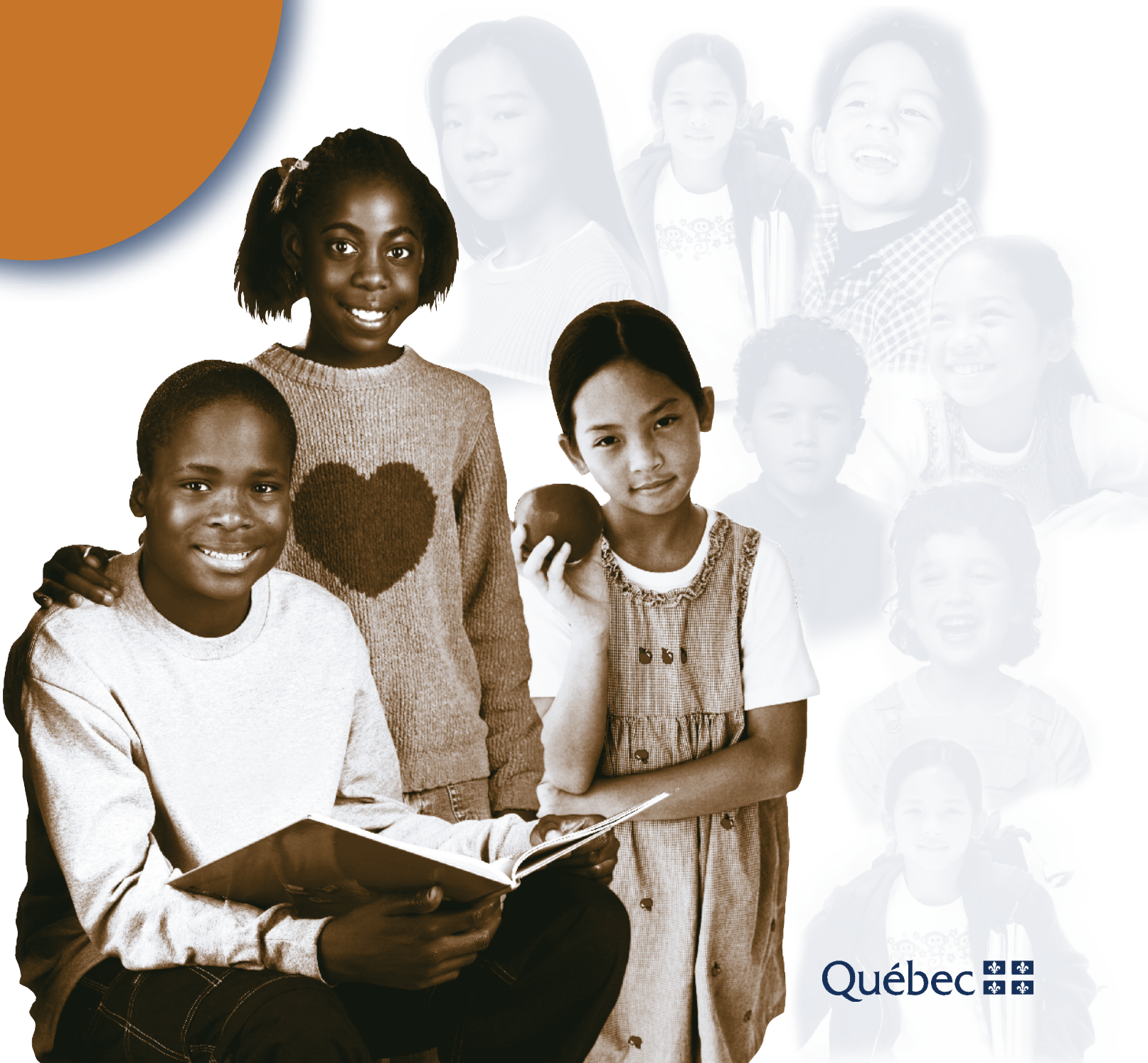
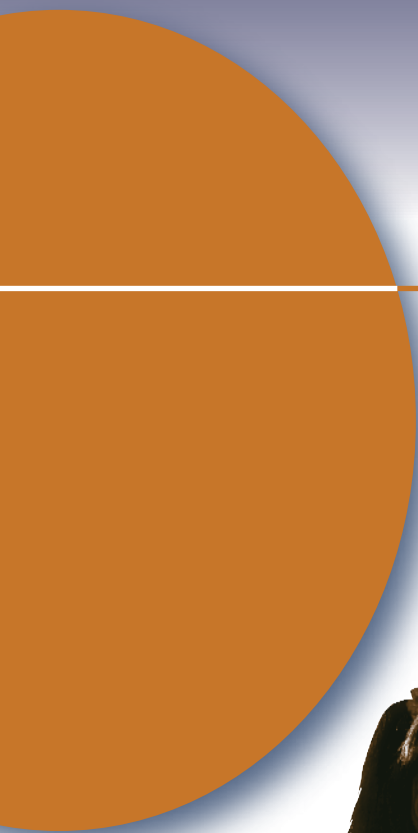


Educational Profile of Students From Immigrant Families: 1994-1995 to 2003-2004



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Text

Claudine Provencher

Direction de la recherche, des statistiques et des indicateurs

Contribution

Louise Fortin

Direction des services aux communautés culturelles

Hélène Gautron

Direction de la recherche, des statistiques et des indicateurs

Jacinthe Therrien

Direction des services aux communautés culturelles

Computer Processing

Nicole Dion

Direction de la recherche, des statistiques et des indicateurs

English Version

Direction de la production en langue anglaise

Secteur des services à la communauté anglophone

Design

Ideation

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Introduction

The arrival of migrants, be they from another country or another province, plays an important role in the growth of Québec's population, especially in the current context where, since 1971, not enough children are being born to replace generations.¹ Each year, Québec welcomes more immigrants from other countries than it loses citizens. Since 1996, between 30 000 and 40 000 immigrants have settled in Québec each year, whereas approximately 10 000 Canadians living in Québec leave the country (Duchesne, 2004). Although more Quebecers leave for another province than other Canadians come to settle here, the arrival of foreigners by far compensates for this loss. With immigration being part of Québec's history, Québec has a number of generations of immigrants, and this is reflected in Québec's ethnically and culturally diverse school population.

The main objective of this study was to identify trends regarding students from immigrant families over the past 10 years, according to various characteristics and in relation to the total student population. This study is a continuation of Guy Legault's work (Ministère de l'Éducation, 1995), which presented the profile of student cohorts that received welcoming and francization services from 1989-1990 to 1993-1994. The Direction des services aux communautés culturelles of the Ministère de l'Éducation, du Loisir et du Sport approached the Direction de la recherche, des statistiques et des indicateurs for an update to the Legault study. However, this current study focuses on a profile of all students from immigrant families rather than being limited to students benefiting from welcoming services and assistance in learning French. The comparison of the results of these two studies is therefore limited and is discussed primarily in Chapter II.

Chapter I presents the characteristics of students from immigrant families from 1994-1995 to 2003-2004 and describes how these students were selected for the study. Then, the study provides specific information on these students such as the school systems in which they are enrolled, the students' various mother tongues, and the regions in which the students were born.

Chapter II provides a similar portrait, but for students benefiting from welcoming services and assistance in learning French. The results are also compared to those of the student cohorts of 1989-1990 to 1993-1994 in Legault's study.

Chapter III discusses the academic delay experienced by students from immigrant families over the last 10 years in relation to Québec's total student population. Academic delay is broken down according to gender, the region in which the students were born, the date on which they were enrolled during the school year (that is, enrollment status) and whether they were declared a "student with handicaps, social maladjustments or learning difficulties" (SHSMLD).

Lastly, the appendixes contain additional information. Appendix A defines the different concepts used in the study, for example, the study population, the enrollment status for the school year and academic delay. It also presents the limitations of the study. Appendix B contains an exhaustive list of the mother tongues declared according to Malherbe's language groupings.² Appendix C presents all the birthplaces categorized according to Statistics Canada's country groupings.

1. A minimum of 2.1 children per family is required to replace two parents and to compensate for the mortality of young children (although this mortality rate is low).

2. Michel Malherbe has grouped languages using genetic classification, which is based on the genetic kinship of languages forming a language family. These languages therefore share the same linguistic origin and features.

1 THE CHARACTERISTICS OF STUDENTS FROM IMMIGRANT FAMILIES

This first chapter provides an overview of the situation of students from immigrant families in Québec, for the period from 1994-1995 to 2003-2004. First, we provide a definition of students from immigrant families, and examine certain aspects related to the school context of these students. Next, we analyze the mother tongue of students from immigrant families, using Michel Malherbe's language groupings (1983). Then, we look at the distribution of students according to where they and their parents were born. Lastly, we show the geographical distribution of students according to the administrative region in Québec in which they live, and we review the impact of being, or not being, declared SHSMLD.

1.1 Definition of Students From Immigrant Families

A student from an immigrant family is a student who was born outside of Canada (first generation) or who was born in Canada (second generation), but with one parent born outside of Canada, or whose mother tongue is neither French nor English.³ Students of aboriginal origin, that is, students whose mother tongue is an aboriginal language, were not considered students from immigrant families, because they are part of the "First Nations."⁴ Students who could not be considered students from an immigrant family were classified as "other students".

Table 1 shows the proportion of students from immigrant families by level of education⁵ for the school years 1994-1995, 1997-1998, 2000-2001 and 2003-2004. This proportion increased for all levels of education, from 13.7% in 1994-1995 to 18.1% in 2003-2004,⁶ and, in absolute numbers, from 158 910 to 201 314 over the same period. The number of students from immigrant families rose steadily, whereas the number of other students dropped. A Québec immigration policy resulting in an increase in the number of immigrant parents and children and a decrease in the number of births in Québec accounts for this difference. Also, as illustrated in Table 1, preschool and elementary school students tend to be second-generation students, whereas secondary school students are generally first and second generation.

3. There are also a small number of third-generation students.

4. Similarly, students of Inuit origin were not considered students from immigrant families.

5. Students were enrolled in general education in the youth sector.

6. Although the declaration of parents' birthplace improved over the years for all students (from 50% to 75% on average between 1994-1995 and 2003-2004), the increase in the number of students from immigrant families is not attributable to this factor. In fact, by defining the students concerned solely on the basis of their birthplace and mother tongue, an increase in students resulting from immigration was observed.

Students from immigrant families accounted for 13.7% of the total student population in preschool, elementary and secondary education in 1994-1995, and for 18.1% in 2003-2004.

TABLE

1

Students from immigrant families and total student population, by level of education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Study population	1994-1995								1997-1998							
	Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students from immigrant families	15 669	14.2	79 016	14.4	64 225	12.9	158 910	13.7	17 536	15.4	86 356	15.4	68 078	14.3	171 970	15.0
• Born outside of Canada	3 662	3.3	28 813	5.2	29 155	5.9	61 630	5.3	3 585	3.2	28 258	5.0	30 453	6.4	62 296	5.4
• Born in Canada, with one parent born outside of Canada ¹	10 982	9.9	42 461	7.7	24 692	5.0	78 135	6.8	12 498	11.0	51 992	9.3	30 657	6.5	95 147	8.3
Second generation	1 025	0.9	7 742	1.4	10 378	2.1	19 145	1.7	1 453	1.3	6 106	1.1	6 968	1.5	14 527	1.3
• Born in Canada, with a mother tongue other than French or English ¹																
Other students	94 739	85.8	470 532	85.6	432 273	87.1	997 544	86.3	95 988	84.6	474 651	84.6	406 624	85.7	977 263	85.0
All students	110 408	100.0	549 548	100.0	496 498	100.0	1 156 454	100.0	113 524	100.0	561 007	100.0	474 702	100.0	1 149 233	100.0

Study population	2000-2001								2003-2004							
	Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students from immigrant families	17 762	17.0	95 227	16.5	72 625	16.2	185 614	16.4	17 704	19.1	101 640	18.4	81 970	17.6	201 314	18.1
• Born outside of Canada	4 050	3.9	27 667	4.8	31 635	7.1	63 352	5.6	5 114	5.5	30 998	5.6	33 286	7.1	69 398	6.2
• Born in Canada, with one parent born outside of Canada ¹	9 411	9.0	60 358	10.4	36 334	8.1	106 103	9.4	8 625	9.3	58 587	10.6	44 728	9.6	111 940	10.1
Second generation	4 301	4.1	7 202	1.2	4 656	1.0	16 159	1.4	3 965	4.3	12 055	2.2	3 956	0.8	19 976	1.8
• Born in Canada, with a mother tongue other than French or English ¹																
Other students	86 639	83.0	483 074	83.5	374 494	83.8	944 207	83.6	74 772	80.9	449 930	81.6	384 943	82.4	909 645	81.9
All students	104 401	100.0	578 301	100.0	447 119	100.0	1 129 821	100.0	92 476	100.0	551 570	100.0	466 913	100.0	1 110 959	100.0

¹ These two categories are mutually exclusive, since a student would first select "parent born outside of Canada," and if that were not the case, then the student would select "a mother tongue other than French or English."

TABLE


**Students from immigrant families, by school system and level of education,
Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004**

School system	1994-1995								1997-1998							
	Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students from immigrant families¹	15 669		79 016		64 225		158 910		17 536		86 356		68 078		171 970	
Public	14 301	91.3	70 259	88.9	50 929	79.3	135 489	85.3	16 064	91.6	76 936	89.1	53 336	78.3	146 336	85.1
Private	1 368	8.7	8 755	11.1	13 287	20.7	23 410	14.7	1 471	8.4	9 414	10.9	14 721	21.6	25 606	14.9
• <i>Born outside of Canada</i>	3 662		28 813		29 155		61 630		3 585		28 258		30 453		62 296	
Public	3 351	91.5	26 523	92.1	24 715	84.8	54 589	88.6	3 313	92.4	25 843	91.5	25 415	83.5	54 571	87.6
Private	311	8.5	2 290	7.9	4 435	15.2	7 036	11.4	272	7.6	2 414	8.5	5 022	16.5	7 708	12.4
• <i>Born in Canada, with one parent born outside of Canada</i>	10 982		42 461		24 692		78 135		12 498		51 992		30 657		95 147	
Public	10 278	93.6	38 015	89.5	17 397	70.5	65 690	84.1	11 688	93.5	46 946	90.3	22 039	71.9	80 673	84.8
Private	704	6.4	4 446	10.5	7 294	29.5	12 444	15.9	810	6.5	5 045	9.7	8 613	28.1	14 468	15.2
• <i>Born in Canada, with a mother tongue other than French or English</i>	1 025		7 742		10 378		19 145		1 453		6 106		6 968		14 527	
Public	672	65.6	5 721	73.9	8 817	85.0	15 210	79.4	1 063	73.2	4 147	67.9	5 882	84.4	11 092	76.4
Private	353	34.4	2 019	26.1	1 558	15.0	3 930	20.5	389	26.8	1 955	32.0	1 086	15.6	3 430	23.6
All students	110 408		549 548		496 498		1 156 454		113 524		561 007		474 702		1 149 233	
Public	106 037	96.0	523 360	95.2	419 350	84.5	1 048 747	90.7	108 854	95.9	533 561	95.1	399 496	84.2	1 041 911	90.7
Private	3 829	3.5	24 399	4.4	76 086	15.3	104 314	9.0	3 966	3.5	25 336	4.5	73 725	15.5	103 027	9.0
Government	542	0.5	1 789	0.3	1 062	0.2	3 393	0.3	704	0.6	2 110	0.4	1 481	0.3	4 295	0.4

School system	2000-2001								2003-2004							
	Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students from immigrant families¹	17 762		95 227		72 625		185 614		17 704		101 640		81 970		201 314	
Public	16 128	90.8	84 491	88.7	56 930	78.4	157 549	84.9	15 966	90.2	90 242	88.8	64 812	79.1	171 020	85.0
Private	1 633	9.2	10 731	11.3	15 679	21.6	28 043	15.1	1 738	9.8	11 398	11.2	17 158	20.9	30 294	15.0
• <i>Born outside of Canada</i>	4 050		27 667		31 635		63 352		5 114		30 998		33 286		69 398	
Public	3 708	91.6	25 083	90.7	25 812	81.6	54 603	86.2	4 710	92.1	28 153	90.8	27 070	81.3	59 933	86.4
Private	342	8.4	2 584	9.3	5 818	18.4	8 744	13.8	404	7.9	2 845	9.2	6 216	18.7	9 465	13.6
• <i>Born in Canada, with one parent born outside of Canada</i>	10 899		58 409		34 487		103 795		8 625		58 587		44 728		111 940	
Public	10 105	92.7	52 675	90.2	25 939	75.2	88 719	85.5	7 860	91.1	52 599	89.8	35 172	78.6	95 631	85.4
Private	794	7.3	5 733	9.8	8 544	24.8	15 071	14.2	765	8.9	5 988	10.2	9 556	21.4	16 309	14.6
• <i>Born in Canada, with a mother tongue other than French or English</i>	2 961		6 382		5 100		14 443		3 965		12 055		3 956		19 976	
Public	2 497	84.3	4 388	68.8	3 920	76.9	10 805	74.8	3 396	85.6	9 490	78.7	2 570	65.0	15 456	77.4
Private	462	15.6	1 991	31.2	1 177	23.1	3 630	25.1	569	14.4	2 565	21.3	1 386	35.0	4 520	22.6
All students	106 451		574 980		453 859		1 135 290		92 476		551 570		466 913		1 110 959	
Public	101 986	95.8	546 284	95.0	379 771	83.7	1 028 041	90.6	87 612	94.7	520 452	94.4	384 133	82.3	992 197	89.3
Private	3 993	3.8	26 985	4.7	72 982	16.1	103 960	9.2	4 426	4.8	29 508	5.3	81 613	17.5	115 547	10.4
Government	472	0.4	1 711	0.3	1 106	0.2	3 289	0.3	438	0.5	1 610	0.3	1 167	0.2	3 215	0.3

1. Since very few students from immigrant families attended government schools, these figures were not included in the table.

1.2 Aspects Related to School Context

Aspects related to the school context that apply to students from immigrant families more specifically concern the school system in which they are enrolled, the language of instruction in that system and the students' enrollment status for the school year.

In 1994-1995, 85.3% of students from immigrant families attended public schools, compared with 90.7% of the total student population. In 2003-2004, these proportions stood at 85.0% and 89.3%, respectively.

All students in general education in the youth sector in Québec, be it in a public, private or government school, were included in the population studied. Students were also grouped by sector (French and English). Table 2 shows that, in comparison with the total student population, proportionately fewer students from immigrant families attended public schools (this was especially true of second-generation students), and it was the private sector that benefited from this situation. In 1994-1995, 88.6% of immigrant students, 84.1% of students with at least one parent born outside of Canada and 79.4% of students whose mother tongue was neither French nor English were enrolled in public schools, compared with 90.7% of the total student population. These proportions dropped during the subsequent decade to 86.4%, 85.4%, 77.4% and 89.3%, respectively, in 2003-2004.

Except in 2003-2004, immigrant students or students with one immigrant parent tended to enroll in private school for their secondary studies. More students whose mother tongue was neither French nor English attended private school, starting in preschool or elementary education.

The official languages of instruction in Québec are French and English. A not insignificant proportion of the students from immigrant families attended schools where the language of instruction is English. Although the Québec *Charter of the French Language and the Canadian Charter of Rights and Freedoms* allows this under certain conditions,⁷ it is possible that various amendments influenced the number of students studying in English. In elementary school, particularly in the public system, students from immigrant families are offered an opportunity to become more familiar with their heritage language and culture by means of the PELO program (*Programme d'enseignement des langues d'origine*)⁸, shown in Table 3 under the category of French or English and heritage language. In secondary school, a limited number of students took courses in their heritage language and only Italian courses were given in the English public system. The largest number of elementary school students enrolled in PELO courses were taking courses in Italian in the English public system.

In 1994-1995, 66.8% of second-generation students studied in French, compared with 89.9% of the total student population. In 2003-2004, the proportions were 68.4% and 88.4%, respectively.

7. Refer to the chronological summary of laws that have been passed in matters related to language of instruction in Québec at <<http://www.oqlf.gouv.qc.ca/charte/reperes/reperes.html>>. Also refer to section 23 of the *Canadian Charter of Rights and Freedoms* entitled "Minority Language Educational Rights" (Canada clause) at <http://laws.justice.gc.ca/fr/charte/const_en.html>. Note that the Canada clause was incorporated into Québec's *Charter of the French Language* in 1993. The current and previous versions of the Charter may be consulted in order to find hypotheses accounting for the results observed in the study since the study covers the period from 1994-1995 to 2003-2004.

8. The PELO measure authorizes certain school boards to offer courses to improve knowledge of a heritage language and culture, providing that the number of students within the same ethnic group is sufficiently large and that the school board has been given funding in the past (that is, has already received this subsidy in its funding parameters). These courses are given outside of class hours, excluding Saturdays and Sundays and holidays for students, as outlined in the school calendar in the basic school regulations (Ministère de l'Éducation, 2004).

