580	3.0	British Columbia	544	3.9
Hong Kong-China	555	2.6	Alberta	539	4.7
Singapore	551	1.5	Ontario	527	4.3
Japan	547	3.6	Saskatchewan	516	2.9
Finland	545	2.2	Nova Scotia	516	3.0
Estonia	541	1.9	Québec	516	3.3
Korea	538	3.7	Newfoundland and Labrador	514	3.6
Vietnam	528	4.3	New Brunswick	507	2.6
Poland	526	3.1	Manitoba	503	3.2
Canada	525	1.9	Prince Edward Island	490	2.7

Shaded area: Countries, economies and Canadian provinces whose mean scores are statistically similar to that of Québec

1. Standard errors make it possible to calculate a confidence interval. A 95% interval represents a range of plus or minus two standard errors around the average of a normal population distribution.

Graph 4.6

Differences in the PISA 2012 scores of students in the French and English school systems for each Canadian province with data to present



Note: Differences are statistically different only for the provinces marked with an asterisk.

4.7 Literacy Skills in Adults Aged 16 to 65 (PIAAC 2012)

The Programme for the International Assessment of Adult Competencies (PIAAC) is an initiative of the Organisation for Economic Co-operation and Development (OECD) designed to assess three key skills in information processing: literacy, numeracy, and problem-solving in technology-rich environments among adults aged 16 to 65. A total of 24 countries, including Canada, participated in the survey. In Canada, PIAAC is managed by the Council of Ministers of Education, Canada (CMEC) and Employment and Social Development Canada. Data collection for the survey took place in the 13 Canadian provinces and territories from November 2011 to June 2012.

In Québec, almost 6 000 adults aged 16 to 65 participated in the survey by means of direct skills assessment in the three competencies. A background questionnaire was also administered and allowed information to be collected on the respondents' education, health and work experiences as well as on how they use the three key skills at work and in their everyday life.

PIAAC¹ measured adults' level of proficiency and distribution of skills in literacy, which is defined as the ability to understand, evaluate, use and engage with written texts to participate in society, achieve one's goals, and develop one's knowledge and potential. PIAAC assessed literacy in adults aged 16 to 65 on a continuum of ability. The results are represented on a 500-point scale and are presented in two ways: according to the average proficiency of the population (also called the "mean score") and according to the distribution of the population in each level of proficiency. PIAAC has established six levels of proficiency in literacy: Below Level 1 (from 0 to 175 points), Level 1 (from 176 to 225 points), Level 2 (from 226 to 275 points), Level 3 (from 276 to 325 points), Level 4 (from 326 to 375 points) and Level 5 (from 376 to 500 points). These proficiency levels correspond to the degree of difficulty of the tasks that the respondents are able to complete successfully.

Québec's mean score² of 268.6 points is lower than the OECD average (273.3) in literacy. New Brunswick (268.3), Newfoundland and Labrador (265.4), the Northwest Territories (253.3) and Nunavut (219.1) also had mean scores below the OECD average. Only the mean scores of Alberta (277.7) and Ontario (275.5) were higher than the OECD average. Prince Edward Island (277.5), Yukon (277.2), British Columbia (274.8), Manitoba (273.9), Nova Scotia (273.9) and Saskatchewan (271.6) had mean scores at the OECD average.

In Québec, the distribution of adults aged 16 to 65 in each literacy proficiency level indicates that 4% scored below Level 1; 15% scored at Level 1; 34% and 36% scored at Level 2 and Level 3, respectively; and 11% scored at Levels 4 and 5 combined.

With a mean score of 268.6 points, Québec performed below the OECD average (273.3) in literacy.

1. First results are available at <http://www.oecd.org/site/piaac/publications.htm>.
2. Table 4.7 indicates the mean scores in literacy and the confidence intervals for Canadian provinces and territories.

Table 4.7

**Mean scores
of adults aged
16 to 65 in literacy:
Canadian provinces
and territories,
PIAAC (2012)**

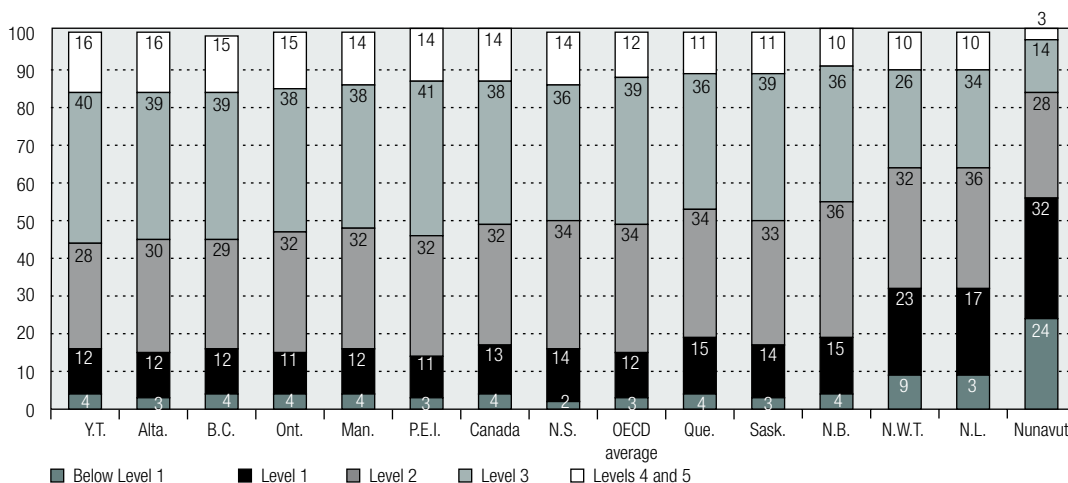
Province/territory	Mean score in literacy	Confidence interval*
OECD average	273.3	± 0.3
Alberta	277.7	± 3.6
Ontario	275.5	± 1.9
Prince Edward Island	277.5	± 7.0
Yukon	277.2	± 22.0
British Columbia	274.8	± 3.5
Manitoba	273.9	± 3.9
Nova Scotia	273.9	± 3.3
Canada	273.5	± 1.1
Saskatchewan	271.6	± 4.4
Québec	268.6	± 1.5
New Brunswick	268.3	± 2.8
Newfoundland and Labrador	265.4	± 2.7
Northwest Territories	253.3	± 11.6
Nunavut	219.1	± 7.5

* 0.95 confidence interval

Source: PIAAC (2012)

Graph 4.7

**Percentage of adults
aged 16 to 65 scoring at
each level of proficiency
in literacy, PIAAC (2012)**



Note: Provinces and territories are presented in decreasing order of the combined percentage of adults scoring at Levels 4 and 5.

4.8 Numeracy Skills in Adults Aged 16 to 65 (PIAAC 2012)

The Programme for the International Assessment of Adult Competencies (PIAAC) is an initiative of the Organisation for Economic Co-operation and Development (OECD) designed to assess three key skills in information processing: literacy, numeracy, and problem-solving in technology-rich environments among adults aged 16 to 65. A total of 24 countries, including Canada, participated in the survey. In Canada, PIAAC is managed by the Council of Ministers of Education, Canada (CMEC) and Employment and Social Development Canada. Data collection for the survey took place in the 13 Canadian provinces and territories from November 2011 to June 2012.

In Québec, almost 6 000 adults aged 16 to 65 participated in the survey by means of direct skills assessment in the three competencies. A background questionnaire was also administered and allowed information to be collected on the respondents' education, health and work experiences as well as on how they use the three key skills at work and in their everyday life.

