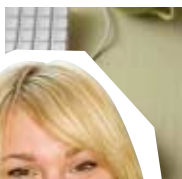


Vocational and Technical Training in Québec

Overview



Gouvernement du Québec

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

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Foreword

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.

Smâil Bouikni

Director general of vocational and technical training

Secteur de la formation professionnelle et technique et
de la formation continue

Jean Tremblay

Director of research, statistics and information

Secteur de l'information, des communications et de l'administration

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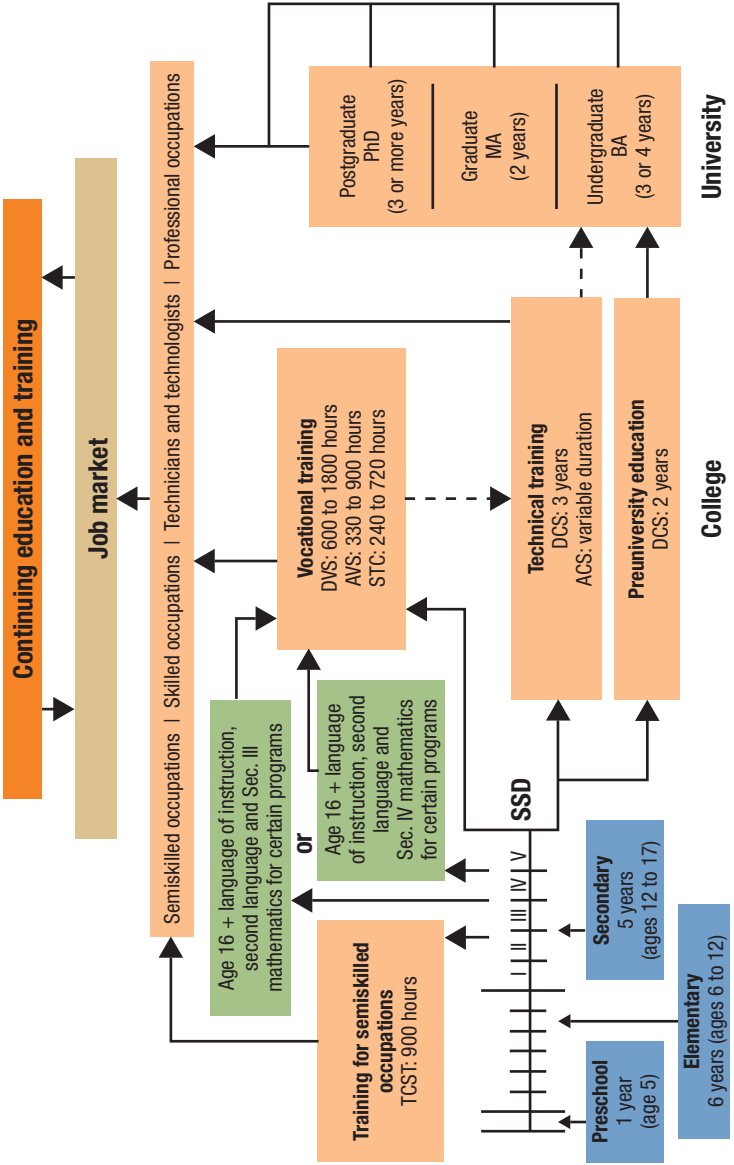
1 Québec's Vocational and Technical Training System

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.

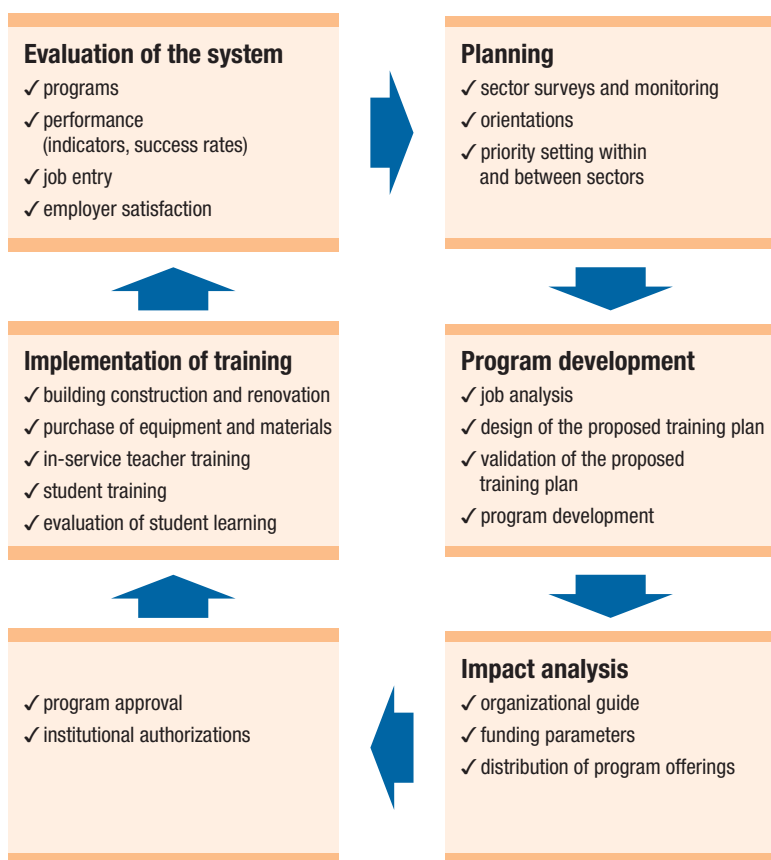
* A French acronym for general and technical colleges (*collège d'enseignement général et professionnel*)

