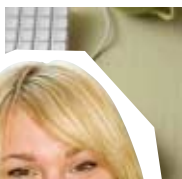


# Vocational and Technical Training in Québec

## Overview



Gouvernement du Québec

Ministère de l'Éducation, du Loisir et du Sport, 2008-08-00321

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## Foreword

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Ensuring that there are enough skilled workers to meet labour needs is a major challenge facing every modern society. Constant labour market fluctuations mean that workers need to be not only highly skilled but also adaptable and innovative. Vocational and technical training (VTT) has a decisive role to play in this regard since it enables students to acquire the occupational competencies demanded by the labour market, as well as the personal skills and attitudes that will allow them to adapt to change and to acquire new competencies.

Over 20 years ago, Québec embarked on a comprehensive reform of its VTT system to bring it in line with a competency-based approach. The new program-development process, centred on ensuring a consistent match between the competencies taught in school and those required in the workplace, is largely based on a sequence of measures and steps designed to increase the number of qualified graduates in all the regions of Québec.

The Québec government has invested heavily in providing educational institutions with some of the most effective training mechanisms possible. Although Québec has attained its objective of offering universal access to diversified and effective VTT programs, many challenges remain, including that of renewing its labour force, given the prevailing demographic context.

This publication is a fourth update to the 2003 edition. It describes the current situation of Québec's VTT system. It also outlines the system's characteristics and shows how its various components have evolved over the past few years. This analysis is supplemented with detailed tables and charts, which we hope will prove informative for our different partners and for the general public.

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# 1 Québec's Vocational and Technical Training System

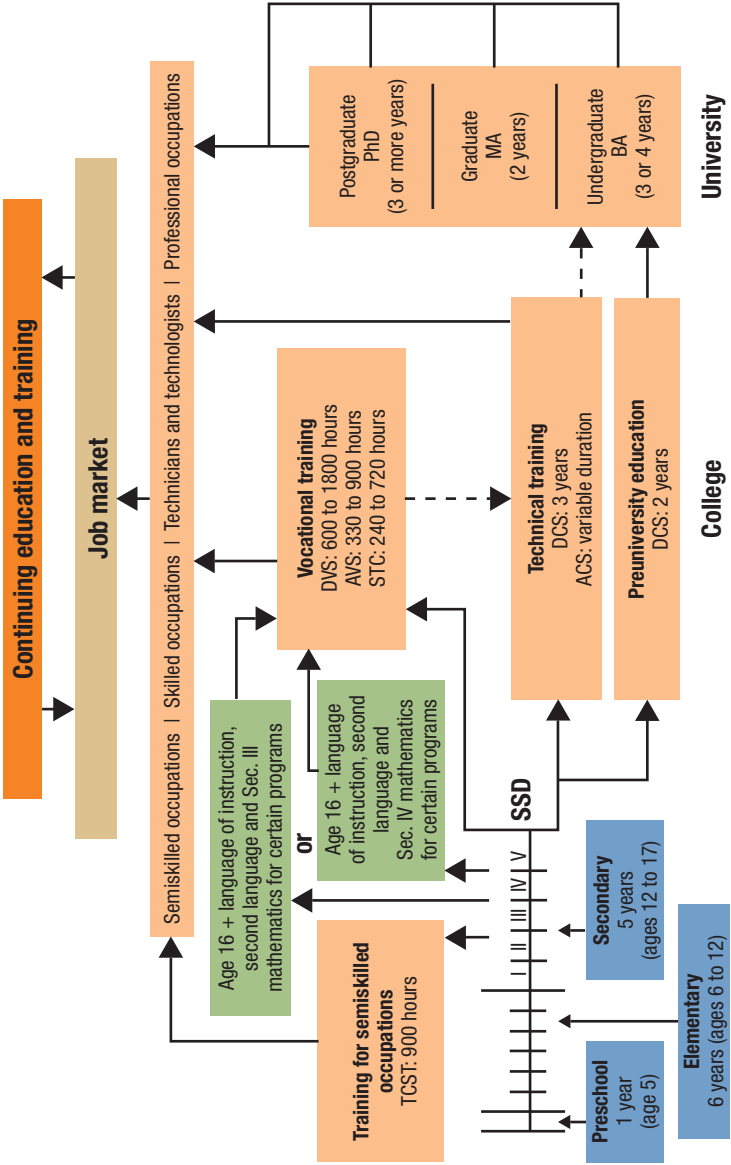
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## Legal and regulatory framework

Under Canada's Constitution, the Québec government has complete jurisdiction over its education system, which includes four levels: preschool and elementary, secondary, college, and university. From the age of five, children attend kindergarten, at the preschool level, for one year. Elementary education normally lasts six years, and secondary education, five. Depending on the choice of program, students can enroll in vocational training in their third, fourth or fifth year of secondary school. General-education students who earn a Secondary School Diploma (SSD) can go on to college for a two-year pre-university program or a three-year technical program. Lastly, university education is divided into three cycles. Three- or four-year undergraduate programs lead to a bachelor's degree. Graduate studies lead to a master's degree, and postgraduate studies, to a doctorate.

School attendance is compulsory for all children in Québec between the ages of six and sixteen. Elementary education is offered in French, in English or in Aboriginal languages, while secondary education is provided in French or in English. College and university students can choose either English or French as the language of instruction, depending on the institution they attend. Educational services are free for Québec residents except for university education; however, the Québec government offers students financial aid in the form of loans and bursaries.

# Québec's Education System



## Responsibilities

Public or private secondary schools offer vocational training programs, among other services. CEGEPs,\* private colleges and certain government schools offer technical training programs. Several factors determine if a program is to be offered at the secondary or college level, including the complexity of the occupation to which the program leads and the academic prerequisites required for admission to the program. Vocational training programs generally lead to occupations and are certified by a Diploma of Vocational Studies (DVS) an Attestation of Vocational Specialization (AVS). School boards have recently started offering a vocational training option leading to a Skills Training Certificate (STC); programs under this option are designed to meet periodic training needs. Since its creation, the STC has enabled over 500 people to acquire competencies required by the marketplace. Colleges offer technical programs that allow graduates to work as technicians or technologists. These programs are certified by a Diploma of College Studies (DCS) or an Attestation of College Studies (ACS).

School boards and CEGEPs also offer continuing education and training both in educational institutions and in the workplace. These offerings are tailored to match businesses' and individuals' specific needs. The training provided is either customized or based on an official program of study, and leads to various types of certification issued by the educational institutions.

## Major reform

In 1986, the Ministère de l'Éducation du Québec (MEQ) launched a major reform of vocational education (now known as *vocational training*), which led to:

- the definition of new vocational training paths;
- the adoption of a competency-based approach as the foundation for program design;
- a new geographical distribution of program offerings corresponding to the social and economic profile of each region;
- major capital investments (buildings and equipment).

Moreover, in 1993-1994, the renewal of the college system made it possible to extend the competency-based approach to technical training.

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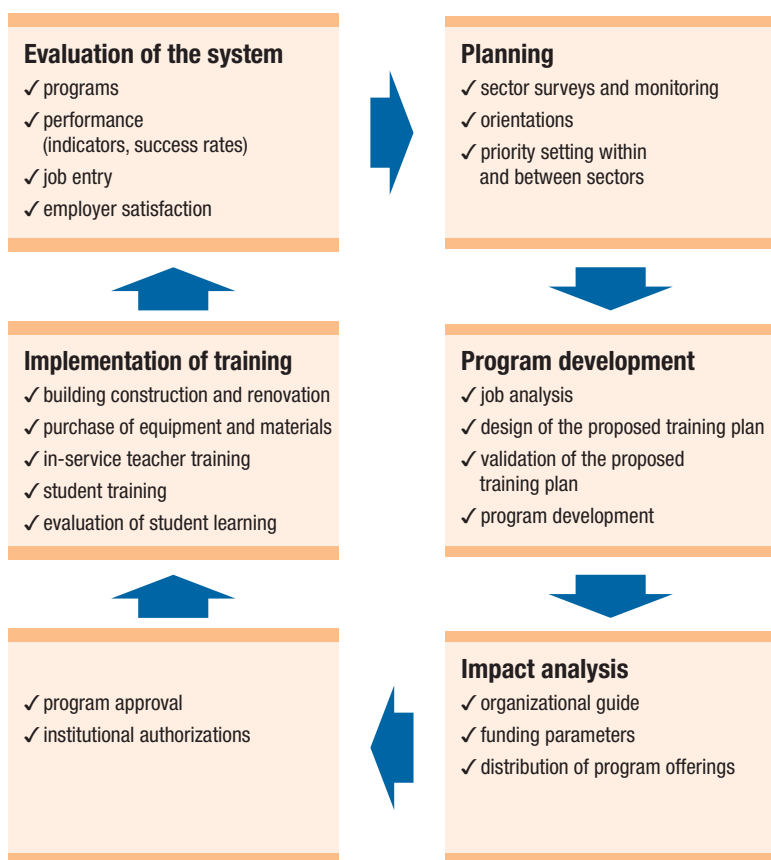
\* A French acronym for general and technical colleges (*collège d'enseignement général et professionnel*)

## Program management

The Ministère de l'Éducation, du Loisir et du Sport (MELS) guides and supports VTT development by providing integrated program management, organizing program offerings, and ensuring universal access to education. In practice, this means that it handles the educational, physical and material aspects of instruction, develops programs, issues diplomas and funds training activities.

The process for developing VTT programs comprises a series of steps that include planning, design, development, implementation, follow-up and evaluation.

### Management Cycle





## Partnerships

Apart from the public sector (school boards, CEGEPs and government schools) and the private sector, several other partners work closely with the MELS to plan and organize VTT services in Québec. Active participants in this process include different government ministries and sector organizations.

Emploi-Québec, for example, is responsible for estimating labour needs and for managing and directing the apprenticeship program, among other things. These activities, which rely on in-depth knowledge of the job market and labour forecasts, are essential in planning which VTT programs are to be offered in Québec. These activities are also the cornerstone of the employment-training correlation model that the MELS uses to determine each region's share of program offerings.

In addition, some 30 sector committees set up by Emploi-Québec work in close collaboration to identify occupational competencies and to run the apprenticeship program. The Commission de la construction du Québec (CCQ) also plays a vital role in developing VTT programs, given that it is mandated to coordinate the construction industry training system, making sure that it corresponds to industry needs and realities.

Businesses, for their part, play a leading role in Québec's VTT system. They take part in various surveys and studies carried out before programs are developed or revised. They are active participants in labour market analysis. Specialists from the different occupations are called upon to identify the competencies and attitudes required by the job market. Businesses also help students get on-the-job training through their involvement in traditional practicums or in work-study or apprenticeship programs that pair up students with journeymen.

Finally, the Comité national des programmes d'études professionnelles et techniques (CNPEPT), composed of representatives from business, labour unions, school boards, CEGEPs, private educational institutions and Emploi-Québec, advises the MELS on all important VTT issues as well as on program orientations and development.

## 2 Program Offerings

### Diversity of training programs

Québec offers close to 300 VTT programs designed to meet the needs of businesses and individuals. These programs all follow a competency-based approach. Programs are divided among 21 training sectors and cover all the occupations requiring vocational or technical training. More specifically, 142 programs lead to a Diploma of Vocational Studies (DVS), 115 lead to a Diploma of College Studies (DCS), and 25 lead to an Attestation of Vocational Specialization (AVS).

In addition, school boards issue 23 different Skills Training Certificates (STC), and CEGEPs, over 1 400 Attestations of College Studies (ACS). Programs leading to a DVS, representing 600 to 1 800 hours, normally last one to two years, while programs leading to an AVS or an STC last less than a year. Finally, DCS programs last three years, and ACS programs vary in length from several months to over a year.

#### Distribution of programs by educational path and training sector Vocational and technical training (Québec as a whole, 2007-2008)

|  | DVS        | AVS       | DCS        | Total      |
|--|------------|-----------|------------|------------|
| Administration, Commerce and Computer Technology | 5          | 5         | 5          | 15         |
| Agriculture and Fisheries                        | 14         | 1         | 9          | 24         |
| Arts   | 5          | 1         | 10         | 16         |
| Beauty Care                                      | 2          | 1         | -          | 3          |
| Buildings and Public Works                       | 24         | 2         | 6          | 32         |
| Chemistry and Biology                            | 1          | -         | 5          | 6          |
| Communications and Documentation                 | 4          | -         | 11         | 15         |
| Electrotechnology                                | 8          | 1         | 6          | 15         |
| Fashion, Leather and Textiles                    | 8          | -         | 5          | 13         |
| Food Services and Tourism                        | 7          | 3         | 5          | 15         |
| Forestry and Pulp and Paper                      | 8          | -         | 3          | 11         |
| Health Services                                  | 5          | -         | 20         | 25         |
| Land Use Planning and the Environment            | 1          | -         | 4          | 5          |
| Maintenance Mechanics                            | 6          | 3         | 1          | 10         |
| Mechanical Manufacturing                         | 9          | 4         | 7          | 20         |
| Metallurgical Technology                         | 8          | 1         | 1          | 10         |
| Mining and Site Operations                       | 8          | -         | 3          | 12         |
| Motorized Equipment Maintenance                  | 9          | 2         | 2          | 13         |
| Social, Educational and Legal Services           | 2          | -         | 8          | 10         |
| Transportation                                   | 2          | -         | 3          | 5          |
| Woodworking and Furniture Making                 | 6          | 1         | 1          | 8          |
| <b>Total</b>                                     | <b>142</b> | <b>25</b> | <b>115</b> | <b>282</b> |

Source: Ministère de l'Éducation, du Loisir et du Sport (MELS), Direction générale de la formation professionnelle et technique (DGFPT), Direction de la gestion stratégique de l'offre de formation (DGSOF), 2008

## Provincewide training services

Vocational and technical training is available throughout Québec. Vocational training is managed by 70 school boards, including 9 English-language boards. Altogether they operate 175 vocational training centres. Vocational training is also offered by 3 government schools and 34 private institutions. Technical training is provided by 52 CEGEPs, 4 government schools and 16 private institutions offering DCS programs, as well as by 33 non-subsidized private institutions offering ACS programs.

**Regional distribution of authorizations to offer the DVS and AVS in vocational training and the DCS in technical training programs in terms of the numbers of educational organizations (school boards, CEGEPs, private institutions, government schools) (Québec as a whole, 2007-2008 school year)**

| Administrative region            | Vocational training |                        |                         | Technical training |                        |                         |
|----------------------------------|---------------------|------------------------|-------------------------|--------------------|------------------------|-------------------------|
|                                  | Authorizations      |                        | Number of organizations | Authorizations     |                        | Number of organizations |
|                                  | Total <sup>1</sup>  | Different <sup>2</sup> |                         | Total <sup>1</sup> | Different <sup>2</sup> |                         |
| 01 Bas-Saint-Laurent             | 76                  | 57                     | 4                       | 55                 | 42                     | 5                       |
| 02 Saguenay-Lac-Saint-Jean       | 90                  | 70                     | 4                       | 51                 | 39                     | 4                       |
| 03 Capitale-Nationale            | 157                 | 112                    | 13                      | 80                 | 54                     | 8                       |
| 04 Mauricie                      | 60                  | 56                     | 4                       | 44                 | 36                     | 4                       |
| 05 Estrie                        | 101                 | 80                     | 6                       | 31                 | 28                     | 3                       |
| 06 Montréal                      | 262                 | 162                    | 16                      | 187                | 77                     | 19                      |
| 07 Outaouais                     | 81                  | 71                     | 6                       | 33                 | 25                     | 4                       |
| 08 Abitibi-Témiscamingue         | 58                  | 53                     | 5                       | 15                 | 15                     | 1                       |
| 09 Côte-Nord                     | 32                  | 26                     | 2                       | 14                 | 11                     | 2                       |
| 10 Nord-du-Québec                | 53                  | 39                     | 3                       | -                  | -                      | -                       |
| 11 Gaspésie-Îles-de-la-Madeleine | 46                  | 37                     | 5                       | 12                 | 12                     | 1                       |
| 12 Chaudière-Appalaches          | 83                  | 55                     | 4                       | 33                 | 23                     | 3                       |
| 13 Laval                         | 66                  | 64                     | 3                       | 19                 | 19                     | 1                       |
| 14 Lanaudière                    | 51                  | 45                     | 4                       | 20                 | 18                     | 3                       |
| 15 Laurentides                   | 78                  | 60                     | 5                       | 27                 | 25                     | 2                       |
| 16 Montérégie                    | 234                 | 113                    | 18                      | 79                 | 40                     | 8                       |
| 17 Centre-du-Québec              | 65                  | 54                     | 7                       | 19                 | 16                     | 3                       |

1. Total number of program authorizations per region. The same program may be counted more than once if it is offered by several organizations in the same region.

2. Number of authorized programs per region. Programs are counted only once in a region even if offered by more than one organization.

Source: MELs, DGFP, DGSO, 2008

## Investments and training costs

The VTT system requires an investment of over CAN\$1 billion per year, of which nearly \$100 million go to equipment and buildings. In 2006-2007 alone, investments totalled an estimated \$1.5 billion. Nearly 60% of that amount (\$864.6 million) went to technical training. The Québec government provides almost all the funding for the VTT system, while businesses make only a minor contribution. This situation differs radically from that of other provinces or countries, such as Ontario and the United States, which finance less than half of the total training costs, owing to higher student and business contributions.

According to MELS estimates, annual costs in 2001 amounted to \$7 519 for a secondary school student, \$10 711 for a pre-university college student, \$14 556 for a technical college student, and \$17 491 for a university student. In vocational training, the average annual cost per student is estimated to be in excess of \$10 000.

Total training costs for graduates vary greatly, however, since they depend on program length and operating costs. For example, training costs amount to \$12 000 for an accounting clerk, a hairdresser or a secretary; \$30 000 for a nursing assistant; and over \$40 000 for a heavy-machine operator. These estimates obviously do not include overall educational costs incurred since the start of elementary school. Indeed, the cost of educating a college graduate is over \$140 000, and for a university graduate with a bachelor's degree, it is close to \$180 000.