PIAAC¹ measured adults' level of proficiency and distribution of skills in numeracy, which is defined as the ability to access, use, interpret and communicate mathematical information and ideas in order to engage in and manage the mathematical demands of a range of situations in adult life. PIAAC assessed numeracy in adults aged 16 to 65 on a continuum of ability. The results are represented on a 500-point scale and are presented in two ways: according to the average proficiency of the population (also called the "mean score") and according to the distribution of the population in each level of proficiency. PIAAC has established six levels of proficiency in numeracy: Below Level 1 (from 0 to 175 points), Level 1 (from 176 to 225 points), Level 2 (from 226 to 275 points), Level 3 (from 276 to 325 points), Level 4 (from 326 to 375 points) and Level 5 (from 376 to 500 points). These proficiency levels correspond to the degree of difficulty of the tasks that the respondents are able to complete successfully.

Québec's mean score² of 264.9 points is lower than the OECD average (269.4) in numeracy. Ontario (266.3), Manitoba (264.2), Saskatchewan (262.8), Nova Scotia (262.8), New Brunswick (255.7), Newfoundland and Labrador (251.9), the Northwest Territories (239.4) and Nunavut (200.5) also had mean scores below the OECD average. Only Alberta (269.1), British Columbia (266.3), Prince Edward Island (265) and the Yukon (263.1) had mean scores at the OECD average. None of the provinces or territories had mean scores above the OECD average in numeracy.

In Québec, the distribution of adults aged 16 to 65 in each numeracy proficiency level indicates that 5% scored below Level 1; 16% scored at Level 1; 35% and 33% scored at Level 2 and Level 3, respectively; and 11% scored at Levels 4 and 5 combined.

With a mean score of 264.9 points, Québec performed below the OECD average (269.4) in numeracy.

1. First results are available at <http://www.oecd.org/site/piaac/publications.htm>.
2. Table 4.8 indicates the mean scores in numeracy and the confidence intervals for Canadian provinces and territories.

Table 4.8

**Mean scores
of adults aged
16 to 65 in numeracy:
Canadian provinces
and territories,
PIAAC (2012)**

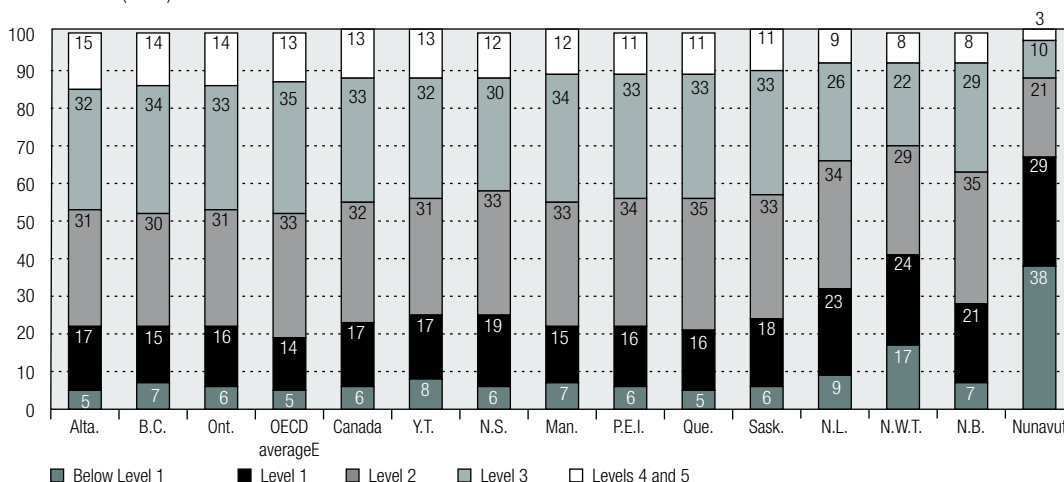
Province/territory	Mean score	Confidence interval*
OECD average	269.4	± 0.4
Alberta	269.1	± 4.3
British Columbia	266.3	± 3.6
Prince Edward Island	265.0	± 8.2
Yukon	263.1	± 17.9
Ontario	266.3	± 2.3
Canada	265.5	± 1.4
Québec	264.9	± 1.5
Manitoba	264.2	± 5.0
Saskatchewan	262.8	± 3.9
Nova Scotia	262.8	± 3.6
New Brunswick	255.7	± 3.3
Newfoundland and Labrador	251.9	± 3.1
Northwest Territories	239.4	± 13.0
Nunavut	200.5	± 8.0

* 0.95 confidence interval

Source: PIAAC (2012)

Graph 4.8

**Percentage of adults aged
16 to 65 scoring at each
level of proficiency in
numeracy, PIAAC (2012)**



Note: Provinces and territories are presented in decreasing order of the combined percentage of adults scoring at Levels 4 and 5.

4.9 Problem-Solving Skills in Technology-Rich Environments in Adults Aged 16 to 65 (PIAAC 2012)

The Programme for the International Assessment of Adult Competencies (PIAAC) is an initiative of the Organisation for Economic Co-operation and Development (OECD) designed to assess three key skills in information processing: literacy, numeracy, and problem-solving in technology-rich environments among adults aged 16 to 65. A total of 24 countries, including Canada, participated in the survey. In Canada, PIAAC is managed by the Council of Ministers of Education, Canada (CMEC) and Employment and Social Development Canada. Data collection for the survey took place in the 13 Canadian provinces and territories from November 2011 to June 2012.

In Québec, almost 6 000 adults aged 16 to 65 participated in the survey by means of direct skills assessment in the three competencies. A background questionnaire was also administered and allowed information to be collected on the respondents' education, health and work experiences as well as on how they use the three key skills at work and in their everyday life.

PIAAC¹ measured adults' level of proficiency and distribution of skills in problem-solving in technology-rich environments (PS-TRE), which is defined as the ability to use digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks. PIAAC assessed PS-TRE in adults aged 16 to 65 on a continuum of ability. The results are represented on a 500-point scale and are presented in two ways: according to the average proficiency of the population (also called the "mean score") and according to the distribution of the population in each level of proficiency.² PIAAC has established four levels of proficiency in PS-TRE: Below Level 1 (from 0 to 240 points), Level 1 (from 241 to 290 points), Level 2 (from 291 to 340 points) and Level 3 (from 341 to 500 points). These proficiency levels correspond to the degree of difficulty of the tasks that the respondents are able to complete successfully.

In Québec, 82% of the sample was assessed in PS-TRE. Of those who did not take part in the survey, some refused to participate, while others did not have the basic computer skills required to participate, since the assessment was entirely computer-based.

With a combined percentage of 32.4% for Levels 2 and 3, Québec scored at the OECD average (34%) in problem-solving in technology-rich environments. The Yukon (35.4%), Manitoba (34.5%), Saskatchewan (32.6%), Prince Edward Island (31.2%), New Brunswick (30.3%) and the Northwest Territories (28.2%) also scored at the OECD average. Alberta (39.5%), British Columbia (39.3%),

Nova Scotia (38.9%) and Ontario (38.4%) scored above the OECD average. Nunavut (10.9%) and Newfoundland and Labrador (28.6%) fell below the OECD average.

In Québec, the distribution of adults aged 16 to 65 in each proficiency level in problem-solving in technology-rich environments indicates that 18% scored below Level 1; 31% scored at Level 1; and 27% and 6% scored at Level 2 and Level 3, respectively.