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
Total	142	25	115	282

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 ¹	Different ²			Total ¹	Different ²		
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
Buildings						
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
Subtotal	100.89	17.3	60.91	64.69	55.28	299.07
Equipment						
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
Subtotal	41.10	13.80	49.71	27.66	32.94	165.21
Total	141.99	31.10	110.62	92.35	88.22	464.28

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

Preliminary data for 2006-2007.

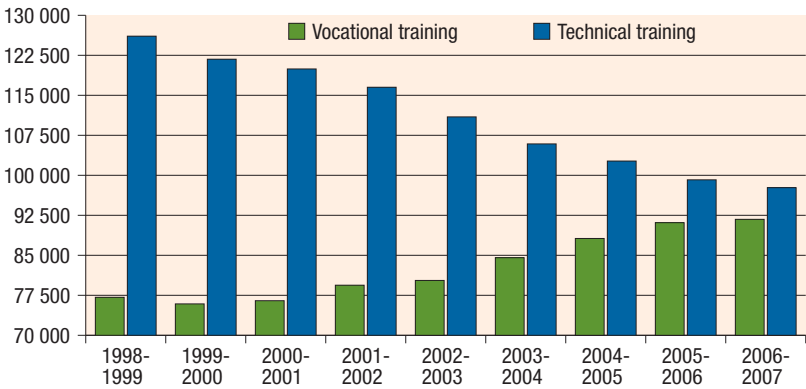
Source: MELIS, Aide financière aux études, 2006-2007 report, preliminary data from April 25, 2008

3 School Attendance

Enrollments and graduation

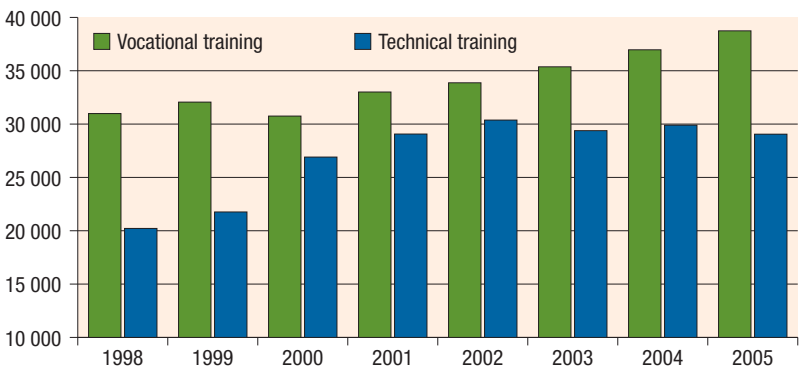
The number of students enrolled in the various VTT programs in Québec has risen to nearly 190 000 a year. Over 38 000 diplomas are awarded each year to vocational training students (DVS, AVS and AVE) and nearly 30 000 to technical training students (DCS, ACS, CCS and DPEC (diploma of advanced college 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)



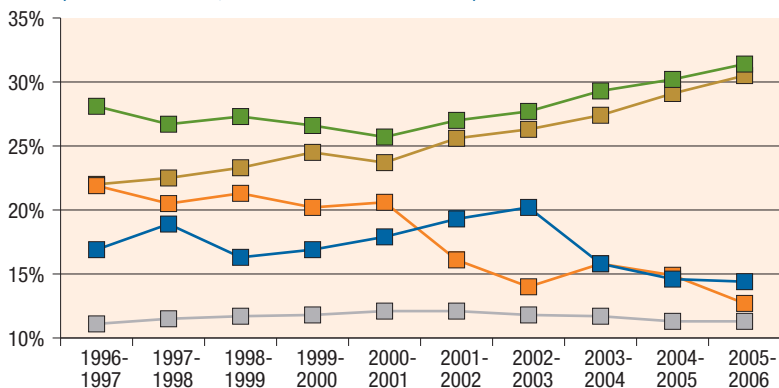
Source: MELs, Direction de la recherche, des statistiques et des indicateurs (DRSI), DGSOF chart, 2008