### Investments in buildings and equipment for vocational training (VT) and technical training (TT) (Québec as a whole, from 2003-2004 to 2007-2008 [millions of CAN\$])

|                  | 2003-2004     | 2004-2005    | 2005-2006     | 2006-2007    | 2007-2008    | Total         |
|------------------|---------------|--------------|---------------|--------------|--------------|---------------|
| <b>Buildings</b> |               |              |               |              |              |               |
| VT               | 57.32         | 12.50        | 42.46         | 51.32        | 39.24        | 202.84        |
| TT               | 43.57         | 4.80         | 18.45         | 13.37        | 16.04        | 96.23         |
| <b>Subtotal</b>  | <b>100.89</b> | <b>17.3</b>  | <b>60.91</b>  | <b>64.69</b> | <b>55.28</b> | <b>299.07</b> |
| <b>Equipment</b> |               |              |               |              |              |               |
| VT               | 7.24          | 0.00         | 6.81          | 1.23         | 6.54         | 21.82         |
| TT*              | 33.86         | 13.80        | 42.90         | 26.43        | 26.40        | 143.39        |
| <b>Subtotal</b>  | <b>41.10</b>  | <b>13.80</b> | <b>49.71</b>  | <b>27.66</b> | <b>32.94</b> | <b>165.21</b> |
| <b>Total</b>     | <b>141.99</b> | <b>31.10</b> | <b>110.62</b> | <b>92.35</b> | <b>88.22</b> | <b>464.28</b> |

\* : Cost estimate based on total investments in colleges.

Source: MELS, Direction de la gestion sectorielle des ressources (DGSR), 2008

## Diversified training options

A variety of options have been implemented over the past few years to make it easier for young people to enroll in vocational training.

- The Exploration of Vocational Training option thereby gives secondary students in general education the opportunity to explore one or more vocational training programs to find the one that best suits their tastes and interests. Since 1995-1996, the number of students enrolled in this training option has jumped from 700 to over 22 000 a year.
- For its part, the concurrent-program option allows students to enroll in a vocational training program even if they do not have the requisite Secondary IV or V credits in general education. These students must, however, have earned at least the Secondary III credits in the three basic subjects and will have to obtain the missing credits during vocational training in order to comply with admission requirements before being awarded a DVS. Students enrolled in vocational training can also concurrently earn the general education credits needed to obtain their secondary school diploma (SSD), in addition to their DVS. Since 1996-1997, the number of students enrolled in this training option has risen from under 100 to over 1 100 a year.
- Numerous efforts have been devoted to the creation of bridges between vocational and technical training. Thus many related programs now belong to continuous learning paths. These foster access to college education, facilitate academic paths between the two education levels, and promote vocational and technical training. At the moment, over 22 continuous learning paths are in the process of being developed or implemented, and it is estimated that, in 2008-2009, ten more paths will be added.
- Since July 1, 2008, the Attestation of Vocational Education (AVE) leading to the exercise of a semiskilled occupation has been replaced by the Training Certificate for a Semiskilled Trade (TCST). Each year, over 2 100 students enrolled in programs leading to one of the 200 attestations of vocational education being offered. This new certificate is being made available to young people within the framework of the Work-Oriented Training Path, and adult education students have access to it as well.

## Recognition of prior learning and competencies

The MELS has been supporting the principle of recognizing prior learning and competencies for many years. These competencies may have been acquired in a school system in or outside Québec, in the workplace or through life experience in general. In addition to continuing to develop reliable, flexible and rigorous evaluation instruments, the MELS is working to support the education system through various actions such as reviewing budget rules, the legislative framework and the allocation of funding; developing human resources; and implementing integrated service structures in the various regions of the province. As a result, since 2005, nearly \$2 million has been invested annually in all regions of Québec to ensure the adult population's access to services that provide official recognition so they can either pursue their studies or enter the job market. The MELS is also financing the upgrading training required by the professional corporations, in keeping with a process for the recognition of prior learning and competencies.

In all, in 2006-2007, 8 686 francophones and 904 anglophones took the general development test (GDT), for the purpose of admission to vocational education, while 3 656 adults benefited from services related to the recognition of prior learning and competencies in vocational and technical training programs in Québec—an increase of over 12% in comparison with the previous year. In vocational training, the recognition of prior learning affected 84 training programs in 48 school boards and, in technical training, 83 programs in 40 CEGEPs.

### Services provided for the recognition of prior learning and competencies and the population concerned (Québec as a whole, from 2002-2003 to 2006-2007)

| Year      | Vocational training |                         | Technical training |                  |
|-----------|---------------------|-------------------------|--------------------|------------------|
|           | Number of clients   | Number of school boards | Number of clients  | Number of CEGEPs |
| 2002-2003 | 1 004               | 33                      | 1 616              | 29               |
| 2003-2004 | 1 301               | 37                      | 1 702              | 38               |
| 2004-2005 | 1 503               | 38                      | 1 664              | 36               |
| 2005-2006 | 1 415               | 42                      | 1 838              | 41               |
| 2006-2007 | 1 813               | 48                      | 1 843              | 40               |

Source: MELS, DPD, Direction de la formation continue et du soutien (DFCS), Direction générale du financement et de l'équipement (DGFE), Direction des systèmes et du contrôle (DSC), 2008

## Significant financial aid

A loans and bursaries program provides financial aid to students enrolled in VTT. In the fall of 2006, 23% of vocational training students and 33% of technical training students received loans, while 17% of vocational training students and 21% of technical training students were awarded

bursaries. In 2006-2007, of the total student loans granted across the province, vocational training students received 16%, and technical training students, 19%. Vocational training students were awarded 17% of the total number of bursaries, and technical training students, 20%.

**Distribution of financial aid in the form of loans and bursaries, by level of program (Québec as a whole, from 2002-2003 to 2006-2007 [millions of CAN\$])**

|                                 | Loans        |              |              |              |              | Bursaries    |              |              |              |              | Total          |                |
|---------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|----------------|
|                                 | 2002-2003    | 2003-2004    | 2004-2005    | 2005-2006    | 2006-2007    | 2002-2003    | 2003-2004    | 2004-2005    | 2005-2006    | 2006-2007    |                |                |
| Vocational training             | 38.9         | 45.5         | 88.5         | 77.1         | 68.2         | 41.8         | 45.3         | 46.9         | 49.9         | 59.3         | 318.2          | 243.2          |
| College                         | 92.6         | 90.7         | 145.9        | 123.1        | 109.6        | 74.6         | 74.4         | 74.7         | 78.6         | 89.2         | 561.9          | 391.5          |
| Preuniversity education         | 22.7         | 22.6         | 35.0         | 30.1         | 27.5         | 15.5         | 15.4         | 14.1         | 16.4         | 19.8         | 137.9          | 81.2           |
| Technical training              | 69.9         | 68.1         | 110.9        | 93.1         | 82.1         | 59.1         | 59.0         | 66.6         | 62.2         | 69.5         | 424.1          | 316.4          |
| University education            | 186.2        | 198.5        | 367.0        | 275.4        | 238.3        | 175.6        | 195.2        | 160.9        | 173.9        | 203.8        | 1 265.4        | 909.4          |
| Other institutions and programs | 27.5         | 20.7         | 30.2         | 20.6         | 21.1         | -            | -            | -            | -            | -            | 120.1          | -              |
| <b>Total</b>                    | <b>345.2</b> | <b>355.4</b> | <b>631.6</b> | <b>496.2</b> | <b>437.2</b> | <b>292.4</b> | <b>315.2</b> | <b>282.9</b> | <b>302.7</b> | <b>352.6</b> | <b>2 265.6</b> | <b>1 545.8</b> |
| Interest expenses on loans      | 39.4         | 46.3         | 40.0         | 57.4         | 74.2         | -            | -            | -            | -            | -            | 257.3          | -              |

Preliminary data for 2006-2007.

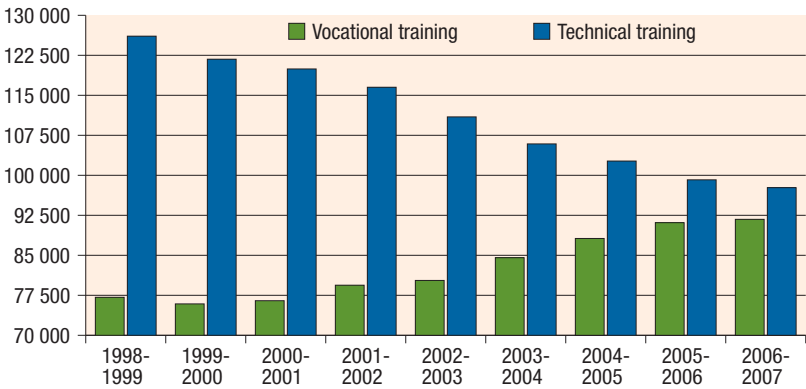
Source: MELIS, Aide financière aux études, 2006-2007 report, preliminary data from April 25, 2008

### 3 School Attendance

#### Enrollments and graduation

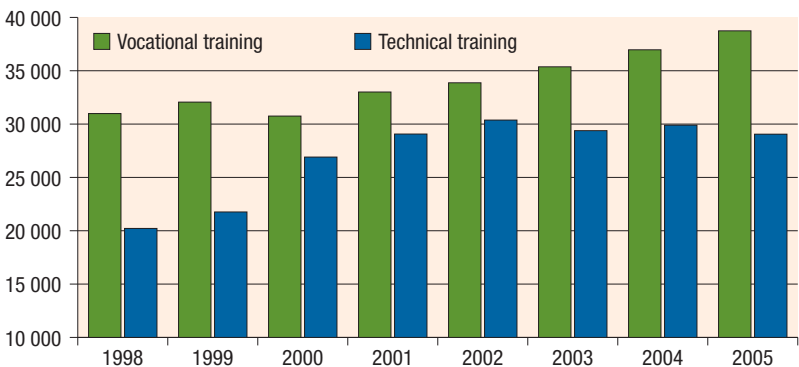
The number of students enrolled in the various VTT programs in Québec has risen to nearly 190 000 a year. Over 38 000 diplomas are awarded each year to vocational training students (DVS, AVS and AVE) and nearly 30 000 to technical training students (DCS, ACS, CCS and DPEC (diploma of advanced college studies)). In comparison, the MELS annually awards some 68 000 diplomas for general secondary-school studies and about 23 000 for pre-university college studies. However, slightly fewer than three out of ten of the students leaving the Québec education system each year have no specific vocational or technical qualifications to help them enter the job market: 14% have no diplomas at all and 13% have only a general secondary-school or college diploma.

**Total enrollment trends in vocational training (DVS, AVS, AVE) and technical training (DCS, ACS, CCS, DPEC) (Québec as a whole, from 1998-1999 to 2006-2007)**



Source: MELS, Direction de la recherche, des statistiques et des indicateurs (DRSI), DGSOF chart, 2008

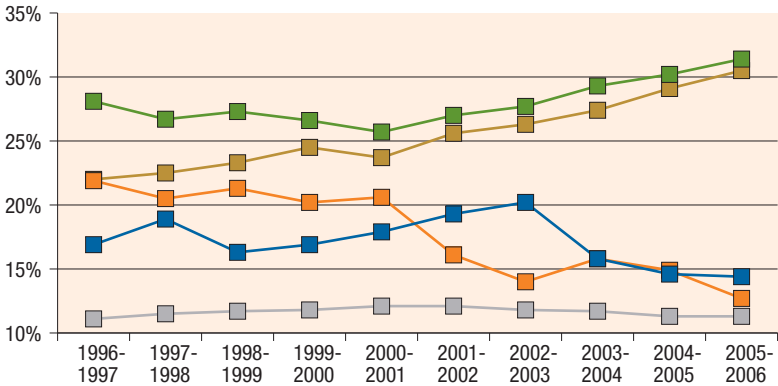
**Trends in numbers of diplomas awarded in vocational training (DVS, AVS, AVE) and in technical training (DCS, ACS, CCS, DPEC) (Québec as a whole, from 1998 to 2005)**



Source: MELS, DRSI, DGSOS chart, 2008



Distribution of school leavers, by highest level of diploma  
(Québec as a whole, from 1996-1997 to 2005-2006)



Source: MELs, *Education Indicators, 2000, 2002, 2004, 2005, 2007 and 2008*, DRSI, Table 5.1

■ No diploma      ■ Technical training diploma      ■ Vocational training diploma  
 ■ University diploma      ■ General education (SSD, DCS)

Enrollments in vocational training have been gradually rising for the past several years, while those in technical training are dropping. Between 2000-2001 and 2006-2007, total enrollments in vocational training rose by 20%, whereas in technical training they fell by 18%. Most of the increased enrollment in vocational training is due to the Buildings and Public Works, Health Services, and Administration, Commerce and Computer Technology training sectors. In technical training, on the other hand, if not for the popularity of the Health Services and Social, Educational and Legal Services sectors, as well as Buildings and Public Works, the drop would have been much more dramatic. In technical training, Forestry and Pulp and Paper, Electrotechnology, Metallurgical Technology and Woodworking and Furniture Making in particular have experienced lower enrollments.

Enrollments in vocational and technical training vary considerably from one region to the next. In spite of the overall increase in vocational training enrollments throughout Québec, 4 of the 17 regions experienced a decline, albeit slight, in this respect. However, 7 of the 13 regions with rising enrollments had above average increases. As for technical training, enrollments decreased everywhere in Québec. In 10 regions, enrollments fell by more than average.

In Québec, in 2006-2007, 71 vocational training programs were offered in English to 5 800 students enrolled in programs leading to either a DVS or an AVS. With respect to the DCS in technical training, 5 English-language CEGEPs and 4 bilingual CEGEPs offered 49 technical training programs in English to 6 833 full-time students in 2006-2007.

**Trends in enrollments in vocational and technical training, by administrative region (Québec as a whole, variation between 2003-2004 and 2006-2007)**

|                               | Vocational training <sup>1</sup> |           |           |           |                               | Technical training <sup>2</sup> |           |           |           |                               |
|-------------------------------|----------------------------------|-----------|-----------|-----------|-------------------------------|---------------------------------|-----------|-----------|-----------|-------------------------------|
|                               | 2003-2004                        | 2004-2005 | 2005-2006 | 2006-2007 | Variation 2003-2004/2006-2007 | 2003-2004                       | 2004-2005 | 2005-2006 | 2006-2007 | Variation 2003-2004/2006-2007 |
| Abitibi-Témiscamingue         | 1 793                            | 1 714     | 1 925     | 1 956     | 9.1%                          | 1 483                           | 1 468     | 1 270     | 1 246     | -16.0%                        |
| Bas-Saint-Laurent             | 2 639                            | 2 621     | 2 711     | 2 660     | 0.8%                          | 4 899                           | 4 798     | 4 610     | 4 644     | -5.2%                         |
| Capitale-Nationale            | 10 005                           | 10 605    | 11 828    | 10 719    | 7.1%                          | 13 516                          | 13 207    | 12 562    | 12 469    | -7.7%                         |
| Centre-du-Québec              | 1 966                            | 2 049     | 2 077     | 2 040     | 3.8%                          | 2 154                           | 2 071     | 2 108     | 1 814     | -15.8%                        |
| Chaudière-Appalaches          | 4 377                            | 4 553     | 4 483     | 4 769     | 9.0%                          | 3 672                           | 3 435     | 3 496     | 3 251     | -11.5%                        |
| Côte-Nord                     | 796                              | 814       | 899       | 970       | 21.9%                         | 914                             | 854       | 775       | 741       | -18.9%                        |
| Estrie                        | 3 477                            | 3 574     | 3 676     | 3 680     | 5.8%                          | 4 125                           | 4 134     | 4 019     | 4 164     | 0.9%                          |
| Gaspésie-Îles-de-la-Madeleine | 1 128                            | 1 127     | 1 124     | 1 089     | -3.5%                         | 816                             | 691       | 741       | 637       | -21.9%                        |
| Lanaudière                    | 2 070                            | 2 164     | 2 409     | 2 816     | 36.0%                         | 1 997                           | 2 053     | 2 069     | 2 079     | 4.1%                          |
| Laurentides                   | 5 810                            | 5 966     | 5 559     | 5 707     | -1.8%                         | 4 251                           | 4 080     | 3 932     | 3 844     | -9.6%                         |
| Laval                         | 5 304                            | 6 152     | 6 153     | 5 557     | 4.8%                          | 3 612                           | 3 553     | 3 310     | 3 581     | -0.9%                         |
| Mauricie                      | 3 288                            | 3 291     | 3 357     | 3 401     | 3.4%                          | 4 675                           | 4 437     | 4 262     | 4 126     | -11.7%                        |
| Montréal                      | 10 250                           | 11 065    | 11 745    | 12 359    | 20.6%                         | 11 935                          | 10 857    | 10 064    | 10 005    | -16.2%                        |
| Montréal                      | 23 529                           | 24 283    | 25 155    | 25 920    | 10.2%                         | 38 850                          | 37 977    | 37 358    | 36 666    | -5.6%                         |
| Nord-du-Québec                | 381                              | 358       | 420       | 479       | 25.7%                         | 64                              | 61        | 54        | 38        | -40.6%                        |
| Outaouais                     | 2 911                            | 3 011     | 2 874     | 2 852     | -2.0%                         | 2 545                           | 2 636     | 2 564     | 2 522     | -0.9%                         |
| Saguenay-Lac-Saint-Jean       | 4 828                            | 4 809     | 4 723     | 4 769     | -1.2%                         | 6 380                           | 6 360     | 5 960     | 5 854     | -8.2%                         |
| Québec as a whole             | 84 552                           | 88 156    | 91 118    | 91 743    | 8.5%                          | 105 888                         | 102 672   | 99 154    | 97 681    | -7.8%                         |

The data for 2006-2007 are preliminary.

1. Regular paths only (Diploma of Vocational Studies, Certificate of Vocational Studies, Attestation of Vocational Specialization, and Attestation of Vocational Education).