With a combined percentage of 32.4% for Levels 2 and 3, Québec scored at the OECD average (34%) in problem-solving in technology-rich environments.

1. First results are available at <http://www.oecd.org/site/piaac/publications.htm>.
2. See the Pan-Canadian report (<http://www.piaac.ca/477/Pan-Canadian-Report/Key-Findings/index.html>) for detailed information on why the results for problem-solving in technology-rich environments are not available in the form of mean scores, as they are for literacy and numeracy.

Table 4.9

Percentage of adults aged 16 to 65 scoring at each level of proficiency in problem-solving in technology-rich environments: Canadian provinces and territories, PIAAC (2012)

Province/ territory	Below Level 1 (%)	Level 1 (%)	Level 2 (%)	Level 3 (%)	Combined percentage Levels 2 and 3	Confidence interval**
OECD average	12	29	28	6	34.0	± 1.6
Alberta	14	29	31	9	39.5	± 3.8
British Columbia	13	28	31	8	39.3	± 3.4
Nova Scotia	15	30	31	8	38.9	± 2.5
Ontario	13	30	31	8	38.4	± 2.3
Canada	15	30	29	7	36.6	± 1.1
Yukon	13	34	27	8	35.4	± 16.4
Manitoba	13	28	29	6	34.5	± 4.3
Saskatchewan	18	35	28	5	32.6	± 3.9
Québec	18	31	27	6	32.4	± 1.4
Prince Edward Island	15	33	27	4	31.2	± 4.9
New Brunswick	15	31	26	5	30.3	± 3.6
Newfoundland and Labrador	16	27	24	4	28.6	± 2.5
Northwest Territories	19	28	23	5	28.2	± 6.6
Nunavut	20	18	10	1	10.9	± 3.0

Note: Provinces and territories are presented in decreasing order of the combined percentage of adults scoring at Levels 2 and 3.

** 0.95 confidence interval

Source: PIAAC (2012)

5.1 Graduation From Secondary School—Youth and Adult Sectors

The probability of obtaining a secondary school diploma or qualification¹ in 2012-2013 was 94.4%. This rate is higher than that of the previous year (92.2% in 2011-2012). The decrease that was observed in the youth sector and with students under the age of 20 in the adult sector in 2011-2012 was primarily due to the reintroduction of the ministerial uniform examinations in several subjects in June 2012. Because the success rate on these new examinations was lower that year, so was the number of students who earned a secondary school diploma or qualification. However, the success rate on these examinations improved in June 2013 (see Section 4.1), and consequently, so did the probability of obtaining a secondary school diploma or qualification. A similar phenomenon was observed in the mid-1980s (see Graph 5.1) when the pass mark was raised from 50% to 60%.

In 2012-2013, for students in the youth sector and for students under 20 years old in the adult sector in Québec, the probability of obtaining a secondary school diploma or qualification was 74.7%. For adults 20 years old or over, this probability rose from 18.6% in 2011-2012 to 19.7% in 2012-2013.

The graduation rate discussed here applies mainly to general education. This section is primarily concerned with the first diplomas or qualifications earned.² It is interesting to note that, in 2012-2013, 81.8% of all the diplomas or qualifications earned were first diplomas or qualifications obtained in general education. This proportion was 97.5% if only diplomas or qualifications obtained in the youth sector or by students under 20 years old in the adult sector are considered.

The probability of obtaining a diploma or qualification in secondary school is greater for female students than for male students. The gender gap was 8 percentage points in 2012-2013.

For female students, the probability of obtaining a diploma or qualification in secondary school has remained above 90% since 2003-2004 (90.9%) and was 98.5% in 2012-2013. For male students, it passed the 80% mark in 2007-2008 and stood at 90.5% in 2012-2013.

The dropout rate is the proportion of the population who would never earn a diploma or qualification 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 or qualification, presented in this section. The dropout rate was 5.6% in 2012-2013.

In 2012-2013, the probability of obtaining a first secondary school diploma or qualification in the youth or adult sector was 94.4%.

1. The probability of obtaining a first secondary school diploma or qualification 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 or qualification 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 5.1

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

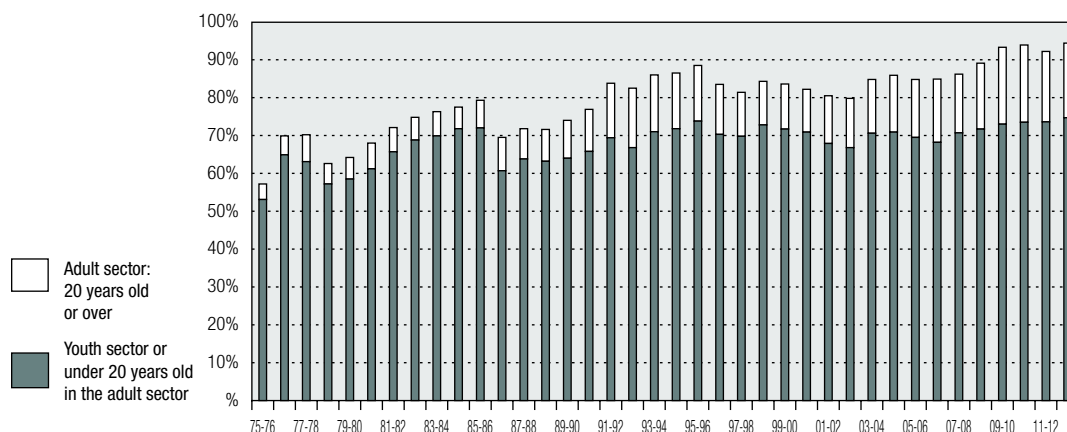
	1975- 1976	1985- 1986	1995- 1996	2005- 2006	2011- 2012	2012- 2013 ^e
Total	57.2	79.3	88.5	84.8	92.2	94.4
Adult sector: 20 years old or over	4.1	7.3	14.7	15.3	18.6	19.7
Youth sector or under 20 years old in the adult sector	53.1	72.0	73.8	69.5	73.6	74.7
Male	51.3	73.2	81.9	78.0	88.9	90.5
Adult sector: 20 years old or over	3.6	6.5	14.4	15.4	19.6	20.4
Youth sector or under 20 years old in the adult sector	47.6	66.7	67.5	62.6	69.4	70.1
Female	63.2	85.7	95.5	91.9	95.5	98.5
Adult sector: 20 years old or over	4.5	8.1	14.9	15.2	17.6	19.1
Youth sector or under 20 years old in the adult sector	58.7	77.6	80.5	76.8	77.9	79.5

e: Estimates

Sources: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche and Statistics Canada

Graph 5.1

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



5.2 Graduation From Secondary School Vocational Training—Youth and Adult Sectors

Based on behaviours observed in 2012-2013, 36 out of 100 Quebecers can expect to obtain a vocational training diploma or qualification¹ in secondary school. This group includes 19 persons who already have a first Secondary School Diploma (SSD) in general education. Since 1997-1998, this proportion has varied between 16 and 20.

Moreover, the probability of obtaining a first secondary school diploma or qualification either in the youth sector or under 20 years old in the adult sector in vocational training was 1.9% in 2012-2013; this rate was over 15% in 1977-1978 and has remained relatively stable since 1996-1997. Students in the youth sector or under 20 years old in the adult sector who obtain a first secondary school diploma or qualification (74.7% in 2012-2013) remain most likely to do so in general education (see Section 5.1).

The very nature of vocational training diplomas or qualifications 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 (40.4%) than for female students (32.7%).