TABLE


Students from immigrant families and total student population, by language of instruction and level of education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Language of instruction	1994-1995				1997-1998			
	Preschool N %	Elementary N %	Secondary N %	Total N %	Preschool N %	Elementary N %	Secondary N %	Total N %
Students from immigrant families								
• <i>First-generation students</i>	3 662	28 813	29 155	61 630	3 585	28 258	30 453	62 296
French	3 294 90.0	24 890 86.4	26 493 90.9	54 677 88.7	3 284 91.6	24 651 87.2	27 673 90.9	55 608 89.3
English	368 10.0	2 619 9.1	2 662 9.1	5 649 9.2	301 8.4	2 537 9.0	2 780 9.1	5 618 9.0
French and heritage language (PELO)	0 0.0	1 258 4.4	0 0.0	1 258 2.0	0 0.0	1 025 3.6	0 0.0	1 025 1.6
English and heritage language (PELO)	0 0.0	46 0.2	0 0.0	46 0.1	0 0.0	45 0.2	0 0.0	45 0.1
• <i>Second-generation students¹</i>	12 007	50 203	35 070	97 280	13 951	58 098	37 625	109 674
French	8 667 72.2	33 314 66.4	23 011 65.6	64 992 66.8	10 385 74.4	37 888 65.2	24 522 65.2	72 795 66.4
English	3 339 27.8	13 706 27.3	11 970 34.1	29 015 29.8	3 553 25.5	16 841 29.0	13 103 34.8	33 497 30.5
French and heritage language (PELO)	1 0.0	1 089 2.2	0 0.0	1 090 1.1	1 0.0	1 315 2.3	0 0.0	1 316 1.2
English and heritage language (PELO)	0 0.0	2 094 4.2	89 0.3	2 183 2.2	10 0.1	2 053 3.5	0 0.0	2 063 1.9
All students	110 408	549 548	496 498	1 156 454	113 524	567	474 702	1 149 233
French	99 303 89.9	491 148 89.4	449 311 90.5	1 039 762 89.9	101 668 89.6	499 303 89.0	428 160 90.2	1 029 131 89.5
English	10 241 9.3	52 045 9.5	47 053 9.5	109 339 9.5	10 808 9.5	54 785 9.8	46 531 9.8	112 124 9.8
French and heritage language (PELO)	1 0.0	2 485 0.5	12 0.0	2 498 0.2	1 0.0	2 550 0.5	11 0.0	2 562 0.2
English and heritage language (PELO)	0 0.0	2 968 0.5	115 0.0	3 083 0.3	10 0.0	2 914 0.5	0 0.0	2 924 0.3
Aboriginal	863 0.8	902 0.2	7 0.0	1 772 0.2	1 037 0.9	1 455 0.3	0 0.0	2 492 0.2

Language of instruction	2000-2001				2003-2004			
	Preschool N %	Elementary N %	Secondary N %	Total N %	Preschool N %	Elementary N %	Secondary N %	Total N %
Students from immigrant families								
• <i>First-generation students</i>	4 050	27 667	31 635	63 352	5 114	30 998	33 286	69 398
French	3 691 91.1	24 388 88.1	28 541 90.2	56 620 89.4	4 742 92.7	27 643 89.2	30 005 90.1	62 390 89.9
English	352 8.7	2 502 9.0	3 090 9.8	5 944 9.4	367 7.2	2 587 8.3	3 279 9.9	6 233 9.0
French and heritage language (PELO)	3 0.1	688 2.5	2 0.0	693 1.1	4 0.1	674 2.2	0 0.0	678 1.0
English and heritage language (PELO)	3 0.1	89 0.3	2 0.0	94 0.1	0 0.0	94 0.3	2 0.0	96 0.1
• <i>Second-generation students¹</i>	13 712	67 560	40 990	122 262	12 590	70 642	48 684	131 916
French	10 394 75.8	45 239 67.0	26 393 64.4	82 026 67.1	9 644 76.6	48 729 69.0	31 798 65.3	90 171 68.4
English	3 222 23.5	18 339 27.1	14 556 35.5	36 117 29.5	2 922 23.2	17 782 25.2	16 846 34.6	37 550 28.5
French and heritage language (PELO)	0 0.0	1 455 2.2	1 0.0	1 456 1.2	4 0.0	1 446 2.0	0 0.0	1 450 1.1
English and heritage language (PELO)	95 0.7	2 523 3.7	40 0.1	2 658 2.2	20 0.2	2 685 3.8	40 0.1	2 745 2.1
All students	104 400	578 301	447 119	1 129 820	92 476	551 570	466 913	1 110 959
French	92 888 89.0	511 911 88.5	399 959 89.5	4 758 89.9	82 075 88.8	484 916 87.9	415 470 89.0	982 461 88.4
English	10 362 9.9	58 696 10.1	47 072 10.5	116 130 10.3	9 370 10.1	58 779 10.7	51 368 11.0	119 517 10.8
French and heritage language (PELO)	3 0.0	2 270 0.4	34 0.0	2 307 0.2	9 0.0	2 341 0.4	20 0.0	2 370 0.2
English and heritage language (PELO)	149 0.1	3 787 0.7	52 0.0	3 988 0.4	24 0.0	3 903 0.7	49 0.0	3 976 0.4
Aboriginal	998 1.0	1 637 0.3	2 0.0	2 637 0.2	998 1.1	1 631 0.3	6 0.0	2 635 0.2

1. Three students in 1997-1998 and five students in 2000-2001 received instruction in an aboriginal language.

Table 3 shows that second-generation students from immigrant families were more likely than the total student population to study in English. In 1994-1995, this was the case for 29.8% of second-generation students from immigrant families, compared with 9.5% of the total student population. In 2003-2004, these proportions stood at 28.5% and 10.8%, respectively. During the study period, a number of students from immigrant families took PELO courses, mainly in elementary school: in 1994-1995, 4.6% of first-generation students and 6.4% of second-generation students, and in 2003-2004, 2.5% and 5.8%, respectively. Lastly, the proportion of first-generation students from immigrant families receiving instruction in French was comparable to that of the total student population, that is, 88.7% in 1994-1995 and 89.9% in 2003-2004. For second-generation students, the proportions were lower (66.8% and 68.4%, respectively).

Newly arrived students may enroll in Québec schools at any time during the school year, which is why this study takes into account both students enrolled as of September 30 of the school year and students enrolling during the year.⁹

9. A methodological difference was noted in the official data of the Ministère de l'Éducation, du Loisir et du Sport, which each year publishes a portrait of student enrollments as of September 30.

10. For more information on this variable and its limitations, refer to Appendix A.

11. Only elementary and secondary school students were included. The majority of students in preschool education were considered "new students," since, by definition, students begin their schooling in Québec in preschool. The majority of preschool students begin in kindergarten for 5-year-olds. Only a minority, in particular in disadvantaged communities, have access to kindergarten for 4-year-olds, and these students were considered "former students" in preschool education in Table 4.

Table 4 demonstrates the distribution of students from immigrant families according to their enrollment status for the school year: new students enrolled as of or after September 30. A new student enrolled as of September 30 is a student who has not been in the school system during the preceding four years. If such is not the case, the student is considered a former student as of September 30. Students counted after September 30 are automatically considered new students.¹⁰

According to Table 4, in elementary and secondary school,¹¹ students from immigrant families were more likely than all the other students to be new students. In 1994-1995, in elementary and secondary school, 5.5% of students from immigrant families were newly enrolled as of September 30 and 2.8% were enrolled during the year. The proportions dropped slightly in 2003-2004, to 4.4% and 2.2%, respectively. This decrease may be related to the increase over time in the number of second-generation students, more of whom are considered former students. For the total elementary and secondary school student population, the proportions of newly enrolled students as of and after September 30 was 1.0% and 0.7% in both 1994-1995 and 2003-2004.¹²

12. The majority were students from immigrant families; however, a small proportion of new students were other students. Possible reasons include migration from another province, returning after a prolonged absence due to illness, and returning to secondary school after having dropped out. Although not very likely, it is possible that certain second-generation students from immigrant families were not included, for example, students reporting French or English as the mother tongue of immigrant parents who did not declare a birthplace.

In 1994-1995, 8.3% of students from immigrant families in elementary and secondary school were new to the Québec school system. This proportion was 6.6% in 2003-2004 and did not exceed 2% of the total student population.

TABLE

4

Enrollment status for the school year of students from immigrant families and the total student population, by level of education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Enrollment Status	1994-1995								1997-1998							
	Preschool		Elementary		Secondary		Elementary-Secondary		Preschool		Elementary		Secondary		Elementary-Secondary	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students from immigrant families	15 669		79 016		64 225		143 241		17 536		86 356		68 078		154 434	
Former students	1 817	11.6	72 686	92.0	58 698	91.4	131 384	91.7	2 761	15.7	80 800	93.6	63 075	92.7	143 875	93.2
New students enrolled as of 30/09	13 263	84.6	4 588	5.8	3 251	5.1	7 839	5.5	14 411	82.2	4 261	4.9	2 950	4.3	7 211	4.7
New students enrolled after 30/09	589	3.8	1 742	2.2	2 276	3.5	4 018	2.8	364	2.1	1 295	1.5	2 053	3.0	3 348	2.2
All students	110 408		549 548		496 498		1 046 046		113 524		561 007		474 702		1 035 709	
Former students	8 400	7.6	540 704	98.4	487 229	98.1	1 027 933	98.3	17 761	15.6	552 943	98.6	465 887	98.1	1 018 830	98.4
New students enrolled as of 30/09	95 531	86.5	6 683	1.2	4 217	0.8	10 900	1.0	93 836	82.7	6 331	1.1	3 743	0.8	10 074	1.0
New students enrolled after 30/09	6 477	5.9	2 161	0.4	5 052	1.0	7 213	0.7	1 927	1.7	1 733	0.3	5 072	1.1	6 805	0.7

Enrollment Status	2000-2001								2003-2004							
	Preschool		Elementary		Secondary		Elementary-Secondary		Preschool		Elementary		Secondary		Elementary-Secondary	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students from immigrant families	17 762		95 227		72 625		167 852		17 704		101 640		81 970		183 610	
Former students	2 788	15.7	89 091	93.6	67 239	92.6	156 330	93.1	2 844	16.1	95 223	93.7	76 247	93.0	171 470	93.4
New students enrolled as of 30/09	14 541	81.9	4 235	4.4	3 151	4.3	7 386	4.4	14 401	81.3	4 611	4.5	3 437	4.2	8 048	4.4
New students enrolled after 30/09	433	2.4	1 901	2.0	2 235	3.1	4 136	2.5	459	2.6	1 806	1.8	2 286	2.8	4 092	2.2
All students	104 401		578 301		447 119		1 025 420		92 476		551 570		466 913		1 018 483	
Former students	15 732	15.1	569 876	98.5	437 644	97.9	1 007 520	98.3	15 731	17.0	542 824	98.4	457 197	97.9	1 000 021	98.2
New students enrolled as of 30/09	86 226	82.6	5 982	1.0	3 908	0.9	9 890	1.0	75 801	82.0	6 249	1.1	4 343	0.9	10 592	1.0
New students enrolled after 30/09	2 443	2.3	2 443	0.4	5 567	1.2	8 010	0.8	944	1.0	2 497	0.5	5 373	1.2	7 870	0.8

1.3 Students' Mother Tongue

The mother tongues of students from immigrant families may be classified according to various linguistic groupings. Malherbe's language groupings were used for this study¹³ in order to ensure consistency with the Ministère's other projects (Legault, 1995), and because this grouping is recognized by the scientific linguistic community. In spite of the large number of languages reported, that is, 237 since 1994, approximately 80% of students from immigrant families had one of the following mother tongues: French, English, Arabic, Spanish, Italian, Creole, Chinese, Vietnamese, Greek and Portuguese.

13. Appendix B provides Malherbe's language groupings.

In 1994-1995, 47.2% of students from immigrant families had a Latin Indo-European mother tongue (including French, Spanish, Italian and Portuguese), 15.6% had a Germanic Indo-European mother tongue (including English), and 7.2% had a Semitic mother tongue (including Arabic). In 2003-2004, the proportions were 46.0%, 15.1% and 9.7%, respectively.

Table 5 presents the distribution of students from immigrant families for the last 10 years according to the classification of their mother tongue. First, it can be observed that **Latin Indo-European languages** accounted for the largest proportion of students: 47.2% in 1994-1995 and 46.0% in 2003-2004. This can be explained by the fact that **French, Spanish, Italian and Portuguese**, which belong to this language group, were among the 10 mother tongues most frequently reported by students from immigrant families during the study period. The proportion of students from immigrant families declaring French as their

mother tongue rose from 26.9% to 29.0% between 1994-1995 and 2003-2004 (Table D1, Appendix D). Certain hypotheses may account for this situation, including the fact that second-generation students were more likely to report French as their mother tongue than first-generation students, and second-generation students made up the majority of students from immigrant families. It should be mentioned that prior knowledge of French is a favourable factor for immigration in Québec (Ministère de l'Immigration et des Communautés culturelles, 2005; Ministère des Communautés culturelles et de l'Immigration du Québec,

TABLE



Grouping of mother tongues of students from immigrant families, by level of education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Languages	1994-1995								1997-1998								
	Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Indo-European																	
Latin	6 899	44.0	37 088	46.9	31 070	48.4	75 057	47.2	8 071	46.0	39 239	45.4	32 210	47.3	79 520	46.2	
Germanic	2 975	19.0	13 145	16.6	8 712	13.6	24 832	15.6	2 843	16.2	15 653	18.1	10 367	15.2	28 863	16.8	
Slavic	435	2.8	2 660	3.4	2 098	3.3	5 193	3.3	429	2.4	3 364	3.9	2 810	4.1	6 603	3.8	
Isolates	516	3.3	3 339	4.2	3 749	5.8	7 604	4.8	573	3.3	3 072	3.6	2 858	4.2	6 503	3.8	
Iranian	150	1.0	825	1.0	582	0.9	1 557	1.0	245	1.4	1 116	1.3	860	1.3	2 221	1.3	
of India	532	3.4	2 004	2.5	1 129	1.8	3 665	2.3	667	3.8	2 593	3.0	1 519	2.2	4 779	2.8	
Dravidian	210	1.3	673	0.9	333	0.5	1 216	0.8	325	1.9	967	1.1	436	0.6	1 728	1.0	
Semitic	1 236	7.9	5 886	7.4	4 309	6.7	11 431	7.2	1 425	8.1	6 381	7.4	4 823	7.1	12 629	7.3	
Agglutinate	114	0.7	936	1.2	847	1.3	1 897	1.2	131	0.7	826	1.0	873	1.3	1 830	1.1	
Asian tonal	1 170	7.5	5 564	7.0	4 940	7.7	11 674	7.3	1 212	6.9	5 614	6.5	4 776	7.0	11 602	6.7	
Indonesian	375	2.4	1 623	2.1	1 281	2.0	3 279	2.1	444	2.5	1 737	2.0	1 517	2.2	3 698	2.2	
Black African	96	0.6	544	0.7	375	0.6	1 015	0.6	212	1.2	902	1.0	629	0.9	1 743	1.0	
Pidgins and creoles	910	5.8	3 683	4.7	3 433	5.3	8 026	5.1	891	5.1	4 483	5.2	3 311	4.9	8 685	5.1	
Other	51	0.3	1 046	1.3	1 356	2.1	2 453	1.5	68	0.4	409	0.5	1 089	1.6	1 566	0.9	
Unspecified	0	0.0	0	0.0	11	0.0	11	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Total	15 669	100.0	79 016	100.0	64 225	100.0	158 910	100.0	17 536	100.0	86 356	100.0	68 078	100.0	171 970	100.0	

Languages	2000-2001								2003-2004								
	Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Indo-European																	
Latin	7 625	42.9	44 571	46.8	33 770	46.5	85 966	46.3	7 625	43.1	46 705	46.0	38 305	46.7	92 635	46.0	
Germanic	2 390	13.5	15 808	16.6	11 778	16.2	29 976	16.1	2 256	12.7	14 923	14.7	13 217	16.1	30 396	15.1	
Slavic	443	2.5	3 109	3.3	3 067	4.2	6 619	3.6	479	2.7	3 152	3.1	3 382	4.1	7 013	3.5	
Isolates	528	3.0	3 171	3.3	2 461	3.4	6 160	3.3	515	2.9	3 204	3.2	2 373	2.9	6 092	3.0	
Iranian	236	1.3	1 343	1.4	1 005	1.4	2 584	1.4	252	1.4	1 543	1.5	1 240	1.5	3 035	1.5	
of India	979	5.5	3 200	3.4	2 097	2.9	6 276	3.4	1 130	6.4	3 887	3.8	2 688	3.3	7 705	3.8	
Dravidian	550	3.1	1 427	1.5	684	0.9	2 661	1.4	499	2.8	1 781	1.8	966	1.2	3 246	1.6	
Semitic	1 902	10.7	8 177	8.6	5 471	7.5	15 550	8.4	2 127	12.0	10 796	10.6	6 545	8.0	19 468	9.7	
Agglutinate	208	1.2	727	0.8	908	1.3	1 843	1.0	208	1.2	1 042	1.0	822	1.0	2 072	1.0	
Asian tonal	1 381	7.8	5 984	6.3	4 856	6.7	12 221	6.6	1 201	6.8	6 872	6.8	5 241	6.4	13 314	6.6	
Indonesian	449	2.5	1 835	1.9	1 426	2.0	3 710	2.0	398	2.2	1 923	1.9	1 492	1.8	3 813	1.9	
Black African	328	1.8	1 337	1.4	1 016	1.4	2 681	1.4	411	2.3	1 775	1.7	1 415	1.7	3 601	1.8	
Pidgins and creoles	657	3.7	4 139	4.3	3 462	4.8	8 258	4.4	548	3.1	3 696	3.6	3 858	4.7	8 102	4.0	
Other	86	0.5	399	0.4	624	0.9	1 109	0.6	55	0.3	341	0.3	426	0.5	822	0.4	
Unspecified	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Total	17 762	100.0	95 227	100.0	72 625	100.0	185 614	100.0	17 704	100.0	101 640	100.0	81 970	100.0	201 314	100.0	

1990). Lastly, certain communities tend to report French as the mother tongue,¹⁴ whereas they in fact have more than one mother tongue (for example, the Haitian community, where a number of members have been speaking French and Creole since birth).

The second largest group of languages represented are the **Germanic Indo-European languages**, which accounted for some 15% to 17% of students from immigrant families during the study period. This result is not surprising since **English** falls into this group and was the second most frequently reported mother tongue by students from immigrant families: 14.4% in 1994-1995 and 14.1% in 2003-2004 (Table D1, Appendix D). Also, a number of students from immigrant families come from the United States or other Canadian provinces, where the official language is English (with the exception of New Brunswick, where French and English are the two official languages). It should be noted that certain cultural communities, including the Italian community, have adopted English as the second home language. Indeed, many parents who attended English school before the adoption of Bill 101 have passed on English to their children.

The Asian tonal languages, Semitic languages and pidgin and creole languages accounted for 7.3%, 7.2% and 5.1%, respectively, of the mother tongues reported by students from immigrant families in 1994-1995. These language groups have evolved differently in the past decade, such that in 2003-2004, their proportion was 6.6%, 9.7% and 4.0%, respectively. The most widely reported languages within each group were the following: **Vietnamese** and **Chinese (Asian tonal languages)**, **Arabic (Semitic languages)** and **Creole (pidgin and creole languages)**.

14. The school enrollments declaration system for general education in the youth sector, which compiles data on students in general education in the youth sector, including figures on mother tongue, allows only one mother tongue to be declared, contrary to the Canada census, which allows more than one mother tongue to be reported (Statistics Canada, 2003). It should be mentioned that when declaring a language as the mother tongue, this language must still be understood.

1.4 Place of Birth of Students and Their Parents

An individual's cultural identification is reinforced not only by the mother tongue, but also by the place of birth. Thus, birthplaces were grouped using Statistics Canada's geographic categories (2003).¹⁵ The major regions in the world are North America, Central America, the Caribbean and Bermuda, South America, Western Europe, Eastern Europe, Northern Europe, Southern Europe, Western Africa, Eastern Africa, North Africa, Central Africa, Southern Africa, the Middle East, West Central Asia, Eastern Asia, South East Asia, Southern Asia and Oceania. For the purposes of this study, North America was broken down as follows for the students' birthplace: Québec, Canada without Québec, and North America without Canada. Given the definition of a student from an immigrant family, we included Québec in the rest of Canada for the parents' region of birth.

Table 6 presents the regions of birth of students from immigrant families for 1994-1995 and 2003-2004. Students born in Québec were the majority at 58.9% (93 589) in 1994-1995 and 63.1% (126 940) in 2003-2004. Their number increased at a more rapid pace than for the total of students from immigrant families. In other words, there were more second-generation students than first-generation students.

15. The Ministère de l'Immigration et des Communautés culturelles du Québec also uses this grouping. For more information on the definition of this grouping, refer to Appendix A. Appendix C contains the country groupings according to Statistics Canada's classification.

In 2003-2004, 63.1% of students from immigrant families were born in Québec, 3.8% in East Asia (People's Republic of China—including Hong Kong—, Taiwan, etc.), 3.5% in Western Europe (in particular, West Germany and Belgium), 3.4% in North Africa (in particular, Morocco and Algeria), 3.2% in the Caribbean and Bermuda (Haiti, Dominican Republic, Jamaica, etc.) and 3.1% in Eastern Europe (Romania, Russia, Bulgaria, etc.). Less than 2% of students from immigrant families were born in other parts of the world.

Moreover, the number of students born in the **Caribbean and Bermuda** (e.g. **Haiti, Dominican Republic** and **Jamaica**) decreased, contrary to the general trend, from 7 253 in 1994-1995 to 6 378 in 2003-2004 (from 4.6% to 3.2%). Students from the Caribbean and Bermuda were born primarily in Haiti. The scenario was the same for students born in **Central America** (**El Salvador, Guatemala** and **Mexico**, in particular), since their number dropped between 1994-1995 and 2003-2004, from 4 916 (3.1%) to 3 327 (1.7%).

A decrease in the number of students born in the **Middle East** (including **Lebanon, Syria** and **Israel**) was observed between 1994-1995 and 2003-2004, dropping from 6 803 (4.3%) to 4 365 (2.2%). Students from the Middle East originated primarily from Lebanon.