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 ¹					Technical training ²				
	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
Vocational training programs (DVS, AVS) (Programs are offered in both English and French.)				
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
Technical training programs (DCS) (Not all programs are offered in English.)				
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)

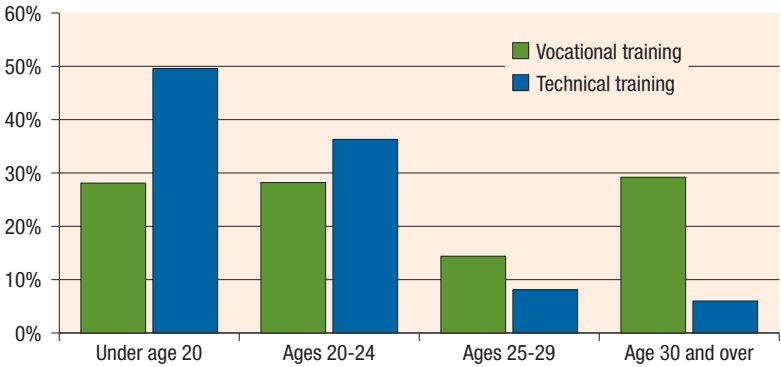
		Total enrollments in 2006-2007		
		Female students	Male students	Total
Vocational training programs (DVS, AVS) (Programs are offered in both English and French.)				
578799/528799	Health, Assistance and Nursing	4 954	701	5 655
571299/521299	Secretarial Studies	4 230	41	4 271
573199/523199	Accounting	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
Technical training programs (DCS) (Not all programs are offered in English.)				
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,¹ by gender, category and last year of enrollment (%)

	1980-1981	1985-1986	1990-1991	1995-1996	1999-2000	2004-2005	2005-2006 ^e
Male							
LVP or DVS ²	57.1	58.3	60.0	67.7	63.9	71.0	70.4
Full-time ³	51.8	51.4	81.1	79.5	81.6	84.7	85.2
Female							
LVP or DVS ²	65.5	69.5	50.3	64.5	70.2	75.2	74.6
Full-time ³	61.3	62.0	80.0	78.3	82.4	86.9	86.8
Male and female							
LVP or DVS ²	61.7	64.1	54.4	66.1	66.6	72.8	72.2
Full-time ³	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 elapsed¹ since the beginning of studies (%)

	1980-1981	1990-1991	1995-1996	1999-2000	2004-2005	2005-2006 ^e
Male and female graduates						
Same type of initial training						
3 years or less ¹	N/A	29.6	26.8	31.6	34.3	33.3
5 years or less ¹	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 ²						
All durations	N/A	64.4	55.7	57.8	62.6	62.1
All types of initial training and all durations						
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.

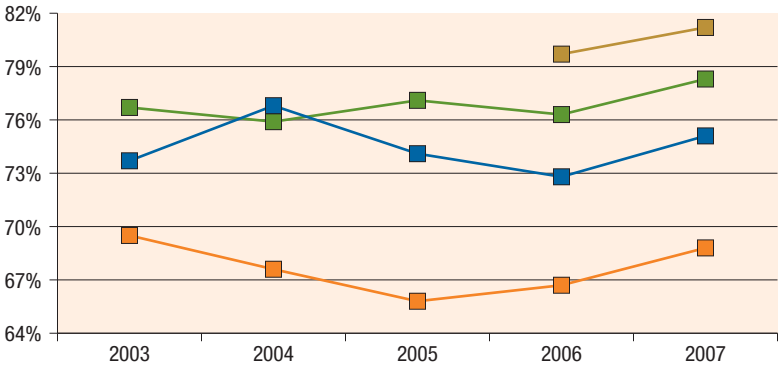
2. Until 1993-1994, this category referred to students who began their studies in a preuniversity program. As of 1994-1995, this category also includes students who leave technical training (with or without a diploma) after having begun in an Explorations program the previous year.

