

Vocational and Technical Training in Québec

Overview



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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.

In the late 1980s and early 1990s, 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 third 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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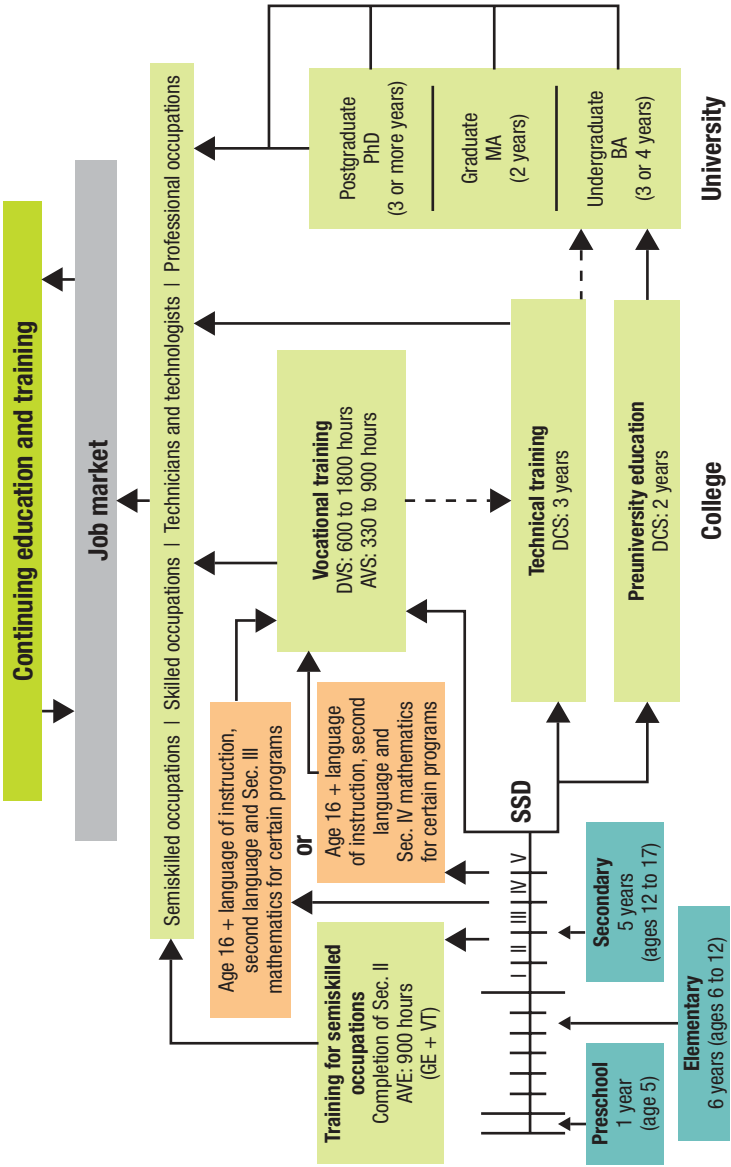
1 Québec's Vocational and Technical Training System

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 preuniversity 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 skilled or semiskilled occupations and are certified by a Diploma of Vocational Studies (DVS), an Attestation of Vocational Specialization (AVS) or an Attestation of Vocational Education (AVE). School boards have recently started offering a new vocational training option leading to a Skills Training Certificate (STC); programs under this option are designed to meet periodic training needs. 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 education 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.