The proportion of a generation of students obtaining a secondary school vocational training diploma or qualification was 36.6% in 2012-2013.

1. This refers to the probability of obtaining a first secondary school diploma or qualification. This rate is determined by counting only the first secondary school diplomas or qualifications in vocational training. This indicator is a measure of the proportion of a generation that stays in school until a secondary-level diploma or qualification is earned in vocational training.

Table 5.2

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

	1975- 1976	1985- 1986	1995- 1996	2005- 2006	2011- 2012	2012- 2013 ^e
Total	14.6	17.7	19.6	30.7	36.3	36.6
Male	12.0	17.0	21.2	33.6	40.0	40.4
Female	17.2	18.4	17.9	27.7	32.6	32.7
First diploma	12.4	10.7	6.3	11.9	16.6	17.2
After an SSD	2.2	7.0	13.3	18.9	19.8	19.4
Youth sector or under 20 years old in the adult sector	12.0	14.2	4.8	6.5	6.1	6.2
First diploma	10.5	8.3	1.3	2.2	1.9	1.9
After an SSD	1.6	5.8	3.5	4.3	4.3	4.3
Adult sector: 20 years old or over	2.6	3.5	14.9	24.2	30.2	30.4
First diploma	1.9	2.4	5.0	9.6	14.7	15.3
After an SSD	0.6	1.1	9.8	14.6	15.5	15.1

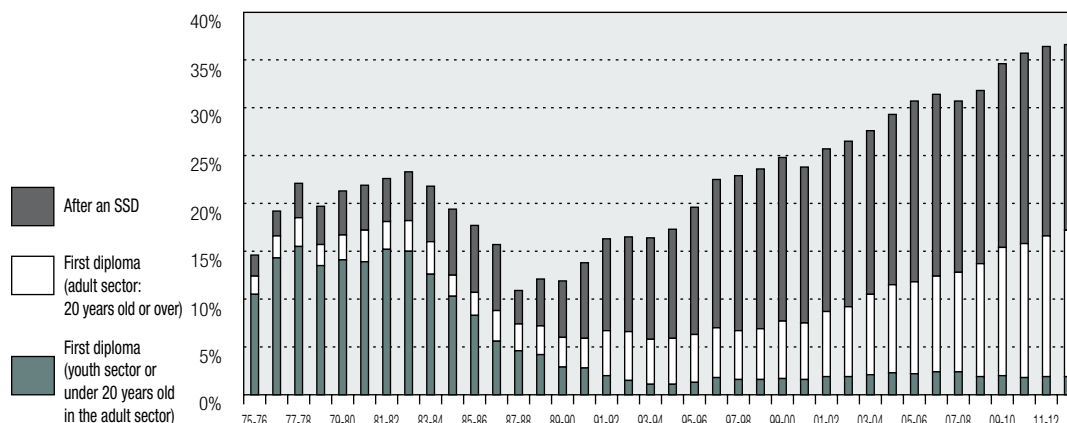
e: Estimates

SSD: Secondary School Diploma

Sources: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche and Statistics Canada

Graph 5.2

Probability of obtaining a vocational training diploma or qualification, by sector and age (%)



5.3 Secondary School Graduation and Qualification Rate— By Cohort of Newly Enrolled Secondary I Students in General Education in the Youth Sector¹

The graduation and qualification rate by cohort presented in this section refers to the proportion of students who obtained a first diploma or qualification 7 years after starting secondary school in general education in the youth or adult sector or in vocational training.

The graduation and qualification rate² after 7 years was 75.8% for the cohort that first enrolled in Secondary I at the beginning of 2006-2007. This rate has grown steadily since the 2000-2001 cohort, but a gap nevertheless persists between the public and private school systems,³ an average difference of slightly more than 20 percentage points (the data are not presented). As for the gender gap, it narrowed moderately, from almost 14 percentage points for the 2000-2001 cohort to approximately 11 percentage points for the 2006-2007 cohort. The gap has narrowed in both the public and private school systems.

Diplomas account for most of the certifications awarded and a positive trend has been observed for the cohort of 2000-2001 to 2006-2007, with the rate rising from 70.4% to 71.7%. The implementation of new training paths in 2007-2008⁴ has also contributed to the rise in the graduation and qualification rate, in particular for boys and in the public school system, beginning with the 2004-2005 cohort. Because of the duration of these new paths, the graduation and qualification rate after 5 years has been especially impacted. From the 2000 cohort to the 2006 cohort, the graduation and qualification rate after 5 years rose from 60.6% to 63.8%, whereas gains in the 6th and 7th year of study remained the same. These new paths will have undoubtedly encouraged a number of students to pursue their studies. Note that obtaining a qualification first does not necessarily coincide with school leaving; in fact, quite the opposite. According to a study conducted with young people who had earned a qualification, two thirds of them were still enrolled in the school system one year after having obtained that qualification (Relance survey, 2013, unpublished data).

The graduation and qualification rate after 7 years among students enrolling for the first time in Secondary I in 2006-2007 was 75.8%.

1. The Ministère currently uses two measures for graduation and qualification rates: the proportion of the general population that earns a first secondary school diploma or qualification (Section 5.1) and the graduation and qualification rate by cohort presented in this section. This method makes it possible to follow students who enrol in secondary school for the first time. This indicator, which other Canadian provinces do not provide, is specific to the Ministère. Consequently, this rate cannot be used for comparisons with other provinces, territories or countries, but can make it possible to monitor trends related to student retention and the academic success of students enrolled in Québec's school system.
2. The following diplomas are considered for the purposes of calculating graduation and qualification rates by cohort: the Secondary School Diploma (SSD), the Diploma of Vocational Studies (DVS) and the Attestation of Vocational Specialization (AVS). The following qualifications are considered: the Attestation of Vocational Education (AVE), the Certificate in Life Skills and Work Skills Education (issued up until July 2009), the Certificate in On-the-Job Training in a Recycling Facility, the Pework Training Certificate (PTC), the Training Certificate for a Semiskilled Trade (TCST), the Certificate of Equivalence of Secondary Studies (CESS), the Training Certificate in Sociovocational Integration of Adults and the Attestation of Competencies. Only the first diploma obtained by the student is taken into account in the calculation.
3. Students are counted in the school system in which they are enrolled for Secondary I as of September 30.
4. The Pework Training Certificate (PTC) and the Training Certificate for a Semiskilled Trade (TCST).

Table 5.3

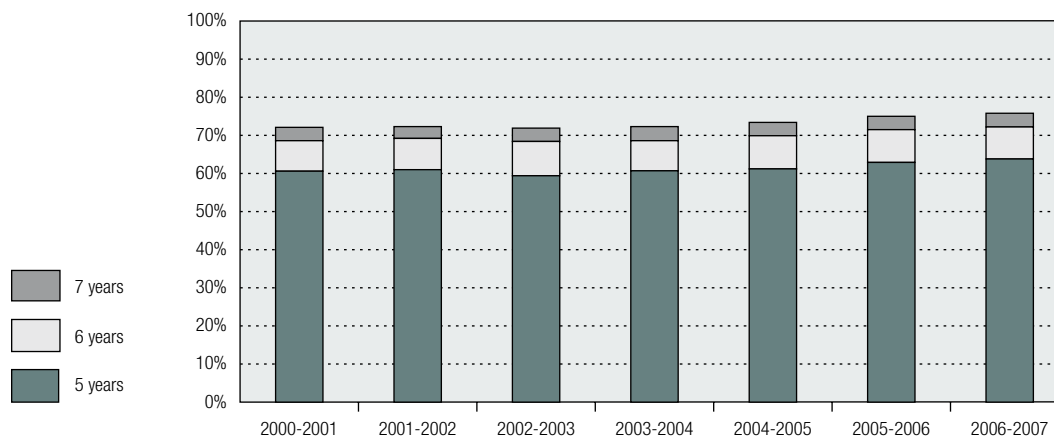
Graduation and qualification rate after 7 years, by cohort of newly enrolled Secondary I students, by gender and certification (%)