2. Figures included students enrolled in programs leading to the following: DCS (Diploma of College Studies), ACS (Attestation of College Studies), CCS (Certificate of College Studies), DPEC (Diplôme de perfectionnement de l'enseignement collégial)

Source: MELs. *Données diverses sur la formation professionnelle et technique*, DRSI, November 2007

## Enrollments, by age and gender

In vocational training, male students (56%) outnumber female students. The situation is different in technical training, however, where the proportion of female students is higher (60%). Female students are concentrated in fewer sectors. In vocational training, over 4 out of 5 women (82%) are enrolled in four sectors: Administration, Commerce and Computer Technology (34%); Health Services (29%); Beauty Care (12%); and Food Services and Tourism (7%). In technical training, nearly 3 out of 4 female students (71%) are enrolled in three sectors: Administration, Commerce and Computer Technology (18%); Health Services (25%); and Social, Educational and Legal Services (30%).

### The ten vocational (DVS, AVS) and technical (DCS) training programs with the highest enrollments. Total full-time enrollments (Québec as a whole, 2006-2007)

|   |                                      | Total enrollments in 2006-2007 |               |       |
|---|--------------------------------------|--------------------------------|---------------|-------|
|   |                                      | Female students                | Male students | Total |
| <b>Vocational training programs (DVS, AVS) (Programs are offered in both English and French.)</b> |                                      |                                |               |       |
| 578799/528799   | Health, Assistance and Nursing       | 4 954                          | 701           | 5 655 |
| 571299/521299   | Secretarial Studies                  | 4 230                          | 41            | 4 271 |
| 573199/523199   | Accounting                           | 3 536                          | 712           | 4 248 |
| 579299/529299   | Automobile Mechanics                 | 154                            | 3 374         | 3 528 |
| 576499/526499   | Starting a Business                  | 1 807                          | 1 373         | 3 180 |
| 579599/529599   | Electricity                          | 86                             | 2 900         | 2 986 |
| 581999/531999   | Carpentry                            | 83                             | 2 749         | 2 832 |
| 569599/519599   | Welding and Fitting                  | 181                            | 2 239         | 2 420 |
| 581699/531699   | Assistance in Health Care Facilities | 2 034                          | 331           | 2 365 |
| 578199/528199   | Automated Systems Electromechanics   | 87                             | 1 892         | 1 979 |
| <b>Technical training programs (DCS) (Not all programs are offered in English.)</b>               |                                      |                                |               |       |
| 180.A0  | Nursing                              | 7 564                          | 1 074         | 8 638 |
| 410.B0  | Accounting and Management Technology | 2 706                          | 2 315         | 5 021 |
| 351.A0  | Special Care Counselling             | 3 663                          | 492           | 4 155 |
| 420.A0  | Computer Science Technology          | 187                            | 2 992         | 3 179 |
| 322.A0  | Early Childhood Education            | 3 032                          | 67            | 3 099 |
| 410.D0  | Business Management                  | 1 234                          | 1 755         | 2 989 |
| 310.A0  | Police Technology                    | 925                            | 1 637         | 2 562 |
| 388.A0  | Social Service                       | 1 973                          | 320           | 2 293 |
| 241.A0  | Mechanical Engineering Technology    | 71                             | 1 616         | 1 687 |
| 243.06  | Industrial Electronics Technology    | 65                             | 1 593         | 1 658 |

The data for 2006-2007 are preliminary.

Source: MELS, DGFPT, DGSOF, 2008

**The ten vocational (DVS, AVS) and technical (DCS) training programs with the highest enrollments of female students. Total full-time enrollments (Québec as a whole, 2006-2007)**

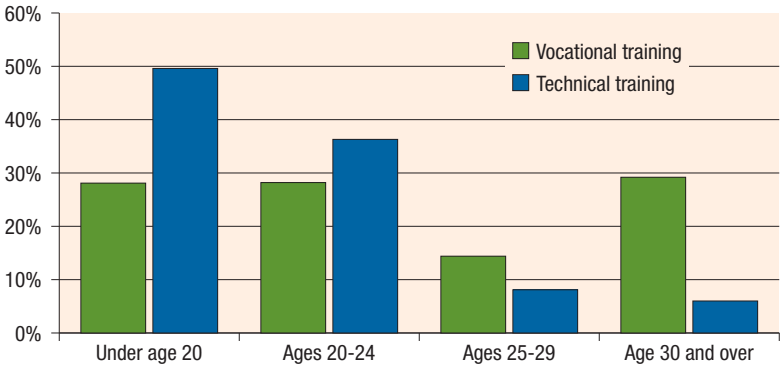
|   |                                      | Total enrollments in 2006-2007 |               |       |
|---|--------------------------------------|--------------------------------|---------------|-------|
|   |                                      | Female students                | Male students | Total |
| <b>Vocational training programs (DVS, AVS) (Programs are offered in both English and French.)</b> |                                      |                                |               |       |
| 578799/528799   | Health, Assistance and Nursing       | 4 954                          | 701           | 5 655 |
| 571299/521299   | Secretarial Studies                  | 4 230                          | 41            | 4 271 |
| 573199/523199   | Accounting                           | 3 536                          | 712           | 4 248 |
| 581699/531699   | Assistance in Health Care Facilities | 2 034                          | 331           | 2 365 |
| 574599/524599   | Hairdressing                         | 1 905                          | 55            | 1 960 |
| 576499/526499   | Starting a Business                  | 1 807                          | 1 373         | 3 180 |
| 553599/503599   | Aesthetics                           | 1 564                          | 4             | 1 568 |
| 564499/514499   | Dental Assistance                    | 895                            | 10            | 905   |
| 581199/531199   | Professional Cooking                 | 867                            | 974           | 1 841 |
| 550599/500599   | Interior Decorating and Display      | 818                            | 33            | 851   |
| <b>Technical training programs (DCS) (Not all programs are offered in English.)</b>               |                                      |                                |               |       |
| 180.A0  | Nursing                              | 7 564                          | 1 074         | 8 638 |
| 351.A0  | Special Care Counselling             | 3 663                          | 492           | 4 155 |
| 322.A0  | Early Childhood Education            | 3 032                          | 67            | 3 099 |
| 410.B0  | Accounting and Management Technology | 2 706                          | 2 315         | 5 021 |
| 388.A0  | Social Service                       | 1 973                          | 320           | 2 293 |
| 570.E0  | Interior Design                      | 1 260                          | 71            | 1 331 |
| 410.D0  | Business Management                  | 1 234                          | 1 755         | 2 989 |
| 310.03  | Legal Techniques                     | 988                            | 205           | 1 193 |
| 145.A0  | Animal Health Technology             | 960                            | 72            | 1 032 |
| 310.A0  | Police Technology                    | 925                            | 1 637         | 2 562 |

The data for 2006-2007 are preliminary.

Source: MELS, DGFPT, DGSOF, 2008

On the whole, students enrolled in technical training are younger than those in vocational training. In fact, over 85% of students enrolled in the DCS path of technical training are below the age of 25, whereas in vocational training just over 55% of students belong to that age group. Interestingly enough, a little less than one-third of vocational training students are aged 30 or over. In Québec, vocational training appears to be an option chosen more by adults than by young people. In programs leading to an ACS, on the other hand, nearly half the students are at least 30 years old, while young people under the age of 20 account for less than 6% of the student population.

**Student enrollments in vocational training (DVS, AVS) and technical training (DCS), by age group (Québec as a whole, 2006-2007)**



Source: MELS, DRSI, DGSOF chart, 2008

Generally speaking, depending on their age, a proportionally higher number of young people enroll in college technical training leading to a DCS than in secondary-level vocational training. Up until the age of 20, there are decidedly more young people in general education for adults than there are in vocational training. It is only starting at age 25 that enrollments are higher in vocational training than in technical training.

Nearly 60% of students who enroll in vocational training already have a Secondary School Diploma (SSD). This percentage is inversely proportional to the student's age. Two thirds (67%) of the students under 20 years old already have an SSD when they enroll in vocational training, compared with 64% of those aged 20 to 24, and 51% of older students.

### Student enrollments by age (Québec as a whole, 2000-2001 [%])

| Age      | Secondary School                |                                 |                     | College                  |                    | University | Total |
|----------|---------------------------------|---------------------------------|---------------------|--------------------------|--------------------|------------|-------|
|          | General education, youth sector | General education, adult sector | Vocational training | Pre-university education | Technical training |            |       |
| 16       | 87.9                            | 5.3                             | 1.1                 | 1.9                      | -                  | -          | 96.6  |
| 17       | 25                              | 14.3                            | 6.1                 | 27.3                     | 12.7               | 0.5        | 85.8  |
| 18       | 5.3                             | 15.3                            | 9.6                 | 27.3                     | 16.8               | 2.9        | 77.2  |
| 19       | 1                               | 11.5                            | 9.1                 | 13.6                     | 18                 | 14         | 67.2  |
| 20       | 0.5                             | 8.1                             | 7.3                 | 5.4                      | 13.5               | 21         | 55.8  |
| 21       | 0.1                             | 6.4                             | 5.8                 | 2.6                      | 9.7                | 24.4       | 49    |
| 22       | -                               | 5.2                             | 4.8                 | 1.3                      | 6.9                | 23.6       | 41.8  |
| 23       | -                               | 4.4                             | 3.8                 | 0.7                      | 5                  | 19.1       | 33    |
| 24       | -                               | 3.8                             | 3.4                 | 0.4                      | 3.9                | 14.6       | 26.1  |
| 25 to 29 | -                               | 3                               | 2.4                 | 0.2                      | 2.3                | 8.6        | 16.5  |
| 30 and + | -                               | 1                               | 0.7                 | 0                        | 0.5                | 1.5        | 3.8   |

Source: MEQ, DRSI, *Le cheminement des élèves, du secondaire à l'entrée à l'université*, Annexe 2, 2004

## Educational success

Over the past few years, school boards, CEGEPs and the MELS have joined together in a massive operation aimed at improving student graduation rates. In DVS programs as a whole, the annual graduation rate exceeds 70%. This figure, however, conceals certain discrepancies. The graduation rate for full-time students is over 85%, while for technical training students enrolled in programs leading to a DCS, it is slightly higher than 60%. This figure edges past 33% when programs are completed within the prescribed length of time (three years), rising to around 55% if completed within five years.

**Proportion of secondary-level vocational training graduates,<sup>1</sup> by gender, category and last year of enrollment (%)**

|                         | 1980-1981 | 1985-1986 | 1990-1991 | 1995-1996 | 1999-2000 | 2004-2005 | 2005-2006 <sup>e</sup> |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------------------|
| <b>Male</b>             |           |           |           |           |           |           |                        |
| LVP or DVS <sup>2</sup> | 57.1      | 58.3      | 60.0      | 67.7      | 63.9      | 71.0      | 70.4                   |
| Full-time <sup>3</sup>  | 51.8      | 51.4      | 81.1      | 79.5      | 81.6      | 84.7      | 85.2                   |
| <b>Female</b>           |           |           |           |           |           |           |                        |
| LVP or DVS <sup>2</sup> | 65.5      | 69.5      | 50.3      | 64.5      | 70.2      | 75.2      | 74.6                   |
| Full-time <sup>3</sup>  | 61.3      | 62.0      | 80.0      | 78.3      | 82.4      | 86.9      | 86.8                   |
| <b>Male and female</b>  |           |           |           |           |           |           |                        |
| LVP or DVS <sup>2</sup> | 61.7      | 64.1      | 54.4      | 66.1      | 66.6      | 72.8      | 72.2                   |
| Full-time <sup>3</sup>  | 56.3      | 56.6      | 80.6      | 78.9      | 82.0      | 85.7      | 85.9                   |

e: Estimates

1. All secondary-level diplomas are taken into account.

2. Figures for 1980-1981 and 1985-1986 include enrollments in long vocational programs (LVP) in the youth sector.

Figures after 1988-1989 take into account the Diploma of Vocational Studies (DVS) awarded in the youth and adult sectors.

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

Source: MELs, *Education Indicators, 2008 edition, preliminary version*, DRIS, Table 3.2

**Proportion of technical training DSC graduates, by last year of enrollment in regular college education, gender, type of initial training and time elapsed<sup>1</sup> since the beginning of studies (%)**

|  | 1980-1981 | 1990-1991 | 1995-1996 | 1999-2000 | 2004-2005 | 2005-2006 <sup>e</sup> |
|--|-----------|-----------|-----------|-----------|-----------|------------------------|
| <b>Male and female graduates</b>                       |           |           |           |           |           |                        |
| Same type of initial training                          |           |           |           |           |           |                        |
| 3 years or less <sup>1</sup>                           | N/A       | 29.6      | 26.8      | 31.6      | 34.3      | 33.3                   |
| 5 years or less <sup>1</sup>                           | N/A       | 51.1      | 47.8      | 52.4      | 55.9      | 54.0                   |
| All durations  | N/A       | 56.6      | 53.1      | 57.6      | 62.7      | 61.3                   |
| Other type of initial training <sup>2</sup>            |           |           |           |           |           |                        |
| All durations  | N/A       | 64.4      | 55.7      | 57.8      | 62.6      | 62.1                   |
| <b>All types of initial training and all durations</b> |           |           |           |           |           |                        |
| Male and female graduates                              |           |           |           |           |           |                        |
| Male   | 59.0      | 58.6      | 53.9      | 57.7      | 62.8      | 61.6                   |
| Female   | 53.9      | 54.7      | 46.1      | 50.1      | 55.5      | 53.4                   |
| Female   | 63.0      | 61.3      | 60.9      | 64.6      | 68.5      | 67.8                   |

e: Estimates

N/A: Data not available

1. The time elapsed since initial enrollment is not necessarily the same as the duration of studies because the studies may have been interrupted at some point.

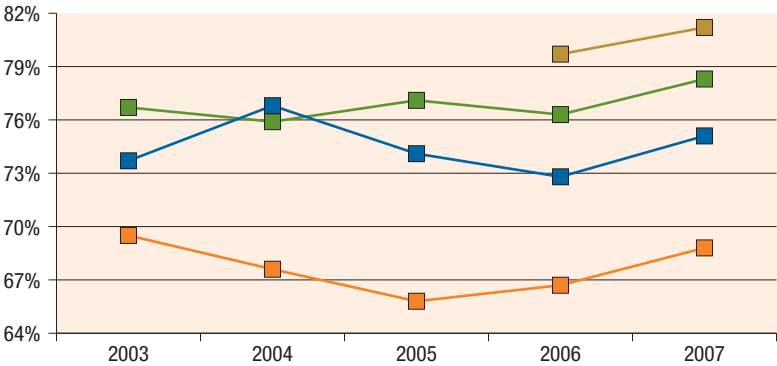
2. Until 1993-1994, this category referred to students who began their studies in a preuniversity program. As of 1994-1995, this category also includes students who leave technical training (with or without a diploma) after having begun in an Explorations program the previous year.

Source: MELs, *Education Indicators, 2008 edition, preliminary version*, DRIS, Table 3.4

## 4 Integration Into the Job Market

Long-lasting employment is the primary aim of Québec's VTT system. One year after the end of their studies, about three quarters of VTT graduates had jobs; of these, over 85% were full-time positions. Moreover, the unemployment rate varies depending on the educational path, though it has gradually dropped over the past few years. Furthermore, DCS graduates are increasingly more likely to pursue their studies after obtaining their diplomas. In fact, between 2000 and 2007, the proportion of college graduates who decided to continue their studies jumped from 19.6% to 26.5%. Conversely, proportionately fewer vocational training graduates chose to pursue their studies, with less than 10% having done so.

Employment rates of graduates, by educational path  
(Québec as a whole, from 2003 to 2007)



Source: MELS, *Enquêtes Relance*, DRSI, 2007

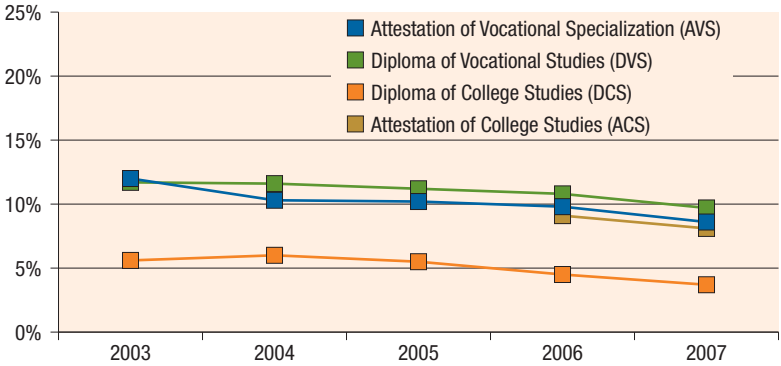
- Attestation of Vocational Specialization (AVS)
- Diploma of College Studies (DCS)
- Diploma of Vocational Studies (DVS)
- Attestation of College Studies (ACS)

Holders of an ACS enjoy an employment rate of over 80% (81.2%) a year after completing their training. Less than 7% of these pursued studies afterwards. Over 86% of employed ACS holders work full time and, in three quarters of these cases, their jobs are related to their training.

Although the unemployment rate of VTT graduates compares favourably with that of Québec's population as a whole, it is difficult to draw parallels between these two groups. The overall labour force is very diversified, its structure differs from that of the graduate population, and findings are derived from fundamentally different surveys. Nevertheless, some facts are worth highlighting. Recent *Relance* surveys show an unemployment rate of 9.7% for DVS graduates, 8.6% for AVS graduates, 3.7% for DCS graduates and 8.1% for holders of an ACS. According to Statistics Canada's Labour Force Survey, for the same period, March 2007, the unemployment rate was 8.2% for Québec's overall labour force, 13.1% for the 15-24 age group, and 7.4% for the 25-44 age group.