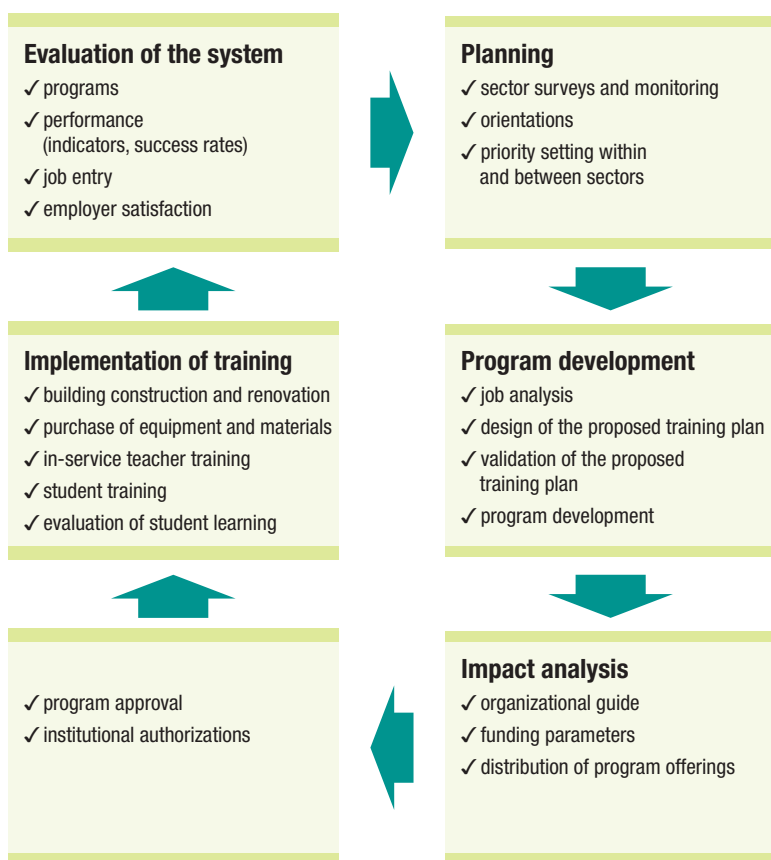
* A French acronym for general and technical colleges (*collège d'enseignement général et professionnel*)

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 (EQ), 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 thirty sector committees set up by EQ 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 EQ, 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), 114 lead to a Diploma of College Studies (DCS), and 26 lead to an Attestation of Vocational Specialization (AVS).

In addition, school boards issue 199 different Attestations of Vocational Education (AVE), and CEGEPs, over 1 400 Attestations of College Studies (ACS). Programs leading to a DVS normally last one to two years; AVS programs, less than a year; and DCS programs, three years. Finally, AVE programs last one year, 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, 2006-2007)

	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	2	6	16
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	6	19
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	26	114	283

Source: Ministère de l'Éducation, du Loisir et du Sport (MELS), Direction générale des programmes et du développement (DGPD), Direction de la planification (DPD), 2007

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 174 vocational training centres. Vocational training is also offered by 3 government schools and 30 private institutions. Technical training is provided by 48 CEGEPs, 4 government schools and 15 private institutions offering DCS programs and 27 non-subsidized private institutions offering ACS programs.

Regional distribution of authorizations to offer vocational and technical training programs, and numbers of educational organizations (school boards, CEGEPs, private institutions, government schools) (Québec as a whole, 2006-2007 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	77	58	4	51	39	5			
02	Saguenay-Lac-Saint-Jean	92	72	5	49	37	4			
03	Capitale-Nationale	157	125	12	72	59	8			
04	Mauricie	59	57	4	40	35	4			
05	Estrie	102	87	6	30	27	3			
06	Montréal	263	196	15	178	91	19			
07	Outaouais	81	73	6	30	24	4			
08	Abitibi-Témiscamingue	59	54	5	13	13	1			
09	Côte-Nord	32	26	2	14	11	2			
10	Nord-du-Québec	52	36	3	0	0	0			
11	Gaspésie-Îles-de-la-Madeleine	46	38	5	13	13	1			
12	Chaudière-Appalaches	84	56	4	32	22	3			
13	Laval	72	70	4	19	19	1			
14	Lanaudière	52	46	4	19	17	3			
15	Laurentides	82	64	7	26	24	2			
16	Montérégie	234	125	18	75	38	8			
17	Centre-du-Québec	62	56	6	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, DGPD, DPD, 2007