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)



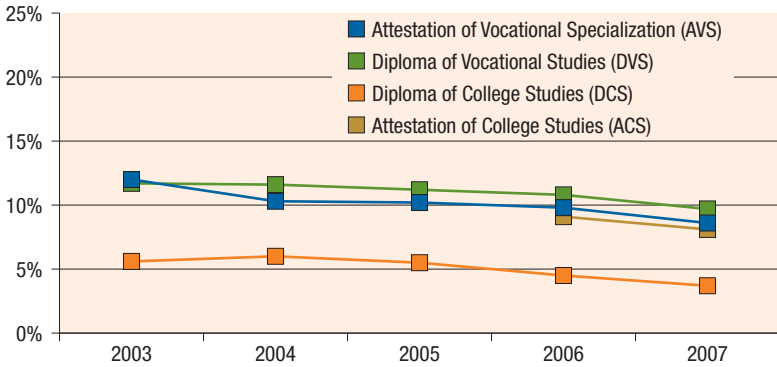
Source: MELS, *Enquêtes Relance*, DRSI, 2007

- 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.

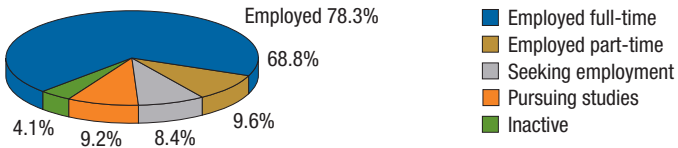
Although the unemployment rate of VTT graduates compares favourably with that of Québec's population as a whole, it is difficult to draw parallels between these two groups. The overall labour force is very diversified, its structure differs from that of the graduate population, and findings are derived 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)**

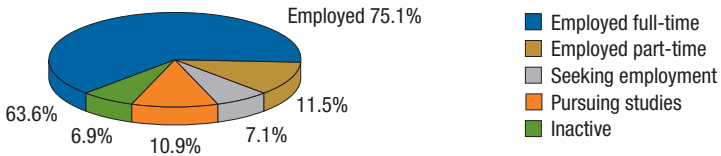


Source: MELS, *Enquêtes Relance*, DRSI, 2007

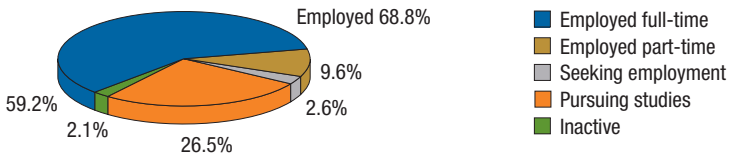
**Situation on March 31, 2007 of the graduates from the class of 2005-2006
(Diploma of Vocational Studies [DVS])**



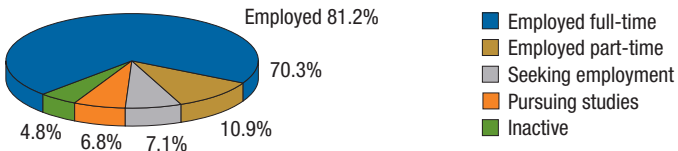
**Situation on March 31, 2007 of the graduates from the class of 2005-2006
(Attestation of Vocational Specialization [AVS])**



**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 (%) ¹	89.9	91.2	84.3
Average gross weekly salary (CAN\$) ²	540	577	616
Related to the training (%) ³	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

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 ¹	58	55	58	58	52	53	53	53
Number of work-study projects in progress ²	241	247	259	275	235	275	298	299
Number of different programs ³	80	75	74	79	91	99	99	99
Number of students enrolled in work-study programs ⁴	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 training¹

	1997-1998	1998-1999	1999-2000 ²	2000-2001 ²	2001-2002 ²	2002-2003 ²	2003-2004	2004-2005	2005-2006	2006-2007 ^p
Under age 20³	25 818	25 208	24 623	24 335	24 044	23 255	23 847	24 530	24 731	25 961
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
Age 20 and over	49 968	51 919	51 267	52 153	55 351	57 033	60 705	63 626	66 387	65 782
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
Total	75 786	77 127	75 890	76 488	79 395	80 288	84 552	88 156	91 118	91 743
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 training¹

	1997-1998	1998-1999	1999-2000 ²	2000-2001 ²	2001-2002 ²	2002-2003 ²	2003-2004	2004-2005	2005-2006	2006-2007 ^p
DCS (technical training)	90 959	90 442	88 964	87 500	86 836	84 685	81 566	80 076	78 215	76 995
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
ACS, CEC and DPEC	32 534	35 646	32 805	32 441	29 674	26 269	24 322	22 596	20 939	20 686
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
Total	123 493	126 088	121 769	119 941	116 510	110 954	105 888	102 672	99 154	97 681
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,¹ by administrative region (Québec as a whole, from 1997-1998 to 2006-2007)

	1997-1998	1998-1999	1999-2000 ²
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).