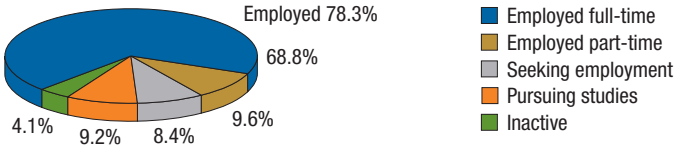


**Trends in graduates' unemployment rates, by educational path  
(Québec as a whole, from 2003 to 2007)**

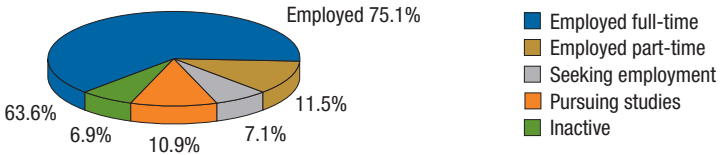


Source: MELS, *Enquêtes Relance*, DRSI, 2007

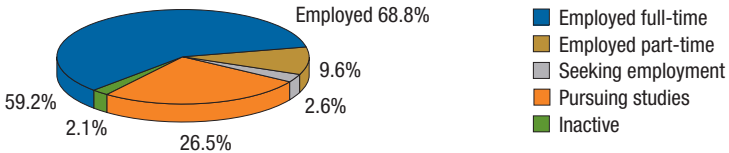
**Situation on March 31, 2007 of the graduates from the class of 2005-2006  
(Diploma of Vocational Studies [DVS])**



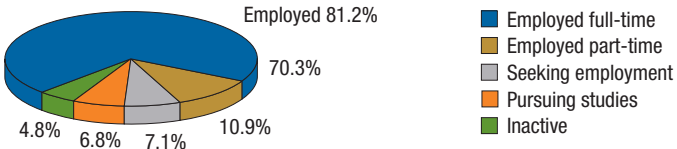
**Situation on March 31, 2007 of the graduates from the class of 2005-2006  
(Attestation of Vocational Specialization [AVS])**



**Situation on March 31, 2007 of the graduates from the class of 2005-2006  
(Diploma of College Studies [DCS] in technical training)**



**Situation on March 31, 2007, of the graduates from the class of 2005-2006  
(Attestation of College Studies [ACS] in technical training)**



Source: MELS, *Enquêtes Relance*, 2007, DRSI, 2007

## Employment rate differences, by program of study

Employment rates differ widely, depending on the choice of training program. As a general rule, programs with the highest employment rates belong to five sectors: Health Services; Transportation; Motorized Equipment Maintenance; Maintenance Mechanics; and Metallurgical Technology. Conversely, programs with the lowest employment rates belong to these six sectors: Land Use Planning and the Environment; Fashion, Leather and Textiles; Administration, Commerce and Computer Technology; Forestry and Pulp and Paper; Woodworking and Furniture Making. In 2007, about 65% of all VTT programs had employment rates of over 70%. More specifically, 13% of the programs had employment rates of 90% and over; 28% had rates of 80% to 90% exclusive, and 23% had rates of 70% to 80% exclusive.

### Situation on March 31, 2007 of vocational and technical training graduates with a Diploma of Vocational Studies (DVS), an Attestation of Vocational Specialization (AVS), a Diploma of College Studies (DCS) or an Attestation of College Studies (ACS), by age group (Québec as a whole, graduating class of 2005-2006)

|  | DVS                |                    |                       |
|--|--------------------|--------------------|-----------------------|
|  | Under 20 years old | 20 to 24 years old | At least 25 years old |
| Graduates surveyed                               | 4 979              | 11 003             | 14 954                |
| Employed (%)                                     | 75.7               | 79.0               | 78.7                  |
| Seeking employment (%)                           | 5.6                | 6.9                | 10.6                  |
| Pursuing studies (%)                             | 16.1               | 10.8               | 5.3                   |
| Inactive (%)                                     | 2.6                | 3.3                | 5.4                   |
| Unemployment rate (%)                            | 6.9                | 8.0                | 11.9                  |
| Full-time (%) <sup>1</sup>                       | 89.9               | 91.2               | 84.3                  |
| Average gross weekly salary (CAN\$) <sup>2</sup> | 540                | 577                | 616                   |
| Related to the training (%) <sup>3</sup>         | 77.1               | 78.2               | 80.4                  |

1. Proportion of those working 30 or more hours per week.

2. Weekly income of those in full-time paid employment.

3. Percentage of those in full-time employment related to their training.

Source: MELS, *Enquêtes Relance*, DRSI, 2007

## Employment rate differences, by age and gender

Age-group analysis of the job placements of vocational training graduates (DVS and AVS) reveals that those aged 20 to 24 had the highest employment rates. At the college level (DCS and ACS), there are proportionately more employed graduates among those aged 25 and over. Nevertheless, any analysis of the employment status of college graduates having obtained a DCS must take into account the sizeable proportion of students who continue their studies after graduation, especially those under the age of 25. This aspect means we must exercise caution when interpreting college-graduate employment statistics by age group. The same holds true for employment statistics by gender. Though women have higher employment rates than men (72.6% compared with 62.5%), they are less likely to pursue their studies once they have obtained a DCS (23.4% compared with 31.7%).

## Employer satisfaction

The MELS has carried out several surveys among employers who hire VTT graduates. More than 9 employers out of 10 consider their vocational training recruits to be competent. This figure is slightly higher among employers who hire technical training graduates (95.7% compared with 89.3%). Recent surveys also show that 92.7% of employers who hired DVS or AVS graduates and 94.3% of those who hired DCS graduates were satisfied with their new employees' performance after one year of work.

|  | AVS                |                    |                       | DCS                |                    |                       | ACS                |                    |                       |
|--|--------------------|--------------------|-----------------------|--------------------|--------------------|-----------------------|--------------------|--------------------|-----------------------|
|  | Under 20 years old | 20 to 24 years old | At least 25 years old | Under 20 years old | 20 to 24 years old | At least 25 years old | Under 20 years old | 20 to 24 years old | At least 25 years old |
|  | 304                | 1 129              | 3 525                 | 1 030              | 11 268             | 3 879                 | 208                | 2 378              | 8 844                 |
|  | 72.3               | 82.6               | 72.9                  | 54.9               | 65.3               | 84.3                  | 65.0               | 78.1               | 82.4                  |
|  | 4.5                | 3.8                | 8.4                   | 1.5                | 2.4                | 3.5                   | 5.1                | 5.2                | 7.7                   |
|  | 21.0               | 11.3               | 9.8                   | 41.7               | 30.4               | 9.2                   | 28.5               | 12.2               | 4.9                   |
|  | 2.2                | 2.3                | 8.9                   | 1.9                | 1.9                | 3.0                   | 1.5                | 4.5                | 5.0                   |
|  | 5.8                | 4.4                | 10.4                  | 2.6                | 3.6                | 4.0                   | 7.3                | 6.3                | 8.5                   |
|  | 85.2               | 90.3               | 82.4                  | 84.1               | 86.4               | 85.1                  | 83.1               | 85.7               | 86.9                  |
|  | 472                | 551                | 659                   | 565                | 592                | 669                   | 495                | 556                | 652                   |
|  | 71.0               | 76.7               | 68.8                  | 84.6               | 83.2               | 88.1                  | 58.1               | 68.0               | 76.0                  |

## 5 Labour Market Outlook and Demographic Trends

Over the past few years, Québec has experienced significant job growth. Between 2000 and 2007, nearly 450 000 jobs were created, an increase of more than 13%. Emploi-Québec estimates that the Québec economy will create 246 000 jobs between 2006 and 2011. During the same period, retiring workers will create an additional 454 000 openings. Nearly six out of every ten new jobs created will require an intermediate skill level, with most of them requiring at least college-level technical training or vocational training at the secondary level. As a result, labour market demand will continue to exert considerable pressure on the VTT system.

To ensure the best possible match between labour needs and the profile of VTT graduates, the MELS and Emploi-Québec together have developed an employment-training correlation model. This model uses labour market forecasts to determine how many people need to be trained in each program.

The model reveals that 80% of the VTT programs are well balanced, that is, enrollments in these programs should be sufficient to meet labour demand. Still, in 12% of the programs, there is a substantial increased demand for enrollments, whereas in fewer than 5% of the programs the number of enrollments exceeds demand.

### Promotional campaigns

Several advertising campaigns have been orchestrated to promote training programs offering the best job prospects and hiring opportunities. These campaigns are designed both to inform the general public—young people in particular—about these programs and to increase enrollments in programs where the supply does not meet demand.

### Demographic downturn

Promoting vocational and technical training is all the more important since several regions of Québec are expected to experience a particularly sharp demographic downturn over the next few years. The MELS anticipates that between 2007 and 2017, total enrollments in elementary and secondary schools will decline by 7.7%, as will those in public colleges (decline of 8% from 2006 to 2016). These figures, however, vary considerably from one administrative region to the other. Several regions that have already begun to experience a decline in student enrollments will continue to do so, with the drop affecting both French-language and English-language school boards. Only the Aboriginal school boards will benefit from a growth in their student populations of over 6%. As for college enrollments, they are expected to rise in only 2 of the 17 administrative regions. The tables appended to this report shed light on each region's specific situation.

**The 50 vocational (DVS, AVS) and technical (DCS) training programs offering the best job prospects (Québec as a whole, 2007 (Not all programs are offered in English.))**

|   |   |
|---|---|
| Biomedical Analysis Technology                    | Insurance and Financial Services Consulting           |
| Cable and Circuit Assembly                        | Machining Techniques                                  |
| Chemical Engineering Techniques                   | Mass Production of Furniture and Milled Wood Products |
| Chemical Processing Techniques                    | Mechanical Engineering Techniques                     |
| Composites Processing                             | Medical Electrophysiology Techniques                  |
| Computer Science Techniques                       | Medical Laboratory Techniques                         |
| Computerized Systems Technology                   | Medical Records                                       |
| Construction Machine Mechanics                    | Metal Structure Assembly                              |
| Dairy Production                                  | Mould Making  |
| Diemaking   | Moulding Machine Set-up and Operation                 |
| Diesel (Injection and Electronic Controls)        | Nuclear Medicine Technology                           |
| Early Childhood Education                         | Numerical Control Machine Tool Operation              |
| Farm Management and Technology                    | Nursing   |
| Fixed Machinery Mechanics                         | Physics Technology                                    |
| Food Processing Technology                        | Precision Sheet Metal Work                            |
| Furniture and Millwork Technology                 | Professional Sales                                    |
| Geomatics Technology                              | Radiodiagnosis Technology                             |
| Industrial Controls Maintenance Mechanics         | Respiratory Therapy Techniques                        |
| Industrial Construction and Maintenance Mechanics | Retail Butchery                                       |
| Industrial Design Techniques                      | Sales Representation                                  |
| Industrial Drafting                               | Secretarial Studies-Medical                           |
| Industrial Electronics Technology                 | Sheet Metal Work                                      |
| Industrial Engineering Technology                 | Toolmaking  |
| Industrial Machinery Operation                    | Transportation Logistics                              |
| Industrial Maintenance Technology                 | Welding and Fitting                                   |

Source: MELS, *The Top 50*, DGSOF, 2007

## 6 Challenges and Developments

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The VTT system contributes directly to Québec's social and economic development, given its two specific aims, which are to provide students with the competencies that will help guarantee their personal and professional autonomy, and to fulfill labour market needs for qualified workers. The challenges are many, and they must be reviewed at regular intervals so that we can react appropriately both to labour market developments and the demographic trends that raise important questions about training program accessibility and regional development support.

Both modern technologies and the Québec economy are evolving at a rapid pace. As an industrial leader, Québec must continue to invest in work force qualifications, especially in the high-tech and health and social services sectors where labour demand is high. To ensure that the VTT system keeps pace with Québec's economic trends and developments, we must maintain and consolidate the ties we have developed with the different stakeholders and partners in the labour market. This approach is essential in the case of emerging (or developing) sectors and niches of excellence in the various regions. Consequently, the competencies related to industries like multimedia, video games, mining, transportation equipment, value-added manufacturing, etc. will be increasingly sought after in the Québec labour market, and their presence will guarantee economic prosperity.

Vocational and technical training must be geared to helping job seekers find long-lasting employment with relative ease. In that respect, the labour outlook appears promising. Yet the current demographic downturn compels us to keep improving the performance of our training system as a whole and to make optimum use of our resources throughout Québec. This situation draws attention to three interesting facts. First, one third of our students leave school each year without any specific job qualifications. Second, some programs, especially in technical training, have low graduation rates. Third, some training programs do not attract enough students despite the excellent job prospects they offer. One of our challenges, therefore, is to ensure a better match between training and labour needs, while encouraging more young people to enroll in vocational training programs or to stay in school until they obtain a technical training diploma.

To meet this challenge, Québec has developed a vocational and technical training collaboration plan to maintain access to training in all regions of the province, help educational institutions experiencing difficulties with student recruitment, meet the pressing need for a qualified workforce in Québec, enable students to make a smooth transition from one level of education to another, and lead more youth and adults to acquire more training that will qualify them for a trade or profession. This plan is built on three priorities centred on collaboration among vocational and technical training institutions and programs, along with regional dialogue, and collaboration with the workplace.

Rapidly developing technologies require major investments in order to maintain future workers' qualification levels and to help businesses remain competitive. Increasingly, Access to these technologies can be gained only through school and business partnerships, both in initial vocational and technical training and in continuing education.

## Trends in enrollments, projects and investments in work-study programs (Québec as a whole, from 2003-2004 to 2006-2007)

|   | Secondary school, private and public sectors (DVS, AVS) |           |           |           | Public and private colleges (DCS, ACS) |           |           |           |
|---|---|-----------|-----------|-----------|--|-----------|-----------|-----------|
|   | 2003-2004   | 2004-2005 | 2005-2006 | 2006-2007 | 2003-2004                              | 2004-2005 | 2005-2006 | 2006-2007 |
| Number of institutions <sup>1</sup>                                   | 58  | 55        | 58        | 58        | 52                                     | 53        | 53        | 53        |
| Number of work-study projects in progress <sup>2</sup>                | 241   | 247       | 259       | 275       | 235                                    | 275       | 298       | 299       |
| Number of different programs <sup>3</sup>                             | 80  | 75        | 74        | 79        | 91                                     | 99        | 99        | 99        |
| Number of students enrolled in work-study programs <sup>4</sup>       | 7 303   | 7 577     | 8 407     | 8 948     | 4 035                                  | 3 961     | 3 813     | 3 929     |
| Number of programs currently being adapted to the work-study approach | 63  | 55        | 53        | 40        | 62                                     | 38        | 17        | 15        |
| Investments (in millions of dollars)                                  | 3 770   | 4 049     | 4 182     | 4 226     | 4 383                                  | 3 904     | 3 186     | 3 602     |

1. Institutions that offered at least one work-study program (with at least one student registered) during the year in question, as indicated in DFCS records at the MELS.

2. Programs with a work-study approach offered by an institution and in which there is at least one registration during the year in question.

3. Programs with a work-study approach offered at least once during the year in question.

4. Students taking a program with a work-study approach and who are accordingly registered in the declaration of enrollments database.

Source: MELS, Direction de la formation continue et du soutien (DFCS), May 2008



## Enrollments in vocational and technical training, by gender (Québec as a whole, from 1997-1998 to 2006-2007)

### A) Secondary-level vocational training<sup>1</sup>

|                                 | 1997-1998     | 1998-1999     | 1999-2000 <sup>2</sup> | 2000-2001 <sup>2</sup> | 2001-2002 <sup>2</sup> | 2002-2003 <sup>2</sup> | 2003-2004     | 2004-2005     | 2005-2006     | 2006-2007 <sup>p</sup> |
|---------------------------------|---------------|---------------|------------------------|------------------------|------------------------|------------------------|---------------|---------------|---------------|------------------------|
| <b>Under age 20<sup>3</sup></b> | <b>25 818</b> | <b>25 208</b> | <b>24 623</b>          | <b>24 335</b>          | <b>24 044</b>          | <b>23 255</b>          | <b>23 847</b> | <b>24 530</b> | <b>24 731</b> | <b>25 961</b>          |
| Male students                   | 15 324        | 15 074        | 14 854                 | 15 064                 | 14 899                 | 14 681                 | 15 125        | 15 533        | 15 845        | 16 472                 |
| Female students                 | 10 494        | 10 134        | 9 769                  | 9 271                  | 9 145                  | 8 574                  | 8 722         | 8 997         | 8 886         | 9 489                  |
| <b>Age 20 and over</b>          | <b>49 968</b> | <b>51 919</b> | <b>51 267</b>          | <b>52 153</b>          | <b>55 351</b>          | <b>57 033</b>          | <b>60 705</b> | <b>63 626</b> | <b>66 387</b> | <b>65 782</b>          |
| Male students                   | 26 906        | 27 837        | 27 771                 | 28 808                 | 31 215                 | 31 657                 | 33 342        | 34 533        | 35 844        | 34 947                 |
| Female students                 | 23 062        | 24 082        | 23 496                 | 23 345                 | 24 136                 | 25 376                 | 27 363        | 29 093        | 30 543        | 30 835                 |
| <b>Total</b>                    | <b>75 786</b> | <b>77 127</b> | <b>75 890</b>          | <b>76 488</b>          | <b>79 395</b>          | <b>80 288</b>          | <b>84 552</b> | <b>88 156</b> | <b>91 118</b> | <b>91 743</b>          |
| Male students                   | 42 230        | 42 911        | 42 625                 | 43 872                 | 46 114                 | 46 338                 | 48 467        | 50 066        | 51 689        | 51 419                 |
| Female students                 | 33 556        | 34 216        | 33 265                 | 32 616                 | 33 281                 | 33 950                 | 36 085        | 38 090        | 39 429        | 40 324                 |

p. The data for 2006-2007 are preliminary.

1. Regular paths only (Diploma of Vocational Studies, Certificate of Vocational Studies, Attestation of Vocational Specialization and Attestation of Vocational Education).