Investments and training costs

The VTT system requires an investment of over CAN\$1 billion per year, of which more than \$100 million go to equipment and buildings. In 2005-2006 alone, investments totalled an estimated \$1.435 billion. Nearly 60% of that amount (\$817.9 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 preuniversity 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 2001-2002 to 2006-2007 [millions of CAN\$])

	2001-2002	2003-2004**	2004-2005	2005-2006	2006-2007	Total
Buildings						
VT	46.21	57.32	12.50	42.01	48.70	206.74
TT	24.92*	43.57*	4.80	18.45	13.37	105.11
Subtotal	71.13	100.89	17.3	60.46	62.07	311.85
Equipment						
VT	15.86	7.24	0.00	6.81	2.50	32.41
TT	30.43*	33.86*	13.80	36.90	26.43	141.42
Subtotal	46.29	41.10	13.80	43.71	28.93	173.83
Total	117.42	141.99	31.10	104.17	91.00	485.68

* : Cost estimate based on total investments in colleges.

** : No amounts were allocated in 2002-2003.

Source: MELS, Direction de la gestion des ressources (DGR), 2007

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.

- One of these options leads to an Attestation of Vocational Education (AVE), which gives access to semiskilled occupations. This path is aimed at lowering the dropout rate and meeting local labour needs. This training is available to students aged 15 and over who have successfully completed basic Secondary II courses. Students learn an occupation in the workplace under the supervision of a co-worker acting as a sponsor. Since 1995-1996, enrollments in this training option have risen from 600 to more than 2 000 a year. With the secondary school reform, this training will be part of the Work-Oriented Training Path and students can earn a training certificate for a semiskilled trade (TCST).
- The Exploration of Vocational Training option 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.
- Many measures have been taken to create bridges between vocational and technical training. A number of programs in these two sectors are currently being harmonized so that students can follow a continuous learning path from the Diploma of Vocational Studies (DVS) to the Diploma of College Studies (DCS). Several programs in the Administration, Commerce and Computer Technology; Agriculture and Fisheries; and Mechanical Manufacturing sectors are already accepting students who choose this option. This year, ten continuous learning paths will be developed and implemented by secondary and college-level institutions working together.
- 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 nevertheless earn their missing credits during their vocational training 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.

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, in 2005-2006, nearly \$2 million was invested 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.

In 2005-2006, some 3 519 adults benefited from services related to the recognition of prior learning and competencies in vocational and technical training programs in Québec—an increase of 12% over the previous year. In vocational training, recognition of prior learning affected 86 training programs in 42 school boards and, in technical training, 70 programs in 41 CEGEPs.

Services provided for the recognition of prior learning and competencies and the population concerned (Québec as a whole, from 2001-2002 to 2005-2006)

Year	Vocational training		Technical training	
	Number of clients	Number of school boards	Number of clients	Number of CEGEPs
2001-2002	801	34	1 407	33
2002-2003	1 004	33	1 616	29
2003-2004	1 301	37	1 702	38
2004-2005	1 463	37	1 664	36
2005-2006	1 436	42	2 083	41

Source: MELS, DPD, Direction générale du financement et de l'équipement (DGFE), Direction des systèmes et du contrôle (DSC), 2007

Significant financial aid

A loans and bursaries program provides financial aid to students enrolled in VTT. In the fall of 2005, 28% of vocational training students and 38% of technical training students received loans, while 19% of vocational training students and 21% of technical training students were awarded bursaries. In 2005-2006, of the total student loans granted across the province, vocational training students received 15%, and technical training students, 19%. Vocational training students were awarded 16% 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 2001-2002 to 2005-2006 [millions of CAN\$])