Enrollments¹ 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 ²	2001-2002 ²	2002-2003 ²	2003-2004	2004-2005	2005-2006	2006-2007 ^p
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 ^p
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
DCS (technical training)			
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
ACS, CEC and DPEC			
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 ^P
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 ^P
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 ¹
Under age 20²	6 579	6 855	8 049
Male students	3 702	3 891	4 529
Female students	2 877	2 964	3 520
Age 20 and over	22 331	22 880	22 936
Male students	12 437	12 734	12 297
Female students	9 894	10 146	10 639
Total	28 910	29 735	30 985
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
DCS (technical education)	16 174	16 748	16 814
Male students	6 615	6 813	6 789
Female students	9 559	9 935	10 025
ACS, CCS and DPEC¹	1 607	2 210	3 403
Male students	751	1 043	1 608
Female students	856	1 167	1 795
Total	17 781	18 958	20 217
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 ^P
	8 448	6 669	6 357	6 373	6 369	6 527	6 728
	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
	23 612	24 082	26 650	27 499	29 001	30 439	32 014
	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
	32 060	30 751	33 007	33 872	35 370	36 966	38 742
	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 ^P
	17 631	17 986	17 998	18 732	18 165	18 084	17 395
	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
	4 131	8 922	11 069	11 644	11 220	11 815	11 659
	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
	21 762	26 908	29 067	30 376	29 385	29 899	29 054
	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
DCS (technical training)			
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 ^P
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*, DRSI, November 2007

1999	2000	2001	2002	2003	2004	2005 ^P
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*, DRSI, 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 ¹
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 ^p
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: MELs, *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 ^P
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 (N)	Employed (%)
ATTESTATION OF VOCATIONAL SPECIALIZATION (AVS)			
	2007	2 786	72.6
Female graduates	2006	2 394	69.1
	2005	2 132	72.2
	2007	2 172	78.4
Male graduates	2006	2 124	77.0
	2005	2 342	75.9
	2007	4 958	75.1
Total	2006	4 518	72.8
	2005	4 474	74.1
DIPLOMA OF VOCATIONAL STUDIES (DVS)			
	2007	13 413	79.3
Female graduates	2006	13 123	76.5
	2005	12 265	77.1
	2007	17 523	77.6
Male graduates	2006	16 781	76.3
	2005	16 305	77.1
	2007	30 936	78.3
Total	2006	29 904	76.3
	2005	28 570	77.1
DIPLOMA OF COLLEGE STUDIES (DCS)			
	2007	10 261	72.6
Female graduates	2006	10 321	69.9
	2005	10 459	70.0
	2007	5 916	62.5
Male graduates	2006	6 154	61.3
	2005	6 502	59.1
	2007	16 177	68.8
Total	2006	16 475	66.7
	2005	16 961	65.8
ATTESTATION OF COLLEGE STUDIES (ACS)			
	2007	6 076	81.6
Female graduates	2006	5 907	81.8
	2005	N/A	N/A
	2007	5 354	80.7
Male graduates	2006	4 785	77.1
	2005	N/A	N/A
	2007	11 430	81.2
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
(%)	(%)	(%)	(%)	(%)	(\$)	(%)
7.9	11.1	8.4	9.8	78.2	529	67.9
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
6.0	10.7	5.0	7.1	92.4	682	74.4
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
7.1	10.9	6.9	8.6	84.7	605	71.1
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
6.9	8.4	5.4	8.0	79.3	490	79.0
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
9.5	9.8	3.2	10.9	94.3	647	79.0
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
8.4	9.2	4.1	9.7	87.8	587	79.0
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
1.8	23.4	2.2	2.4	83.1	588	86.4
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
4.0	31.7	1.9	6.0	91.6	651	81.4
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
2.6	26.5	2.1	3.7	86.0	611	84.6
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
6.1	5.8	6.6	6.9	82.8	571	78.0
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
8.4	8.1	2.8	9.4	91.2	693	70.0
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
7.1	6.8	4.8	8.1	86.6	627	74.2
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)	(%)
Graduates under age 20			
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
Graduates aged 20 to 24			
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
Graduates aged 25 and over			
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			
French-language enrollments							
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	
Québec as a whole	1 079 558	1 067 371	1 052 486	1 030 441	1 010 420	990 205	

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%
972 119	960 392	956 414	949 151	946 585	947 678	951 301	-7.7%

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. 2006	Forecasts										Variation 2006- 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%
Québec as a whole	143 627	149 294	155 567	159 732	159 669	158 200	154 379	149 858	144 619	138 083	132 133	-8.0%

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