Year of 1st enrolment	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Graduating or obtaining qualifications by	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total	72.1	72.3	71.9	72.3	73.4	75.0	75.8
Graduation	70.4	70.7	70.6	70.8	71.4	71.8	71.7
Qualification	1.7	1.6	1.3	1.4	2.1	3.2	4.1
Male	65.4	65.9	65.6	66.0	67.6	69.6	70.6
Graduation	63.1	63.8	63.9	64.1	64.9	65.5	65.2
Qualification	2.3	2.1	1.7	1.8	2.7	4.1	5.4
Female	79.1	78.9	78.3	78.8	79.5	80.5	81.2
Graduation	77.9	77.8	77.4	77.8	78.1	78.4	78.5
Qualification	1.2	1.1	0.9	1.0	1.4	2.1	2.7

Source: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche

Graph 5.3

Graduation and qualification rate, by cohort of newly enrolled Secondary 1 students, after 5, 6 and 7 years (%)



5.4 Graduation From Secondary School in Québec and OECD Countries, 2012

In 2014, 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 for 2012. Also, Statistics Canada and the Council of Ministers of Education, Canada (CMEC) published similar data for the country's provinces and territories in *Education Indicators in Canada: An International Perspective*.

Table 5.4 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. In 2012,¹ the secondary school graduation rate in Québec (93%), remained higher than the average for OECD countries (84%).

Of the 28 OECD countries listed in Table 5.4,² five had higher secondary school graduation rates than Québec. Québec's rate was lower than that of Slovenia, Germany, Iceland, Hungary and the Netherlands and the same as that of Finland, Ireland, Japan, Spain and the United Kingdom. Québec's rate was, however, higher than that of Denmark, Korea, Canada, Norway, Israel, the Slovak Republic, New Zealand, Poland, Chile, Italy, the Czech Republic, the United States, Sweden, Greece, Luxembourg, Austria, Turkey and Mexico.

Except for Austria, Hungary and Germany, where the secondary school graduation rate for male students is higher than that for female students, and Korea, where the secondary school graduation rate is the same for male and female students, female students are generally more likely to graduate than male students. The widest gender gaps are observed in Iceland (27 percentage points), Greece (14 percentage points), Denmark (13 percentage points) and Norway and Israel (11 percentage points). Québec, with a difference of 6 percentage points, is at the OECD average.

The graduation rate observed for male students in Québec (90%) was higher than the average for male students in OECD countries (81%). The rate for female students in Québec was 96%, or 9 percentage points higher than the OECD average for female students. Graph 5.4 shows that Québec is the province (or territory) with the highest secondary school graduation rate (93%), followed by Prince Edward Island and Nova Scotia (87%).

In Québec, there are far more students in general education than in vocational training, and this holds true for both male and female students. With a probability of obtaining a diploma in general education of 78%³ for all students, Québec ranks fourth among the OECD countries, with a rate 26 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 16%,³ while the average for the OECD countries is 48%. A number of countries obtained very good results in these types of programs, including Finland (97%), Ireland (80%), the Netherlands (78%), Austria (76%) and Slovenia (73%).

The probability of obtaining a diploma in vocational training in Québec is only slightly higher for male students (19%) than for female students (13%). It is the sectors of activity in which they enrol that differs for female and male students.

In 2012,¹ the probability of obtaining a secondary school diploma in Québec was 93%, 9 percentage points above the average for all OECD countries.

1. The data for the other countries are for 2012, whereas the data for Québec and Canada are for 2011.
2. The countries included in the table are those for which the OECD report provides totals and whose number of students per cohort is significant.
3. The 2014 version of Statistics Canada's *Education Indicators in Canada: An International Perspective* does not include the rates for general and vocational programs. The Québec data come from the work carried out for Sections 5.1 and 5.2 of the *Education Indicators* that deal with the probability of obtaining a diploma or qualification in general education and in vocational training.

Table 5.4

**Probability of obtaining
a secondary school
diploma, by gender
and type of program:
Québec and OECD
countries, 2012 (%)**

	Total (without double counting)			General education		Vocational training	
	M + F	Male	Female	M + F	Female	M + F	Female
Slovenia	96	92	101	35	43	73	6
Germany	95	95	94	49	54	46	40
Iceland	95	82	109	79	94	55	56
Hungary	94	95	94	70	77	25	18
Netherlands	94	91	98	42	45	78	76
Québec¹	93	90	96	78*	84*	16*	13*
Finland	93	89	96	44	52	97	106
Ireland	93	92	95	69	68	80	99
Japan	93	92	94	71	75	22	20
Spain	93	90	97	52	59	50	50
United Kingdom	93	92	95	m	m	m	m
Denmark	92	86	99	62	70	47	49
Korea	92	92	92	71	72	21	20
Canada ¹	88	85	91	84	88	4	3
Norway	88	83	94	59	71	34	27
Israel	87	82	93	53	59	34	34
Slovak Republic	86	85	89	27	33	66	62
New Zealand	85	83	88	85	88	m	m
Poland	85	80	89	52	65	39	31
Chile	84	81	88	55	58	30	30
Italy	84	82	86	36	46	64	56
Czech Republic	82	81	83	24	30	58	53
United States	79	75	82	m	m	m	m
Sweden	77	75	80	43	48	35	32
Greece	71	64	78	71	78	33	27
Luxembourg	69	66	72	31	35	47	47
Austria	68	71	64	18	22	76	65
Turkey	55	54	57	30	32	26	25
Mexico	47	45	50	44	46	4	4
OECD average	84	81	87	52	58	48	46

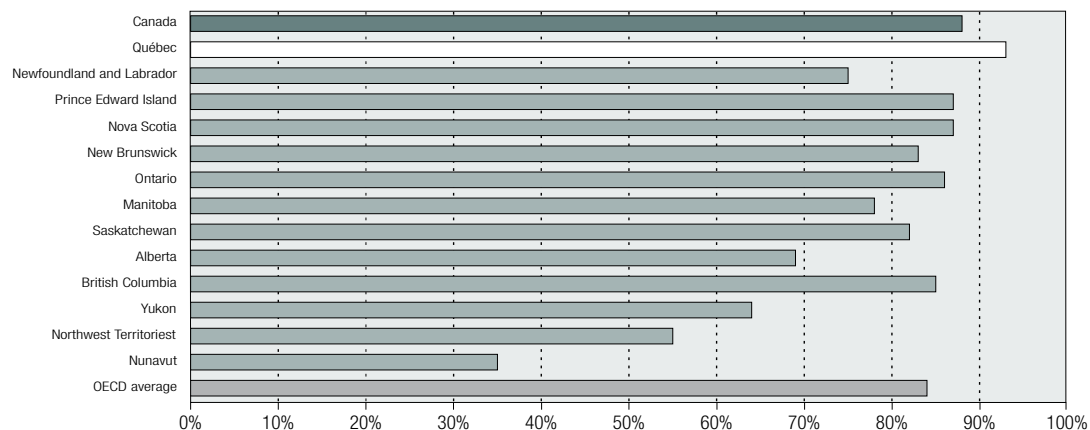
m: Missing data * : Data taken from Sections 5.1 and 5.2 of the MEESR *Education Indicators*

1. Reference year: 2011

Source: OECD, *Education at a Glance* (Paris: 2014), Chart A2.1

Graph 5.4

**Probability of obtaining
a secondary school
diploma in Canada,
2011 (%)**



5.5 Labour Market Integration of Secondary Vocational Training Graduates

On March 31, 2013, about nine months after graduation, 76.3% of graduates with a Diploma of Vocational Studies (DVS) were employed, as were 83.0% of those with an Attestation of Vocational Specialization (AVS).