	Loans						Bursaries					
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	Total	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	Total
Vocational training	36.9	38.9	45.5	88.5	76.6	286.4	36.9	41.8	45.3	46.9	49.9	220.8
College	93.3	92.6	90.7	145.9	122.5	545.0	69.3	74.6	74.4	74.7	78.6	371.6
Preuniversity education	22.9	22.7	22.6	35.0	30.0	133.2	14.4	15.5	15.4	14.1	16.4	75.8
Technical training	70.4	69.9	68.1	110.9	92.4	411.7	54.9	59.1	59.0	66.6	62.2	301.8
University education	170.8	186.2	198.5	367.0	274.6	1 197.1	147.5	175.6	195.2	160.9	174.1	853.3
Other institutions and programs	37.6	27.5	20.7	30.2	21.7	137.7						
Total	338.6	345.2	355.4	631.6	495.4	2 166.2	254.0	292.4	315.2	282.9	303.0	1 447.5
Interest expenses on loans	48.0	39.4	46.3	40.0	57.4	231.1						

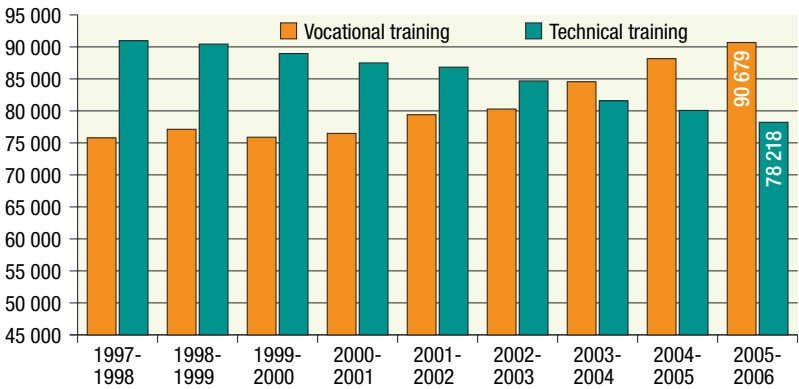
Source: MELs, Aide financière aux études, 2005-2006 report, preliminary data from January 26, 2007

3 School Attendance

Enrollments and graduation

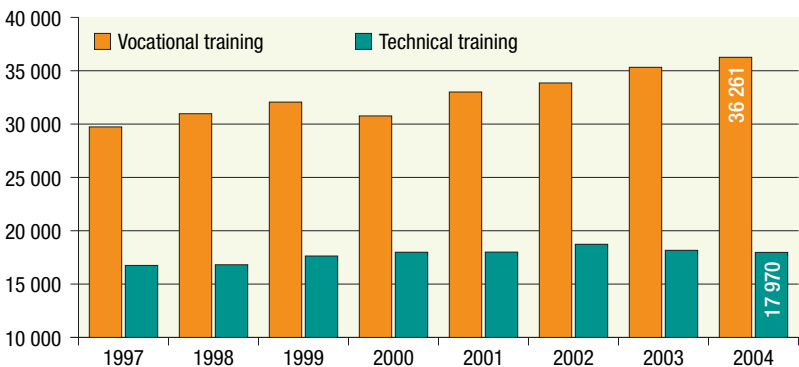
The number of students enrolled in the various VTT programs in Québec totals more than 168 000 a year. Over 35 000 diplomas are awarded each year to vocational training students, and approximately 18 000 to technical training students. For their part, institutions offering ACS programs issue approximately 11 000 attestations each year to the 20 000 students enrolled in these programs. By comparison, the MELS annually awards some 70 000 diplomas for general secondary-school studies and less than 25 000 for preuniversity college studies. However, nearly 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: 15% have no diplomas at all and 15% have only a general secondary-school or college diploma.