2. Figures do not include self-financed students enrolled in the Fire Safety Techniques program (5691/5191).

3. This category includes students in the youth sector and those under the age of 20 in the adult sector.

### B) College-level technical training<sup>1</sup>

|                                 | 1997-1998      | 1998-1999      | 1999-2000 <sup>2</sup> | 2000-2001 <sup>2</sup> | 2001-2002 <sup>2</sup> | 2002-2003 <sup>2</sup> | 2003-2004      | 2004-2005      | 2005-2006     | 2006-2007 <sup>p</sup> |
|---------------------------------|----------------|----------------|------------------------|------------------------|------------------------|------------------------|----------------|----------------|---------------|------------------------|
| <b>DCS (technical training)</b> | <b>90 959</b>  | <b>90 442</b>  | <b>88 964</b>          | <b>87 500</b>          | <b>86 836</b>          | <b>84 685</b>          | <b>81 566</b>  | <b>80 076</b>  | <b>78 215</b> | <b>76 995</b>          |
| Male students                   | 42 566         | 42 077         | 40 658                 | 39 066                 | 37 945                 | 36 397                 | 34 432         | 32 900         | 31 623        | 30 475                 |
| Female students                 | 48 393         | 48 365         | 48 306                 | 48 434                 | 48 891                 | 48 288                 | 47 134         | 47 176         | 46 592        | 46 520                 |
| <b>ACS, CEC and DPEC</b>        | <b>32 534</b>  | <b>35 646</b>  | <b>32 805</b>          | <b>32 441</b>          | <b>29 674</b>          | <b>26 269</b>          | <b>24 322</b>  | <b>22 596</b>  | <b>20 939</b> | <b>20 686</b>          |
| Male students                   | 12 037         | 14 398         | 14 067                 | 13 802                 | 12 717                 | 11 277                 | 10 581         | 9 527          | 8 562         | 8 502                  |
| Female students                 | 20 497         | 21 248         | 18 738                 | 18 639                 | 16 957                 | 14 992                 | 13 741         | 13 069         | 12 377        | 12 184                 |
| <b>Total</b>                    | <b>123 493</b> | <b>126 088</b> | <b>121 769</b>         | <b>119 941</b>         | <b>116 510</b>         | <b>110 954</b>         | <b>105 888</b> | <b>102 672</b> | <b>99 154</b> | <b>97 681</b>          |
| Male students                   | 54 603         | 56 475         | 54 725                 | 52 868                 | 50 662                 | 47 674                 | 45 013         | 42 427         | 40 185        | 38 977                 |
| Female students                 | 68 890         | 69 613         | 67 044                 | 67 073                 | 65 848                 | 63 280                 | 60 875         | 60 245         | 58 969        | 58 704                 |

p. The data for 2006-2007 are preliminary.

1. Figures include students enrolled in the following programs: DCS: Diploma of College Studies; ACS: Attestation of College Studies; CEC: certificat d'études collégiales (certificate of college studies); and DPEC: diplôme de perfectionnement de l'enseignement collégial (diploma of advanced college studies).

Source: MELs, *Données diverses sur la formation professionnelle et technique*, DRSI, November 2007

## Enrollments in secondary-level vocational training,<sup>1</sup> by administrative region (Québec as a whole, from 1997-1998 to 2006-2007)

|                               | 1997-1998 | 1998-1999 | 1999-2000 <sup>2</sup> |
|-------------------------------|-----------|-----------|------------------------|
| Gaspésie-Îles-de-la-Madeleine | 596       | 793       | 1 021                  |
| Bas-Saint-Laurent             | 2 966     | 3 020     | 2 616                  |
| Saguenay-Lac-Saint-Jean       | 5 260     | 5 770     | 5 442                  |
| Capitale-Nationale            | 8 583     | 8 562     | 8 641                  |
| Chaudière-Appalaches          | 4 077     | 4 219     | 4 081                  |
| Mauricie                      | 2 621     | 2 590     | 2 808                  |
| Centre-du-Québec              | 2 239     | 2 302     | 2 213                  |
| Estrie                        | 3 533     | 3 531     | 3 272                  |
| Montérégie                    | 9 927     | 9 669     | 9 948                  |
| Montréal                      | 19 309    | 19 601    | 19 330                 |
| Laval                         | 4 635     | 4 705     | 4 755                  |
| Lanaudière                    | 1 887     | 1 913     | 1 805                  |
| Laurentides                   | 3 755     | 4 071     | 4 079                  |
| Outaouais                     | 2 935     | 2 890     | 2 707                  |
| Abitibi-Témiscamingue         | 1 979     | 2 066     | 1 844                  |
| Côte-Nord                     | 1 002     | 1 062     | 1 040                  |
| Nord-du-Québec                | 482       | 363       | 288                    |
| Québec as a whole             | 75 786    | 77 127    | 75 890                 |

1. Regular paths only (Diploma of Vocational Studies, Certificate of Vocational Studies, Attestation of Vocational Specialization and Attestation of Vocational Education).

2. Figures do not include self-financed students enrolled in the Fire Safety Techniques program (5691/5191).

## Enrollments<sup>1</sup> in college-level technical training, by administrative region (Québec as a whole, from 1997-1998 to 2006-2007)

|                               | 1997-1998 | 1998-1999 | 1999-2000 |
|-------------------------------|-----------|-----------|-----------|
| Gaspésie-Îles-de-la-Madeleine | 1 232     | 1 306     | 1 033     |
| Bas-Saint-Laurent             | 6 587     | 6 517     | 6 207     |
| Saguenay-Lac-Saint-Jean       | 7 354     | 7 612     | 7 040     |
| Capitale-Nationale            | 14 925    | 16 128    | 15 080    |
| Chaudière-Appalaches          | 4 690     | 4 941     | 4 614     |
| Mauricie                      | 5 917     | 5 929     | 5 333     |
| Centre-du-Québec              | 3 125     | 3 203     | 2 868     |
| Estrie                        | 5 103     | 5 106     | 5 076     |
| Montérégie                    | 13 795    | 13 916    | 13 669    |
| Montréal                      | 43 141    | 44 402    | 43 544    |
| Laval                         | 3 554     | 3 485     | 4 231     |
| Lanaudière                    | 3 153     | 2 715     | 2 268     |
| Laurentides                   | 5 017     | 4 959     | 4 875     |
| Outaouais                     | 2 887     | 2 870     | 2 990     |
| Abitibi-Témiscamingue         | 1 767     | 1 824     | 1 843     |
| Côte-Nord                     | 1 195     | 1 122     | 1 020     |
| Nord-du-Québec                | 51        | 53        | 78        |
| Québec as a whole             | 123 493   | 126 088   | 121 769   |

1. Figures include students enrolled in the following programs: DCS: Diploma of College Studies; ACS: Attestation of College Studies; CEC: certificat d'études collégiales (certificate of college studies); and DPEC: diplôme de perfectionnement de l'enseignement collégial (diploma of advanced college studies).

| 2000-2001 <sup>2</sup> | 2001-2002 <sup>2</sup> | 2002-2003 <sup>2</sup> | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 <sup>p</sup> |
|------------------------|------------------------|------------------------|-----------|-----------|-----------|------------------------|
| 832                    | 826                    | 1 069                  | 1 128     | 1 127     | 1 124     | 1 089                  |
| 2 668                  | 2 631                  | 2 571                  | 2 639     | 2 621     | 2 711     | 2 660                  |
| 4 920                  | 4 948                  | 4 690                  | 4 828     | 4 809     | 4 723     | 4 769                  |
| 9 095                  | 9 817                  | 9 748                  | 10 005    | 10 605    | 11 828    | 10 719                 |
| 4 037                  | 4 129                  | 4 100                  | 4 377     | 4 553     | 4 483     | 4 769                  |
| 2 869                  | 3 031                  | 3 145                  | 3 288     | 3 291     | 3 357     | 3 401                  |
| 2 288                  | 2 132                  | 1 983                  | 1 966     | 2 049     | 2 077     | 2 040                  |
| 3 145                  | 3 115                  | 3 353                  | 3 477     | 3 574     | 3 676     | 3 680                  |
| 9 713                  | 9 862                  | 9 619                  | 10 250    | 11 065    | 11 745    | 12 359                 |
| 20 257                 | 20 837                 | 21 707                 | 23 529    | 24 283    | 25 155    | 25 920                 |
| 5 434                  | 5 482                  | 5 005                  | 5 304     | 6 152     | 6 153     | 5 557                  |
| 1 817                  | 2 005                  | 2 092                  | 2 070     | 2 164     | 2 409     | 2 816                  |
| 4 009                  | 5 098                  | 5 565                  | 5 810     | 5 966     | 5 559     | 5 707                  |
| 2 522                  | 2 514                  | 2 704                  | 2 911     | 3 011     | 2 874     | 2 852                  |
| 1 725                  | 1 742                  | 1 632                  | 1 793     | 1 714     | 1 925     | 1 956                  |
| 879                    | 857                    | 907                    | 796       | 814       | 899       | 970                    |
| 278                    | 369                    | 398                    | 381       | 358       | 420       | 479                    |
| 76 488                 | 79 395                 | 80 288                 | 84 552    | 88 156    | 91 118    | 91 743                 |

p. The data for 2006-2007 are preliminary.

Source: MELs, *Données diverses sur la formation professionnelle et technique*, DRSI, November 2007

| 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 <sup>p</sup> |
|-----------|-----------|-----------|-----------|-----------|-----------|------------------------|
| 933       | 873       | 758       | 816       | 691       | 741       | 637                    |
| 5 922     | 5 558     | 5 127     | 4 899     | 4 798     | 4 610     | 4 644                  |
| 6 915     | 6 944     | 6 571     | 6 380     | 6 360     | 5 960     | 5 854                  |
| 15 029    | 14 506    | 13 933    | 13 516    | 13 207    | 12 562    | 12 469                 |
| 4 174     | 3 937     | 3 768     | 3 672     | 3 435     | 3 496     | 3 251                  |
| 5 130     | 4 985     | 4 915     | 4 675     | 4 437     | 4 262     | 4 126                  |
| 2 684     | 2 513     | 2 437     | 2 154     | 2 071     | 2 108     | 1 814                  |
| 5 083     | 4 981     | 4 493     | 4 125     | 4 134     | 4 019     | 4 164                  |
| 13 294    | 13 487    | 12 632    | 11 935    | 10 857    | 10 064    | 10 005                 |
| 43 813    | 42 188    | 40 426    | 38 850    | 37 977    | 37 358    | 36 666                 |
| 3 942     | 3 775     | 3 751     | 3 612     | 3 553     | 3 310     | 3 581                  |
| 2 264     | 2 285     | 2 145     | 1 997     | 2 053     | 2 069     | 2 079                  |
| 4 927     | 4 813     | 4 658     | 4 251     | 4 080     | 3 932     | 3 844                  |
| 2 917     | 2 847     | 2 731     | 2 545     | 2 636     | 2 564     | 2 522                  |
| 1 641     | 1 678     | 1 569     | 1 483     | 1 468     | 1 270     | 1 246                  |
| 1 161     | 1 089     | 945       | 914       | 854       | 775       | 741                    |
| 112       | 51        | 95        | 64        | 61        | 54        | 38                     |
| 119 941   | 116 510   | 110 954   | 105 888   | 102 672   | 99 154    | 97 681                 |

p. The data for 2006-2007 are preliminary.

Source: MELs, *Données diverses sur la formation professionnelle et technique*, DRSI, November 2007

**Enrollments in college-level technical training, by administrative region  
(Québec as a whole, from 1997-1998 to 2006-2007)**

|                                 | 1997-1998 | 1998-1999 | 1999-2000 |
|---------------------------------|-----------|-----------|-----------|
| <b>DCS (technical training)</b> |           |           |           |
| Gaspésie-Îles-de-la-Madeleine   | 938       | 915       | 756       |
| Bas-Saint-Laurent               | 5 234     | 5 250     | 5 124     |
| Saguenay-Lac-Saint-Jean         | 6 186     | 6 251     | 6 107     |
| Capitale-Nationale              | 10 768    | 10 853    | 11 078    |
| Chaudière-Appalaches            | 4 021     | 4 089     | 3 952     |
| Mauricie                        | 4 859     | 4 838     | 4 550     |
| Centre-du-Québec                | 2 183     | 2 221     | 2 035     |
| Estrie                          | 3 698     | 3 688     | 3 622     |
| Montérégie                      | 10 121    | 10 134    | 10 164    |
| Montréal                        | 30 110    | 29 473    | 29 359    |
| Laval                           | 2 688     | 2 714     | 2 748     |
| Lanaudière                      | 1 891     | 1 772     | 1 481     |
| Laurentides                     | 3 524     | 3 507     | 3 490     |
| Outaouais                       | 2 272     | 2 198     | 2 044     |
| Abitibi-Témiscamingue           | 1 499     | 1 562     | 1 533     |
| Côte-Nord                       | 932       | 948       | 877       |
| Nord-du-Québec                  | 35        | 29        | 44        |
| Québec as a whole               | 90 959    | 90 442    | 88 964    |

|                               | 1997-1998 | 1998-1999 | 1999-2000 |
|-------------------------------|-----------|-----------|-----------|
| <b>ACS, CEC and DPEC</b>      |           |           |           |
| Gaspésie-Îles-de-la-Madeleine | 294       | 391       | 277       |
| Bas-Saint-Laurent             | 1 353     | 1 267     | 1 083     |
| Saguenay-Lac-Saint-Jean       | 1 168     | 1 361     | 933       |
| Capitale-Nationale            | 4 157     | 5 275     | 4 002     |
| Chaudière-Appalaches          | 669       | 852       | 662       |
| Mauricie                      | 1 058     | 1 091     | 783       |
| Centre-du-Québec              | 942       | 982       | 833       |
| Estrie                        | 1 405     | 1 418     | 1 454     |
| Montérégie                    | 3 674     | 3 782     | 3 505     |
| Montréal                      | 13 031    | 14 929    | 14 185    |
| Laval                         | 866       | 771       | 1 483     |
| Lanaudière                    | 1 262     | 943       | 787       |
| Laurentides                   | 1 493     | 1 452     | 1 385     |
| Outaouais                     | 615       | 672       | 946       |
| Abitibi-Témiscamingue         | 268       | 262       | 310       |
| Côte-Nord                     | 263       | 174       | 143       |
| Nord-du-Québec                | 16        | 24        | 34        |
| Québec as a whole             | 32 534    | 35 646    | 32 805    |

p. The data for 2006-2007 are preliminary.

| 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 <sup>P</sup> |
|-----------|-----------|-----------|-----------|-----------|-----------|------------------------|
| 684       | 680       | 601       | 557       | 579       | 589       | 527                    |
| 4 884     | 4 589     | 4 467     | 4 256     | 4 144     | 3 986     | 3 950                  |
| 5 918     | 5 870     | 5 614     | 5 560     | 5 448     | 5 151     | 5 071                  |
| 11 325    | 11 385    | 11 416    | 11 049    | 10 821    | 10 531    | 10 480                 |
| 3 614     | 3 468     | 3 431     | 3 311     | 3 134     | 3 104     | 2 779                  |
| 4 383     | 4 255     | 4 200     | 4 035     | 3 841     | 3 794     | 3 621                  |
| 1 729     | 1 643     | 1 483     | 1 273     | 1 268     | 1 351     | 1 434                  |
| 3 552     | 3 529     | 3 411     | 3 360     | 3 341     | 3 346     | 3 424                  |
| 9 938     | 9 810     | 9 261     | 8 757     | 8 486     | 8 124     | 8 086                  |
| 29 501    | 29 566    | 28 965    | 28 003    | 27 515    | 27 054    | 26 514                 |
| 2 676     | 2 657     | 2 614     | 2 469     | 2 582     | 2 623     | 2 738                  |
| 1 537     | 1 561     | 1 587     | 1 553     | 1 613     | 1 623     | 1 590                  |
| 3 493     | 3 616     | 3 467     | 3 257     | 3 147     | 3 056     | 3 023                  |
| 2 070     | 2 126     | 2 112     | 2 078     | 2 198     | 2 096     | 2 024                  |
| 1 308     | 1 310     | 1 316     | 1 328     | 1 254     | 1 142     | 1 114                  |
| 831       | 737       | 710       | 681       | 666       | 618       | 596                    |
| 57        | 34        | 30        | 39        | 39        | 27        | 24                     |
| 87 500    | 86 836    | 84 685    | 81 566    | 80 076    | 78 215    | 76 995                 |

| 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 <sup>P</sup> |
|-----------|-----------|-----------|-----------|-----------|-----------|------------------------|
| 249       | 193       | 157       | 259       | 112       | 152       | 110                    |
| 1 038     | 969       | 660       | 643       | 654       | 624       | 694                    |
| 997       | 1 074     | 957       | 820       | 912       | 809       | 783                    |
| 3 704     | 3 121     | 2 517     | 2 467     | 2 386     | 2 031     | 1 989                  |
| 560       | 469       | 337       | 361       | 301       | 392       | 472                    |
| 747       | 730       | 715       | 640       | 596       | 468       | 505                    |
| 955       | 870       | 954       | 881       | 803       | 757       | 380                    |
| 1 531     | 1 452     | 1 082     | 765       | 793       | 673       | 740                    |
| 3 356     | 3 677     | 3 371     | 3 178     | 2 371     | 1 940     | 1 919                  |
| 14 312    | 12 622    | 11 461    | 10 847    | 10 462    | 10 304    | 10 152                 |
| 1 266     | 1 118     | 1 137     | 1 143     | 971       | 687       | 843                    |
| 727       | 724       | 558       | 444       | 440       | 446       | 489                    |
| 1 434     | 1 197     | 1 191     | 994       | 933       | 876       | 821                    |
| 847       | 721       | 619       | 467       | 438       | 468       | 498                    |
| 333       | 368       | 253       | 155       | 214       | 128       | 132                    |
| 330       | 352       | 235       | 233       | 188       | 157       | 145                    |
| 55        | 17        | 65        | 25        | 22        | 27        | 14                     |
| 32 441    | 29 674    | 26 269    | 24 322    | 22 596    | 20 939    | 20 686                 |

Source: MELs, *Données diverses sur la formation professionnelle et technique*, DRSI, November 2007

**Number of diplomas awarded in vocational and technical training, by gender  
(Québec as a whole, from 1996-1997 to 2005-2006)**

**A) Secondary-level vocational training**

|                                 | 1996-1997     | 1997-1998     | 1998-1999 <sup>1</sup> |
|---------------------------------|---------------|---------------|------------------------|
| <b>Under age 20<sup>2</sup></b> | <b>6 579</b>  | <b>6 855</b>  | <b>8 049</b>           |
| Male students                   | 3 702         | 3 891         | 4 529                  |
| Female students                 | 2 877         | 2 964         | 3 520                  |
| <b>Age 20 and over</b>          | <b>22 331</b> | <b>22 880</b> | <b>22 936</b>          |
| Male students                   | 12 437        | 12 734        | 12 297                 |
| Female students                 | 9 894         | 10 146        | 10 639                 |
| <b>Total</b>                    | <b>28 910</b> | <b>29 735</b> | <b>30 985</b>          |
| Male students                   | 16 139        | 16 625        | 16 826                 |
| Female students                 | 12 771        | 13 110        | 14 159                 |

p. The data for 2005-2006 are preliminary.