On March 31, 2013, 76.3% of DVS graduates from the class of 2011-2012 were employed, 9.2% were looking for a job, 10.6% were studying and 3.9% were inactive. Thus, the proportion of individuals with a DVS who were in the labour force (those working or looking for work) was 85.5%. The unemployment rate for DVS graduates went from 10.3% in 2011 to 10.1% in 2012, and then to 10.8% in 2013.

Among DVS graduates who were employed, 86.9% were working full-time on March 31, 2013. This rate has fluctuated little over the past few years and has remained close to 87.0% since 2007. However, more men than women were employed full-time. Men were 14.7 percentage points ahead in 2013 (92.9% compared with 78.2% for women). Male DVS graduates also spent an average of slightly more than five hours per week at work (41.8 hours) than women did (36.6 hours).

In 2013, 79.8% of DVS graduates working full-time held jobs that were related to their field of study. More precisely, in March 2013, 81.4% of the women and 78.9% of the men who were working full-time held jobs in their field of study.

On March 31, 2013, 83.0% of AVS graduates from the class of 2011-2012 were employed, 6.3% were looking for a job, 7.5% were studying and 3.2% were inactive. The participation rate of AVS graduates went from 86.6% in 2012 to 89.3% in 2013. The unemployment rate stood at 7.7% in 2012, compared with 7.0% in 2013.

In 2013, 86.3% of AVS graduates were working full-time. There is a large gap between the full-time employment rate of 80.1% for women and 91.5% for men.

Among graduates who earned a DVS in 2011-2012 and who were employed as of March 31, 2013, 86.9% were working full-time. This rate has fluctuated little since 2007, remaining close to 87.0%.

Table 5.5

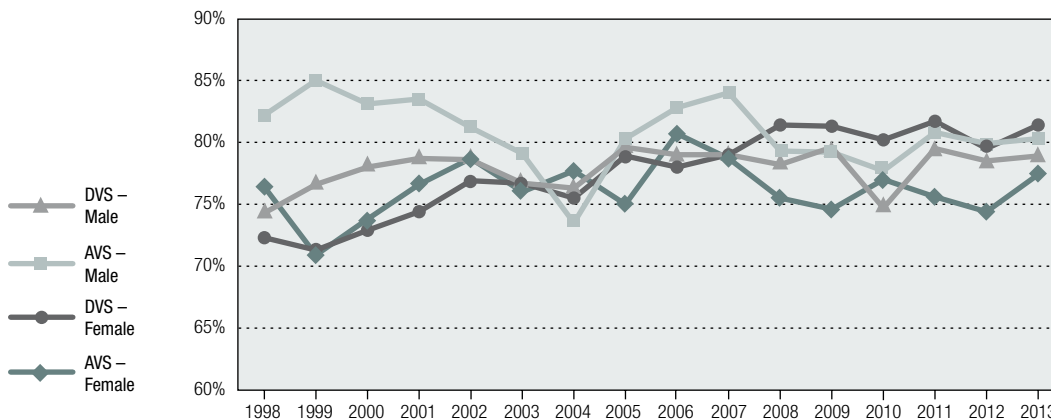
Employment situation of secondary school vocational training graduates, by graduating class, as of March 31 of the year following their graduation (%)

	2009	2010	2011	2012	2013
Graduates with a DVS					
Employed	73.5	73.8	77.4	75.5	76.3
Seeking employment	10.7	10.6	8.9	8.5	9.2
Studying	11.2	11.2	9.8	11.8	10.6
Inactive	4.5	4.4	3.9	4.2	3.9
Total	100.0	100.0	100.0	100.0	100.0
Unemployment rate	12.8	12.5	10.3	10.1	10.8
Graduates with an AVS					
Employed	79.4	78.8	79.5	79.9	83.0
Seeking employment	7.6	8.3	7.5	6.7	6.3
Studying	8.8	9.5	8.0	9.3	7.5
Inactive	4.3	3.4	4.9	4.0	3.2
Total	100.0	100.0	100.0	100.0	100.0
Unemployment rate	8.7	9.5	8.7	7.7	7.0

Sources: Annual *Relance* surveys of secondary school graduates in vocational training, 2009 to 2013

Graph 5.5

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



Statistical Appendix

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Table 1

**Enrolment in preschool, elementary and secondary education,
by type or level of education, 2003-2004 to 2012-2013^p**

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 ^p
General education, youth sector¹	1 102 083	1 093 406	1 081 743	1 066 865	1 045 448	1 024 298	1 008 344	998 084	992 794	990 786
Preschool (kindergarten for 4-year-olds)	14 701	15 000	14 811	14 642	14 990	15 123	15 958	16 910	17 965	18 713
Preschool (kindergarten for 5-year-olds)	76 839	74 807	74 127	73 984	73 970	74 417	75 458	77 368	81 541	85 557
Elementary	549 078	529 865	510 340	492 625	478 534	467 666	463 213	462 755	465 956	472 274
Secondary	461 465	473 734	482 465	485 614	477 954	467 092	453 715	441 051	427 332	414 242
General education, adult sector	157 945	158 246	158 791	164 295	168 050	184 605	198 578	197 369	191 587	193 325
Elementary and secondary										
Vocational training										
(youth and adult sectors)	104 302	108 404	106 460	105 739	108 832	112 195	118 078	120 210	122 730	125 666
Secondary										
Total	1 364 330	1 360 056	1 346 994	1 336 899	1 322 330	1 321 098	1 325 000	1 315 663	1 307 111	1 309 777

p: Preliminary data

Note: Students enrolled in more than one type of education in the same year are counted more than once.

1. As at September 30

Source: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, Direction des statistiques et de l'information décisionnelle, information portal, Charlemagne system, data as at January 23, 2014

Table 2

Enrolment in preschool, elementary and secondary education, by school system, language of instruction and type or level of education, 2012-2013^p

	General education in the youth sector¹					General education in the adult sector	Vocational training (youth and adult sectors)	Total
	Preschool		Elementary	Secondary	Total	Elementary and Secondary	Secondary	
	Kindergarten for 4-year-olds	Kindergarten for 5-year-olds						
Public school system (school boards)	18 548	80 013	438 711	327 216	864 488	192 844	119 479	1 176 811
French	17 334	72 576	394 580	287 671	772 161	169 546	110 184	1 051 891
English	826	6 811	42 038	38 176	87 851	22 915	9 295	120 061
Aboriginal languages	388	626	2 093	1 369	4 476	383	0	4 859
Private school system	30	5 384	32 688	86 181	124 283	199	5 724	130 206
French	7	4 479	27 151	78 936	110 573	199	5 083	115 855
English	23	905	5 537	7 245	13 710	0	641	14 351
Public institutions outside MEESR	135	160	875	845	2 015	273	463	2 751
French	116	149	768	755	1 788	273	463	2 524
English	19	11	107	90	227	0	0	227
Total	18 713	85 557	472 274	414 242	990 786	193 325	125 666	1 309 777
French	17 457	77 204	422 499	367 362	884 522	170 027²	115 730	1 170 279
English	868	7 727	47 682	45 511	101 788	22 915	9 936	134 639
Aboriginal languages	388	626	2 093	1 369	4 476	383	0	4 859

p: Preliminary data

Note: Students enrolled in more than one type of education in the same year are counted more than once.