The same trend was observed for students born in **South East Asia** (e.g. **Vietnam, the Philippines** and **Thailand**), as their number went from 4 948 (3.1%) to 2 454 (1.2%) during the same decade. However, when the total student population born in Asia is considered, their number increased between 1994-1995 and 2003-2004 because the number of students born in **East Asia** (in the **People's Republic of China**—including **Hong Kong**—, in **Taiwan**, etc.) rose from 4 128 (2.6%) to 7 732 (3.8%) and the number of students born in **Southern Asia** (including **Pakistan, Sri Lanka, India** and **Bangladesh**) increased from 3 022 (1.9%) to 4 844 (2.4%).

TABLE



Region of birth of students from immigrant families, by level of education, Québec, 1994-1995 and 2003-2004

Region of birth	1994-1995								2003-2004							
	Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Québec	11 618	74.1	48 209	61.0	33 762	52.6	93 589	58.9	12 169	68.7	68 057	67.0	46 714	57.0	126 940	63.1
Canada without Québec	390	2.5	1 994	2.5	1 308	2.0	3 692	2.3	422	2.4	2 587	2.5	1 970	2.4	4 979	2.5
North America without Canada	277	1.8	1 845	2.3	1 058	1.6	3 180	2.0	406	2.3	1 646	1.6	1 466	1.8	3 518	1.7
Central America	171	1.1	2 187	2.8	2 558	4.0	4 916	3.1	181	1.0	1 345	1.3	1 801	2.2	3 327	1.7
Caribbean and Bermuda	352	2.2	2 876	3.6	4 025	6.3	7 253	4.6	365	2.1	2 467	2.4	3 546	4.3	6 378	3.2
South America	231	1.5	1 837	2.3	1 933	3.0	4 001	2.5	315	1.8	2 278	2.2	2 544	3.1	5 137	2.6
Western Europe	387	2.5	2 372	3.0	1 855	2.9	4 614	2.9	477	2.7	3 192	3.1	3 446	4.2	7 115	3.5
Eastern Europe	340	2.2	2 306	2.9	2 095	3.3	4 741	3.0	451	2.5	2 600	2.6	3 168	3.9	6 219	3.1
Northern Europe	54	0.3	337	0.4	389	0.6	780	0.5	66	0.4	377	0.4	336	0.4	779	0.4
Southern Europe	137	0.9	1 232	1.6	1 201	1.9	2 570	1.6	89	0.5	924	0.9	1 323	1.6	2 336	1.2
Western Africa	50	0.3	392	0.5	339	0.5	781	0.5	73	0.4	519	0.5	673	0.8	1 265	0.6
Eastern Africa	71	0.5	517	0.7	458	0.7	1 046	0.7	129	0.7	591	0.6	766	0.9	1 486	0.7
North Africa	224	1.4	1 450	1.8	985	1.5	2 659	1.7	656	3.7	3 516	3.5	2 738	3.3	6 910	3.4
Central Africa	62	0.4	325	0.4	229	0.4	616	0.4	122	0.7	1 059	1.0	1 042	1.3	2 223	1.1
Southern Africa	8	0.1	63	0.1	49	0.1	120	0.1	7	0.0	51	0.1	38	0.0	96	0.0
Middle East	467	3.0	3 468	4.4	2 868	4.5	6 803	4.3	264	1.5	1 672	1.6	2 429	3.0	4 365	2.2
West Central Asia	99	0.6	1 111	1.4	1 001	1.6	2 211	1.4	107	0.6	1 225	1.2	1 616	2.0	2 948	1.5
Eastern Asia	237	1.5	1 770	2.2	2 121	3.3	4 128	2.6	825	4.7	4 319	4.2	2 588	3.2	7 732	3.8
South East Asia	154	1.0	1 861	2.4	2 933	4.6	4 948	3.1	194	1.1	968	1.0	1 292	1.6	2 454	1.2
Southern Asia	267	1.7	1 674	2.1	1 081	1.7	3 022	1.9	367	2.1	2 113	2.1	2 364	2.9	4 844	2.4
Oceania	11	0.1	92	0.1	82	0.1	185	0.1	17	0.1	77	0.1	82	0.1	176	0.1
Other	61	0.4	1 096	1.4	1 862	2.9	3 019	1.9	2	0.0	57	0.1	25	0.0	84	0.0
Missing value	1	0.0	2	0.0	33	0.1	36	0.0	0	0.0	0	0.0	3	0.0	3	0.0
Total	15 669	100.0	79 016	100.0	64 225	100.0	158 910	100.0	17 704	100.0	101 640	100.0	81 970	100.0	201 314	100.0



Main birthplaces of students from immigrant families, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Place of birth	1994-1995		Place of birth	1997-1998	
	N	%		N	%
Québec	93 589	58.9	Québec	105 393	61.3
Haiti	5 377	3.4	Haiti	5 112	3.0
Lebanon	3 988	2.5	United States	3 247	1.9
United States	3 176	2.0	France	3 155	1.8
France	2 523	1.6	Lebanon	3 040	1.8
Ontario	2 425	1.5	Ontario	3 006	1.7
El Salvador	1 957	1.2	China, Peo. Rep. ^b	2 683	1.6
Vietnam	1 947	1.2	Romania	1 681	1.0
Hong Kong	1 590	1.0	Algeria	1 633	0.9
Romania	1 469	0.9	Germany ^a	1 420	0.8
Poland	1 314	0.8	El Salvador	1 397	0.8
Portugal	1 207	0.8	Vietnam	1 240	0.7
Germany ^a	1 147	0.7	Morocco	1 151	0.7
Peru	1 075	0.7	Peru	1 136	0.7
Guatemala	1 040	0.7	Russia ^d	1 102	0.6
Iran	994	0.6	Bangladesh	1 076	0.6
Morocco	977	0.6	Chile	1 031	0.6
Philippines	948	0.6	Sri Lanka	1 025	0.6
Taiwan	939	0.6	Mexico	978	0.6
Sri Lanka	933	0.6	Philippines	975	0.6
All Other Regions	30 295	19.1	All Other Regions	30 489	17.7
Total	158 910	100.0	Total	171 970	100.0

Place of birth	2000-2001		Place of birth	2003-2004	
	N	%		N	%
Québec	117 712	63.4	Québec	126 940	63.1
Haiti	4 797	2.6	China, Peo. Rep. ^c	6 446	3.2
China, Peo. Rep. ^c	4 200	2.3	Haiti	4 903	2.4
France	4 060	2.2	France	4 593	2.3
Ontario	3 436	1.9	Ontario	3 841	1.9
United States	3 339	1.8	Algeria	3 770	1.9
Algeria	2 748	1.5	United States	3 516	1.7
Lebanon	2 411	1.3	Romania	2 562	1.3
Romania	1 824	1.0	Morocco	2 325	1.2
Morocco	1 521	0.8	Lebanon	1 936	1.0
Germany ^a	1 469	0.8	Pakistan	1 861	0.9
Pakistan	1 454	0.8	Colombia	1 747	0.9
Russia ^d	1 295	0.7	Mexico	1 576	0.8
Sri Lanka	1 202	0.6	Russia ^d	1 462	0.7
Mexico	1 121	0.6	Congo, Dem. Rep. ^e	1 322	0.7
Congo, Dem. Rep. ^e	1 107	0.6	Germany ^a	1 306	0.6
Peru	1 1047	0.6	Peru	1 215	0.6
Bangladesh	962	0.5	Afghanistan	1 151	0.6
India	942	0.5	Sri Lanka	1 059	0.5
Philippines	934	0.5	India	991	0.5
All Other Regions	28 033	15.1	All Other Regions	26 792	13.3
Total	185 614	100.0	Total	201 314	100.0

^a Includes East and West Germany, which were unified October 3, 1990.

^b The official name is the People's Republic of China (PRC). Hong Kong, which was annexed on June 1, 1997, is included in its capacity as a Special Administrative Region of the PRC.

^c The official name is the People's Republic of China (PRC). Hong Kong and Macau, which were annexed on June 1, 1997, and December 20, 1999, respectively, are included in their capacity as Special Administrative Regions of the PRC.

^d Does not include the other independent republics even though the USSR was divided into 15 republics in December 1991. However, students born in one of these republics may have declared "Russia" as their place of birth.

^e Since May 17, 1997, Zaire has been called the Democratic Republic of Congo.

The number of students born in **Western Europe** (especially in **France, Germany**¹⁶ and **Belgium**) increased considerably, from 4 614 (2.9%) in 1994-1995 to 7 115 (3.5%) in 2003-2004.

Finally, the number of students born in **North Africa** rose, from 2 659 (1.7%) to 6 910 (3.4%), between 1994-1995 and 2003-2004. These students were primarily born in **Morocco** and **Algeria**.

The other birthplaces increasingly reported by foreign students included Pakistan, Morocco, Romania and Mexico. Colombia was also declared more often, and the intensification of internal wars in the 1990s no doubt played a role (Central Intelligence Agency, 2005; Migration Policy Institute, 2002). The countries with decreased immigration during the decade were Vietnam, Taiwan, Lebanon, Chile and El Salvador.

In 2003-2004, besides Québec, the birthplaces most frequently reported were the People's Republic of China (3.2%), Haiti (2.4%), France (2.3%), Ontario (1.9%), Algeria (1.9%), the United States (1.7%), Romania (1.3%), Morocco (1.2%) and Lebanon (1.0%). The other birthplaces reported by students from immigrant families each accounted for less than 1%.

Table 7 presents the main birthplaces of students from immigrant families between 1994-1995 and 2003-2004. Some of the 20 most frequently reported birthplaces appeared on the list throughout the study period: Québec, Haiti, France, Ontario, the United States, Romania, Morocco, Lebanon, Germany, Peru and Sri Lanka. Even though Québec generally headed the list,¹⁷ Haiti was not only the second most frequently reported birthplace, but it also maintained this position throughout most of the decade.

The People's Republic of China quickly took second place in 2003-2004; one of the reasons contributing to this was probably the annexation of Hong Kong in 1997.¹⁸

Data for each school year also revealed that more young Algerians arrived in the school system starting in 1996 (the data were not provided for this year). In Algeria, the 1990s were marked by armed conflict, a drop in the standard of living, a high unemployment rate and difficult access to housing, drinking water and social assistance (United Nations, 2005; Federal Research Division, 1993; Central Intelligence Agency, 2005).

The regions of birth of the parents of students from immigrant families are presented from 1994-1995 to 2003-2004 in Table 8. During the study period, nearly 87% of students from immigrant families were children with at least one parent born outside of Canada. The two main regions in which parents were born were the Caribbean and Bermuda, and Southern Europe. The number of students with at least one parent born in Central Africa, Western Africa, Southern Asia and North Africa grew significantly by 325%, 145%, 110% and 106%, respectively. The number of students with at least one parent born in West Central Asia, Southern Africa or Eastern Africa also increased, but at a slower pace: 81%, 78% and 77%, respectively. The number of students with at least one parent born in Southern Europe dropped by 11%.

¹⁶ The DCS distinguishes between the two Germanies, despite their unification in 1990.

¹⁷ In other words, these were second-generation students.

¹⁸ Even though the Ministère continues to consider students born in Hong Kong separately, they were grouped under the People's Republic of China for this study.

Between 1994-1995 and 2003-2004, nearly 87% of students from immigrant families were children with at least one parent born outside of Canada. The two main regions in which parents were born were the Caribbean (primarily Haiti) and Bermuda, and Southern Europe (Italy, Greece and Portugal, in particular).

TABLE

3

**Region of birth of parents of students from immigrant families,
by level of education, Québec, 1994-1995 and 2003-2004**

Parents' region of birth	1994-1995								2003-2004								Increase between 1994-1995 and 2003-2004
	Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
North America without Canada	492	3.1	1 878	2.4	908	1.4	3 278	2.1	441	2.5	2 801	2.8	2 300	2.8	5 542	2.8	69.1
Central America	810	5.2	3 179	4.0	1 994	3.1	5 983	3.8	508	2.9	3 980	3.9	3 709	4.5	8 197	4.1	37.0
Caribbean and Bermuda	2 346	15.0	9 138	11.6	5 895	9.2	17 379	10.9	1 545	8.7	11 200	11.0	10 591	12.9	23 336	11.6	34.3
South America	673	4.3	2 970	3.8	1 936	3.0	5 579	3.5	623	3.5	4 577	4.5	4 211	5.1	9 411	4.7	68.7
Western Europe	807	5.2	3 810	4.8	2 936	4.6	7 553	4.8	850	4.8	5 910	5.8	5 407	6.6	12 167	6.0	61.1
Eastern Europe	502	3.2	2 965	3.8	2 277	3.5	5 744	3.6	489	2.8	3 570	3.5	3 971	4.8	8 030	4.0	39.8
Northern Europe	319	2.0	1 368	1.7	850	1.3	2 537	1.6	181	1.0	1 425	1.4	1 434	1.7	3 040	1.5	19.8
Southern Europe	1 806	11.5	10 166	12.9	6 711	10.4	18 683	11.8	795	4.5	7 226	7.1	8 692	10.6	16 713	8.3	-10.5
Western Africa	112	0.7	483	0.6	273	0.4	868	0.5	209	1.2	1 066	1.0	851	1.0	2 126	1.1	144.9
Eastern Africa	164	1.0	768	1.0	524	0.8	1 456	0.9	229	1.3	1 229	1.2	1 121	1.4	2 579	1.3	77.1
North Africa	754	4.8	3 661	4.6	2 377	3.7	6 792	4.3	1 095	6.2	7 457	7.3	5 449	6.6	14 001	7.0	106.1
Central Africa	89	0.6	349	0.4	208	0.3	646	0.4	228	1.3	1 449	1.4	1 070	1.3	2 747	1.4	325.2
Southern Africa	36	0.2	126	0.2	65	0.1	227	0.1	37	0.2	221	0.2	146	0.2	404	0.2	78.0
Middle East	960	6.1	4 519	5.7	2 939	4.6	8 418	5.3	921	5.2	6 456	6.4	4 895	6.0	12 272	6.1	45.8
West Central Asia	267	1.7	1 506	1.9	1 015	1.6	2 788	1.8	362	2.0	2 452	2.4	2 218	2.7	5 032	2.5	80.5
Eastern Asia	456	2.9	2 195	2.8	1 969	3.1	4 620	2.9	540	3.1	3 537	3.5	3 004	3.7	7 081	3.5	53.3
South East Asia	1 209	7.7	4 670	5.9	3 093	4.8	8 972	5.6	564	3.2	5 477	5.4	4 881	6.0	10 922	5.4	21.7
Southern Asia	855	5.5	2 837	3.6	1 422	2.2	5 114	3.2	1 035	5.8	5 567	5.5	4 138	5.0	10 740	5.3	110.0
Oceania	35	0.2	156	0.2	98	0.2	289	0.2	25	0.1	127	0.1	149	0.2	301	0.1	4.2
Other	1 122	7.2	11 002	13.9	18 385	28.6	30 509	19.2	4 644	26.2	11 081	10.9	3 508	4.3	19 233	9.6	-37.0
Two parents born outside of Canada and in two different regions	14	0.1	107	0.1	74	0.1	195	0.1	58	0.3	401	0.4	163	0.2	622	0.3	219.0
Subtotal	13 828	88.3	67 853	85.9	55 949	87.1	137 630	86.6	15 379	86.9	87 209	85.8	71 908	87.7	174 496	86.7	26.8
Two parents born in Canada	739	4.7	3 136	4.0	1 571	2.4	5 446	3.4	1 513	8.5	8 659	8.5	5 195	6.3	15 367	7.6	182.2
One parent born in Canada and the other with an unknown birthplace	168	1.1	4 159	5.3	4 306	6.7	8 633	5.4	41	0.2	380	0.4	400	0.5	821	0.4	-90.5
Unknown for the two parents	934	6.0	3 868	4.9	2 399	3.7	7 201	4.5	771	4.4	5 392	5.3	4 467	5.4	10 630	5.3	47.6
Total	15 669	100.0	79 016	100.0	64 225	100.0	158 910	100.0	17 704	100.0	101 640	100.0	81 970	100.0	201 314	100.0	26.7

The number of students with at least one parent born in other¹⁹ regions of the world decreased considerably during the decade under study, dropping from 30 509 to 19 233 between 1994-1995 and 2003-2004, or from 19.2% to 9.6%, for all students from immigrant families.

On average, between 0.1% and 0.3% of students from immigrant families had parents born outside of Canada and in two different regions.

¹⁹ The "Other" category is a residual category for birthplaces that are not often reported. However, when a birthplace is declared frequently enough, a separate code is created for it.

1.5 Administrative Region of Residence

Québec is divided into 17 administrative regions. The distribution of students from immigrant families in these regions is different than for the total student population in Québec, as seen in Table 9.

It was observed that the majority of students from immigrant families lived on the Island of Montréal between 1994-1995 (65.3%) and 2003-2004 (62.9%), representing 103 733 and 126 533 students, respectively. Students from immigrant families accounted for 45.4% of all Montréal students in 1994-1995 and 53.3% in 2003-2004 (Graph 1). There is no doubt that the Island of Montréal, which is known for its multiculturalism, attracts immigrants.

The Montérégie and Laval regions also welcomed a large number of students from immigrant families: 19.8% in 1994-1995 and 21.7% in 2003-2004. The Montérégie region had the largest

number of students from immigrant families (18 501 in 1994-1995 and 23 866 in 2003-2004). However, when compared with the total student population, a larger proportion lived in Laval and fewer resided in Montérégie. Finally, since 1994-1995, the numbers have been dropping in the Laurentides region, but increasing in the Outaouais and Capitale-Nationale regions, such that approximately 9% of students from immigrant families were roughly evenly distributed among these three regions in 2003-2004.

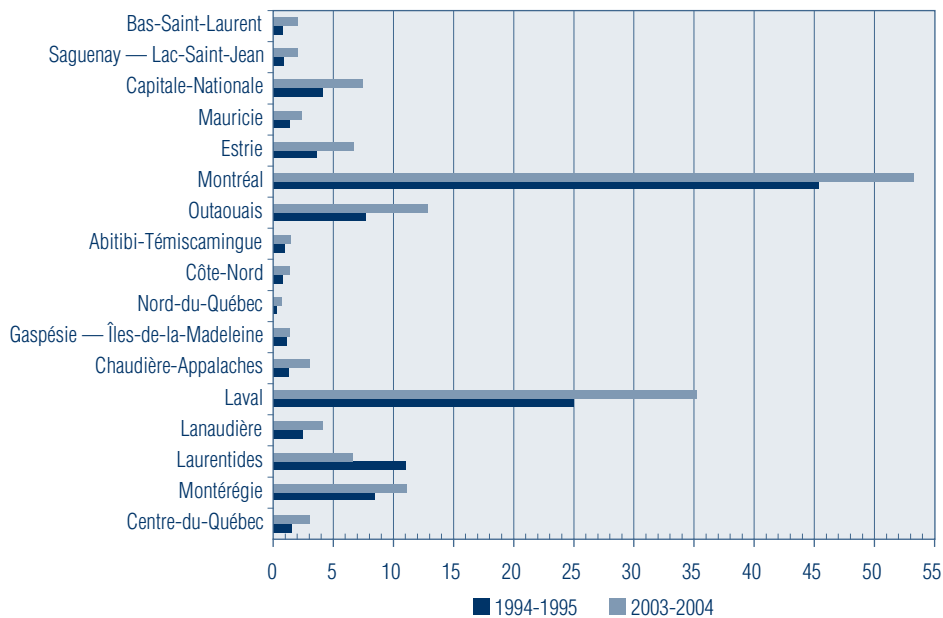
In brief, except for the Laurentides region, the number of students from immigrant families in relation to the total student population grew steadily during the decade under study for each of the administrative regions (Graph 1).

The majority of students from immigrant families lived on the Island of Montréal between 1994-1995 (65.3%) and 2003-2004 (62.9%). They accounted for 45% to 53% of Montréal students for the same periods. The Montérégie and Laval regions, which are adjacent to the Island of Montréal, welcomed approximately 20% of students from immigrant families.