1. The data were updated as of 1998-1999 only up to the most recent years.

2. Figures include diplomas awarded in the youth sector and to graduates under the age of 20 in the adult sector.

**B) College-level technical training**

|                                      | 1996          | 1997          | 1998          |
|--------------------------------------|---------------|---------------|---------------|
| <b>DCS (technical education)</b>     | <b>16 174</b> | <b>16 748</b> | <b>16 814</b> |
| Male students                        | 6 615         | 6 813         | 6 789         |
| Female students                      | 9 559         | 9 935         | 10 025        |
| <b>ACS, CCS and DPEC<sup>1</sup></b> | <b>1 607</b>  | <b>2 210</b>  | <b>3 403</b>  |
| Male students                        | 751           | 1 043         | 1 608         |
| Female students                      | 856           | 1 167         | 1 795         |
| <b>Total</b>                         | <b>17 781</b> | <b>18 958</b> | <b>20 217</b> |
| Male students                        | 7 366         | 7 856         | 8 397         |
| Female students                      | 10 415        | 11 102        | 11 820        |

p. The data for 2005 are preliminary.

DCS: Diploma of College Studies

CCS: Certificate of College Studies

DPEC: diploma of advanced college studies

1. The majority of registrations in programs other than technical DCS programs are in those leading to an Attestation of College Studies (ACS). These diplomas are awarded directly by the colleges, which have been required to declare them to the MELS since 2000.

|  | 1999-2000     | 2000-2001     | 2001-2002     | 2002-2003     | 2003-2004     | 2004-2005     | 2006-2007 <sup>P</sup> |
|--|---------------|---------------|---------------|---------------|---------------|---------------|------------------------|
|  | <b>8 448</b>  | <b>6 669</b>  | <b>6 357</b>  | <b>6 373</b>  | <b>6 369</b>  | <b>6 527</b>  | <b>6 728</b>           |
|  | 4 744         | 3 744         | 3 687         | 3 813         | 3 823         | 4 007         | 4 216                  |
|  | 3 704         | 2 925         | 2 670         | 2 560         | 2 546         | 2 520         | 2 512                  |
|  | <b>23 612</b> | <b>24 082</b> | <b>26 650</b> | <b>27 499</b> | <b>29 001</b> | <b>30 439</b> | <b>32 014</b>          |
|  | 12 563        | 13 272        | 15 002        | 15 314        | 16 221        | 16 396        | 17 076                 |
|  | 11 049        | 10 810        | 11 648        | 12 185        | 12 780        | 14 043        | 14 938                 |
|  | <b>32 060</b> | <b>30 751</b> | <b>33 007</b> | <b>33 872</b> | <b>35 370</b> | <b>36 966</b> | <b>38 742</b>          |
|  | 17 307        | 17 016        | 18 689        | 19 127        | 20 044        | 20 403        | 21 292                 |
|  | 14 753        | 13 735        | 14 318        | 14 745        | 15 326        | 16 563        | 17 450                 |

|  | 1999          | 2000          | 2001          | 2002          | 2003          | 2004          | 2005 <sup>P</sup> |
|--|---------------|---------------|---------------|---------------|---------------|---------------|-------------------|
|  | <b>17 631</b> | <b>17 986</b> | <b>17 998</b> | <b>18 732</b> | <b>18 165</b> | <b>18 084</b> | <b>17 395</b>     |
|  | 7 270         | 7 468         | 7 532         | 7 497         | 7 071         | 7 040         | 6 596             |
|  | 10 361        | 10 518        | 10 466        | 11 235        | 11 094        | 11 044        | 10 799            |
|  | <b>4 131</b>  | <b>8 922</b>  | <b>11 069</b> | <b>11 644</b> | <b>11 220</b> | <b>11 815</b> | <b>11 659</b>     |
|  | 2 088         | 3 909         | 4 927         | 5 243         | 4 975         | 5 643         | 5 511             |
|  | 2 043         | 5 013         | 6 142         | 6 401         | 6 245         | 6 172         | 6 148             |
|  | <b>21 762</b> | <b>26 908</b> | <b>29 067</b> | <b>30 376</b> | <b>29 385</b> | <b>29 899</b> | <b>29 054</b>     |
|  | 9 358         | 11 377        | 12 459        | 12 740        | 12 046        | 12 683        | 12 107            |
|  | 12 404        | 15 531        | 16 608        | 17 636        | 17 339        | 17 216        | 16 947            |

Source: MELS, *Données diverses sur la formation professionnelle et technique*, DRSI, November 2007

**Number of diplomas awarded in secondary-level vocational training, by administrative region (Québec as a whole, from 1996-1997 to 2005-2006)**

|                               | 1996-1997 | 1997-1998 | 1998-1999 |
|-------------------------------|-----------|-----------|-----------|
| Gaspésie-Îles-de-la-Madeleine | 308       | 312       | 288       |
| Bas-Saint-Laurent             | 1 160     | 1 500     | 1 500     |
| Saguenay-Lac-Saint-Jean       | 1 908     | 2 046     | 2 259     |
| Capitale-Nationale            | 4 200     | 3 980     | 3 923     |
| Chaudière-Appalaches          | 1 697     | 1 730     | 1 822     |
| Mauricie                      | 968       | 1 212     | 1 224     |
| Centre-du-Québec              | 904       | 958       | 1 032     |
| Estrie                        | 1 424     | 1 399     | 1 497     |
| Montérégie                    | 3 304     | 3 355     | 3 613     |
| Montréal                      | 6 952     | 6 985     | 7 430     |
| Laval                         | 1 865     | 1 731     | 1 727     |
| Lanaudière                    | 665       | 697       | 763       |
| Laurentides                   | 1 437     | 1 465     | 1 590     |
| Outaouais                     | 901       | 997       | 1 011     |
| Abitibi-Témiscamingue         | 804       | 761       | 834       |
| Côte-Nord                     | 322       | 454       | 362       |
| Nord-du-Québec                | 89        | 151       | 110       |
| Not indicated                 | 2         | 2         | -         |
| Québec as a whole             | 28 910    | 29 735    | 30 985    |

p. The data for 2005-2006 are preliminary.

**Number of diplomas awarded in college-level technical training, by administrative region (Québec as a whole, from 1996 to 2005)**

|                                 | 1996   | 1997   | 1998   |
|---------------------------------|--------|--------|--------|
| <b>DCS (technical training)</b> |        |        |        |
| Gaspésie-Îles-de-la-Madeleine   | 178    | 184    | 179    |
| Bas-Saint-Laurent               | 895    | 943    | 963    |
| Saguenay-Lac-Saint-Jean         | 1 240  | 1 282  | 1 313  |
| Capitale-Nationale              | 2 089  | 2 279  | 2 344  |
| Chaudière-Appalaches            | 790    | 841    | 828    |
| Mauricie                        | 969    | 937    | 999    |
| Centre-du-Québec                | 297    | 268    | 249    |
| Estrie                          | 781    | 817    | 779    |
| Montérégie                      | 1 635  | 1 801  | 1 729  |
| Montréal                        | 5 311  | 5 302  | 5 134  |
| Laval                           | 394    | 412    | 525    |
| Lanaudière                      | 272    | 296    | 312    |
| Laurentides                     | 486    | 544    | 580    |
| Outaouais                       | 406    | 433    | 434    |
| Abitibi-Témiscamingue           | 229    | 262    | 263    |
| Côte-Nord                       | 202    | 148    | 188    |
| Nord-du-Québec                  | -      | -      | -      |
| Québec as a whole               | 16 174 | 16 749 | 16 819 |

p. The data for 2005 are preliminary.



| 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 <sup>P</sup> |
|-----------|-----------|-----------|-----------|-----------|-----------|------------------------|
| 382       | 457       | 411       | 434       | 500       | 445       | 498                    |
| 1 244     | 1 224     | 1 241     | 1 171     | 1 229     | 1 164     | 1 368                  |
| 2 375     | 2 208     | 2 395     | 2 278     | 2 183     | 2 358     | 2 242                  |
| 4 118     | 3 976     | 4 313     | 4 333     | 4 400     | 4 718     | 5 209                  |
| 1 790     | 1 648     | 1 906     | 1 908     | 1 993     | 2 187     | 2 119                  |
| 1 277     | 1 312     | 1 310     | 1 470     | 1 459     | 1 400     | 1 526                  |
| 959       | 993       | 950       | 919       | 801       | 895       | 956                    |
| 1 564     | 1 407     | 1 363     | 1 493     | 1 552     | 1 512     | 1 601                  |
| 3 916     | 3 864     | 4 021     | 3 885     | 4 104     | 4 405     | 4 643                  |
| 7 593     | 7 202     | 8 394     | 8 863     | 9 594     | 10 126    | 10 419                 |
| 1 802     | 1 761     | 1 754     | 1 918     | 1 941     | 2 165     | 2 263                  |
| 724       | 765       | 824       | 786       | 803       | 842       | 867                    |
| 1 878     | 1 720     | 1 954     | 2 201     | 2 313     | 2 337     | 2 460                  |
| 1 033     | 942       | 966       | 1 111     | 1 215     | 1 209     | 1 262                  |
| 781       | 759       | 780       | 665       | 726       | 788       | 769                    |
| 536       | 413       | 321       | 343       | 378       | 337       | 423                    |
| 88        | 100       | 103       | 94        | 179       | 78        | 117                    |
| -         | -         | 1         | -         | -         | -         | -                      |
| 32 060    | 30 751    | 33 007    | 33 872    | 35 370    | 36 966    | 38 742                 |

Source: MELs, *Données diverses sur la formation professionnelle et technique*, DRIS, November 2007

| 1999   | 2000   | 2001   | 2002   | 2003   | 2004   | 2005 <sup>P</sup> |
|--------|--------|--------|--------|--------|--------|-------------------|
| 168    | 172    | 150    | 160    | 122    | 151    | 95                |
| 1 025  | 1 039  | 1 117  | 1 110  | 1 027  | 1 051  | 962               |
| 1 477  | 1 434  | 1 419  | 1 497  | 1 383  | 1 402  | 1 310             |
| 2 505  | 2 487  | 2 505  | 2 683  | 2 699  | 2 710  | 2 564             |
| 845    | 902    | 855    | 772    | 820    | 794    | 758               |
| 1 073  | 1 105  | 1 018  | 1 044  | 943    | 978    | 922               |
| 343    | 358    | 334    | 339    | 347    | 305    | 260               |
| 785    | 795    | 772    | 843    | 774    | 779    | 771               |
| 1 865  | 2 065  | 2 020  | 2 117  | 2 037  | 1 972  | 1 856             |
| 5 181  | 5 293  | 5 465  | 5 748  | 5 569  | 5 494  | 5 441             |
| 554    | 512    | 555    | 599    | 603    | 574    | 565               |
| 275    | 286    | 284    | 283    | 312    | 335    | 298               |
| 645    | 676    | 674    | 703    | 756    | 748    | 705               |
| 380    | 415    | 388    | 386    | 373    | 370    | 431               |
| 328    | 281    | 295    | 294    | 259    | 289    | 282               |
| 184    | 175    | 155    | 182    | 169    | 132    | 175               |
| -      | -      | -      | -      | -      | -      | -                 |
| 17 633 | 17 995 | 18 006 | 18 760 | 18 193 | 18 084 | 17 395            |

Source: MELs, *Données diverses sur la formation professionnelle et technique*, DRIS, November 2007

**Number of diplomas awarded in secondary-level vocational training, by training sector and gender (Québec as a whole, from 1996-1997 to 2005-2006)**

|  |   | 1996-1997 | 1997-1998 | 1998-1999 <sup>1</sup> |
|--|---|-----------|-----------|------------------------|
| Administration, Commerce and Computer Technology | M | 1 362     | 1 389     | 1 343                  |
|  | F | 5 181     | 4 908     | 5 200                  |
| Agriculture and Fisheries                        | M | 407       | 461       | 506                    |
|  | F | 532       | 625       | 662                    |
| Arts   | M | 55        | 41        | 69                     |
|  | F | 228       | 248       | 372                    |
| Beauty Care                                      | M | 54        | 50        | 46                     |
|  | F | 2 281     | 2 545     | 2 604                  |
| Buildings and Public Works                       | M | 1 820     | 1 757     | 2 011                  |
|  | F | 147       | 156       | 187                    |
| Chemistry and Biology                            | M | 14        | 18        | 12                     |
|  | F | 3         | 4         | 4                      |
| Communications and Documentation                 | M | 323       | 378       | 361                    |
|  | F | 269       | 288       | 357                    |
| Electrotechnology                                | M | 2 070     | 2 113     | 2 213                  |
|  | F | 88        | 103       | 99                     |
| Fashion, Leather and Textiles                    | M | 43        | 42        | 30                     |
|  | F | 185       | 217       | 287                    |
| Food Services and Tourism                        | M | 1 296     | 1 304     | 1 270                  |
|  | F | 1 565     | 1 811     | 1 943                  |
| Forestry and Pulp and Paper                      | M | 465       | 538       | 625                    |
|  | F | 43        | 69        | 91                     |
| Health Services                                  | M | 167       | 123       | 103                    |
|  | F | 1 781     | 1 587     | 1 635                  |
| Land Use Planning and the Environment            | M | 83        | 59        | 66                     |
|  | F | 26        | 15        | 29                     |
| Maintenance Mechanics                            | M | 739       | 724       | 898                    |
|  | F | 27        | 9         | 48                     |
| Mechanical Manufacturing                         | M | 1 625     | 1 919     | 2 101                  |
|  | F | 140       | 171       | 221                    |
| Metallurgical Technology                         | M | 1 739     | 1 919     | 1 698                  |
|  | F | 85        | 96        | 101                    |
| Mining and Site Operations                       | M | 223       | 261       | 276                    |
|  | F | 1         | 7         | 7                      |
| Motorized Equipment Maintenance                  | M | 2 853     | 2 722     | 2 244                  |
|  | F | 91        | 119       | 111                    |
| Social, Educational and Legal Services           | M | -         | -         | -                      |
|  | F | -         | -         | -                      |
| Transportation                                   | M | 522       | 484       | 568                    |
|  | F | 48        | 47        | 76                     |
| Woodworking and Furniture Making                 | M | 279       | 323       | 386                    |
|  | F | 50        | 85        | 125                    |
| Total  | M | 16 139    | 16 625    | 16 826                 |
|  | F | 12 771    | 13 110    | 14 159                 |
|  | T | 28 910    | 29 735    | 30 985                 |

1. The data were updated as of 1998-1999 only up to the most recent years.

| 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 <sup>p</sup> |
|-----------|-----------|-----------|-----------|-----------|-----------|------------------------|
| 1 458     | 1 312     | 1 785     | 2 276     | 2 441     | 2 501     | 2 604                  |
| 5 424     | 4 623     | 4 542     | 4 782     | 5 098     | 5 508     | 5 912                  |
| 450       | 454       | 539       | 530       | 506       | 412       | 478                    |
| 598       | 527       | 587       | 534       | 516       | 530       | 446                    |
| 43        | 42        | 30        | 51        | 46        | 49        | 69                     |
| 373       | 286       | 359       | 345       | 347       | 358       | 394                    |
| 42        | 30        | 22        | 20        | 33        | 35        | 37                     |
| 2 514     | 2 236     | 2 313     | 2 225     | 2 100     | 2 240     | 2 316                  |
| 2 172     | 2 310     | 2 454     | 2 895     | 3 557     | 3 952     | 4 490                  |
| 253       | 252       | 297       | 344       | 402       | 408       | 454                    |
| 24        | 16        | 16        | 29        | 33        | 30        | 35                     |
| 11        | 4         | 7         | 14        | 18        | 14        | 16                     |
| 350       | 328       | 333       | 381       | 336       | 292       | 240                    |
| 415       | 381       | 429       | 387       | 363       | 303       | 267                    |
| 2 405     | 2 155     | 2 164     | 2 409     | 2 647     | 2 841     | 2 726                  |
| 130       | 112       | 122       | 109       | 120       | 125       | 119                    |
| 34        | 28        | 33        | 29        | 9         | 18        | 16                     |
| 285       | 267       | 227       | 178       | 171       | 131       | 113                    |
| 1 235     | 1 121     | 1 099     | 1 095     | 1 124     | 1 172     | 1 186                  |
| 1 921     | 1 656     | 1 534     | 1 396     | 1 331     | 1 342     | 1 436                  |
| 718       | 669       | 680       | 605       | 661       | 763       | 605                    |
| 110       | 94        | 87        | 81        | 93        | 68        | 71                     |
| 158       | 214       | 268       | 341       | 409       | 552       | 567                    |
| 1 924     | 2 301     | 2 741     | 3 246     | 3 717     | 4 517     | 4 799                  |
| 57        | 82        | 87        | 105       | 67        | 79        | 71                     |
| 23        | 24        | 38        | 35        | 31        | 25        | 22                     |
| 891       | 757       | 839       | 782       | 709       | 675       | 578                    |
| 46        | 46        | 33        | 31        | 22        | 25        | 22                     |
| 2 185     | 2 145     | 2 613     | 1 942     | 1 515     | 1 093     | 1 078                  |
| 263       | 322       | 340       | 305       | 220       | 168       | 174                    |
| 1 557     | 1 657     | 1 685     | 1 600     | 1 399     | 1 247     | 1 370                  |
| 115       | 121       | 144       | 112       | 100       | 85        | 102                    |
| 287       | 313       | 368       | 361       | 416       | 489       | 468                    |
| 12        | 8         | 16        | 13        | 12        | 19        | 26                     |
| 2 140     | 2 106     | 1 981     | 1 994     | 2 381     | 2 494     | 2 752                  |
| 94        | 108       | 74        | 118       | 126       | 153       | 185                    |
| 3         | 6         | 1         | 2         | -         | 3         | 2                      |
| 1         | 8         | 24        | 22        | 26        | 43        | 44                     |
| 732       | 850       | 1 210     | 1 179     | 1 202     | 1 217     | 1 383                  |
| 99        | 154       | 151       | 173       | 205       | 180       | 210                    |
| 366       | 421       | 482       | 501       | 553       | 489       | 537                    |
| 142       | 205       | 253       | 295       | 308       | 321       | 322                    |
| 17 307    | 17 016    | 18 689    | 19 127    | 20 044    | 20 403    | 21 292                 |
| 14 753    | 13 735    | 14 318    | 14 745    | 15 326    | 16 563    | 17 450                 |
| 32 060    | 30 751    | 33 007    | 33 872    | 35 370    | 36 966    | 38 742                 |

p. The data for 2005-2006 are preliminary.