1. As at September 30, 2012

2. The total includes 9 persons for whom the school system is not specified.

Source: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, Direction des statistiques et de l'information décisionnelle, information portal, Charlemagne system, data as at January 23, 2014

Table 3

Enrolment in secondary vocational training, 2003-2004 to 2012-2013^p

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 ^p
DVS programs	77 047	82 252	83 961	81 194	83 803	87 571	93 977	96 493	96 710	97 788
Under 20 years old	21 936	22 312	22 446	22 556	24 271	26 369	27 117	26 110	26 356	25 788
20 years old or over	55 111	59 940	61 515	58 638	59 532	61 202	66 860	70 383	70 354	72 000
AVS programs	5 748	5 941	6 367	8 228	8 821	10 343	12 145	12 342	13 437	14 833
Under 20 years old	435	471	448	1 013	1 058	1 131	1 262	1 266	1 232	1 278
20 years old or over	5 313	5 470	5 919	7 215	7 763	9 212	10 883	11 076	12 205	13 555
AVE programs	1 681	2 039	2 087	2 790	1 944	-	-	-	-	-
Under 20 years old	1 451	1 753	1 821	2 449	1 774	-	-	-	-	-
20 years old or over	230	286	266	341	170	-	-	-	-	-
Other programs¹	19 826	18 172	14 045	13 527	14 264	14 281	11 956	11 375	12 583	13 045
Under 20 years old	1 719	1 676	1 517	1 489	1 935	1 895	1 753	1 585	1 600	1 460
20 years old or over	18 107	16 496	12 528	12 038	12 329	12 386	10 203	9 790	10 983	11 585
Total	104 302	108 404	106 460	105 739	108 832	112 195	118 078	120 210	122 730	125 666
Under 20 years old	25 541	26 212	26 232	27 507	29 038	29 395	30 132	28 961	29 188	28 526
20 years old or over	78 761	82 192	80 228	78 232	79 794	82 800	87 946	91 249	93 542	97 140

p: Preliminary data

DVS: Diploma of Vocational Studies

AVS: Attestation of Vocational Specialization

AVE: Attestation of Vocational Education

Note: Persons enrolled in more than one program in the same year are counted only once.

1. Includes students enrolled in courses to improve their occupational skills, without working toward a diploma, as well as those enrolled in upgrading courses.

Source: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, Direction des statistiques et de l'information décisionnelle, information portal, Charlemagne system, data as at January 23, 2014

Table 4

**Personnel in school boards by job category, based on full-time equivalents,¹
2003-2004 to 2012-2013**

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
School boards	116 203	115 206	114 552	118 204	118 890	119 847	120 904	122 365	123 969	125 516
Youth and adult sectors										
Teaching staff	72 606	71 596	71 136	73 684	73 389	73 017	73 086	73 545	74 174	75 156
Administrative staff	1 143	1 166	1 154	1 207	1 241	1 287	1 321	1 350	1 346	1 348
School principals	3 807	3 796	3 681	3 722	3 727	3 743	3 752	3 773	3 788	3 784
Managerial staff	730	735	745	770	782	812	865	898	882	867
Non-teaching professionals	4 926	4 992	5 111	5 275	5 484	5 859	6 083	6 296	6 490	6 582
Support staff	32 991	32 921	32 725	33 546	34 267	35 129	35 797	36 503	37 289	37 777

1. All activities carried out by personnel during the school year are included in the calculation of full-time equivalents for each job category.

Source: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, Direction des statistiques et de l'information décisionnelle, PERCOS system, May 2014

Table 5

Number of secondary school diplomas and qualifications awarded, by type of education and certification, 2003-2004 to 2012-2013^p

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 ^p
General education	68 986	69 504	71 741	75 904	77 353	78 894	80 865	79 410	74 772	74 636
Youth sector	57 469	58 258	60 559	62 197	65 909	66 691	65 974	65 609	64 627	63 387
Secondary School Diploma	56 872	57 653	59 958	61 597	63 849	63 271	62 516	61 661	60 383	59 098
Certificate in Life Skills and Work Skills Education	505	535	543	541	502	417	87	32	-	-
Certificate in On-the-Job Training in a Recycling Facility	92	70	58	59	89	66	74	90	104	85
Training Certificate for a Semiskilled Trade	-	-	-	-	1 469	2 936	2 973	3 169	3 320	3 345
Pework Training Certificate	-	-	-	-	-	1	324	657	764	686
Attestation of Competencies	-	-	-	-	-	-	-	-	56	173
Adult sector	11 517	11 246	11 182	13 707	11 444	12 203	14 891	13 801	10 145	11 249
Secondary School Diploma	11 517	11 246	11 151	13 653	11 364	11 820	14 354	13 036	9 369	10 333
Certificate of Equivalence of Secondary Studies	-	-	31	54	56	116	180	138	71	105
Certificate in Life Skills and Work Skills Education	-	-	-	-	1	1	20	22	7	6
Training Certificate for a Semiskilled Trade	-	-	-	-	23	266	337	605	698	805
Vocational training	35 420	37 063	38 921	39 888	40 181	42 228	46 774	48 785	49 273	49 951
Diploma of Vocational Studies	29 945	31 350	32 600	33 140	33 180	35 093	38 136	40 083	39 962	39 460
Attestation of Vocational Specialization	4 617	4 733	5 240	5 573	6 097	7 125	8 623	8 702	9 311	10 491
Attestation of Vocational Education	858	980	1 081	1 175	904	10	15	-	-	-
Total	104 406	106 567	110 662	115 792	117 534	121 122	127 639	128 195	124 045	124 587

p: Preliminary data

Note: For students who obtain more than one diploma in the same year, each diploma is counted.

Source: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, Direction des statistiques et de l'information décisionnelle, information portal, Charlemagne system, data as at February 7, 2014

Table 6

Schooling rates,¹ by age, gender, level of education and attendance status, 2011-2012 (%)