GRAPH



Relative importance (%) of students from immigrant families in the administrative regions, 1994-1995 and 2003-2004



Source: Table 9 and author's calculations



Region of residence of students from immigrant families,
by level of education, Québec, 1994-1995 and 2003-2004

Students from immigrant families																	
Region no.	Region of residence	1994-1995						2003-2004									
		Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
01	Bas-Saint-Laurent	36	0.2	143	0.2	121	0.2	300	0.2	75	0.4	291	0.3	215	0.3	581	0.3
02	Saguenay—Lac-Saint-Jean	53	0.3	260	0.3	176	0.3	489	0.3	93	0.5	432	0.4	315	0.4	840	0.4
03	Capitale-Nationale	375	2.4	2 091	2.6	1 310	2.0	3 776	2.4	523	3.0	3 267	3.2	2 454	3.0	6 244	3.1
04	Mauricie	46	0.3	296	0.4	251	0.4	593	0.4	83	0.5	425	0.4	321	0.4	829	0.4
05	Estrie	170	1.1	937	1.2	680	1.1	1 787	1.1	216	1.2	1 381	1.4	1 359	1.7	2 955	1.5
06	Montréal	11 133	71.1	50 972	64.5	41 628	64.8	103 733	65.3	11 724	66.2	63 585	62.6	51 224	62.5	126 533	62.9
07	Outaouais	441	2.8	2 187	2.8	1 276	2.0	3 904	2.5	624	3.5	3 744	3.7	2 520	3.1	6 888	3.4
08	Abitibi-Témiscamingue	18	0.1	142	0.2	116	0.2	276	0.2	37	0.2	188	0.2	121	0.1	346	0.2
09	Côte-Nord	14	0.1	78	0.1	68	0.1	160	0.1	28	0.2	112	0.1	70	0.1	210	0.1
10	Nord-du-Québec	2	0.0	19	0.0	20	0.0	41	0.0	9	0.1	41	0.0	15	0.0	65	0.0
11	Gaspésie—Îles-de-la-Madeleine	9	0.1	47	0.1	155	0.2	211	0.1	42	0.2	90	0.1	42	0.1	174	0.1
12	Chaudière-Appalaches	81	0.5	409	0.5	414	0.6	904	0.6	210	1.2	974	1.0	672	0.8	1 856	0.9
13	Laval	1 016	6.5	6 482	8.2	5 572	8.7	13 070	8.2	1 511	8.5	10 236	10.1	7 962	9.7	19 709	9.8
14	Lanaudière	158	1.0	901	1.1	613	1.0	1 672	1.1	178	1.0	1 454	1.4	1 322	1.6	2 954	1.5
15	Laurentides	268	1.7	4 512	5.7	3 187	5.0	7 967	5.0	345	1.9	2 799	2.8	2 266	2.8	5 410	2.7
16	Montérégie	1 720	11.0	8 845	11.2	7 936	12.4	18 501	11.6	1 830	10.3	11 808	11.6	10 228	12.5	23 866	11.9
17	Centre-du-Québec	43	0.3	302	0.4	268	0.4	613	0.4	118	0.7	532	0.5	387	0.5	1 037	0.5
	Missing value	86	0.5	393	0.5	434	0.7	913	0.6	58	0.3	282	0.3	477	0.6	817	0.4
	Total	15 669	100.0	79 016	100.0	64 225	100.0	158 910	100.0	17 704	100.0	101 640	100.0	81 970	100.0	201 314	100.0

All students																	
Region no.	Region of residence	1994-1995						2003-2004									
		Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
01	Bas-Saint-Laurent	3 968	3.6	16 721	3.0	16 745	3.4	37 434	3.2	2 708	2.9	13 176	2.4	12 800	2.7	28 684	2.6
02	Saguenay—Lac-Saint-Jean	4 924	4.5	25 735	4.7	26 257	5.3	56 916	4.9	3 458	3.7	19 556	3.5	19 101	4.1	42 115	3.8
03	Capitale-Nationale	7 672	6.9	42 698	7.8	41 961	8.5	92 331	8.0	6 368	6.9	41 880	7.6	35 805	7.7	84 053	7.6
04	Mauricie	3 802	3.4	19 291	3.5	18 743	3.8	41 836	3.6	2 764	3.0	16 592	3.0	15 428	3.3	34 784	3.1
05	Estrie	4 513	4.1	22 289	4.1	20 761	4.2	47 563	4.1	3 704	4.0	21 325	3.9	19 371	4.1	44 400	4.0
06	Montréal	22 877	20.7	109 666	20.0	95 763	19.3	228 306	19.7	21 868	23.6	119 967	21.8	95 679	20.5	237 514	21.4
07	Outaouais	5 326	4.8	26 134	4.8	19 521	3.9	50 981	4.4	4 186	4.5	26 951	4.9	22 414	4.8	53 551	4.8
08	Abitibi-Témiscamingue	3 100	2.8	14 266	2.6	12 347	2.5	29 713	2.6	2 110	2.3	11 722	2.1	10 395	2.2	24 227	2.2
09	Côte-Nord	1 851	1.7	8 712	1.6	8 698	1.8	19 261	1.7	1 494	1.6	7 627	1.4	6 467	1.4	15 588	1.4
10	Nord-du-Québec	996	0.9	4 869	0.9	3 546	0.7	9 411	0.8	1 022	1.1	5 069	0.9	3 343	0.7	9 434	0.8
11	Gaspésie—Îles-de-la-Madeleine	2 392	2.2	8 353	1.5	7 888	1.6	18 633	1.6	1 548	1.7	6 334	1.1	5 095	1.1	12 977	1.2
12	Chaudière-Appalaches	7 302	6.6	33 366	6.1	31 254	6.3	71 922	6.2	5 772	6.2	28 827	5.2	25 921	5.6	60 520	5.4
13	Laval	4 445	4.0	25 090	4.6	22 621	4.6	52 156	4.5	3 983	4.3	28 408	5.2	23 610	5.1	56 001	5.0
14	Lanaudière	6 350	5.8	33 602	6.1	27 560	5.6	67 512	5.8	5 143	5.6	36 119	6.5	30 062	6.4	71 324	6.4
15	Laurentides	6 919	6.3	35 647	6.5	29 846	6.0	72 412	6.3	6 228	6.7	42 028	7.6	34 021	7.3	82 277	7.4
16	Montérégie	19 722	17.9	103 820	18.9	94 037	18.9	217 579	18.8	16 643	18.0	108 042	19.6	90 805	19.4	215 490	19.4
17	Centre-du-Québec	3 948	3.6	18 000	3.3	17 611	3.5	39 559	3.4	3 226	3.5	16 710	3.0	14 494	3.1	34 430	3.1
	Missing value	301	0.3	1 289	0.2	1 339	0.3	2 929	0.3	251	0.3	1 237	0.2	2 102	0.5	3 590	0.3
	Total	110 408	100.0	549 548	100.0	496 498	100.0	1 156 454	100.0	92 476	100.0	551 570	100.0	466 913	100.0	1 110 959	100.0

1.6 Students Declared as “Having Handicaps, Social Maladjustments or Learning Difficulties”

The proportion of students from immigrant families declared as “having handicaps, social maladjustments or learning difficulties” was comparable to that for the total student population, that is, approximately 11% before 2000-2001²⁰ and approximately 2% for subsequent years.

Students with a physical or intellectual limitation or who demonstrate social maladjustments or learning difficulties are declared to be “students with handicaps, social maladjustments or learning difficulties” (SHSMLD). These students may be schooled in either a regular class with other students (integrated students), or in a special class (non-integrated students).

In 1994-1995, the proportion of students from immigrant families declared non-integrated SHSMLD was 4.5%, compared with 5.5% for the total student population (Table 10).

20. A change has been observed with respect to statistics concerning SHSMLD: the number of students declared SHSMLD has decreased significantly since 2000-2001. This is because starting in 2000-2001, the SHSMLD code has concerned only students with a serious physical or intellectual handicap or pervasive behavioural problems (it no longer concerns students with learning problems or moderate behavioural disorders, as was the case before). Refer to Appendix A for more details.

TABLE

10

Students from immigrant families and total student population declared SHSMLD, by level of education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Students declared SHSMLD	1994-1995								1997-1998							
	Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<i>Students from immigrant families</i>	15 669		79 016		64 225		158 910		17 536		86 356		68 078		171 970	
Integrated SHSMLD	106	0.7	6 641	8.4	2 729	4.2	9 476	6.0	140	0.8	7 375	8.5	3 940	5.8	11 455	6.7
Non-integrated SHSMLD	114	0.7	2 307	2.9	4 801	7.5	7 222	4.5	149	0.8	2 509	2.9	5 504	8.1	8 162	4.7
<i>All students</i>	110 408		549 548		496 498		1 156 454		113 524		561 007		474 702		1 149 233	
Integrated SHSMLD	1 286	1.2	47 812	8.7	22 449	4.5	71 547	6.2	1 445	1.3	45 164	8.1	24 283	5.1	70 892	6.2
Non-integrated SHSMLD	672	0.6	15 370	2.8	47 485	9.6	63 527	5.5	806	0.7	15 443	2.8	45 228	9.5	61 477	5.3

Students declared SHSMLD	2000-2001 ¹								2003-2004							
	Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<i>Students from immigrant families</i>	17 762		95 227		72 625		185 614		17 704		101 640		81 970		201 314	
Integrated SHSMLD	108	0.6	594	0.6	328	0.5	1 030	0.6	145	0.8	837	0.8	452	0.6	1 434	0.7
Non-integrated SHSMLD	223	1.3	1 171	1.2	1 214	1.7	2 608	1.4	251	1.4	1 324	1.3	1 287	1.6	2 862	1.4
<i>All students</i>	104 401		578 301		447 119		1 129 821		92 476		551 570		466 913		1 110 959	
Integrated SHSMLD	953	0.9	4 601	0.8	2 145	0.5	7 699	0.7	1 015	1.1	5 311	1.0	2 414	0.5	8 740	0.8
Non-integrated SHSMLD	974	0.9	7 117	1.2	8 857	2.0	16 948	1.5	962	1.0	7 187	1.3	8 695	1.9	16 844	1.5

¹ See note 20 for more explanations.

However, this difference diminished during the subsequent decade as a result of the changes made by the Ministère in the declaration of SHSMLD. The difference was most apparent at the secondary school level. If a distinction is not made between integrated and non-integrated students, the proportion of students from immigrant families declared SHSMLD between 1994-1995 and 2003-2004 was comparable to that of the total student population.

Students from immigrant families with a pidgin, creole or Black African mother tongue were more likely to be declared SHSMLD. The opposite was observed for students with an Asian tonal or Slavic Indo-European mother tongue.

If students from immigrant families declared SHSMLD are considered in terms of Malherbe's grouping of mother tongues (Table D2, Appendix D), a concentration around several language groups can be observed.²¹ This is especially true for pidgin and creole languages, where the proportion of students declared SHSMLD, in particular non-integrated SHSMLD, was always above average: 10.1% and 12.0% for 1994-1995 and 1997-1998,²² compared with 4.5% and 4.7% for all students from immigrant families. The language groups associated with the highest proportions of students declared SHSMLD also included the **Black African languages** (including **Lingala**, **Twi** and **Somali**) and "Other" languages (those that were grouped because of their small number). Students with a Germanic Indo-European mother tongue were more often declared integrated SHSMLD; the proportion fell between 8.1% and 9.1% for 1994-1995 and 1997-1998, compared with 6.0% and 6.7% for all students from immigrant families. These results were also validated in Legault's study (1995). Lastly, students from certain groups of mother tongues were less likely to be declared SHSMLD: students whose mother tongue was an **Asian tonal language** (primarily Vietnamese and Chinese) or a **Slavic Indo-European language** (including **Polish** and **Russian**).

When students from immigrant families declared SHSMLD were considered according to the region of birth (Table D3, Appendix D), a concentration was observed with respect to students born in the Caribbean and Bermuda.²³ However, students born in Western and Eastern Europe as well as in East Asia seemed less likely to be declared SHSMLD compared with all students from immigrant families.

21. Legault (Ministère de l'Éducation, 1995) also revealed higher proportions of students declared SHSMLD whose mother tongue was a pidgin or creole, Black African, Indonesian, Germanic Indo-European or Indo-European isolate language. However, the population in his study comprised only students receiving welcoming and francization services, whereas this study examines all students from immigrant families.

22. The analysis primarily covered the period until 1997-1998. See the explanations in note 20.

23. This also seemed to be the case for students born in **Eastern Africa** (in particular, **Rwanda**, **Somalia** and **Tanzania**), despite their lower numbers, which are more subject to fluctuations and therefore less reliable for interpretation.

Compared with all students from immigrant families, students born in the Caribbean and Bermuda as well as in Eastern Africa were more likely to be declared SHSMLD. Students born in Western and Eastern Europe as well as students born in East Asia were less likely to be declared SHSMLD.

2 STUDENTS BENEFITING FROM WELCOMING SERVICES AND ASSISTANCE IN LEARNING FRENCH

2.1 Overview

This chapter focuses on students from immigrant families who benefited from welcoming services and assistance in learning French between 1994-1995 and 2003-2004. A general overview of the situation is presented and then the cultural, demographical and educational characteristics of students are discussed.

Welcoming services and assistance in learning French are offered to nonfrancophone students who are receiving instruction in French.²⁴ This chapter describes the situation of students from immigrant families benefiting from this program.

24. Students must meet certain conditions in order to be eligible for welcoming services and assistance in learning French: 1) they must be nonfrancophone and enrolled for the first time in programs where French is the language of instruction 2) their knowledge of French must be such that they are not able to take courses in regular classes without support 3) they must attend a school where all educational and administrative activities take place in French 4) they must not be participating in a student exchange program (*Scolarisation des élèves immigrants nouvellement arrivés en situation de grand retard scolaire—Cadre de référence*, p. 2.4.25.1). In Québec, according to section 73 of the *Charter of the French Language*, instruction must be provided in French, except where the Charter allows otherwise. Therefore, “the following children, at the request of one of their parents, may receive instruction in English: (1) a child whose father or mother is a Canadian citizen and received elementary instruction in English in Canada, provided that that instruction constitutes the major part of the elementary instruction he or she received in Canada.”

Between 1994-1995 and 2003-2004, 15.8% to 18.3% of students from immigrant families received welcoming services and assistance in learning French during the school year. This proportion concerned only students who benefited from these services in a given year, and not throughout their schooling.

11 Students benefiting from welcoming services and assistance in learning French, according to the generation of immigrants and level of education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Welcoming-francization and generation	1994-1995				1997-1998			
	Preschool N %	Elementary N %	Secondary N %	Total N %	Preschool N %	Elementary N %	Secondary N %	Total N %
<i>Students from immigrant families</i>	11 962	60 551	49 504	122 017	13 670	64 879	52 195	130 744
Welcoming-francization	3 321 27.8	5 744 9.5	3 711 7.5	12 776 10.5	2 958 21.6	4 667 7.2	3 571 6.8	11 196 8.6
• First generation	3 294	26 148	26 493	55 935	3 284	25 676	27 673	56 633
Welcoming-francization	1 443 43.8	4 970 19.0	3 662 13.8	10 075 18.0	1 090 33.2	4 324 16.8	3 511 12.7	8 925 15.8
• Second generation	8 668	34 403	23 011	66 082	10 386	39 203	24 522	74 111
Welcoming-francization	1 878 21.7	774 2.2	49 0.2	2 701 4.1	1 868 18.0	343 0.9	60 0.2	2 271 3.1
<i>Other students</i>	87 342	433 082	399 819	920 243	87 999	436 974	375 976	900 949
Welcoming-francization ¹	742 0.8	731 0.2	70 0.0	1 543 0.2	692 0.8	430 0.1	99 0.0	1 221 0.1

Welcoming-francization and generation	2000-2001				2003-2004			
	Preschool N %	Elementary N %	Secondary N %	Total N %	Preschool N %	Elementary N %	Secondary N %	Total N %
<i>Students from immigrant families</i>	14 088	71 770	54 937	140 795	14 394	78 492	61 803	154 689
Welcoming-francization	3 085 21.9	5 329 7.4	4 133 7.5	12 547 8.9	3 336 23.2	5 944 7.6	4 804 7.8	14 084 9.1
• First generation	3 694	25 076	28 543	57 313	4 746	28 317	30 005	63 068
Welcoming-francization	1 104 29.9	4 952 19.7	4 044 14.2	10 100 17.6	1 400 29.5	5 462 19.3	4 670 15.6	11 532 18.3
• Second generation	10 394	46 694	26 394	83 482	9 648	50 175	31 798	91 621
Welcoming-francization	1 981 19.1	377 0.8	89 0.3	2 447 2.9	1 936 20.1	482 1.0	134 0.4	2 552 2.8
<i>Other students</i>	78 804	442 411	345 056	866 271	67 690	408 765	353 687	830 142
Welcoming-francization ¹	564 0.7	319 0.1	78 0.0	961 0.1	574 0.8	390 0.1	83 0.0	1 047 0.1

¹ The "Other students" in welcoming and francization services were born in Canada; their mother tongue was English or an aboriginal language, and their parents were primarily born in Canada. In 52% of the cases, the parents were born in Québec, in 18% of the cases, the parents were born in another Canadian province, and in 30% of the cases, the birthplace was not specified.

In 1994-1995, 12 776 students from immigrant families (10.5%) (Table 11) benefited from welcoming services and assistance in learning French,²⁵ compared with 14 084 (9.1%) in 2003-2004. Legault's study (1995) presented lower numbers: 10 993 in 1990-1991 and 11 536 in 1993-1994. This difference may in part be explained by the fact that the author selected only students enrolled for the first time in the program as of September 30. Proportionately, more students in preschool benefited from welcoming services and assistance in learning French: between 21.6% and 27.8% during the study period. As preschool education is the students' first school experience, it is logical that a larger proportion of children would be in the program. The proportion of students from immigrant families in welcoming services and assistance in learning French was between 7.2% and 9.5% in elementary school and between 6.8% and 7.8% in secondary school.

Students from immigrant families receiving welcoming services and assistance in learning French were primarily first-generation students. In 1994-1995, 18.0% of these students benefited from these measures, compared with 4.1% of second-generation students. In 2003-2004, these proportions were 18.3% and 2.8%, respectively.

²⁵ In 1997-1998, this budgetary measure was modified, resulting in adjustments to the declaration of students benefiting from the measure. Consequently, the number of students receiving welcoming services and assistance in learning French was underestimated for 1997-1998.

Among other students, that is, those not from immigrant families and not francophone, a certain number received welcoming services and assistance in learning French. In 1994-1995, 0.2% of these students benefited from such services. This proportion gradually dropped to 0.1% in 2003-2004. In absolute numbers, this means 1 543 students in 1994-1995 and 1 047 students nine years later, primarily in preschool and elementary education. On average, 70% of other students who benefited from welcoming services and assistance in learning French were born in Québec and the remaining 30%, in another Canadian province. Moreover, 70% reported English as their mother tongue. Certain hypotheses may be advanced to explain these numbers; for example, these students may have had more than one mother tongue, or English may not really have been their first mother tongue.²⁶ These students may not have spoken French at all and may not have come from a francophone family environment, which would explain why they needed welcoming services and assistance in learning French.

²⁶ These may be students who were not identified as being from immigrant families because of insufficient information, such as an unspecified birthplace for parents.

2.2 Cultural and Demographic Characteristics

In order to further examine welcoming services and assistance in learning French, the gender, language group and region of birth of the students were examined.

According to Table 12, similar proportions of boys and girls received welcoming services and assistance in learning French, which corresponds to Legault's results (1995) with respect to the cohorts of 1989-1990 to 1993-1994. Among students from immigrant families, 10.1% of girls and 10.8% of boys were enrolled in welcoming services and assistance in learning French in 1994-1995, and in 2003-2004, 8.6% and 9.6%, respectively.

Students with a mother tongue in one of these language groups were more likely to receive welcoming services and assistance in learning French: Indo-European languages of India, Dravidian languages, Black African languages, Slavic Indo-European languages, Iranian Indo-European languages and agglutinative languages.

TABLE

12

Students benefiting from welcoming services and assistance in learning French, by gender and level of education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Welcoming-francization and gender	1994-1995				1997-1998			
	Preschool N %	Elementary N %	Secondary N %	Total N %	Preschool N %	Elementary N %	Secondary N %	Total N %
<i>Students from immigrant families</i>	11 962	60 551	49 504	122 017	13 670	64 879	52 195	130 744
Welcoming-francization	3 321 27.8	5 744 9.5	3 711 7.5	12 776 10.5	2 958 21.6	4 667 7.2	3 571 6.8	11 196 8.6
• Female	5 862	29 248	24 384	59 494	6 804	31 910	25 770	64 484
Welcoming-francization	1 560 26.6	2 665 9.1	1 770 7.3	5 995 10.1	1 428 21.0	2 228 7.0	1 698 6.6	5 354 8.3
• Male	6 100	31 303	25 120	62 523	6 866	32 969	26 425	66 260
Welcoming-francization	1 761 28.9	3 079 9.8	1 941 7.7	6 781 10.8	1 530 22.3	2 439 7.4	1 873 7.1	5 842 8.8
<i>Other students</i>	87 342	433 082	399 819	920 243	87 999	436 974	375 976	900 949
Welcoming-francization	742 0.8	731 0.2	70 0.0	1 543 0.2	692 0.8	430 0.1	99 0.0	1 221 0.1

Welcoming-francization and gender	2000-2001				2003-2004			
	Preschool N %	Elementary N %	Secondary N %	Total N %	Preschool N %	Elementary N %	Secondary N %	Total N %
<i>Students from immigrant families</i>	14 088	71 770	54 937	140 795	14 394	78 492	61 803	154 689
Welcoming-francization	3 085 21.9	5 329 7.4	4 133 7.5	12 547 8.9	3 336 23.2	5 944 7.6	4 804 7.8	14 084 9.1
• Female	7 185	35 908	27 119	70 212	7 317	39 419	30 669	77 405
Welcoming-francization	1 469 20.4	2 584 7.2	1 958 7.2	6 011 8.6	1 605 21.9	2 810 7.1	2 214 7.2	6 629 8.6
• Male	6 903	35 862	27 818	70 583	7 077	39 073	31 134	77 284
Welcoming-francization	1 616 23.4	2 745 7.7	2 175 7.8	6 536 9.3	1 731 24.5	3 134 8.0	2 590 8.3	7 455 9.6
<i>Other students</i>	78 804	442 411	345 056	866 271	67 690	408 765	353 687	830 142
Welcoming-francization	564 0.7	319 0.1	78 0.0	961 0.1	574 0.8	390 0.1	83 0.0	1 047 0.1

By looking at welcoming services and assistance in learning French according to Malherbe's language groupings, it can be observed that students with a mother tongue in one of these specific groups were more likely to benefit from the services: Indo-European languages of India, Dravidian languages, Black African languages, Slavic Indo-European languages, Iranian Indo-European languages and agglutinative languages. In 1994-1995, the proportions of students in this category enrolled in welcoming services and assistance in learning French were 49.1%, 43.6%, 34.2%, 28.7%, 28.3% and 24.0%, respectively, compared with an average of 10.5% for all students from immigrant families (Table D4, Appendix D). In 2003-2004, these proportions were 28.4%, 17.8%, 19.9%, 17.8%, 26.3% and 16.5%, compared with an average of 9.1%. These languages are removed from French and more generally Latin languages.

Students born in certain regions were more likely to receive welcoming services and assistance in learning French: students born in South America, Eastern Europe, Southern Europe, West Central Asia, Southern Asia, as well as Western, Eastern and Central Africa (Table D5, Appendix D).