Source: MELIS, *Données diverses sur la formation professionnelle et technique*, DRSI, November 2007

**Number of diplomas awarded in college-level technical training, by training sector and gender (Québec as a whole, from 1996 to 2005 [technical DCS])**

|  |   | 1996   | 1997   | 1998   |
|--|---|--------|--------|--------|
| Administration, Commerce and Computer Technology | M | 1 458  | 1 668  | 1 946  |
|  | F | 2 515  | 2 412  | 2 542  |
| Agriculture and Fisheries                        | M | 136    | 214    | 183    |
|  | F | 226    | 255    | 287    |
| Arts   | M | 161    | 157    | 162    |
|  | F | 305    | 362    | 371    |
| Building and Public Works                        | M | 740    | 657    | 563    |
|  | F | 246    | 209    | 202    |
| Chemistry and Biology                            | M | 185    | 185    | 207    |
|  | F | 131    | 143    | 151    |
| Communications and Documentation                 | M | 185    | 212    | 211    |
|  | F | 402    | 436    | 477    |
| Electrotechnology                                | M | 1 346  | 1 246  | 1 171  |
|  | F | 93     | 76     | 75     |
| Fashion, Leather and Textiles                    | M | 32     | 38     | 22     |
|  | F | 282    | 346    | 252    |
| Food Services and Tourism                        | M | 103    | 133    | 121    |
|  | F | 327    | 449    | 433    |
| Forestry and Pulp and Paper                      | M | 67     | 128    | 134    |
|  | F | 9      | 22     | 28     |
| Health Services                                  | M | 441    | 431    | 349    |
|  | F | 2 742  | 2 828  | 2 736  |
| Land Use Planning and the Environment            | M | 109    | 117    | 124    |
|  | F | 93     | 107    | 87     |
| Maintenance Mechanics                            | M | 98     | 58     | 76     |
|  | F | 2      | 3      | 3      |
| Mechanical Manufacturing                         | M | 574    | 564    | 554    |
|  | F | 42     | 62     | 59     |
| Metallurgical Technology                         | M | 22     | 31     | 26     |
|  | F | 1      | 1      | 3      |
| Mining and Site Operations                       | M | 13     | 18     | 17     |
|  | F | 1      | 3      | 8      |
| Motorized Equipment Maintenance                  | M | 129    | 152    | 142    |
|  | F | 17     | 16     | 11     |
| Social, Educational and Legal Services           | M | 758    | 741    | 715    |
|  | F | 2 092  | 2 176  | 2 273  |
| Transportation                                   | M | 54     | 63     | 64     |
|  | F | 30     | 24     | 26     |
| Woodworking and Furniture Making                 | M | 2      | -      | 5      |
|  | F | 3      | 3      | 1      |
| Not specified                                    | M | 2      | 1      | -      |
|  | F | -      | 2      | 2      |
| Total  | M | 6 615  | 6 814  | 6 792  |
|  | F | 9 559  | 9 935  | 10 027 |
|  | T | 16 174 | 16 749 | 16 819 |

p. The data for 2005 are preliminary.

|        | 1999   | 2000   | 2001   | 2002   | 2003   | 2004   | 2005 <sup>P</sup> |
|--------|--------|--------|--------|--------|--------|--------|-------------------|
| 2 239  | 2 563  | 2 536  | 2 522  | 2 321  | 2 168  | 1 952  |                   |
| 2 906  | 2 793  | 2 540  | 2 265  | 2 048  | 1 822  | 1 502  |                   |
| 175    | 218    | 186    | 211    | 203    | 195    | 168    |                   |
| 356    | 316    | 376    | 424    | 406    | 393    | 370    |                   |
| 177    | 168    | 171    | 188    | 170    | 171    | 172    |                   |
| 435    | 474    | 459    | 571    | 487    | 645    | 558    |                   |
| 544    | 413    | 423    | 447    | 463    | 495    | 590    |                   |
| 208    | 202    | 160    | 168    | 179    | 199    | 209    |                   |
| 219    | 199    | 192    | 150    | 127    | 117    | 103    |                   |
| 214    | 261    | 229    | 208    | 148    | 126    | 134    |                   |
| 228    | 212    | 218    | 257    | 297    | 322    | 330    |                   |
| 489    | 522    | 526    | 595    | 559    | 581    | 567    |                   |
| 1 272  | 1 375  | 1 385  | 1 296  | 1 182  | 1 126  | 952    |                   |
| 101    | 87     | 103    | 106    | 99     | 65     | 53     |                   |
| 29     | 30     | 25     | 26     | 15     | 22     | 19     |                   |
| 309    | 310    | 374    | 452    | 420    | 421    | 370    |                   |
| 132    | 128    | 109    | 122    | 97     | 116    | 106    |                   |
| 530    | 599    | 520    | 569    | 490    | 494    | 377    |                   |
| 159    | 162    | 183    | 183    | 151    | 140    | 93     |                   |
| 31     | 36     | 40     | 43     | 31     | 30     | 17     |                   |
| 270    | 244    | 240    | 283    | 305    | 318    | 362    |                   |
| 2 121  | 2 089  | 2 334  | 2 963  | 3 316  | 3 200  | 3 549  |                   |
| 96     | 101    | 96     | 122    | 87     | 97     | 96     |                   |
| 112    | 153    | 165    | 141    | 162    | 117    | 140    |                   |
| 117    | 95     | 100    | 99     | 101    | 98     | 99     |                   |
| 7      | 5      | 3      | 7      | 9      | 3      | 1      |                   |
| 644    | 671    | 734    | 634    | 623    | 607    | 555    |                   |
| 86     | 107    | 88     | 99     | 78     | 48     | 56     |                   |
| 20     | 31     | 31     | 39     | 25     | 34     | 21     |                   |
| 3      | 6      | 9      | 7      | 6      | 3      | 1      |                   |
| 43     | 36     | 39     | 31     | 12     | 14     | 11     |                   |
| 9      | 18     | 8      | 10     | 12     | 7      | 7      |                   |
| 173    | 140    | 156    | 147    | 128    | 149    | 141    |                   |
| 15     | 17     | 16     | 17     | 14     | 13     | 14     |                   |
| 650    | 605    | 587    | 622    | 667    | 738    | 735    |                   |
| 2 386  | 2 479  | 2 461  | 2 519  | 2 594  | 2 820  | 2 825  |                   |
| 67     | 69     | 103    | 102    | 95     | 95     | 80     |                   |
| 39     | 37     | 45     | 67     | 34     | 39     | 33     |                   |
| 16     | 12     | 21     | 26     | 19     | 18     | 10     |                   |
| 5      | 10     | 14     | 20     | 12     | 17     | 16     |                   |
| 1      | 1      | -      | 1      | -      | -      | 1      |                   |
| -      | 1      | 1      | 1      | 1      | 1      | -      |                   |
| 7 271  | 7 473  | 7 535  | 7 508  | 7 088  | 7 040  | 6 596  |                   |
| 10 362 | 10 522 | 10 471 | 11 252 | 11 105 | 11 044 | 10 799 |                   |
| 17 633 | 17 995 | 18 006 | 18 760 | 18 193 | 18 084 | 17 395 |                   |

Source: MELs, *Données diverses sur la formation professionnelle et technique*, DRSI, November 2007

**Status of vocational and technical training graduates on March 31 following their graduating year, by educational path (Québec as a whole, from 2005 to 2007)**

|   | Survey year | Graduates surveyed<br>(N) | Employed<br>(%) |
|---|-------------|---------------------------|-----------------|
| <b>ATTESTATION OF VOCATIONAL SPECIALIZATION (AVS)</b> |             |                           |                 |
|   | <b>2007</b> | <b>2 786</b>              | <b>72.6</b>     |
| Female graduates                                      | 2006        | 2 394                     | 69.1            |
|   | 2005        | 2 132                     | 72.2            |
|   | <b>2007</b> | <b>2 172</b>              | <b>78.4</b>     |
| Male graduates  | 2006        | 2 124                     | 77.0            |
|   | 2005        | 2 342                     | 75.9            |
|   | <b>2007</b> | <b>4 958</b>              | <b>75.1</b>     |
| Total   | 2006        | 4 518                     | 72.8            |
|   | 2005        | 4 474                     | 74.1            |
| <b>DIPLOMA OF VOCATIONAL STUDIES (DVS)</b>            |             |                           |                 |
|   | <b>2007</b> | <b>13 413</b>             | <b>79.3</b>     |
| Female graduates                                      | 2006        | 13 123                    | 76.5            |
|   | 2005        | 12 265                    | 77.1            |
|   | <b>2007</b> | <b>17 523</b>             | <b>77.6</b>     |
| Male graduates  | 2006        | 16 781                    | 76.3            |
|   | 2005        | 16 305                    | 77.1            |
|   | <b>2007</b> | <b>30 936</b>             | <b>78.3</b>     |
| Total   | 2006        | 29 904                    | 76.3            |
|   | 2005        | 28 570                    | 77.1            |
| <b>DIPLOMA OF COLLEGE STUDIES (DCS)</b>               |             |                           |                 |
|   | <b>2007</b> | <b>10 261</b>             | <b>72.6</b>     |
| Female graduates                                      | 2006        | 10 321                    | 69.9            |
|   | 2005        | 10 459                    | 70.0            |
|   | <b>2007</b> | <b>5 916</b>              | <b>62.5</b>     |
| Male graduates  | 2006        | 6 154                     | 61.3            |
|   | 2005        | 6 502                     | 59.1            |
|   | <b>2007</b> | <b>16 177</b>             | <b>68.8</b>     |
| Total   | 2006        | 16 475                    | 66.7            |
|   | 2005        | 16 961                    | 65.8            |
| <b>ATTESTATION OF COLLEGE STUDIES (ACS)</b>           |             |                           |                 |
|   | <b>2007</b> | <b>6 076</b>              | <b>81.6</b>     |
| Female graduates                                      | 2006        | 5 907                     | 81.8            |
|   | 2005        | N/A                       | N/A             |
|   | <b>2007</b> | <b>5 354</b>              | <b>80.7</b>     |
| Male graduates  | 2006        | 4 785                     | 77.1            |
|   | 2005        | N/A                       | N/A             |
|   | <b>2007</b> | <b>11 430</b>             | <b>81.2</b>     |
| Total   | 2006        | 10 692                    | 79.7            |
|   | 2005        | N/A                       | N/A             |

N/A: Data not available.

| Seeking employment | Pursuing studies | Inactive   | Unemployment rate | Full-time employment and characteristics |                             |                         |
|--------------------|------------------|------------|-------------------|--|-----------------------------|-------------------------|
|                    |                  |            |                   | Full-time                                | Average gross weekly salary | Related to the training |
| (%)                | (%)              | (%)        | (%)               | (%)                                      | (\$)                        | (%)                     |
| <b>7.9</b>         | <b>11.1</b>      | <b>8.4</b> | <b>9.8</b>        | <b>78.2</b>                              | <b>529</b>                  | <b>67.9</b>             |
| 8.2                | 11.6             | 11.1       | 10.6              | 76.5                                     | 501                         | 67.5                    |
| 8.1                | 12.5             | 7.2        | 10.1              | 78.0                                     | 493                         | 68.6                    |
| <b>6.0</b>         | <b>10.7</b>      | <b>5.0</b> | <b>7.1</b>        | <b>92.4</b>                              | <b>682</b>                  | <b>74.4</b>             |
| 7.7                | 11.0             | 4.4        | 9.0               | 93.7                                     | 654                         | 73.4                    |
| 8.7                | 11.7             | 3.7        | 10.3              | 92.1                                     | 619                         | 72.8                    |
| <b>7.1</b>         | <b>10.9</b>      | <b>6.9</b> | <b>8.6</b>        | <b>84.7</b>                              | <b>605</b>                  | <b>71.1</b>             |
| 7.9                | 11.3             | 7.9        | 9.8               | 85.0                                     | 587                         | 70.7                    |
| 8.4                | 12.1             | 5.4        | 10.2              | 85.6                                     | 571                         | 71.0                    |
| <b>6.9</b>         | <b>8.4</b>       | <b>5.4</b> | <b>8.0</b>        | <b>79.3</b>                              | <b>490</b>                  | <b>79.0</b>             |
| 8.3                | 9.5              | 5.8        | 9.8               | 76.8                                     | 466                         | 78.0                    |
| 8.7                | 8.5              | 5.7        | 10.2              | 76.4                                     | 449                         | 78.9                    |
| <b>9.5</b>         | <b>9.8</b>       | <b>3.2</b> | <b>10.9</b>       | <b>94.3</b>                              | <b>647</b>                  | <b>79.0</b>             |
| 10.1               | 10.6             | 3.0        | 11.6              | 94.7                                     | 630                         | 79.0                    |
| 10.5               | 9.1              | 3.3        | 11.9              | 94.5                                     | 602                         | 79.6                    |
| <b>8.4</b>         | <b>9.2</b>       | <b>4.1</b> | <b>9.7</b>        | <b>87.8</b>                              | <b>587</b>                  | <b>79.0</b>             |
| 9.3                | 10.1             | 4.2        | 10.8              | 87.0                                     | 570                         | 78.6                    |
| 9.7                | 8.9              | 4.3        | 11.2              | 86.8                                     | 546                         | 79.3                    |
| <b>1.8</b>         | <b>23.4</b>      | <b>2.2</b> | <b>2.4</b>        | <b>83.1</b>                              | <b>588</b>                  | <b>86.4</b>             |
| 2.5                | 25.2             | 2.3        | 3.5               | 82.4                                     | 548                         | 85.7                    |
| 2.9                | 24.3             | 2.8        | 4.0               | 81.8                                     | 538                         | 85.7                    |
| <b>4.0</b>         | <b>31.7</b>      | <b>1.9</b> | <b>6.0</b>        | <b>91.6</b>                              | <b>651</b>                  | <b>81.4</b>             |
| 4.2                | 32.9             | 1.7        | 6.4               | 90.9                                     | 622                         | 79.6                    |
| 5.3                | 33.7             | 1.9        | 8.2               | 91.2                                     | 587                         | 76.3                    |
| <b>2.6</b>         | <b>26.5</b>      | <b>2.1</b> | <b>3.7</b>        | <b>86.0</b>                              | <b>611</b>                  | <b>84.6</b>             |
| 3.1                | 28.1             | 2.1        | 4.5               | 85.3                                     | 574                         | 83.5                    |
| 3.8                | 27.9             | 2.4        | 5.5               | 85.0                                     | 556                         | 82.2                    |
| <b>6.1</b>         | <b>5.8</b>       | <b>6.6</b> | <b>6.9</b>        | <b>82.8</b>                              | <b>571</b>                  | <b>78.0</b>             |
| 5.8                | 5.9              | 6.5        | 6.6               | 83.5                                     | 553                         | 78.1                    |
| N/A                | N/A              | N/A        | N/A               | N/A                                      | N/A                         | N/A                     |
| <b>8.4</b>         | <b>8.1</b>       | <b>2.8</b> | <b>9.4</b>        | <b>91.2</b>                              | <b>693</b>                  | <b>70.0</b>             |
| 10.8               | 8.0              | 4.1        | 12.3              | 89.9                                     | 674                         | 67.8                    |
| N/A                | N/A              | N/A        | N/A               | N/A                                      | N/A                         | N/A                     |
| <b>7.1</b>         | <b>6.8</b>       | <b>4.8</b> | <b>8.1</b>        | <b>86.6</b>                              | <b>627</b>                  | <b>74.2</b>             |
| 8.0                | 6.9              | 5.4        | 9.1               | 86.3                                     | 605                         | 73.5                    |
| N/A                | N/A              | N/A        | N/A               | N/A                                      | N/A                         | N/A                     |

Source: MELS, *Enquêtes Relance*, DRSI, 2007

**Status of vocational and technical training graduates on March 31, 2007,  
by type of diploma, age group and gender (Québec as a whole)**

| TYPE OF DIPLOMA                                | Gender | Graduates surveyed | Response rate |
|--|--------|--------------------|---------------|
|  |        | (N)                | (%)           |
| <b>Graduates under age 20</b>                  |        |                    |               |
| Diploma of Vocational Studies (DVS)            | Male   | 3 151              | 74.6          |
|  | Female | 1 828              | 70.4          |
|  | Total  | 4 979              | 73.0          |
| Attestation of Vocational Specialization (AVS) | Male   | 143                | 74.1          |
|  | Female | 161                | 73.3          |
|  | Total  | 304                | 73.7          |
| Diploma of College Studies (DCS)               | Male   | 326                | 81.0          |
|  | Female | 704                | 76.6          |
|  | Total  | 1 030              | 78.0          |
| Attestation of College Studies (ACS)           | Male   | 114                | 65.8          |
|  | Female | 94                 | 66.0          |
|  | Total  | 208                | 65.9          |
| <b>Graduates aged 20 to 24</b>                 |        |                    |               |
| Diploma of Vocational Studies (DVS)            | Male   | 6 756              | 67.5          |
|  | Female | 4 247              | 62.9          |
|  | Total  | 11 003             | 65.7          |
| Attestation of Vocational Specialization (AVS) | Male   | 557                | 68.8          |
|  | Female | 572                | 61.9          |
|  | Total  | 1 129              | 65.3          |
| Diploma of College Studies (DCS)               | Male   | 4 242              | 76.7          |
|  | Female | 7 026              | 73.3          |
|  | Total  | 11 268             | 74.6          |
| Attestation of College Studies (ACS)           | Male   | 1 112              | 63.2          |
|  | Female | 1 266              | 59.4          |
|  | Total  | 2 378              | 61.2          |
| <b>Graduates aged 25 and over</b>              |        |                    |               |
| Diploma of Vocational Studies (DVS)            | Male   | 7 616              | 61.4          |
|  | Female | 7 338              | 64.6          |
|  | Total  | 14 954             | 62.9          |
| Attestation of Vocational Specialization (AVS) | Male   | 1 472              | 59.9          |
|  | Female | 2 053              | 62.9          |
|  | Total  | 3 525              | 61.6          |
| Diploma of College Studies (DCS)               | Male   | 1 348              | 65.5          |
|  | Female | 2 531              | 68.2          |
|  | Total  | 3 879              | 67.2          |
| Attestation of College Studies (ACS)           | Male   | 4 128              | 59.5          |
|  | Female | 4 716              | 64.5          |
|  | Total  | 8 844              | 62.1          |