Total enrollment trends in vocational training (DVS, AVS, AVE) and technical training (DCS) (Québec as a whole, from 1997-1998 to 2005-2006)



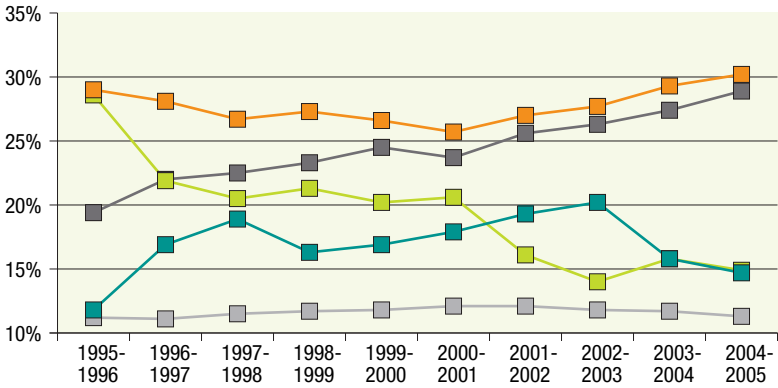
Source: MELS, Direction de la recherche, des statistiques et des indicateurs (DRSI), DPD chart, 2007

Trends in numbers of diplomas awarded in vocational training (DVS, AVS, AVE) and in technical training (DCS) (Québec as a whole, from 1997 to 2004)



Source: MELS, DRSI, DPD chart, 2007

Distribution of school leavers, by highest level of diploma
(Québec as a whole, from 1995-1996 to 2004-2005)



Source: MELS, *Education Indicators*, 2000, 2002, 2004, 2006 and 2007, DRSI, Table 5.1

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

Enrollments in vocational training have been gradually rising for the past several years, while those in technical training are dropping. Between 2000-2001 and 2005-2006, total enrollments in vocational training rose by 18.6%, whereas in technical training they fell by 17.8%. Most of the increased enrollment in vocational training is due to the Buildings and Public Works and Health Services 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, the drop would have been much more dramatic. The Electrotechnology and Administration, Commerce and Computer Technology sectors 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, 2 of the 17 regions experienced a decline, albeit slight, in this respect. However, 5 of the 15 regions with rising enrollments had above average increases. As for technical training, enrollments decreased everywhere in Québec, except in the Laval and Lanaudière regions. In 11 regions, enrollments fell by more than average.

In Québec, in 2005-2006, 84 vocational training programs were offered in English to 7 600 students enrolled in programs leading to either a DVS or an AVS. In addition, 5 English-language CEGEPs and 4 bilingual CEGEPs offered 49 technical training programs in English to 6 257 full-time students.

Trends in enrollments in vocational and technical training, by administrative region (Québec as a whole, variation between 2002-2003 to 2005-2006)

	Vocational training ¹					Technical training ²				
	2002-2003	2003-2004	2004-2005	2005-2006	Variation 2002-2003/2005-2006	2002-2003	2003-2004	2004-2005	2005-2006	Variation 2002-2003/2005-2006
Abitibi-Témiscamingue	1 632	1 793	1 714	1 921	17.7%	1 316	1 328	1 254	1 142	-13.2%
Bas-Saint-Laurent	2 571	2 639	2 621	2 706	5.3%	4 467	4 256	4 144	3 985	-10.8%
Capitale-Nationale	9 748	10 005	10 605	11 816	21.2%	11 416	11 049	10 821	10 530	-7.8%
Centre-du-Québec	1 983	1 966	2 049	2 073	4.5%	1 483	1 273	1 268	1 351	-8.9%
Chaudière-Appalaches	4 100	4 377	4 553	4 481	9.3%	3 431	3 311	3 134	3 104	-9.5%
Côte-Nord	907	796	814	897	-1.1%	710	681	666	618	-13.0%
Estrie	3 353	3 477	3 574	3 671	9.5%	3 411	3 360	3 341	3 346	-1.9%
Gaspésie-Îles-de-la-Madeleine	1 069	1 128	1 127	1 125	5.2%	601	557	579	592	-1.5%
Lanaudière	2 092	2 070	2 164	2 328	11.3%	1 587	1 553	1 613	1 624	2.3%
Laurentides	5 565	5 810	5 966	5 545	-0.4%	3 467	3 257	3 147	3 056	-11.9%
Laval	5 005	5 304	6 152	6 043	20.7%	2 614	2 469	2 582	2 620	0.2%
Mauricie	3 145	3 288	3 291	3 347	6.4%	4 200	4 035	3 841	3 794	-9.7%
Montréal	9 619	10 250	11 065	11 707	21.7%	9 261	8 757	8 486	8 125	-12.3%
Montréal	21 707	23 529	24 283	25 056	15.4%	28 965	28 003	27 515	27 051	-6.6%
Nord-du-Québec	398	381	358	402	1.0%	30	39	39	27	-10.0%
Outaouais	2 704	2 911	3 011	2 864	5.9%	2 112	2 078	2 198	2 096	-0.8%
Saguenay-Lac-Saint-Jean	4 690	4 828	4 809	4 697	0.1%	5 614	5 560	5 448	5 157	-8.1%
Québec as a whole	80 288	84 552	88 156	90 679	12.9%	84 685	81 566	80 076	78 218	-7.6%