2.3 Educational Characteristics

Fewer students declared "students with handicaps, social maladjustments or learning difficulties" (SHSMLD) received welcoming services and assistance in learning French than the proportion observed for all students from immigrant families (Table D6, Appendix D).²⁷ Possible explanations include a handicap (except physical) or a social maladjustment or learning difficulty that an immigrant student entering the Québec school system may have had that might not have been immediately evident and declared as such. A school board may also have decided not to enroll a student in several measures at the same time in order to focus on the most urgent need.

When students from immigrant families are considered in terms of welcoming services and assistance in learning French and academic delay,²⁸ proportionately slightly more students fell behind among those receiving services than among those not receiving services²⁹ (Table D7, Appendix D). In 1994-1995, these proportions were 36.1% compared with 30.5%, respectively. The gap widened over time and in 2003-2004, stood at 37.3% compared with 21.0%, respectively. Academic delay is examined in the next chapter.

27. This statement applies when we look more closely at the proportion of students declared SHSMLD among immigrant students receiving instruction in French, with a distinction being made between students newly enrolled in the system and receiving assistance in learning French.

28. Results were similar for the proportion of students who fell behind among immigrant students who received instruction in French, with a distinction being made between students who were newly enrolled in the system and receiving assistance in learning French.

29. It is possible that students not receiving these services had already benefited from the program and that they were no longer entitled to the services at the time of the study.

In 1994-1995, 36.1% of students from immigrant families receiving welcoming services and assistance in learning French had fallen behind in school, compared with 30.5% of those not benefiting from these services. In 2003-2004, the proportions were 37.3% and 21.0%, respectively.

STUDENTS EXPERIENCING ACADEMIC DELAY

This chapter focuses on the academic delay of students from immigrant families, from 1994-1995 to 2003-2004. The age, level of education and grade of students in a given year were used to determine whether they fell behind.³⁰ An overview of the situation with respect to academic delay is first presented and then the various cultural, demographic and educational characteristics are reviewed.

³⁰ Section A3.12 of Appendix A provides a detailed definition of academic delay.

3.1 Overview

Academic delay is calculated according to the “normal” age of a student as of September 30 (the age that a child would be if the usual trajectory through school were followed without repeating a grade), according to level of education and grade: 4 or 5 years old in preschool, 6 years old in the first year of elementary school, 7 years old in the second year of elementary school, and so on, until the fifth year of secondary school general education in the youth sector, where a student should be 16 years old.

Table 13 presents the proportion of students experiencing academic delay in each level of education. Generally, students from immigrant families were more likely than the total student population to fall behind: 27.4% compared with 21.6% of all students in the school system in 1994-1995. These proportions dropped to 19.9% and 16.7%, respectively, in 2003-2004. The delay decreased at all levels of education for all students.

It was also observed that the academic delay for students from immigrant families was primarily related to the delay experienced by first-generation students (born outside of Canada). Thus, the proportion of second-generation students who fell behind was lower than that observed for the total student population. First-generation students were more likely to be considered behind in school when they entered the Québec school system.

The delay experienced by certain immigrant students may be explained as follows: these students may already have been in this position before immigrating; they may also have been behind when they first entered the Québec school system as a result of differences in the evaluation criteria used to determine the level of schooling in the country of origin; certain immigrant students with limited knowledge of French may also have been experiencing more difficulties at school and hence academic delay in a system where instruction is provided in French.

In 1994-1995, 27.4% of students from immigrant families had fallen behind in school, compared with 21.6% of the total student population. These proportions dropped to 19.9% and 16.7%, respectively, in 2003-2004.

TABLE

13

Students from immigrant families and total student population, by academic delay and level of education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Academic delay	1994-1995								1997-1998							
	Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<i>Students from immigrant families</i>	15 669		79 016		64 225		158 910		17 536		86 356		68 078		171 970	
Academic delay	105	0.7	16 300	20.6	27 115	42.2	43 520	27.4	124	0.7	15 543	18.0	26 154	38.4	41 821	24.3
• First generation	3 662		28 813		29 155		61 630		3 585		28 258		30 453		62 296	
Academic delay	48	1.3	9 105	31.6	16 959	58.2	26 112	42.4	40	1.1	8 226	29.1	16 377	53.8	24 643	39.6
• Second generation	12 007		50 203		35 070		97 280		13 951		58 098		37 625		109 674	
Academic delay	57	0.5	7 195	14.3	10 156	29.0	17 408	17.9	84	0.6	7 317	12.6	9 777	26.0	17 178	15.7
<i>All students</i>	110 408		549 548		496 498		1 156 454		113 524		561 007		474 702		1 149 233	
Academic delay	449	0.4	85 276	15.5	164 515	33.1	250 240	21.6	797	0.7	74 453	13.3	151 549	31.9	226 799	19.7

Academic delay	2000-2001								2003-2004							
	Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<i>Students from immigrant families</i>	17 762		95 227		72 625		185 614		17 704		101 640		81 970		201 314	
Academic delay	203	1.1	15 098	15.9	26 098	35.9	41 399	22.3	173	1.0	13 241	13.0	26 621	32.5	40 035	19.9
• First generation	4 050		27 667		31 635		63 352		5 114		30 998		33 286		69 398	
Academic delay	71	1.8	7 555	27.3	15 754	49.8	23 380	36.9	75	1.5	6 775	21.9	15 187	45.6	22 037	31.8
• Second generation	13 712		67 560		40 990		122 262		12 590		70 642		48 684		131 916	
Academic delay	132	1.0	7 543	11.2	10 344	25.2	18 019	14.7	98	0.8	6 466	9.2	11 434	23.5	17 998	13.6
<i>All students</i>	104 401		578 301		447 119		1 129 821		92 476		551 570		466 913		1 110 959	
Academic delay	939	0.9	72 294	12.5	134 193	30.0	207 426	18.4	830	0.9	56 169	10.2	128 206	27.5	185 205	16.7

3.2 Cultural and Demographic Characteristics

Academic delay may be analyzed in terms of various cultural and demographic factors including gender, mother tongue grouping and region of birth.

Table 14 shows that the delay was greater for boys than for girls, regardless of whether they were from immigrant families. When the results related to students from immigrant families are analyzed, the gap between boys and girls was smaller in 1994-1995 (6.4 percentage points) than the difference observed for the total student population (8.2 percentage points). However, this difference subsided over time, such that in 2003-2004, the difference in the academic delay experienced by boys and girls, for students from immigrant families, was the same as that for the total student population (a difference of 5.5 and 5.8 percentage points, respectively), with students from immigrant families always experiencing greater academic delay than the average for all students. The fact that the proportion of second-generation students from immigrant families was higher in 2003-2004 than in 1994-1995 may explain why the gap disappeared, because second-generation students are more likely to adopt the behaviours

of the total student population. Lastly, the difference in academic delay between boys and girls generally increased with the level of education. The proportion of students who fell behind tended to drop during the study period (from 27.4% in 1994-1995 to 19.9% in 2003-2004 for students from immigrant families).

Among the students from immigrant families, those whose mother tongue was a Latin Indo-European language (including French), a Germanic Indo-European language (including English), an Indo-European isolate (including Greek), a Semitic language (including Arabic) or an Asian tonal language (including Chinese and Vietnamese) experienced academic delay below or within the average (Table D8, Appendix D). The language groups with a larger proportion of students from immigrant families experiencing academic delay included the pidgin and creole languages, the Black African languages, the Iranian languages and the agglutinative languages. It should be remembered that the first two language groups also had more students declared SHSMLD, a factor that may be related to academic delay (section 1.6).

Between 1994-1995 and 2003-2004, more boys than girls experienced academic delay, regardless of whether they were from immigrant families.

14

Academic delay of students from immigrant families and total student population, by gender and level of education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Generation, delay and gender	1994-1995					1997-1998						
	Female		Male		Total		Female		Male		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
<i>Students from immigrant families</i>	77 342		81 568		158 910		84 524		87 446		171 970	
Academic delay	18 666	24.1	24 854	30.5	43 520	27.4	17 980	21.3	23 841	27.3	41 821	24.3
• First generation	29 892		31 738		61 630		30 576		31 720		62 296	
Academic delay	11 950	40.0	14 162	44.6	26 112	42.4	11 310	37.0	13 333	42.0	24 643	39.6
• Second generation	47 450		49 830		97 280		53 948		55 726		109 674	
Academic delay	6 716	14.2	10 692	21.5	17 408	17.9	6 670	12.4	10 508	18.9	17 178	15.7
<i>All students</i>	560 559		595 895		1 156 454		559 351		589 882		1 149 233	
Academic delay	97 594	17.4	152 646	25.6	250 240	21.6	89 976	16.1	136 823	23.2	226 799	19.7

Generation, delay and gender	2000-2001					2003-2004						
	Female		Male		Total		Female		Male		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
<i>Students from immigrant families</i>	92 113		93 501		185 614		100 035		101 279		201 314	
Academic delay	17 841	19.4	23 558	25.2	41 399	22.3	17 156	17.1	22 879	22.6	40 035	19.9
• First generation	31 828		31 524		63 352		35 286		34 112		69 398	
Academic delay	10 694	33.6	12 686	40.2	23 380	36.9	10 016	28.4	12 021	35.2	22 037	31.8
• Second generation	60 285		61 977		122 262		64 749		67 167		131 916	
Academic delay	7 147	11.9	10 872	17.5	18 019	14.7	7 140	11.0	10 858	16.2	17 998	13.6
<i>All students</i>	551 672		578 148		1 129 820		543 464		567 495		1 110 959	
Academic delay	82 755	15.0	124 671	21.6	207 426	18.4	74 597	13.7	110 608	19.5	185 205	16.7

Academic delay was broken down according to region of birth. The results (Table D9, Appendix D) reveal that students born in certain regions had rates of academic delay below or within the average when compared with other students from immigrant families. These regions were North America (Québec and the rest of Canada included), Western Europe, Northern Europe and Oceania, although Oceania accounted for small numbers. Other regions presented a considerable proportion of students experiencing greater academic delay: Central America, the Caribbean and Bermuda, Eastern Africa, Central Africa, West Central Asia, South East Asia and Southern Asia.

3.3 Educational Characteristics

Academic delay was observed according to the students' enrollment status for the school year and according to whether they were declared "students with handicaps, social maladjustments or learning difficulties" (SHSMLD).³¹

Students from immigrant families who were new to the school system experienced greater academic delay (Table 15). This means that when they arrive in Québec, immigrant students are more likely to be placed in a grade where the average age of students is lower than their own. These students will therefore be considered behind, given the age that they should normally be for this grade. Thus, 42.2% of all elementary and secondary school students from immigrant families who were

newly enrolled as of September 30, 1994, experienced academic delay. Of those enrolled during the year,³² this proportion rose to 58.1%, with the average being 30.3% for all students from immigrant families. The proportions of students experiencing academic delay in 2003-2004 dropped as follows: 34.2% for new students enrolled as of September 30 and 53.8% for new students arriving during the school year, compared with 21.7% for all students from immigrant families.

Regardless of whether they were from immigrant families, students declared SHSMLD were more likely to fall behind in school. However, students who fell behind were not necessarily more likely to be declared SHSMLD. Thus, of the total student population declared SHSMLD, on average 50% of those in elementary school and 80% of those in secondary school experienced academic delay between 1994-1995 and 2003-2004 (Table D10, Appendix D). However, of all the students experiencing academic delay, fewer³³ were declared SHSMLD: 40% on average in elementary school and 35% on average in secondary school.

31. The SHSMLD declaration was for the school year under study.

32. It should be remembered that a certain number of students enrolled during the school year toward the end of their secondary studies may be students who had previously dropped out and who were resuming their studies. See section A5.8 for more details.

33. These proportions have dropped approximately 80% since the change in the declaration of certain handicaps, social maladjustments and learning difficulties in 2000-2001 and 2001-2002. These handicaps or difficulties are now declared in individualized education plans. See section A5.6 in Appendix A for more details.

TABLE



Academic delay of students from immigrant families and total student population,
by enrollment status for the school year and level of education, Québec, 1994-1995 and 2003-2004

Enrollment status and academic delay	1994-1995								2003-2004							
	Preschool		Elementary		Secondary		Elementary-Secondary		Preschool		Elementary		Secondary		Elementary-Secondary	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<i>Students from immigrant families</i>	15 669		79 016		64 225		143 241		17 704		101 640		81 970		183 610	
Academic delay	105	0.7	16 300	20.6	27 115	42.2	43 415	30.3	173	1.0	13 241	13.0	26 621	32.5	39 862	21.7
• Former students	1 817		72 686		58 698		131 384		2 844		95 223		76 247		171 470	
Academic delay	58	3.2	14 682	20.2	23 094	39.3	37 776	28.8	114	4.0	11 366	11.9	23 546	30.9	34 912	20.4
• New students enrolled as of 30/09	13 263		4 588		3 251		7 839		14 401		4 611		3 437		8 048	
Academic delay	38	0.3	1 159	25.3	2 146	66.0	3 305	42.2	51	0.4	1 220	26.5	1 529	44.5	2 749	34.2
• New students enrolled after 30/09	589		1 742		2 276		4 018		459		1 806		2 286		4 092	
Academic delay	9	1.5	459	26.3	1 875	82.4	2 334	58.1	8	1.7	655	36.3	1 546	67.6	2 201	53.8
<i>All students</i>	110 408		549 548		496 498		1 046 046		92 476		551 570		466 913		1 018 483	
Academic delay	449	0.4	85 276	15.5	164 515	33.1	249 791	23.9	830	0.9	56 169	10.2	128 206	27.5	184 375	18.1
• Former students	8 400		540 704		487 229		1 027 933		15 731		542 824		457 197		1 000 021	
Academic delay	343	4.1	83 370	15.4	157 608	32.3	240 978	23.4	666	4.2	54 028	10.0	122 362	26.8	176 390	17.6
• New students enrolled as of 30/09	95 531		6 683		4 217		10 900		75 801		6 249		4 343		10 592	
Academic delay	96	0.1	1 374	20.6	2 519	59.7	3 893	35.7	153	0.2	1 359	21.7	1 784	41.1	3 143	29.7
• New students enrolled after 30/09	6 477		2 161		5 052		7 213		944		2 497		5 373		7 870	
Academic delay	10	0.2	532	24.6	4 388	86.9	4 920	68.2	11	1.2	782	31.3	4 060	75.6	4 842	61.5

Conclusion

This study provides valuable educational, political and administrative information to all stakeholders on the situation of students from immigrant families enrolled in preschool, elementary and secondary education. Although descriptive, this research also paves the way for certain avenues likely to provide more in-depth information on the student flows of students from immigrant families. This research makes it possible to identify the aspects that should be focused on in order to analyze the school success of these students more extensively, be it in terms of academic delay according to mother tongue or generation of immigrant, or in terms of the increased presence of certain groups with handicaps, social maladjustment or learning difficulties.

It is essential to keep in mind that the level of schooling of newly arrived immigrant students in Québec varies depending on the country of origin and that the level of schooling has an impact on their school success. Moreover, the Ministère de l'Éducation, du Loisir et du Sport has implemented an individualized education plan for newly arrived immigrants experiencing significant academic delay entitled *Plan d'intervention auprès des élèves immigrants nouvellement arrivés en situation de grand retard*. This plan proposes orientations and courses of action to ensure appropriate organization of services and intervention for at-risk students and is intended for educators dealing with these students, especially teachers. Also, because certain newly arrived immigrant students have little or no knowledge of French, an additional challenge is posed in terms of integration and school success. In this respect, the *Programme d'accueil et de soutien à l'apprentissage du français* (welcoming services and assistance in learning French) is designed to promote the integration of nonfrancophone students whose knowledge of French is insufficient for a regular class. All these factors must be taken into account in a study on school success, providing that the data allow for their analysis. This is why it is important to make a distinction, as much as possible, between first- and second-generation students who are new to the Québec school system and those who are not.

SUMMARY

- The proportion of students from immigrant families rose steadily, regardless of the level of education. From 35% to 40% of these students were first generation—born outside of Canada—and the remaining were second generation.
- Students in preschool and elementary education were more likely to be first generation, while students in secondary school were both first and second generation.
- Compared with Québec's total student population, students from immigrant families were less likely to attend a public school. This was especially true for second-generation students, who were more likely to attend a private school.
- Compared with the total student population, more second-generation students from immigrant families received instruction in English.
- Latin Indo-European languages (French, Spanish, Italian and Portuguese, in particular) were the most represented of the foreign languages, followed by Germanic Indo-European languages (primarily English), Asian tonal languages (Vietnamese and Chinese), Semitic languages (Arabic) as well as pidgin and creole languages (Creole).
- Students from immigrant families born in Québec were the majority. There was also an increase in the number of students born in Eastern and Southern Asia, Eastern and Western Europe and North Africa. The number of students born in the Caribbean and Bermuda decreased, contrary to the general trend. The number of students born in the Middle East and in South East Asia also dropped.
- Between 1994-1995 and 2003-2004, more than 85% of students from immigrant families had at least one parent born outside of Canada; the two regions of birth of parents most frequently reported were the Caribbean and Bermuda, and Southern Europe. The number of students with at least one parent born in Central Africa, Western Africa, Southern Asia and North Africa rose considerably.
- The majority of students from immigrant families lived on the Island of Montréal; these students represented half of all Montréal students. The Montérégie and Laval regions, which are adjacent to the Island of Montréal, also accounted for a significant number of students from immigrant families.
- Until 1999-2000, compared with the total student population, a slightly smaller proportion of students from immigrant families were declared SHSMLD. Students whose mother tongue was a pidgin and creole language, a Black African language (including Lingala, Twi and Somali) or a Germanic Indo-European language were the most likely to be declared SHSMLD, in comparison with the average for all students from immigrant families. However, proportionately fewer students with an Asian tonal or Slavic Indo-European (including Polish and Russian) mother tongue were declared SHSMLD.
- In 1994-1995, 12 776 students from immigrant families benefited from welcoming services and assistance in learning French (10.5%); this number stood at 14 084 (9.1%) in 2003-2004, and 80% were first-generation students. Compared with all students from immigrant families, students whose mother tongue was an Indo-European language of India, a Dravidian language, a Black African language, a Slavic Indo-European language or an Iranian Indo-European language were more likely to receive welcoming services and assistance in learning French. The same observation could be made for students born in South America, Eastern Europe, Southern Europe, West Central Asia and Southern Asia. Lastly, of the students from immigrant families who received welcoming services and assistance in learning French, fewer were declared SHSMLD, and more experienced academic delay.
- Students from immigrant families were more likely than the total student population to fall behind in school. This difference is a result of the academic delay experienced by first-generation students, because the proportion of second-generation students behind in school was lower than that for the total student population. The delay was more pronounced for boys than girls, regardless of whether the students were from immigrant families. Students whose mother tongue was a Latin Indo-European language, a Germanic Indo-European language, an Indo-European isolate (Greek), a Semitic language (Arabic) or an Asian tonal language (Vietnamese or Chinese) generally experienced less academic delay. The same observation could be made for students born in North America, Western Europe, Northern Europe and Oceania. Lastly, newly arrived students experienced more academic delay than students who were not enrolling for the first time in the Québec school system.

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Appendix

Data, Methodology and Limitations

This appendix presents information on the sources of data, the study population, the definition of the different variables used, the methodology and the limitations of the study.

A1

Source of Data

The data were taken primarily from the base de données sur les cheminements scolaires (BCS—database on student flows), except for data concerning the first year of school attendance for students arriving in the Québec system after September 30, which came from the système de déclaration d'effectif scolaire des jeunes en formation générale (DCS—declaration of student enrollments in general education of the youth sector). The BCS is a relational database consisting of information from the Ministère's different systems on all levels of education, thereby making it possible to follow student cohorts starting in 1979-1980 and to identify the educational paths of students from preschool education to postdoctoral university studies.

A2

Study Population

The aim of the study was to draw up a demographic profile of students enrolled in preschool education (4 and 5 years old), in elementary education and in secondary school general education in the youth sector between 1994-1995 and 2003-2004, according to whether or not the students were from immigrant families.

A **student from an immigrant family** is a student who was born outside of Canada (first generation) or who was born in Canada (second generation), but with one parent born outside of Canada,³⁴ or whose mother tongue is neither French nor English. For students born in Canada, we first verified whether one of the two parents had been born outside of Canada. If not, we verified whether the student's mother tongue was a language other than French or English.³⁵

We also made a distinction between students from immigrant families who were **first generation** (born outside of Canada) or **second generation** (born in Canada with parents born abroad, or born in Canada with a mother tongue other than French or English).

Students of aboriginal origin, that is, students whose mother tongue is an aboriginal language, were not considered students from immigrant families, because they are part of the "First Nations." Students of Inuit origin were likewise not considered students from immigrant families.

Finally, students who could not be considered students from an immigrant family were classified as "**other students**."

A3

Definition of the Variables Analyzed

A number of variables were examined throughout the study: the school system, the sector and type of education, the language of instruction, the enrollment status for the school year, the student's mother tongue according to Malherbe's groupings, the student's and parents' region of birth, the administrative region of the student's residence, whether or not the student was declared SHSMLD, whether or not the student benefited from welcoming services and assistance in learning French, gender and academic delay.

A3.1

School System

Students studying in the public, private and government school systems were selected for the study. Private schools authorized for subsidy purposes are governed by the *Act respecting private education*.³⁶ Nonsubsidized private schools and government schools also exist. Government schools include band schools, where First Nation students write the Ministère's uniform examinations, as well as schools that provide educational services to school-age children living in youth centres subject to an exemption (agreement between the Ministère de l'Éducation, du Loisir et du Sport and the Ministère de la Santé et des Services sociaux).

A3.2

Sector and Type of Instruction

There are two sectors of education—the youth sector and the adult sector—and within each sector, two types of education—general education and vocational training. The profile focuses on **students in general education in the youth sector**. Therefore, students in the adult sector enrolled in general education and vocational training, as well as students in the youth sector enrolled in vocational training were not included in the study population.