	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
4-year-olds										
Male	22.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	21.5	22.0
Female	21.9	0.0	0.0	0.0	0.0	0.0	0.0	0.9	21.0	21.9
Total	22.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	21.3	22.0
5-year-olds										
Male	99.2	0.0	0.0	0.0	0.0	0.0	0.0	99.2	0.0	99.2
Female	99.6	0.0	0.0	0.0	0.0	0.0	0.0	99.6	0.0	99.6
Total	99.4	0.0	0.0	0.0	0.0	0.0	0.0	99.4	0.0	99.4
15-year-olds										
Male	0.0	94.3	0.4	0.1	0.0	0.0	0.0	94.3	0.4	94.8
Female	0.0	94.8	0.1	0.1	0.0	0.0	0.0	94.9	0.2	95.0
Total	0.0	94.5	0.3	0.1	0.0	0.0	0.0	94.6	0.3	94.9
16-year-olds										
Male	0.2	87.9	3.8	1.3	0.1	0.0	0.0	89.3	3.9	94.6
Female	0.1	89.3	2.2	2.0	0.1	0.0	0.0	91.3	2.3	94.9
Total	0.2	88.6	3.0	1.6	0.1	0.0	0.0	90.3	3.1	94.7
17-year-olds										
Male	0.4	33.4	11.9	39.7	0.6	0.7	0.0	74.1	12.6	90.6
Female	0.2	22.3	8.6	56.3	0.4	1.3	0.1	80.1	9.1	92.6
Total	0.3	27.9	10.3	48.0	0.5	1.0	0.0	77.1	10.9	91.6
18-year-olds										
Male	0.4	20.6	10.8	39.1	1.0	4.4	0.2	64.3	12.1	80.8
Female	0.3	13.0	7.7	54.7	0.9	5.8	0.2	73.6	8.8	86.0
Total	0.3	16.8	9.2	46.9	0.9	5.1	0.2	69.0	10.5	83.4
19 year-olds										
Male	0.3	15.2	7.9	26.3	2.1	12.9	0.4	54.5	10.5	68.7
Female	0.2	10.6	5.7	34.2	2.2	20.6	0.5	65.5	8.5	77.2
Total	0.2	12.9	6.8	30.2	2.1	16.7	0.5	60.0	9.5	72.9

1. Schooling rates are calculated by dividing the school population of a given age on September 30, 2011 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 2.1 (see the notes on this subject).

Table 6 (cont.)

**Schooling rates,¹ by age, gender, level of education and attendance status,
2011-2012 (%)**

	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
20- to 24-year-olds										
Male	0.2	7.7	4.4	7.2	1.4	17.6	3.2	32.6	9.1	44.1
Female	0.2	6.6	3.6	9.8	1.5	25.2	4.6	41.8	9.8	53.9
Total	0.2	7.2	4.0	8.5	1.5	21.4	3.9	37.1	9.5	49.0
25- to 29-year-olds										
Male	0.2	3.4	2.3	1.4	0.4	5.6	3.3	10.5	6.1	18.0
Female	0.3	3.5	2.1	2.3	0.7	5.9	5.6	12.0	8.5	21.8
Total	0.3	3.4	2.2	1.9	0.6	5.8	4.4	11.3	7.3	19.9
30- to 39-year-olds										
Male	0.4	2.0	1.5	0.7	0.3	1.7	2.3	4.6	4.2	9.8
Female	0.4	2.6	1.6	1.1	0.5	1.7	3.7	5.6	6.0	12.5
Total	0.4	2.3	1.6	0.9	0.4	1.7	3.0	5.1	5.1	11.1
40- to 49-year-olds										
Male	0.2	1.1	0.9	0.3	0.2	0.4	1.0	1.8	2.2	4.4
Female	0.2	1.4	1.1	0.4	0.3	0.4	1.8	2.3	3.3	6.1
Total	0.2	1.2	1.0	0.3	0.2	0.4	1.4	2.1	2.7	5.3
50- to 59-year-olds										
Male	0.1	0.4	0.6	0.1	0.1	0.1	0.3	0.6	1.0	1.8
Female	0.1	0.5	0.9	0.1	0.1	0.1	0.6	0.8	1.6	2.6
Total	0.1	0.5	0.7	0.1	0.1	0.1	0.4	0.7	1.3	2.2
60-year-olds and over										
Male	0.1	0.1	0.4	0.0	0.0	0.0	0.1	0.1	0.5	0.7
Female	0.1	0.1	0.9	0.0	0.0	0.0	0.1	0.1	1.1	1.2
Total	0.1	0.1	0.7	0.0	0.0	0.0	0.1	0.1	0.8	1.0

1. Schooling rates are calculated by dividing the school population of a given age on September 30, 2011 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 2.1 (see the notes on this subject).

Definition of Concepts

1. Schooling rate

The schooling rate for a given level of education or a specific age group is the proportion of students who are attending school in relation to the total population for that age group.

Schooling rates are calculated by dividing school enrolments for a given age group by the total population for that age group on the same date.

This rate is presented in the appendix (Table 6) of the *Education Indicators*.

2. Enrolment rate

The enrolment rate measures the probability of enrolling in school. It is the proportion of the population that enrolls in a given type or level of education.

To calculate the enrolment rate for a given level of education, we first obtain the ratio between the number of new enrolments in a given age group and the total population for that age group (on September 30). The result is the enrolment rates by age group, which are then added together to obtain the proportion of a cohort enrolled in studies leading to the diploma or qualification in question.

Enrolment rates are presented in Sections 2.1 to 2.4 of the *Education Indicators*.

3. Probability of obtaining a diploma

The probability of obtaining a diploma or qualification is the proportion of the population that obtains a first diploma or qualification in a given level of education in a given year. In general, the probability of obtaining a first diploma is calculated by adding the rates for each age or age group. The concept of first diploma or qualification means that students who obtain more than one diploma or qualification are counted only once.

Probability of obtaining a secondary school diploma

The number of first diplomas obtained at each age group is divided by the total population for the corresponding age group. Adding up the rates for each age group results in the proportion (%) of a cohort that will obtain a secondary school diploma in the youth or adult sector.

See Section 5.1 of the *Education Indicators*.

4. Dropout rate (school leavers without a diploma or qualification)

The dropout rate (annual dropout) is defined as the proportion of the student population in a given school year that leaves school without obtaining a diploma or qualification. This indicator is calculated for school leavers in general education in the youth sector only.

The total number of school leavers is composed of students who dropped out that year and of students who obtained a first diploma or qualification recognized by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche.

Students who leave school without a diploma or qualification are those who meet the following two criteria: they do not obtain a diploma or qualification during the given year and are not enrolled anywhere in the Québec education system during the following year.

See Section 3.3 of the *Education Indicators*.

5. Academic success rate

The academic success rate measures the proportion of students enrolled in school who obtain a diploma or qualification.

Currently, the Ministère uses two ways of calculating the academic success rate: an observation of cohorts (longitudinal study) and an analysis of annual fluctuations in the number of school leavers. The *Education Indicators* uses the second approach since it is a means of rendering accounts to the public and the National Assembly. A Ministère that wants to account for the performance of the school system must have access to the most recent results, which is what an analysis of fluctuations provides. The longitudinal approach, although easier to explain and understand, does not provide such information. The data it provides are old or incomplete and require a longer follow-up period. Moreover, it would be difficult to compare on an international level. Nevertheless, the longitudinal approach does have advantages, as illustrated in the document on student flow.¹

The method used in the *Education Indicators* consists in analyzing annual fluctuations in the number of school leavers instead of following a cohort over a period of years. This methodology is applicable to each level of education and makes it possible to present results for each year. These results give the same values as those provided by the observation of cohorts, despite differences in the concepts.

The proposed concept therefore consists in measuring the success rate in a given level or cycle of education by calculating the proportion of new graduates among all students leaving school with or without a diploma or qualification.

Sections 3.1 and 3.2 of the *Education Indicators* measure academic success in vocational training and in general education in the adult sector.

6. Examination results

Sections 4.1 to 4.3 of the *Education Indicators* present the averages and results obtained on secondary school uniform examinations administered in June. Two types of data are included in these sections: the average mark and the success rate on secondary school examinations. This is a complement to the information contained in the annual document that provides results on the June uniform ministerial examinations.

The average mark is calculated by dividing the sum of the final marks by the number of students taking the examination. The success rate is calculated by dividing the number of students who passed the examination by the number of students taking the examination.

1. Ministère de l'Éducation du Québec, *Student Flow From Secondary School to University* (Québec: Gouvernement du Québec, 2004).¹



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