The data for 2005-2006 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 include students enrolled in programs leading to a Diploma of College Studies.

Source: MELs, *Données diverses sur la formation professionnelle et technique*, DRSI, November 2006

Enrollments, by age and gender

In vocational training, male students (57%) 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, 4 out of 5 women (81%) are enrolled in four sectors: Administration, Commerce and Computer Technology (33%); Health Services (29%); Beauty Care (12%); and Food Services and Tourism (7%). In technical training, more than 2 out of 3 female students (71%) are enrolled in three sectors: Administration, Commerce and Computer Technology (12%); Health Services (31%); and Social, Educational and Legal Services (27%).

The ten vocational and technical training programs with the highest enrollments Total full-time enrollments (Québec as a whole, 2005-2006)

		Total enrollments in 2005-2006		
		Female students	Male students	Total
Vocational training programs (DVS, AVS) (Programs are offered in both English and French.)				
578799/528799	Health, Assistance and Nursing	4 719	711	5 430
571299/521299	Secretarial Studies	4 185	47	4 232
573199/523199	Accounting	3 487	720	4 207
569299/519299	Automobile Mechanics	187	3 557	3 744
579599/529599	Electricity	104	2 797	2 901
576499/526499	Starting a Business	1 662	1 180	2 842
192899/142899	Carpentry	74	2 570	2 644
569599/519599	Welding and Fitting	196	2 219	2 415
558199/508199	Assistance to Patients or Residents in Health Care Establishments	1 971	330	2 301
578199/528199	Automated Systems Electromechanics	93	2 012	2 105
Technical training programs (DCS) (Not all programs are offered in English.)				
180.A0	Nursing	8 014	1 155	9 169
410.B0	Accounting and Management Technology	2 670	2 183	4 853
351.A0	Special Care Counselling	3 592	460	4 052
420.A0	Computer Science Technology	227	3 501	3 728
322.A0	Early Childhood Education	3 242	64	3 306
410.D0	Business Management	1 180	1 692	2 872
310.A0	Police Technology	896	1 567	2 463
388.A0	Social Service	1 845	315	2 160
243.06	Industrial Electronics Technology	81	1 818	1 899
241.A0	Mechanical Engineering Technology	64	1 723	1 787

The data for 2005-2006 are preliminary.

Source: MELS, DGPD, DPD, 2007

The ten vocational and technical training programs with the highest enrollments of female students. Total full-time enrollments (Québec as a whole, 2005-2006)