34. Although the declaration of parents' place of birth has improved over the years for all students (the proportion rising from 50% to 75% on average between 1994-1995 and 2003-2004), the increase in the number of students from immigrant families is not a result of this improvement.

35. Consequently, there was a greater proportion of students with one parent born outside of Canada.

36. More information on the private school system may be obtained at the Web site of the Direction de l'enseignement privé of the Ministère de l'Éducation, du Loisir et du Sport: <<http://www.mels.gouv.qc.ca/dep/index.html>>. A list of schools in each school system may be found at <http://www.mels.gouv.qc.ca/stat/Stat_det/PPS_eff.htm>.

A3.3

Language of Instruction

The official languages of instruction in Québec are French and English. At the elementary level and particularly in the public system, students from immigrant families have the possibility of studying in their heritage language by means of the PELO program (certain conditions apply). Even though French and English are the only languages recognized as official languages of instruction, this study also dealt with students benefiting from the PELO program.

A3.4

Enrollment Status for the School Year

Given that students may enter the school system at any time during the school year, we defined three categories of students: those **already part of the system as of September 30**, that is, they had attended school in Québec at some point during the past four years preceding the observation year; those **newly enrolled as of September 30**, that is, they had not attended a Québec school during the past four years preceding the observation year; and those **enrolled after September 30**.

A3.5

Student's Mother Tongue According to Malherbe's Language Groupings

Information on a student's mother tongue is gathered when the student enrolls for the first time. Mother tongue is the first language learned and still understood by a student. This study used Michel Malherbe's language groupings for mother tongues (1983). There are 14 language groups: Latin Indo-European languages, Germanic Indo-European languages, Slavic Indo-European languages, Indo-European isolates, Iranian Indo-European languages, Indo-European languages of India, Dravidian languages, Semitic languages, agglutinative languages, Asian tonal languages, Indonesian languages, Black African languages, pidgin and creole languages and lastly, other languages. Appendix B contains an exhaustive list of mother tongues found in the DCS and grouped in this study according to Malherbe's classification.

A3.6

Students' Place and Region of Birth

Place of birth corresponds to the country, colony, province or territory in which the students were born. Students from immigrant families were analyzed according to their region of birth, using a country grouping. Given the large number of countries in which students were born, we wanted to define countries according to the major regions of the world so as to provide a more general overview of their place of origin. The countries declared in the DCS were grouped using Statistics Canada's method (2003), which groups countries into the following continents: America, Europe, Africa, Asia and Oceania. America is divided into six regions: **Québec, Canada without Québec, North America without Canada, Central America, the Caribbean and Bermuda, and South America**. Europe is divided into four regions: **Western Europe, Eastern Europe, Northern Europe and Southern Europe**. Africa is divided into five parts: **Western Africa, Eastern Africa, North Africa, Central Africa and Southern Africa**. Asia is divided into five regions: the **Middle East, West Central Asia, Eastern Asia, South East Asia and Southern Asia**. **Oceania** remains as is. Appendix C contains more details on the grouping of the countries declared.

A3.7

Parents' Region of Birth

The Ministère uses the parents' region of birth for student declarations. When a guardian represents a student, the Ministère does not identify the place of birth.

We attempted to group regions of birth in such a way that took into account the region of birth of either both parents or of one parent. When both parents were born in the same region, this region was reported as the parents' region of birth. If one of the two parents was born in Canada (or in an unspecified region) and the other in a region outside of Canada, the latter was reported. If both parents were born outside of Canada in two different regions, they were classified in the category *two parents born outside of Canada and in two different regions* since a single region could not be designated. If one parent was born in Canada and the other parent's region was not specified, they were classified in the category *one parent born in Canada and one parent's*

birthplace unknown. The region of birth of one or both parents could therefore be grouped as follows: **North America without Canada, Central America, the Caribbean and Bermuda, South America, Western Europe, Eastern Europe, Northern Europe, Southern Europe, Western Africa, Eastern Africa, North Africa, Central Africa, Southern Africa, the Middle East, West Central Asia, Eastern Asia, South East Asia, Southern Asia, Oceania, other** (regions), **two parents born outside of Canada and in two different regions, two parents born in Canada, one parent born in Canada and one parent's birthplace unknown, and region of birth unknown for both parents.**

A3.8

Administrative Region of the Students' Residence in Québec

The postal code of students' residence was used to determine which of the following 17 administrative regions they fell into: Bas-Saint-Laurent, Saguenay—Lac-Saint-Jean, Capitale-Nationale, Mauricie, Estrie, Montréal, Outaouais, Abitibi-Témiscamingue, Côte-Nord, Nord-du-Québec, Gaspésie—Îles-de-la-Madeleine, Chaudière-Appalaches, Laval, Lanaudière, Laurentides, Montérégie and Centre-du-Québec.

A3.9

Students Declared as “Having Handicaps, Social Maladjustments or Learning Difficulties”

A “student with handicaps, social maladjustments or learning difficulties” (SHSMLD) is a student with learning difficulties, a behavioural disorder, an intellectual impairment, a slight motor or organic impairment, a language disorder, a severe physical handicap, a pervasive developmental disorder or any other degree of impairment. Since 2000-2001, students can only be declared SHSMLD if the difficulties, disorder or impairment is moderate or severe (or pervasive). Learning difficulties and behavioural disorders are not included in the definition of SHSMLD.

Students declared SHSMLD who are integrated are placed in a regular class and the students and teacher are given support, whereas students declared SHSMLD who are non-integrated are grouped with other students identified as having difficulties.

A3.10

Students Benefiting From Welcoming Services and Assistance in Learning French

Students eligible for welcoming services and assistance in learning French are students who meet the following admission requirements: nonfrancophone students enrolled for the first time in instruction in French; students whose knowledge of French is insufficient for them to take courses in a regular class without support; students attending schools where all educational and administrative activities take place in French; and students not participating in a student exchange program (Ministère de l'Éducation, 2003).

A3.11

Gender

A student's gender is identified using the student's permanent code for the school year analyzed.

A3.12

Academic Delay

Academic delay is calculated according to the “normal” age of a student as of September 30 (the age that a child would be if the usual trajectory through school were followed without repeating a grade), and according to level of education and grade: 4 or 5 years old in preschool, 6 years old in the first year of elementary school, 7 years old in the second year of elementary school, and so on, until the fifth year of secondary school general education in the youth sector, where a student should be 16 years old. Consequently, students who are younger or the same age as the normal age (given the level of education and grade) are considered on track, whereas students who are older than the normal age are considered behind.

A4

Methodology

The analysis method used for this study is descriptive. Raw data and statistical data are presented as proportions. The study compares students from immigrant families to the total student population, to other students, and to each other (first and second generations, region of birth and language group of mother tongue).

A5

Limitations of the Study

The study has a number of limitations that may influence the results or their interpretation. The main limitations are presented below.

A5.1

Change in School Board Vocation

Given the creation of linguistic school boards in 1998 to replace confessional school boards, we grouped students from immigrant families according to the administrative region of their residence. The purpose of this grouping was to determine historical trends in enrollment since 1994-1995.

A5.2

Declaration of Student Enrollments in the DCS

By verifying the quality of the data in the DCS database and more specifically the coding applied, we occasionally found errors. However, since the number of errors was small, we can presume that the impact was not significant. Given that the Direction de la recherche, des statistiques et des indicateurs (DRSI) agreed with the units responsible for coding that it would not make any corrections to the data files, these errors were not corrected.

A5.3

Modifications to the Coding of Mother Tongues and Birthplaces

In the declaration of student enrollments (DCS database), infrequently reported mother tongues and birthplaces are grouped under the "Other" category. However, when a significant number of students share the same mother tongue or birthplace, a new language or country code is created. Creating this code means that the number of students appearing in the "Other" category decreases. Some earlier years and languages or birthplaces have a "0" value; this does not mean no students declared this mother tongue or birthplace, but rather that there is no code for these languages or birthplaces for those years. This procedure has probably biased the analysis without, however, underestimating the number of students from immigrant families.

A5.4

Optional Declaration of Parents' Birthplace

Declaration of parents' birthplace in the DCS is not obligatory and this information is often missing. If the total student population for all levels of education is considered, roughly 50% of the declarations do not contain the birthplace for both parents; this proportion dropped over time to approximately 30% in 2003-2004. It would seem that it is primarily parents born in Québec who do not declare their birthplace.³⁷ Given that the definition of a second-generation student from an immigrant family depends not only on the parents' birthplace, but also on the student's mother tongue, which must be declared, the risk of underestimating second-generation students from immigrant families is diminished.

A5.5

Geopolitical Changes in Certain Countries

Between 1994-1995 and 2003-2004, certain regions of the world underwent geopolitical changes that may have had an impact on the number of students declared as being born in a given country, for example: collapse of the communist regime in the USSR, which led to the breakup of the Republic; annexation of Hong Kong to China; or migratory waves that often follow armed conflict in the world and natural disasters.

A5.6

Modifications to SHSMLD Declaration

We observed changes in the statistics concerning students declared SHSMLD, since their number began to drop significantly in 2000-2001. It was starting in this year that the SHSMLD code concerned only students with a severe physical or intellectual handicap or pervasive behavioural disorder and not students with learning difficulties or moderate behavioural disorders. Although the individualized education plans introduced in 2001-2002 now take the latter students into account, the plans were not considered for this study, hence the inconsistency from a statistical point of view. An individualized education plan is designed for students who require planned and coordinated initiatives to compensate for their abilities and needs.

³⁷ For students benefiting from measures offered to students from immigrant families (including PELO and welcoming services and assistance in learning French), it is strongly suggested that the birthplace of both parents be indicated in order to ensure implementation and follow-up of services.

A5.7

Academic Delay Among Immigrant Students

Students are considered to be experiencing academic delay when they fall one year behind the “normal” age for a level of education and grade. The study reveals that immigrant students experienced more significant academic delay. To explain this situation, it is possible that these students were behind before they immigrated, or that they were behind when they entered the Québec school system because of differences in the evaluation criteria used to determine the level of schooling in the country of origin. Moreover, some immigrant students with limited knowledge of French may have had academic difficulties and fallen behind in a system that provides instruction in French.

A5.8

Definition of Newly Arrived Student

A number of tables provide data according to the students' enrollment status in the Québec school system, that is, according to whether they are former or new students as of September 30 or new students enrolled after September 30. A **new student as of September 30** is a student who has not been in the Québec school system for the past four years. If such is not the case, the student is considered a **former student as of September 30**. However, with regard to **students enrolled after September 30**, we did not verify if they had been enrolled at least once in the previous four years. This imprecision means that dropouts or students who were absent for the September 30 declaration because of illness or travel would have been considered **new students** enrolled after September 30, whereas they were really **former students** enrolled after September 30. Also, since students tend to drop out toward the end of their secondary studies, the number of new students enrolled after September 30 tends to be inflated in secondary school and results in an overestimation of academic delay.

This specific categorization is based on the premise that newly immigrated students are theoretically new students enrolled as of September 30, or students enrolled after September 30 if they enter the school system during the year.

A5.9

Welcoming Services and Assistance in Learning French

In 1997-1998, all the measures related to welcoming and francization services for students from cultural communities were combined under one program, the *Programme d'accueil et de soutien à l'apprentissage du français pour les élèves non francophones* (Ministère de l'Éducation, 1997). Adjustments were therefore made in the declaration of students benefiting under this measure. Consequently, the number of students receiving welcoming services and assistance in learning French was underestimated for 1997-1998.

D Appendix

D Malherbe's Language Groupings

Groupings of languages declared in the DCS according to Malherbe

Latin Indo-European

Acadian *
Catalan
French
Italian
Moldavian
Occitan
Portuguese
Romanian
Romansch
Spanish

Germanic Indo-European

Afrikaans
Breton
Danish
Dutch
English
Flemish
Frisian
German
Icelandic
Irish
Luxembourgeois
Norwegian
Scots
Swedish
Welsh
Yiddish

Slavic Indo-European

Belarusan
Bosnian *
Bulgarian
Croatian
Czech
Estonian
Finnish
Gaelic
Georgian
Macedonian
Polish
Russian
Serbian
Serbocroatian *
Slovak
Slovenian
Ukrainian

Indo-European Isolates

Adyghe *
Albanian
Armenian
Greek
Greenlandic *
Gypsy
Latvian
Lithuanian

Iranian Indo-European

Baluchi
Dari
Kurdish
Pashto
Persian
Tajik

Indo-European of India

Abkhazi *
Assamese
Bengali
Gujarati *
Hindi
Kashmiri
Marathi or Konkani
Nepali
Oriya
Panjabi
Santali
Sindhi
Sinhalese
Urdu

Dravidian

Brahui
Kannada
Malayalam
Tamil
Telugu

Groupings of languages declared in the DCS according to Malherbe (*cont.*)

Semitic

Arabic
Assyrian *
Berber
Coptic
Hebrew
Kabardian *
Kabyle
Malay
Maltese
Syriac
Tamazight
Tuareg

Agglutinative

Abenaki *
Algonquin
Atikamekw *
Aymara
Azeri
Bashkir
Basque *
Blackfoot *
Carrier *
Chilcotin *
Chippewa
Cree
Dakota *
Dogrib *
Guarani
Haida *
Hare *
Hungarian or Magyar
Huron
Innu *
Inuktitut *
Japanese
Kaska or Nahane *
Kazakh
Kirghiz
Korean
Kutchin *
Kutenai *
Lappish
Malecite *
Maya
Micmac *

Agglutinative (*cont.*)

Mohawk *
Mongol
Montagnais-Naskapi *
Náhuatl
Naskapi *
Navaho
Ojibwa
Quechua
Salish *
Slave *
Tahltan
Tatar
Tlingit *
Tsimshian *
Tungus
Tupi
Turkish
Turkmen
Tutchone *
Uyghur
Uzbek
Wakashan *
Yellowknife *

Asian tonal

Burmese
Chinese
Karen
Laotian
Lolo / Yi *
Mandarin *
Miao / Yao *
Taiwanese
Thai
Tibetan or Jonkha
Vietnamese

Indonesian

Batak
Batek *
Bikol
Cambodian
Fijian *
Ilocano
Indonesian
Javanese
Madurai
Malagasy
Maori
Melanesian
Papuan

Groupings of languages declared in the DCS according to Malherbe (*cont.*)

Indonesian (*cont.*)

Samoan
Tagalog
Tahitian *
Visayan

Black African

Afar
Amhara
Bambara
Bantu
Bemba
Bochiman *
Bubi
Calabar or Efik
Chewa
Comorian *
Crioulo *
Dendi
Dinka
Dioula
Eton
Éwé
Ewondo or Bulu
Fang
Fula *
Galla or Oromo
Hausa
Hottentot
Ibo
Kamba
Kanouri
Kikongo
Kikuyu
Kimbundu
Kinyarwanda
Kirundi
Kiswahili
Krio *
Lingala
Luganda
Luo
Malinke
Mande
Mandingue
Mankinka *
Maure

Black African (*cont.*)

Mossi
Munda
Myene *
Nyanja
Peul
Pular
Sango
Sesotho
Shona
Sindebele *
Siswati *
Somali
Songhai or Djerma
Sotho
Swahili
Swazi
Temne *
Tigrigna
Tiv
Toucouleur
Tshiluba *
Tswana or Setswana *
Twi
Wolof
Xhosa
Yoruba
Zulou

Pidgins and creoles

Creole
Motu
Papiamentu
Pidgin
Sarakole

Other

Note:

The asterisk (*) indicates that the language does not appear in Malherbe's book and has therefore been classified according to the electronic version of *Ethnologue: Languages of the World, 15th Edition*, an encyclopedia that catalogues the living languages of the world. This reference document is recognized by linguists and other researchers in the field.

C Appendix **F** Country Groupings

Groupings of countries declared in the DCS according to Statistics Canada

BORN IN CANADA

Alberta
British Columbia
Manitoba
New Brunswick
Newfoundland and Labrador
Northwest Territories
Nova Scotia
Nunavut
Ontario
Prince Edward Island
Québec
Saskatchewan
Yukon

BORN OUTSIDE OF CANADA

North America

Greenland
Saint Pierre and Miquelon
United States

Central America

Belize
Costa Rica
El Salvador
Guatemala
Honduras
Mexico
Nicaragua
Panama

Caribbean and Bermuda

Anguilla
Antigua and Barbuda
Aruba
Bahamas
Barbados
Bermuda
Cayman Islands
Cuba

Caribbean and Bermuda (cont.)

Dominica
Dominican Republic
Grenada
Guadeloupe
Haiti
Jamaica
Martinique
Montserrat
Netherlands Antilles
Puerto Rico
Saint Kitts and Nevis
Saint Lucia
Saint Vincent and the Grenadines
Trinidad and Tobago
Turks and Caicos Islands
Virgin Islands, British
Virgin Islands, U.S.

South America

Argentina
Bolivia
Brazil
Chile
Colombia
Ecuador
Falkland Islands (Malvinas)
French Guiana
Guyana
Paraguay
Peru
St. Christophe *
Suriname
Uruguay
Venezuela

EUROPE

Western Europe

Austria
Belgium
Channel Islands *
France
Germany (East Germany and West Germany)
Liechtenstein
Luxembourg
Monaco
Netherlands
Switzerland

Grouping of countries declared in the DCS according to Statistics Canada (*cont.*)

Eastern Europe

Belarus
Bulgaria
Czech Republic
Czechoslovakia (Not Specified)
Estonia
Hungary
Latvia
Lithuania
Moldova, Republic of
Poland
Romania
Russian Federation
Slovakia
Ukraine
USSR (Not Specified)

Northern Europe

Denmark
Faeroe Islands *
Finland
Iceland
Ireland, Republic of (Eire)
Isle of Man *
Norway
Sweden
United Kingdom

Southern Europe

Albania
Andorra
Bosnia and Herzegovina
Croatia
Gibraltar
Greece
Italy
Malta
Spain
Macedonia
Montenegro *
Portugal
San Marino
Serbia *
Slovenia
Vatican City State
Yugoslavia

AFRICA

Western Africa

Benin
Burkina Faso
Cape Verde
Côte d'Ivoire
Gambia
Ghana
Guinea
Guinea-Bissau
Liberia
Mali
Mauritania
Niger
Nigeria
Saint Helena
Senegal
Sierra Leone
Togo

Eastern Africa

Burundi
Comoros
Djibouti
Eritrea
Ethiopia
Kenya
Madagascar
Malawi
Mauritius
Mayotte
Mozambique
Réunion
Rwanda
Seychelles
Somalia
Tanzania, United Republic of
Uganda
Zambia
Zimbabwe

North Africa

Algeria
Egypt
Libya
Morocco
North Africa *
Sudan
Tunisia
Western Sahara

Grouping of countries declared in the DCS according to Statistics Canada (*cont.*)

Central Africa

Angola
Cameroon
Central African Republic
Chad
Congo, Republic of the
Congo, The Democratic Republic of
Equatorial Guinea
Gabon
Sao Tome and Principe

Southern Africa

Botswana
Lesotho
Namibia
South Africa, Republic of
Swaziland

ASIA

Middle East

Bahrain
Iraq
Israel
Jordan
Kuwait
Lebanon
Oman
Palestine/West Bank/Gaza Strip
Qatar
Saudi Arabia
Syria
United Arab Emirates
Yemen

West Central Asia

Afghanistan
Armenia
Azerbaijan
Commonwealth of Independent States *
Cyprus
Georgia
Iran
Kazakhstan
Kyrgyzstan
Tajikistan
Turkey
Turkmenistan
Uzbekistan

Eastern Asia

China, People's Republic of
Hong Kong
Japan
Korea, North
Korea, South
Macau
Mongolia
Taiwan

South East Asia

Brunei Darussalam
Cambodia
East Timor
Indonesia
Laos
Malaysia
Myanmar
Philippines
Singapore
Thailand
Vietnam

Southern Asia

Bangladesh
Bhutan
India
Maldives
Nepal
Pakistan
Sikkim *
Sri Lanka

OCEANIA

American Samoa
Australia
Cocos (Keeling) Islands *
Cook Islands
Fiji
French Polynesia
Guam
Kiribati
Micronesia, Federated States of
Nauru
New Caledonia
New Zealand
Niue Islands *
Norfolk Islands *
Pacific Islands *
Palau
Papua New Guinea
Pitcairn
Samoa (Western Samoa)

Grouping of countries declared in the DCS according to Statistics Canada (*cont.*)

OCEANIA (*cont.*)

Solomon Islands

Tokelau *

Tonga

Tuvalu

Vanuatu

Wallis & Futuna

Note:

- 1) The asterisk (*) indicates that the country name does not appear on Statistics Canada's list, therefore the name was taken from the United Nations list.