Source: MELS, *Enquêtes Relance*, DRSI, 2007



|  | Employed | Seeking employment | Pursuing studies | Inactive | Unemployment rate | Full-time employment and characteristics |                    |                             |                         |
|--|----------|--------------------|------------------|----------|-------------------|--|--------------------|-----------------------------|-------------------------|
|  |          |                    |                  |          |                   | Full-time                                | Duration of survey | Average gross weekly salary | Related to the training |
|  | (%)      | (%)                | (%)              | (%)      | (%)               | (weeks)                                  | (\$)               | (%)                         |                         |
|  | 74.2     | 6.7                | 16.5             | 2.6      | 8.3               | 95.0                                     | 5                  | 604                         | 78.3                    |
|  | 78.5     | 3.7                | 15.4             | 2.5      | 4.4               | 81.2                                     | 5                  | 400                         | 74.5                    |
|  | 75.7     | 5.6                | 16.1             | 2.6      | 6.9               | 89.9                                     | 5                  | 540                         | 77.1                    |
|  | 67.9     | 5.7                | 25.5             | 0.9      | 7.7               | 93.1                                     | 4                  | 560                         | 79.1                    |
|  | 76.3     | 3.4                | 16.9             | 3.4      | 4.3               | 78.9                                     | 5                  | 370                         | 63.4                    |
|  | 72.3     | 4.5                | 21.0             | 2.2      | 5.8               | 85.2                                     | 5                  | 472                         | 71.0                    |
|  | 48.1     | 1.1                | 50.0             | 0.8      | 2.3               | 92.9                                     | 6                  | 583                         | 79.7                    |
|  | 58.3     | 1.7                | 37.7             | 2.4      | 2.8               | 80.6                                     | 6                  | 557                         | 87.0                    |
|  | 54.9     | 1.5                | 41.7             | 1.9      | 2.6               | 84.1                                     | 6                  | 565                         | 84.6                    |
|  | 69.3     | 8.0                | 20.0             | 2.7      | 10.3              | 86.5                                     | 6                  | 557                         | 60.0                    |
|  | 59.7     | 1.6                | 38.7             | 0.0      | 2.6               | 78.4                                     | 8                  | 404                         | 55.2                    |
|  | 65.0     | 5.1                | 28.5             | 1.5      | 7.3               | 83.1                                     | 7                  | 495                         | 58.1                    |
|  | 79.0     | 7.8                | 10.9             | 2.2      | 9.0               | 95.6                                     | 6                  | 628                         | 79.3                    |
|  | 79.1     | 5.3                | 10.6             | 5.0      | 6.3               | 83.8                                     | 6                  | 472                         | 76.1                    |
|  | 79.0     | 6.9                | 10.8             | 3.3      | 8.0               | 91.2                                     | 6                  | 577                         | 78.2                    |
|  | 83.8     | 4.2                | 10.7             | 1.3      | 4.7               | 96.0                                     | 5                  | 627                         | 78.9                    |
|  | 81.4     | 3.4                | 11.9             | 3.4      | 4.0               | 84.0                                     | 4                  | 445                         | 74.0                    |
|  | 82.6     | 3.8                | 11.3             | 2.3      | 4.4               | 90.3                                     | 4                  | 551                         | 76.7                    |
|  | 58.3     | 4.0                | 35.9             | 1.8      | 6.4               | 91.4                                     | 7                  | 639                         | 80.7                    |
|  | 69.8     | 1.5                | 26.8             | 1.9      | 2.0               | 83.8                                     | 6                  | 566                         | 84.7                    |
|  | 65.3     | 2.4                | 30.4             | 1.9      | 3.6               | 86.4                                     | 6                  | 592                         | 83.2                    |
|  | 75.8     | 6.0                | 14.2             | 4.0      | 7.3               | 89.7                                     | 8                  | 591                         | 63.0                    |
|  | 80.2     | 4.5                | 10.4             | 4.9      | 5.3               | 82.1                                     | 8                  | 523                         | 72.9                    |
|  | 78.1     | 5.2                | 12.2             | 4.5      | 6.3               | 85.7                                     | 8                  | 556                         | 68.0                    |
|  | 77.8     | 12.6               | 5.3              | 4.3      | 13.9              | 92.7                                     | 6                  | 690                         | 79.1                    |
|  | 79.6     | 8.7                | 5.3              | 6.4      | 9.8               | 76.2                                     | 7                  | 527                         | 82.0                    |
|  | 78.7     | 10.6               | 5.3              | 5.4      | 11.9              | 84.3                                     | 6                  | 616                         | 80.4                    |
|  | 77.3     | 6.8                | 8.9              | 7.0      | 8.1               | 90.6                                     | 7                  | 751                         | 71.6                    |
|  | 69.9     | 9.5                | 10.4             | 10.2     | 12.0              | 76.3                                     | 9                  | 588                         | 66.2                    |
|  | 72.9     | 8.4                | 9.8              | 8.9      | 10.4              | 82.4                                     | 8                  | 659                         | 68.8                    |
|  | 82.1     | 4.6                | 10.5             | 2.7      | 5.4               | 91.9                                     | 8                  | 695                         | 83.8                    |
|  | 85.4     | 3.0                | 8.5              | 3.1      | 3.3               | 81.8                                     | 5                  | 654                         | 90.5                    |
|  | 84.3     | 3.5                | 9.2              | 3.0      | 4.0               | 85.1                                     | 6                  | 669                         | 88.1                    |
|  | 82.5     | 9.1                | 6.0              | 2.4      | 10.0              | 91.8                                     | 9                  | 730                         | 72.0                    |
|  | 82.4     | 6.5                | 4.0              | 7.1      | 7.4               | 83.0                                     | 8                  | 587                         | 79.5                    |
|  | 82.4     | 7.7                | 4.9              | 5.0      | 8.5               | 86.9                                     | 8                  | 652                         | 76.0                    |

**Observations and long-term forecasts for total full-time enrollments (public and private sectors), by administrative region for French-language students, and for Québec as a whole for English-language and Aboriginal school boards  
Observations from 2004-2005 to 2007-2008 and forecasts from 2008-2009 to 2016-2017 (Base case, Québec as a whole)**

|                                    | Observations     |                  |                  |                  | 2008-2009        | 2009-2010      |  |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|----------------|--|
|                                    | 2004-2005        | 2005-2006        | 2006-2007        | 2007-2008        |                  |                |  |
| <b>French-language enrollments</b> |                  |                  |                  |                  |                  |                |  |
| 01 Bas-Saint-Laurent               | 27 392           | 26 663           | 25 802           | 24 993           | 24 251           | 23 465         |  |
| 02 Saguenay–Lac-Saint-Jean         | 39 556           | 38 094           | 36 956           | 35 617           | 34 290           | 33 100         |  |
| 03 Capitale-Nationale              | 80 674           | 79 135           | 77 719           | 76 104           | 74 384           | 72 689         |  |
| 04 Mauricie                        | 32 443           | 31 833           | 31 150           | 30 139           | 29 168           | 28 247         |  |
| 05 Estrie                          | 37 915           | 37 544           | 36 874           | 36 165           | 35 356           | 34 491         |  |
| 06 Montréal                        | 172 772          | 171 104          | 170 015          | 167 155          | 165 364          | 163 779        |  |
| 07 Outaouais                       | 45 410           | 45 029           | 44 178           | 43 234           | 42 273           | 41 288         |  |
| 08 Abitibi-Témiscamingue           | 22 035           | 21 430           | 20 762           | 19 960           | 19 402           | 18 849         |  |
| 09 Côte-Nord                       | 12 149           | 11 841           | 11 505           | 11 126           | 10 706           | 10 414         |  |
| 10 Nord-du-Québec                  | 2 350            | 2 246            | 2 156            | 2 101            | 2 001            | 1 911          |  |
| 11 Gaspésie–Îles-de-la-Madeleine   | 11 570           | 11 168           | 10 798           | 10 289           | 9 811            | 9 341          |  |
| 12 Chaudière-Appalaches            | 56 336           | 55 398           | 54 403           | 53 206           | 52 077           | 51 082         |  |
| 13 Laval                           | 47 920           | 48 101           | 48 334           | 48 010           | 47 466           | 46 876         |  |
| 14 Lanaudière                      | 64 936           | 64 696           | 63 827           | 62 637           | 61 115           | 59 828         |  |
| 15 Laurentides                     | 78 094           | 78 014           | 77 728           | 76 856           | 75 663           | 74 567         |  |
| 16 Montérégie                      | 186 593          | 185 451          | 183 047          | 179 888          | 176 402          | 172 784        |  |
| 17 Centre-du-Québec                | 32 322           | 32 188           | 31 764           | 31 198           | 30 637           | 30 186         |  |
| Total French-language enrollments  | 952 699          | 941 769          | 928 714          | 909 509          | 891 832          | 874 316        |  |
| English-language school boards     | 119 223          | 117 857          | 116 183          | 113 276          | 110 779          | 108 065        |  |
| Aboriginal school boards           | 7 636            | 7 745            | 7 589            | 7 656            | 7 809            | 7 824          |  |
| <b>Québec as a whole</b>           | <b>1 079 558</b> | <b>1 067 371</b> | <b>1 052 486</b> | <b>1 030 441</b> | <b>1 010 420</b> | <b>990 205</b> |  |

Source: MELS, *Prévisions à long terme des effectifs de l'ensemble des commissions scolaires*, DRSI, 2008, DGSOF calculations

| Forecasts      |                |                |                |                |                |                | Variation              |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------------|
| 2010-2011      | 2011-2012      | 2012-2013      | 2013-2014      | 2014-2015      | 2015-2016      | 2016-2017      | 2007-2008 to 2016-2017 |
| 22 889         | 22 479         | 22 409         | 22 161         | 22 040         | 21 967         | 21 987         | -12.0%                 |
| 32 018         | 31 359         | 30 815         | 30 320         | 29 937         | 29 790         | 29 735         | -16.5%                 |
| 71 339         | 70 359         | 70 190         | 69 428         | 69 212         | 69 081         | 69 288         | -9.0%                  |
| 27 344         | 26 811         | 26 399         | 26 029         | 25 861         | 25 805         | 25 790         | -14.4%                 |
| 34 068         | 33 704         | 33 399         | 33 176         | 33 091         | 33 121         | 33 244         | -8.1%                  |
| 161 960        | 160 713        | 160 383        | 159 370        | 158 802        | 158 807        | 159 127        | -4.8%                  |
| 40 638         | 40 043         | 40 003         | 39 873         | 39 819         | 39 939         | 40 082         | -7.3%                  |
| 18 271         | 17 873         | 17 611         | 17 228         | 17 031         | 16 913         | 16 812         | -15.8%                 |
| 10 089         | 9 882          | 9 697          | 9 488          | 9 352          | 9 199          | 9 108          | -18.1%                 |
| 1 801          | 1 715          | 1 655          | 1 585          | 1 527          | 1 482          | 1 437          | -31.6%                 |
| 8 912          | 8 659          | 8 405          | 8 174          | 8 000          | 7 870          | 7 768          | -24.5%                 |
| 50 231         | 49 813         | 49 764         | 49 489         | 49 467         | 49 568         | 49 776         | -6.4%                  |
| 46 223         | 45 836         | 45 636         | 45 344         | 45 266         | 45 427         | 45 624         | -5.0%                  |
| 58 328         | 57 688         | 58 071         | 57 829         | 58 178         | 58 652         | 59 413         | -5.1%                  |
| 73 426         | 72 745         | 72 726         | 72 470         | 72 581         | 73 045         | 73 658         | -4.2%                  |
| 169 840        | 168 411        | 168 117        | 167 395        | 167 390        | 168 008        | 169 125        | -6.0%                  |
| 29 770         | 29 358         | 29 306         | 29 203         | 29 151         | 29 184         | 29 302         | -6.1%                  |
| 858 530        | 848 861        | 845 987        | 839 954        | 838 096        | 839 247        | 842 673        | -7.3%                  |
| 105 714        | 103 580        | 102 425        | 101 144        | 100 412        | 100 296        | 100 498        | -11.3%                 |
| 7 875          | 7 951          | 8 002          | 8 053          | 8 077          | 8 135          | 8 130          | 6.2%                   |
| <b>972 119</b> | <b>960 392</b> | <b>956 414</b> | <b>949 151</b> | <b>946 585</b> | <b>947 678</b> | <b>951 301</b> | <b>-7.7%</b>           |

**Observations (2006) and forecasts (2007-2016) for trends in enrollments in full-time regular college education, by administrative region (Québec as a whole, public sector)**

|                                  | Obs.<br>2006   | Forecasts      |                |                |                |                |                |                |                |                |                | Variation<br>2006-<br>2016 |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------------------|
|                                  |                | 2007           | 2008           | 2009           | 2010           | 2011           | 2012           | 2013           | 2014           | 2015           | 2016           |                            |
| 01 Bas-Saint-Laurent             | 5 430          | 5 377          | 5 360          | 5 355          | 5 203          | 5 061          | 4 785          | 4 617          | 4 408          | 4 203          | 3 972          | -26.9%                     |
| 02 Saguenay-Lac-Saint-Jean       | 7 712          | 7 604          | 7 695          | 7 778          | 7 664          | 7 266          | 6 895          | 6 573          | 6 344          | 5 997          | 5 664          | -26.6%                     |
| 03 Capitale-Nationale            | 17 616         | 18 115         | 18 833         | 19 281         | 19 223         | 18 896         | 18 244         | 17 736         | 17 003         | 16 307         | 15 469         | -12.2%                     |
| 04 Mauricie                      | 5 164          | 5 328          | 5 443          | 5 490          | 5 478          | 5 460          | 5 304          | 5 096          | 4 819          | 4 528          | 4 306          | -16.6%                     |
| 05 Estrie                        | 6 611          | 6 831          | 7 017          | 7 169          | 7 037          | 6 893          | 6 736          | 6 621          | 6 435          | 6 140          | 5 919          | -10.5%                     |
| 06 Montréal                      | 49 706         | 51 697         | 53 881         | 55 364         | 55 832         | 56 240         | 55 744         | 54 499         | 52 946         | 50 680         | 48 674         | -2.1%                      |
| 07 Outaouais                     | 4 689          | 4 883          | 5 081          | 5 368          | 5 416          | 5 362          | 5 126          | 4 813          | 4 628          | 4 440          | 4 320          | -7.9%                      |
| 08 Abitibi-Témiscamingue         | 2 225          | 2 145          | 2 187          | 2 208          | 2 123          | 2 040          | 1 952          | 1 925          | 1 809          | 1 716          | 1 613          | -27.5%                     |
| 09 Côte-Nord                     | 1 160          | 1 268          | 1 320          | 1 294          | 1 256          | 1 207          | 1 195          | 1 187          | 1 152          | 1 134          | 1 083          | -6.6%                      |
| 10 Nord-du-Québec                | 78             | 74             | 80             | 81             | 80             | 75             | 70             | 65             | 62             | 58             | 53             | -32.1%                     |
| 11 Gaspésie-Îles-de-la-Madeleine | 1 091          | 1 112          | 1 122          | 1 183          | 1 163          | 1 112          | 1 047          | 1 001          | 950            | 889            | 843            | -22.7%                     |
| 12 Chaudière-Appalaches          | 4 958          | 5 130          | 5 300          | 5 400          | 5 249          | 4 976          | 4 774          | 4 631          | 4 468          | 4 280          | 4 104          | -17.2%                     |
| 13 Laval                         | 5 320          | 5 765          | 6 049          | 6 249          | 6 329          | 6 414          | 6 311          | 6 142          | 5 954          | 5 683          | 5 482          | 3.0%                       |
| 14 Lanaudière                    | 4 142          | 4 415          | 4 655          | 4 822          | 4 922          | 4 941          | 4 812          | 4 659          | 4 416          | 4 137          | 3 907          | -5.7%                      |
| 15 Laurentides                   | 7 131          | 7 907          | 8 749          | 9 196          | 9 255          | 9 196          | 8 939          | 8 626          | 8 328          | 7 956          | 7 627          | 7.0%                       |
| 16 Montérégie                    | 17 818         | 18 730         | 19 791         | 20 403         | 20 386         | 20 066         | 19 502         | 18 809         | 18 108         | 17 220         | 16 452         | -7.7%                      |
| 17 Centre-du-Québec              | 2 770          | 2 913          | 3 004          | 3 091          | 3 053          | 2 995          | 2 943          | 2 858          | 2 789          | 2 715          | 2 645          | -4.5%                      |
| <b>Québec as a whole</b>         | <b>143 627</b> | <b>149 294</b> | <b>155 567</b> | <b>159 732</b> | <b>159 669</b> | <b>158 200</b> | <b>154 379</b> | <b>149 858</b> | <b>144 619</b> | <b>138 083</b> | <b>132 133</b> | <b>-8.0%</b>               |

Note: The following are excluded from the present/predictions: continuing education students (adults), part-time students and students from private or government schools.

Source: MELs, Système prévisionnel SIPEEC, DRSI, Spring 2007