Appendix Tables

**Detailed groupings of mother tongues of students from immigrant families,
 Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004**

Langues	1994-1995		1997-1998		2000-2001		2003-2004	
	N	%	N	%	N	%	N	%
<i>Indo-européennes latines</i>	75 057	47,2	79 520	46,2	85 966	46,3	92 635	46,0
Français	42 763	57,0	47 287	59,5	54 037	62,9	58 365	63,0
Espagnol	13 685	18,2	14 980	18,8	15 281	17,8	17 604	19,0
Italien	11 772	15,7	11 042	13,9	10 978	12,8	10 703	11,6
Portugais	5 435	7,2	4 710	5,9	4 027	4,7	3 446	3,7
Roumain	1 389	1,9	1 491	1,9	1 630	1,9	2 486	2,7
Autres langues (5)	13	0,0	10	0,0	13	0,0	31	0,0
<i>Indo-européennes germaniques</i>	24 832	15,6	28 863	16,8	29 976	16,1	30 396	15,1
Anglais	22 817	91,9	26 898	93,2	28 003	93,4	28 338	93,2
Allemand	1 170	4,7	938	3,2	809	2,7	745	2,5
Yiddish	642	2,6	839	2,9	974	3,2	1 103	3,6
Autres langues (13)	203	0,8	188	0,7	190	0,6	210	0,7
<i>Indo-européennes slaves</i>	5 193	3,3	6 603	3,8	6 619	3,6	7 013	3,5
Polonais	2 321	44,7	1 993	30,2	1 635	24,7	1 401	20,0
Russe	1 349	26,0	2 304	34,9	2 493	37,7	2 840	40,5
Serbo-croate	382	7,4	961	14,6	1 010	15,3	915	13,0
Bulgare	311	6,0	308	4,7	359	5,4	696	9,9
Ukrainien	227	4,4	260	3,9	277	4,2	290	4,1
Croate	129	2,5	247	3,7	294	4,4	277	3,9
Serbe	119	2,3	203	3,1	259	3,9	249	3,6
Tchèque	117	2,3	116	1,8	115	1,7	91	1,3
Autres langues (9)	238	4,6	211	3,2	177	2,7	254	3,6
<i>Indo-européennes isolées</i>	7 604	4,8	6 503	3,8	6 160	3,3	6 092	3,0
Grec	5 381	70,8	4 298	66,1	3 789	61,5	3 699	60,7
Arménien	2 152	28,3	2 092	32,2	2 024	32,9	1 976	32,4
Albanais	14	0,2	40	0,6	275	4,5	350	5,7
Autres langues (5)	57	0,7	73	1,1	72	1,2	67	1,1
<i>Indo-européennes iraniennes</i>	1 557	1,0	2 221	1,3	2 584	1,4	3 035	1,5
Persan	1 323	85,0	1 571	70,7	1 609	62,3	1 557	51,3
Dari	93	6,0	385	17,3	644	24,9	1 132	37,3
Pachtou	68	4,4	85	3,8	146	5,7	167	5,5
Kurde	49	3,1	141	6,3	132	5,1	139	4,6
Autres langues (2)	24	1,5	39	1,8	53	2,1	40	1,3
<i>Indo-européennes de l'Inde</i>	3 665	2,3	4 779	2,8	6 276	3,4	7 705	3,8
Ourdou	976	26,6	1 216	25,4	1 833	29,2	2 344	30,4
Bengali	906	24,7	1 326	27,7	1 525	24,3	1 914	24,8
Penjabi	678	18,5	1 044	21,8	1 512	24,1	1 894	24,6
Gujarati	558	15,2	668	14,0	840	13,4	970	12,6
Hindi	445	12,1	419	8,8	424	6,8	436	5,7
Autres langues (9)	102	2,8	106	2,2	142	2,3	147	1,9
<i>Dravidiennes</i>	1 216	0,8	1 728	1,0	2 661	1,4	3 246	1,6
Tamoul	1 187	97,6	1 694	98,0	2 614	98,2	3 193	98,4
Autres langues (4)	29	2,4	34	2,0	47	1,8	53	1,6
<i>Sémitiques</i>	11 431	7,2	12 629	7,3	15 550	8,4	19 468	9,7
Arabe	10 619	92,9	11 811	93,5	14 727	94,7	18 266	93,8
Hébreu	608	5,3	438	3,5	346	2,2	357	1,8
Tamazirt	75	0,7	64	0,5	24	0,2	24	0,1
Berbère	47	0,4	145	1,1	304	2,0	604	3,1
Kabyle	26	0,2	39	0,3	50	0,3	153	0,8
Autres langues (7)	56	0,5	132	1,0	99	0,6	64	0,3



Detailed groupings of mother tongues of students from immigrant families,
Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004 (cont.)

Languages	1994-1995		1997-1998		2000-2001		2003-2004	
	N	%	N	%	N	%	N	%
<i>Agglutinative</i>	1 897	1.2	1 830	1.1	1 843	1.0	2 072	1.0
Turkish	892	47.0	874	47.8	904	49.1	995	48.0
Korean	527	27.8	476	26.0	457	24.8	533	25.7
Hungarian/Magyar	269	14.2	257	14.0	244	13.2	267	12.9
Japanese	152	8.0	158	8.6	152	8.2	169	8.2
Other languages (51)	57	3.0	65	3.6	86	4.7	108	5.2
<i>Asian tonal</i>	11 674	7.3	11 602	6.7	12 221	6.6	13 314	6.6
Chinese	6 527	55.9	6 338	54.6	6 920	56.6	7 928	59.5
Vietnamese	4 008	34.3	4 092	35.3	4 158	34.0	4 297	32.3
Laotian	984	8.4	1 000	8.6	973	8.0	874	6.6
Thai	101	0.9	117	1.0	119	1.0	110	0.8
Other languages (7)	54	0.5	55	0.5	51	0.4	105	0.8
<i>Indonesian</i>	3 279	2.1	3 698	2.2	3 710	2.0	3 813	1.9
Cambodian	2 085	63.6	2 227	60.2	1 882	50.7	1 676	44.0
Tagalog/Pilipino	1 109	33.8	1 368	37.0	1 662	44.8	1 963	51.5
Other languages (15)	85	2.6	103	2.8	166	4.5	174	4.6
<i>Black African</i>	1 015	0.6	1 743	1.0	2 681	1.4	3 601	1.8
Somali	164	16.2	261	15.0	310	11.6	279	7.7
Lingala	132	13.0	344	19.7	523	19.5	676	18.8
Twi	127	12.5	253	14.5	360	13.4	370	10.3
Kirundi	66	6.5	113	6.5	238	8.9	425	11.8
Swahili	59	5.8	104	6.0	163	6.1	388	10.8
Kinyarwanda	51	5.0	98	5.6	244	9.1	313	8.7
Tshiluba	17	1.7	51	2.9	98	3.7	106	2.9
Other languages (61)	399	39.3	519	29.8	745	27.8	1 044	29.0
<i>Pidgins and creoles</i>	8 026	5.1	8 685	5.1	8 258	4.4	8 102	4.0
Creole	7 909	98.5	8 628	99.3	8 212	99.4	8 062	99.5
Other languages (4)	117	1.5	57	0.7	46	0.6	40	0.5
<i>Other</i>	2 453	1.5	1 566	0.9	1 109	0.6	822	0.4
<i>Not specified</i>	11	0.0	0	0.0	0	0.0	0	0.0
TOTAL	158 910	100.0	171 970	100.0	185 614	100.0	201 314	100.0



Students from immigrant families declared SHSMLD, by groupings of mother tongues, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Languages and SHSMLD	1994-1995 ¹		1997-1998		2000-2001		2003-2004	
	N	%	N	%	N	%	N	%
Latin Indo-European	75 057		79 520		85 966		92 635	
Integrated SHSMLD	4 201	5.6	4 940	6.2	453	0.5	610	0.7
Non-integrated SHSMLD	3 650	4.9	3 849	4.8	1 385	1.6	1 441	1.6
German Indo-European	24 832		28 863		29 976		30 396	
Integrated SHSMLD	2 003	8.1	2 623	9.1	315	1.1	444	1.5
Non-integrated SHSMLD	966	3.9	1 058	3.7	373	1.2	372	1.2
Slavic Indo-European	5 193		6 603		6 619		7 013	
Integrated SHSMLD	204	3.9	282	4.3	21	0.3	26	0.4
Non-integrated SHSMLD	85	1.6	176	2.7	36	0.5	49	0.7
Indo-European Isolates	7 604		6 503		6 160		6 092	
Integrated SHSMLD	436	5.7	389	6.0	16	0.3	36	0.6
Non-integrated SHSMLD	401	5.3	306	4.7	83	1.3	56	0.9
Iranian Indo-European	1 557		2 221		2 584		3 035	
Integrated SHSMLD	82	5.3	118	5.3	7	0.3	2	0.1
Non-integrated SHSMLD	39	2.5	106	4.8	22	0.9	32	1.1
Indo-European of India	3 665		4 779		6 276		7 705	
Integrated SHSMLD	268	7.3	354	7.4	27	0.4	34	0.4
Non-integrated SHSMLD	115	3.1	300	6.3	54	0.9	105	1.4
Dravidian	1 216		1 728		2 661		3 246	
Integrated SHSMLD	54	4.4	100	5.8	7	0.3	13	0.4
Non-integrated SHSMLD	42	3.5	61	3.5	23	0.9	35	1.1
Semitic	11 431		12 629		15 550		19 468	
Integrated SHSMLD	634	5.5	718	5.7	50	0.3	73	0.4
Non-integrated SHSMLD	400	3.5	409	3.2	162	1.0	224	1.2
Agglutinative	1 897		1 830		1 843		2 072	
Integrated SHSMLD	57	3.0	113	6.2	4	0.2	8	0.4
Non-integrated SHSMLD	101	5.3	129	7.0	16	0.9	18	0.9
Asian Tonal	11 674		11 602		12 221		13 314	
Integrated SHSMLD	508	4.4	583	5.0	54	0.4	82	0.6
Non-integrated SHSMLD	279	2.4	285	2.5	123	1.0	158	1.2
Indonesian	3 279		3 698		3 710		3 813	
Integrated SHSMLD	161	4.9	225	6.1	16	0.4	21	0.6
Non-integrated SHSMLD	135	4.1	203	5.5	50	1.3	58	1.5
Black African	1 015		1 743		2 681		3 601	
Integrated SHSMLD	72	7.1	141	8.1	17	0.6	30	0.8
Non-integrated SHSMLD	65	6.4	158	9.1	40	1.5	49	1.4
Pidgins and Creoles	8 026		8 685		8 258		8 102	
Integrated SHSMLD	564	7.0	744	8.6	37	0.4	50	0.6
Non-integrated SHSMLD	812	10.1	1 046	12.0	207	2.5	240	3.0
Other	2 453		1 566		1 109		822	
Integrated SHSMLD	232	9.5	125	8.0	6	0.5	5	0.6
Non-integrated SHSMLD	132	5.4	76	4.9	34	3.1	25	3.0
TOTAL	158 910		171 970		185 614		201 314	
Integrated SHSMLD	9 476	6.0	11 455	6.7	1 030	0.6	1 434	0.7
Non-integrated SHSMLD	7 222	4.5	8 162	4.7	2 608	1.4	2 862	1.4

¹ Eleven students from immigrant families not declared SHSMLD did not specify their mother tongue.



Students from immigrant families declared SHSMLD, by region of birth, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Region of birth and SHSMLD	1994-1995		1997-1998		2000-2001		2003-2004	
	N	%	N	%	N	%	N	%
Québec	93 589		105 393		117 712		126 940	
Integrated SHSMLD	5 743	6.1	7 211	6.8	687	0.6	1 015	0.8
Non-integrated SHSMLD	3 654	3.9	3 920	3.7	1 730	1.5	1 960	1.5
Canada without Québec	3 692		4 283		4 551		4 979	
Integrated SHSMLD	286	7.7	350	8.2	47	1.0	55	1.1
Non-integrated SHSMLD	121	3.3	107	2.5	36	0.8	47	0.9
North America without Canada	3 180		3 252		3 345		3 518	
Integrated SHSMLD	233	7.3	260	8.0	29	0.9	34	1.0
Non-integrated SHSMLD	123	3.9	137	4.2	54	1.6	39	1.1
Central America	4 916		4 441		3 564		3 327	
Integrated SHSMLD	320	6.5	345	7.8	14	0.4	19	0.6
Non-integrated SHSMLD	307	6.2	411	9.3	78	2.2	53	1.6
Caribbean and Bermuda	7 253		6 983		6 464		6 378	
Integrated SHSMLD	607	8.4	659	9.4	33	0.5	41	0.6
Non-integrated SHSMLD	1 025	14.1	1 169	16.7	162	2.5	171	2.7
South America	4 001		4 330		4 009		5 137	
Integrated SHSMLD	228	5.7	278	6.4	15	0.4	18	0.4
Non-integrated SHSMLD	224	5.6	270	6.2	60	1.5	65	1.3
Western Europe	4 614		5 675		6 747		7 115	
Integrated SHSMLD	180	3.9	244	4.3	26	0.4	24	0.3
Non-integrated SHSMLD	120	2.6	171	3.0	63	0.9	63	0.9
Eastern Europe	4 741		5 184		5 161		6 219	
Integrated SHSMLD	141	3.0	212	4.1	29	0.6	55	0.9
Non-integrated SHSMLD	88	1.9	149	2.9	65	1.3	74	1.2
Northern Europe	780		745		705		779	
Integrated SHSMLD	50	6.4	43	5.8	7	1.0	12	1.5
Non-integrated SHSMLD	16	2.1	14	1.9	7	1.0	8	1.0
Southern Europe	2 570		2 947		2 899		2 336	
Integrated SHSMLD	130	5.1	176	6.0	7	0.2	8	0.3
Non-integrated SHSMLD	171	6.7	164	5.6	29	1.0	19	0.8
Western Africa	781		920		1 031		1 265	
Integrated SHSMLD	54	6.9	70	7.6	6	0.6	8	0.6
Non-integrated SHSMLD	38	4.9	100	10.9	11	1.1	15	1.2
Eastern Africa	1 046		1 112		1 302		1 486	
Integrated SHSMLD	83	7.9	89	8.0	3	0.2	8	0.5
Non-integrated SHSMLD	83	7.9	103	9.3	27	2.1	19	1.3
North Africa	2 659		3 699		5 081		6 910	
Integrated SHSMLD	114	4.3	177	4.8	19	0.4	19	0.3
Non-integrated SHSMLD	106	4.0	123	3.3	52	1.0	62	0.9
Central Africa	616		1 188		1 768		2 223	
Integrated SHSMLD	35	5.7	80	6.7	11	0.6	15	0.7
Non-integrated SHSMLD	27	4.4	81	6.8	23	1.3	31	1.4
Southern Africa	120		97		117		96	
Integrated SHSMLD	11	9.2	8	8.2	0	0.0	0	0.0
Non-integrated SHSMLD	6	5.0	5	5.2	3	2.6	2	2.1



Students from immigrant families declared SHSMLD, by region of birth,
Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004 (cont.)

Region of birth and SHSMLD	1994-1995		1997-1998		2000-2001		2003-2004	
	N	%	N	%	N	%	N	%
Middle East	6 803		5 643		4 787		4 365	
Integrated SHSMLD	379	5.6	364	6.5	19	0.4	21	0.5
Non-integrated SHSMLD	234	3.4	231	4.1	55	1.1	53	1.2
West Central Asia	2 211		2 883		2 905		2 948	
Integrated SHSMLD	103	4.7	149	5.2	9	0.3	4	0.1
Non-integrated SHSMLD	129	5.8	211	7.3	19	0.7	20	0.7
Eastern Asia	4 128		4 341		5 654		7 732	
Integrated SHSMLD	165	4.0	144	3.3	29	0.5	44	0.6
Non-integrated SHSMLD	59	1.4	75	1.7	37	0.7	49	0.6
South East Asia	4 948		3 739		2 863		2 454	
Integrated SHSMLD	211	4.3	253	6.8	19	0.7	13	0.5
Non-integrated SHSMLD	283	5.7	293	7.8	37	1.3	34	1.4
Southern Asia	3 022		3 758		4 582		4 844	
Integrated SHSMLD	147	4.9	231	6.1	15	0.3	18	0.4
Non-integrated SHSMLD	137	4.5	332	8.8	50	1.1	73	1.5
Oceania	185		171		170		176	
Integrated SHSMLD	5	2.7	9	5.3	1	0.6	0	0.0
Non-integrated SHSMLD	10	5.4	5	2.9	1	0.6	1	0.6
Other	3 019		1 186		195		84	
Integrated SHSMLD	251	8.3	103	8.7	5	2.6	3	3.6
Non-integrated SHSMLD	261	8.6	91	7.7	9	4.6	4	4.8
Missing value	36		0		2		3	
Integrated SHSMLD	0	0.0	0	0.0	0	0.0	0	0.0
Non-integrated SHSMLD	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL	158 910		171 970		185 614		201 314	
Integrated SHSMLD	9 476	6.0	11 455	6.7	1 030	0.6	1 434	0.7
Non-integrated SHSMLD	7 222	4.5	8 162	4.7	2 608	1.4	2 862	1.4



Welcoming services and assistance in learning French for nonfrancophone students from immigrant families, by language, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Welcoming-francization and languages	1994-1995 ¹		1997-1998		2000-2001		2003-2004	
	N	%	N	%	N	%	N	%
Latin Indo-European	63 082		66 881		72 118		78 361	
Welcoming-francization	2 907	4.6	2 175	3.3	2 464	3.4	4 083	5.2
Germanic Indo-European	7 305		8 329		8 305		8 600	
Welcoming-francization	1 193	16.3	1 100	13.2	832	10.0	1 026	11.9
Slavic Indo-European	4 487		5 954		6 014		6 403	
Welcoming-francization	1 289	28.7	1 640	27.5	1 201	20.0	1 141	17.8
Indo-European Isolates	6 235		5 084		4 532		4 327	
Welcoming-francization	137	2.2	136	2.7	298	6.6	126	2.9
Iranian Indo-European	1 363		2 011		2 419		2 860	
Welcoming-francization	386	28.3	669	33.3	711	29.4	752	26.3
Indo-European of India	2 310		3 068		3 958		4 849	
Welcoming-francization	1 134	49.1	1 042	34.0	1 371	34.6	1 377	28.4
Dravidian	905		991		1 377		1 604	
Welcoming-francization	395	43.6	271	27.3	427	31.0	286	17.8
Semitic	10 768		11 904		14 858		18 723	
Welcoming-francization	1 258	11.7	1 179	9.9	1 794	12.1	1 812	9.7
Agglutinative	1 565		1 457		1 503		1 673	
Welcoming-francization	376	24.0	210	14.4	315	21.0	276	16.5
Asian Tonal	10 051		10 043		10 558		11 544	
Welcoming-francization	1 552	15.4	1 024	10.2	1 278	12.1	1 506	13.0
Indonesian	3 039		3 441		3 447		3 552	
Welcoming-francization	611	20.1	402	11.7	388	11.3	374	10.5
Black African	947		1 645		2 534		3 425	
Welcoming-francization	324	34.2	424	25.8	673	26.6	680	19.9
Pidgins and Creoles	7 981		8 639		8 223		8 057	
Welcoming-francization	1 137	14.2	837	9.7	724	8.8	604	7.5
Other	1 974		1 297		949		711	
Welcoming-francization	77	3.9	87	6.7	71	7.5	41	5.8
TOTAL	122 017		130 744		140 795		154 689	
Welcoming-francization	12 776	10.5	11 196	8.6	12 547	8.9	14 084	9.1

¹ Five students did not declare their mother tongue.



Welcoming services and assistance in learning French for students from immigrant families,
by region of birth, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Welcoming-francization and region of birth	1994-1995		1997-1998		2000-2001		2003-2004	
	N	%	N	%	N	%	N	%
Québec	64 195		71 898		81 100		89 021	
Welcoming-francization	2 496	3.9	2 097	2.9	2 265	2.8	2 358	2.6
Canada without Québec	1 887		2 213		2 383		2 602	
Welcoming-francization	205	10.9	174	7.9	183	7.7	194	7.5
North America without Canada	2 042		2 228		2 181		2 323	
Welcoming-francization	213	10.4	210	9.4	187	8.6	270	11.6
Central America	4 746		4 255		3 349		3 078	
Welcoming-francization	887	18.7	559	13.1	460	13.7	729	23.7
Caribbean and Bermuda	6 826		6 646		6 192		6 156	
Welcoming-francization	1 300	19.0	1 078	16.2	962	15.5	820	13.3
South America	3 765		4 092		3 753		4 875	
Welcoming-francization	680	18.1	632	15.4	812	21.6	1 759	36.1
Western Europe	4 210		5 230		6 267		6 609	
Welcoming-francization	115	2.7	75	1.4	96	1.5	95	1.4
Eastern Europe	4 497		4 901		4 838		5 855	
Welcoming-francization	1 220	27.1	1 006	20.5	975	20.2	1 676	28.6
Northern Europe	399		376		340		394	
Welcoming-francization	52	13.0	45	12.0	33	9.7	55	14.0
Southern Europe	2 406		2 775		2 727		2 180	
Welcoming-francization	448	18.6	761	27.4	613	22.5	166	7.6
Western Africa	723		869				1 186	
Welcoming-francization	227	31.4	161	18.5	133	14.1	175	14.8
Eastern Africa	997		1 057		1 256		1 421	
Welcoming-francization	170	17.1	143	13.5	288	22.9	227	16.0
North Africa	2 587		3 599		4 997		6 809	
Welcoming-francization	279	10.8	486	13.5	918	18.4	868	12.7
Central Africa	606		1 174		1 747		2 206	
Welcoming-francization	53	8.7	168	14.3	391	22.4	377	17.1
Southern Africa	84		74		72		63	
Welcoming-francization	8	9.5	7	9.5	9	12.5	11	17.5
Middle East	6 449		5 263		4 400		3 934	
Welcoming-francization	771	12.0	446	8.5	482	11.0	586	14.9
West Central Asia	2 019		2 696		2 803		2 828	
Welcoming-francization	571	28.3	901	33.4	854	30.5	808	28.6
Eastern Asia	3 416		3 650		4 912		6 858	
Welcoming-francization	805	23.6	700	19.2	956	19.5	1 216	17.7
South East Asia	4 767		3 541		2 665		2 262	
Welcoming-francization	831	17.4	395	11.2	349	13.1	358	15.8
Southern Asia	2 558		3 016		3 593		3 846	
Welcoming-francization	1 380	53.9	1 138	37.7	1 566	43.6	1 327	34.5
Oceania	129		111		103		103	
Welcoming-francization	16	12.4	8	7.2	15	14.6	8	7.8
Other	2 684		1 080		174		80	
Welcoming-francization	46	1.7	6	0.6	0	0.0	1	1.3
Missing value	25		0		0		0	
Welcoming-francization	3	12.0	0	0.0	0	0.0	0	0.0
Total	122 017		130 744		140 795		154 689	
Welcoming-francization	12 776	10.5	11 196	8.6	12 547	8.9	14 084	9.1

TABLE



Students from immigrant families declared SHSMLD, according to whether they receive welcoming services and assistance in learning French, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Welcoming-francization and SHSMLD	1994-1995		1997-1998		2000-2001		2003-2004	
	N	%	N	%	N	%	N	%
Welcoming-francization								
Yes	12 776		11 196		12 547		14 084	
SHSMLD	172	1.3	227	2.0	42	0.3	66	0.5
No	109 241		119 548		128 248		140 605	
SHSMLD	12 331	11.3	14 351	12.0	2 484	1.9	2 899	2.1
Total	122 017		130 744		140 795		154 689	
SHSMLD	12 503	10.2	14 578	11.2	2 526	1.8	2 965	1.9

TABLE



Students from immigrant families experiencing academic delay, according to whether they receive welcoming services and assistance in learning French, by level of education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Welcoming-francization and academic delay	1994-1995								1997-1998								
	Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Welcoming-francization																	
Yes	3 321		5 744		3 711		12 776		2 958		4 667		3 571		11 196		
Academic delay	34	1.0	1 565	27.2	3 010	81.1	4 609	36.1	24	0.8	1 411	30.2	2 059	57.7	3 494	31.2	
No	8 641		54 807		45 793		109 241		10 712		60 212		48 624		119 548		
Academic delay	45	0.5	12 896	23.5	20 382	44.5	33 323	30.5	71	0.7	12 173	20.2	20 498	42.2	32 742	27.4	
Total	11 962		60 551		49 504		122 017		13 670		64 879		52 195		130 744		
Academic delay	79	0.7	14 461	23.9	23 392	47.3	37 932	31.1	95	0.7	13 584	20.9	22 557	43.2	36 236	27.7	

Welcoming-francization and academic delay	2000-2001								2003-2004								
	Preschool		Elementary		Secondary		Total		Preschool		Elementary		Secondary		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Welcoming-francization																	
Yes	3 085		5 329		4 133		12 547		3 336		5 944		4 804		14 084		
Academic delay	25	0.8	2 496	46.8	2 611	63.2	5 132	40.9	24	0.7	2 441	41.1	2 788	58.0	5 253	37.3	
No	11 003		66 441		50 804		128 284		11 058		72 548		56 999		140 605		
Academic delay	132	1.2	10 755	16.2	19 906	39.2	30 793	24.0	113	1.0	9 214	12.7	20 162	35.4	29 489	21.0	
Total	14 088		71 770		54 937		140 795		14 394		74 492		61 803		154 689		
Academic delay	157	1.1	13 251	18.5	22 517	41.0	35 925	25.5	137	1.0	11 655	14.8	22 950	37.1	37 742	22.5	

TABLE



Students from immigrant families experiencing academic delay, by mother tongue groupings, elementary and secondary education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Academic delay and languages	1994-1995 ¹						1997-1998					
	Elementary		Secondary		Total		Elementary		Secondary		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Latin Indo-European	37 088		31 070		68 158		39 239		32 242		71 481	
Academic delay	7 243	19.5	12 230	39.4	19 473	28.6	6 512	16.6	11 533	35.8	18 045	25.2
Germanic Indo-European	13 145		8 712		21 857		15 653		10 393		26 046	
Academic delay	1 709	13.0	2 532	29.1	4 241	19.4	1 865	11.9	2 651	25.5	4 516	17.3
Slavic Indo-European	2 660		2 098		4 758		3 364		2 817		6 181	
Academic delay	656	24.7	1 029	49.0	1 685	35.4	857	25.5	1 268	45.0	2 125	34.4
Indo-European Isolates	3 339		3 749		7 088		3 072		2 859		5 931	
Academic delay	568	17.0	1 394	37.2	1 962	27.7	358	11.7	1 012	35.4	1 370	23.1
Iranian Indo-European	825		582		1 407		1 116		863		1 979	
Academic delay	260	31.5	322	55.3	582	41.4	330	29.6	486	56.3	816	41.2
Indo-European of India	2 004		1 129		3 133		2 593		1 527		4 120	
Academic delay	503	25.1	558	49.4	1 061	33.9	725	28.0	782	51.2	1 507	36.6
Dravidian	673		333		1 006		967		437		1 404	
Academic delay	243	36.1	247	74.2	490	48.7	246	25.4	264	60.4	510	36.3
Semitic	5 886		4 309		10 195		6 381		4 836		11 217	
Academic delay	1 268	21.5	1 905	44.2	3 173	31.1	1 096	17.2	1 952	40.4	3 048	27.2
Agglutinative	936		847		1 783		826		875		1 701	
Academic delay	360	38.5	520	61.4	880	49.4	309	37.4	511	58.4	820	48.2
Asian Tonal	5 564		4 940		10 504		5 614		4 779		10 393	
Academic delay	1 123	20.2	2 349	47.6	3 472	33.1	920	16.4	1 931	40.4	2 851	27.4
Indonesian	1 623		1 281		2 904		1 737		1 519		3 256	
Academic delay	493	30.4	698	54.5	1 191	41.0	449	25.8	769	50.6	1 218	37.4
Black African	544		375		919		902		632		1 534	
Academic delay	183	33.6	265	70.7	448	48.7	317	35.1	408	64.6	725	47.3
Pidgins and Creoles	3 683		3 433		7 116		4 483		3 314		7 797	
Academic delay	1 432	38.9	2 567	74.8	3 999	56.2	1 439	32.1	2 326	70.2	3 765	48.3
Other	1 046		1 356		2 402		409		1 089		1 498	
Academic delay	259	24.8	493	36.4	752	31.3	120	29.3	365	33.5	485	32.4
Total	79 016		64 225		143 241		86 356		68 182		154 538	
Academic delay	16 300	20.6	27 115	42.2	43 415	30.3	15 543	18.0	26 258	38.5	41 801	27.0

¹ Eleven students from immigrant families did not specify their mother tongue. Six of these students were enrolled in secondary education and had fallen behind.



Students from immigrant families experiencing academic delay, by mother tongue groupings, elementary and secondary education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004 (cont.)

Academic delay and languages	2000-2001						2003-2004					
	Elementary		Secondary		Total		Elementary		Secondary		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Latin Indo-European	44 571		33 822		78 393		46 705		38 305		85 010	
Academic delay	6 106	13.7	11 390	33.7	17 496	22.3	5 509	11.8	11 577	30.2	17 086	20.1
Germanic Indo-European	15 808		11 779		27 587		14 923		13 217		28 140	
Academic delay	1 725	10.9	2 697	22.9	4 422	16.0	1 519	10.2	2 709	20.5	4 228	15.0
Slavic Indo-European	3 109		3 073		6 182		3 152		3 382		6 534	
Academic delay	734	23.6	1 301	42.3	2 035	32.9	550	17.4	1 334	39.4	1 884	28.8
Indo-European Isolates	3 171		2 462		5 633		3 204		2 373		5 577	
Academic delay	382	12.0	754	30.6	1 136	20.2	292	9.1	663	27.9	955	17.1
Iranian Indo-European	1 343		1 005		2 348		1 543		1 240		2 783	
Academic delay	417	31.0	546	54.3	963	41.0	388	25.1	623	50.2	1 011	36.3
Indo-European of India	3 200		2 106		5 306		3 887		2 688		6 575	
Academic delay	842	26.3	1 035	49.1	1 877	35.4	735	18.9	1 235	45.9	1 970	30.0
Dravidian	1 427		685		2 112		1 781		966		2 747	
Academic delay	274	19.2	361	52.7	635	30.1	189	10.6	385	39.9	574	20.9
Semitic	8 177		5 487		13 664		10 796		6 545		17 341	
Academic delay	1 243	15.2	2 061	37.6	3 304	24.2	1 270	11.8	2 155	32.9	3 425	19.8
Agglutinative	727		910		1 637		1 042		822		1 864	
Academic delay	169	23.2	541	59.5	710	43.4	195	18.7	460	56.0	655	35.1
Asian Tonal	5 984		4 864		10 848		6 872		5 241		12 113	
Academic delay	833	13.9	1 623	33.4	2 456	22.6	791	11.5	1 466	28.0	2 257	18.6
Indonesian	1 835		1 428		3 263		1 923		1 492		3 415	
Academic delay	385	21.0	698	48.9	1 083	33.2	283	14.7	623	41.8	906	26.5
Black African	1 337		1 021		2 358		1 775		1 415		3 190	
Academic delay	462	34.6	676	66.2	1 138	48.3	501	28.2	843	59.6	1 344	42.1
Pidgins and Creoles	4 139		3 464		7 603		3 696		3 858		7 554	
Academic delay	1 432	34.6	2 304	66.5	3 736	49.1	963	26.1	2 371	61.5	3 334	44.1
Other	399		624		1 023		341		426		767	
Academic delay	94	23.6	216	34.6	310	30.3	56	16.4	177	41.5	233	30.4
Total	95 227		72 730		167 957		101 640		81 970		183 610	
Academic delay	15 098	15.9	26 203	36.0	41 301	24.6	13 241	13.0	26 621	32.5	39 862	21.7



Students from immigrant families experiencing academic delay, by region of birth, elementary and secondary education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Academic delay and region of birth	1994-1995						1997-1998					
	Elementary		Secondary		Total		Elementary		Secondary		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Québec	48 209		33 762		81 971		55 880		36 084		91 964	
Academic delay	6 947	14.4	9 771	28.9	16 718	20.4	7 076	12.7	9 475	26.3	16 551	18.0
Canada without Québec	1 994		1 308		3 302		2 220		1 601		3 821	
Academic delay	248	12.4	385	29.4	633	19.2	241	10.9	362	22.6	603	15.8
North America without Canada	1 845		1 058		2 903		1 729		1 263		2 992	
Academic delay	377	20.4	353	33.4	730	25.1	322	18.6	412	32.6	734	24.5
Central America	2 187		2 558		4 745		1 711		2 551		4 262	
Academic delay	927	42.4	1 829	71.5	2 756	58.1	665	38.9	1 692	66.3	2 357	55.3
Caribbean and Bermuda	2 876		4 025		6 901		2 919		3 763		6 682	
Academic delay	1 443	50.2	3 175	78.9	4 618	66.9	1 293	44.3	2 821	75.0	4 114	61.6
South America	1 837		1 933		3 770		1 924		2 171		4 095	
Academic delay	577	31.4	1 282	66.3	1 859	49.3	650	33.8	1 271	58.5	1 921	46.9
Western Europe	2 372		1 855		4 227		2 864		2 350		5 214	
Academic delay	303	12.8	498	26.8	801	18.9	314	11.0	630	26.8	944	18.1
Eastern Europe	2 306		2 095		4 401		2 525		2 440		4 965	
Academic delay	660	28.6	1 163	55.5	1 823	41.4	691	27.4	1 138	46.6	1 829	36.8
Northern Europe	337		389		726		340		352		692	
Academic delay	37	11.0	125	32.1	162	22.3	35	10.3	100	28.4	135	19.5
Southern Europe	1 232		1 201		2 433		1 430		1 377		2 807	
Academic delay	452	36.7	769	64.0	1 221	50.2	477	33.4	773	56.1	1 250	44.5
Western Africa	392		339		731		414		453		867	
Academic delay	130	33.2	195	57.5	325	44.5	163	39.4	284	62.7	447	51.6
Eastern Africa	517		458		975		524		530		1 054	
Academic delay	179	34.6	274	59.8	453	46.5	167	31.9	300	56.6	467	44.3
North Africa	1 450		985		2 435		1 927		1 508		3 435	
Academic delay	350	24.1	483	49.0	833	34.2	428	22.2	703	46.6	1 131	32.9
Central Africa	325		229		554		598		498		1 096	
Academic delay	121	37.2	147	64.2	268	48.4	191	31.9	282	56.6	473	43.2
Southern Africa	63		49		112		35		56		91	
Academic delay	17	27.0	26	53.1	43	38.4	6	17.1	32	57.1	38	41.8
Middle East	3 468		2 868		6 336		2 502		2 935		5 437	
Academic delay	866	25.0	1 325	46.2	2 191	34.6	543	21.7	1 227	41.8	1 770	32.6
West Central Asia	1 111		1 001		2 112		1 302		1 402		2 704	
Academic delay	497	44.7	661	66.0	1 158	54.8	551	42.3	883	63.0	1 434	53.0
Eastern Asia	1 770		2 121		3 891		1 939		2 008		3 947	
Academic delay	414	23.4	1 259	59.4	1 673	43.0	320	16.5	1 040	51.8	1 360	34.5
South East Asia	1 861		2 933		4 794		1 236		2 398		3 634	
Academic delay	826	44.4	1 791	61.1	2 617	54.6	509	41.2	1 513	63.1	2 022	55.6
Southern Asia	1 674		1 081		2 755		1 944		1 521		3 465	
Academic delay	632	37.8	753	69.7	1 385	50.3	818	42.1	965	63.4	1 783	51.5
Oceania	92		82		174		70		94		164	
Academic delay	21	22.8	28	34.1	49	28.2	11	15.7	28	29.8	39	23.8
Other	1 096		1 862		2 958		323		827		1 150	
Academic delay	275	25.1	797	42.8	1 072	36.2	72	22.3	327	39.5	399	34.7
Missing value	2		33		35		0		0		0	
Academic delay	1	50.0	26	78.8	27	77.1	0	0.0	0	0.0	0	0.0
Total	79 016		64 225		143 241		86 356		68 182		154 538	
Academic delay	16 300	20.6	27 115	42.2	43 415	30.3	15 543	18.0	26 258	38.5	41 801	27.0



Students from immigrant families experiencing academic delay, by region of birth, elementary and secondary education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004 (cont.)

Academic delay and region of birth	2000-2001						2003-2004					
	Elementary N %		Secondary N %		Total N %		Elementary N %		Secondary N %		Total N %	
Québec	65 151		39 300		104 451		68 057		46 714		114 771	
Academic delay	7 293 11.2		10 020 25.5		17 313 16.6		6 228 9.2		11 054 23.7		17 282 15.1	
Canada without Québec	2 410		1 720		4 130		2 587		1 970		4 557	
Academic delay	250 10.4		354 20.6		604 14.6		238 9.2		380 19.3		618 13.6	
North America without Canada	1 493		1 615		3 108		1 646		1 466		3 112	
Academic delay	243 16.3		508 31.5		751 24.2		221 13.4		454 31.0		675 21.7	
Central America	1 307		2 110		3 417		1 345		1 801		3 146	
Academic delay	419 32.1		1 335 63.3		1 754 51.3		385 28.6		984 54.6		1 369 43.5	
Caribbean and Bermuda	2 698		3 530		6 228		2 467		3 546		6 013	
Academic delay	1 231 45.6		2 608 73.9		3 839 61.6		817 33.1		2 337 65.9		3 154 52.5	
South America	1 644		2 164		3 808		2 278		2 544		4 822	
Academic delay	510 31.0		1 168 54.0		1 678 44.1		586 25.7		1 325 52.1		1 911 39.6	
Western Europe	3 226		3 091		6 317		3 192		3 446		6 638	
Academic delay	298 9.2		739 23.9		1 037 16.4		332 10.4		751 21.8		1 083 16.3	
Eastern Europe	2 225		2 646		4 871		2 600		3 168		5 768	
Academic delay	638 28.7		1 083 40.9		1 721 35.3		678 26.1		1 307 41.3		1 985 34.4	
Northern Europe	352		307		659		377		336		713	
Academic delay	40 11.4		78 25.4		118 17.9		37 9.8		71 21.1		108 15.1	
Southern Europe	1 286		1 488		2 774		924		1 323		2 247	
Academic delay	419 32.6		805 54.1		1 224 44.1		236 25.5		637 48.1		873 38.9	
Western Africa	420		561		981		519		673		1 192	
Academic delay	125 29.8		313 55.8		438 44.6		137 26.4		334 49.6		471 39.5	
Eastern Africa	553		685		1 238		591		766		1 357	
Academic delay	187 33.8		387 56.5		574 46.4		146 24.7		407 53.1		553 40.8	
North Africa	2 464		2 189		4 653		3 516		2 738		6 254	
Academic delay	596 24.2		940 42.9		1 536 33.0		621 17.7		1 053 38.5		1 674 26.8	
Central Africa	827		813		1 640		1 059		1 042		2 101	
Academic delay	280 33.9		497 61.1		777 47.4		323 30.5		602 57.8		925 44.0	
Southern Africa	46		55		101		51		38		89	
Academic delay	7 15.2		21 38.2		28 27.7		7 13.7		11 28.9		18 20.2	
Middle East	1 688		2 884		4 572		1 672		2 429		4 101	
Academic delay	355 21.0		1 038 36.0		1 393 30.5		292 17.5		886 36.5		1 178 28.7	
West Central Asia	1 243		1 548		2 791		1 225		1 616		2 841	
Academic delay	502 40.4		1 012 65.4		1 514 54.2		434 35.4		971 60.1		1 405 49.5	
Eastern Asia	2 897		2 071		4 968		4 319		2 588		6 907	
Academic delay	412 14.2		895 43.2		1 307 26.3		536 12.4		858 33.2		1 394 20.2	
South East Asia	896		1 764		2 660		968		1 292		2 260	
Academic delay	308 34.4		1 070 60.7		1 378 51.8		227 23.5		718 55.6		945 41.8	
Southern Asia	2 241		2 000		4 241		2 113		2 364		4 477	
Academic delay	966 43.1		1 266 63.3		2 232 52.6		743 35.2		1 447 61.2		2 190 48.9	
Oceania	71		84		155		77		82		159	
Academic delay	8 11.3		22 26.2		30 19.4		6 7.8		22 26.8		28 17.6	
Other	89		103		192		57		25		82	
Academic delay	11 12.4		43 41.7		54 28.1		11 19.3		9 36.0		20 24.4	
Missing value	0		2		2		0		3		3	
Academic delay	0 0.0		1 50.0		1 50.0		0 0.0		3 100.0		3 100.0	
Total	95 227		72 730		167 957		101 640		81 970		183 610	
Academic delay	15 098 15.9		26 203 36.0		41 301 24.6		13 241 13.0		26 621 32.5		39 862 21.7	

TABLE



Students experiencing academic delay and students declared SHSMLD, according to whether they are from immigrant families, elementary and secondary education, Québec, 1994-1995, 1997-1998, 2000-2001 and 2003-2004

Academic delay and SHSMLD	1994-1995						1997-1998					
	Elementary			Secondary			Elementary			Secondary		
	Not SHSMLD	SHSMLD	Total	Not SHSMLD	SHSMLD	Total	Not SHSMLD	SHSMLD	Total	Not SHSMLD	SHSMLD	Total
<i>Students from immigrant families</i>	70 068	8 948	79 016	56 695	7 530	64 225	76 472	9 884	86 356	58 634	9 444	68 078
Academic delay	11 547	4 753	16 300	20 823	6 292	27 115	10 400	5 143	15 543	18 628	7 526	26 154
% Academic delay for SHSMLD		53.1			83.6			52.0			79.7	
% SHSMLD among those with academic delay		29.2			23.2			33.1			28.8	
<i>Other students</i>	416 298	54 234	470 532	369 869	62 404	432 273	423 928	50 723	474 651	346 557	60 067	406 624
Academic delay	38 029	30 947	68 976	85 419	51 981	137 400	32 130	26 780	58 910	77 124	48 271	125 395
% Academic delay for SHSMLD		57.1			83.3			52.8			80.4	
% SHSMLD among those with academic delay		44.9			37.8			45.5			38.5	
<i>All students</i>	486 366	63 182	549 548	426 564	69 934	496 498	500 400	60 607	561 007	405 191	69 511	474 702
Academic delay	49 576	35 700	85 276	106 242	58 273	164 515	42 530	31 923	74 453	95 752	55 797	151 549
% Academic delay for SHSMLD		56.5			83.3			52.7			80.3	
% SHSMLD among those with academic delay		41.9			35.4			42.9			36.8	

Academic delay and SHSMLD	2000-2001						2003-2004					
	Elementary			Secondary			Elementary			Secondary		
	Not SHSMLD	SHSMLD	Total	Not SHSMLD	SHSMLD	Total	Not SHSMLD	SHSMLD	Total	Not SHSMLD	SHSMLD	Total
<i>Students from immigrant families</i>	93 462	1 765	95 227	71 083	1 542	72 625	99 479	2 161	101 640	80 231	1 739	81 970
Academic delay	14 346	752	15 098	24 826	1 272	26 098	12 337	904	13 241	25 294	1 327	26 621
% Academic delay for SHSMLD		42.6			82.5			41.8			76.3	
% SHSMLD among those with academic delay		5.0			4.9			6.8			5.0	
<i>Other students</i>	473 121	9 953	483 074	365 034	9 460	374 494	439 593	10 337	449 930	375 573	9 370	384 943
Academic delay	53 049	4 147	57 196	100 932	7 163	108 095	38 259	4 669	42 928	94 931	6 654	101 585
% Academic delay for SHSMLD		41.7			75.7			45.2			71.0	
% SHSMLD among those with academic delay		7.3			6.6			10.9			6.6	
<i>All students</i>	566 583	11 718	578 301	436 117	11 002	447 119	539 072	12 498	551 570	455 804	11 109	466 913
Academic delay	67 395	4 899	72 294	125 758	8 435	134 193	50 596	5 573	56 169	120 225	7 981	128 206
% Academic delay for SHSMLD		41.8			76.7			44.6			71.8	
% SHSMLD among those with academic delay		6.8			6.3			9.9			6.2	