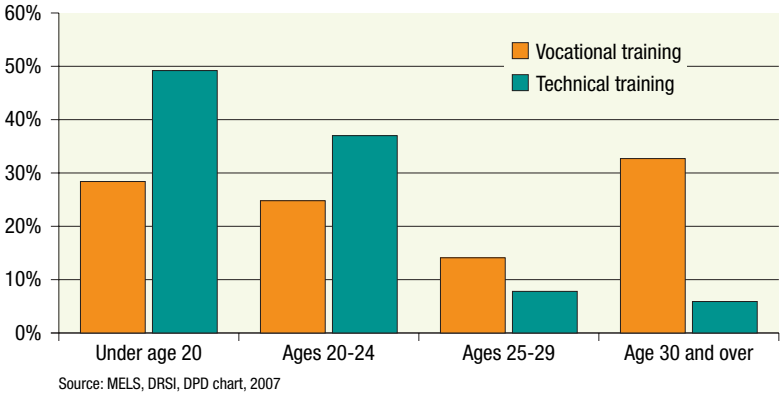
		Total enrollments in 2005-2006		
		Female students	Male students	Total
Vocational training programs (DVS, AVS) (Programs are offered in both English and French.)				
578799/528799	Health, Assistance and Nursing	4 719	711	5 430
571299/521299	Secretarial Studies	4 185	47	4 232
573199/523199	Accounting	3 487	720	4 207
558199/508199	Assistance to Patients or Residents in Health Care Establishments	1 971	330	2 301
574599/524599	Hairdressing	1 912	64	1 976
576499/526499	Starting a Business	1 662	1 180	2 842
553599/503599	Aesthetics	1 543	3	1 546
564499/514499	Dental Assistance	860	13	873
153899/103899	Professional Cooking	813	991	1 804
550599/500599	Interior Decorating and Display	801	23	824
Technical training programs (DCS) (Not all programs are offered in English.)				
180.A0	Nursing	8 014	1 155	9 169
351.A0	Special Care Counselling	3 592	460	4 052
322.A0	Early Childhood Education	3 242	64	3 306
410.B0	Accounting and Management Technology	2 670	2 183	4 853
388.A0	Social Service	1 845	315	2 160
570.03	Interior Design	1 181	68	1 249
410.D0	Business Management	1 180	1 692	2 872
412.A0	Office System Technology	982	315	1 297
310.C0	Paralegal Technology	969	222	1 191
145.A0	Animal Health Technology	956	66	1 022

The data for 2005-2006 are preliminary.

Source: MELS, DGPD, DPD, 2007

On the whole, students enrolled in technical training are younger than those in vocational training. In fact, over 85% of technical training students are below the age of 25, whereas in vocational training just under 55% of students belong to that age group. Interestingly enough, nearly 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.

Student enrollments in vocational training (DVS, AVS, AVE) and technical training (DCS), by age group (Québec as a whole, 2005-2006)



Depending on their age, a proportionally higher number of young people enroll in college technical training 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 is 70%. This figure, however, conceals certain discrepancies. The graduation rate for full-time students is over 85%, while for technical training students, it is roughly 60%. This figure edges past 30% when programs are completed within the prescribed length of time (three years), rising to over 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	2003-2004	2004-2005 ^e
Male							
LVP or DVS ²	57.1	58.3	60.0	67.7	63.9	74.5	71.3
Full-time ³	51.8	51.4	81.1	79.5	81.6	84.7	84.5
Female							
LVP or DVS ²	65.5	69.5	50.3	64.5	70.2	75.0	75.1
Full-time ³	61.3	62.0	80.0	78.3	82.4	86.4	86.9
Male and female							
LVP or DVS ²	61.7	64.1	54.4	66.1	66.6	74.7	73.0
Full-time ³	56.3	56.6	80.6	78.9	82.0	85.4	85.6

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*, 2007 edition, preliminary version, DRSI, 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	2003-2004	2004-2005 ^e
Male and female graduates						
Same type of initial training						
3 years or less ¹	N/A	29.6	26.8	31.6	36.1	34.1
5 years or less ¹	N/A	51.1	47.8	52.4	57.2	55.4
All durations	N/A	56.6	53.1	57.6	63.8	62.1
Other type of initial training ²						
All durations	N/A	64.4	55.7	57.8	62.0	62.6
All types of initial training and all durations						
Male and female graduates						
Male	59.0	58.6	53.9	57.7	63.2	62.3
Female	53.9	54.7	46.1	50.1	55.8	54.8
Female	63.0	61.3	60.9	64.6	69.2	68.1

e: Estimates

N/A: Data not available

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

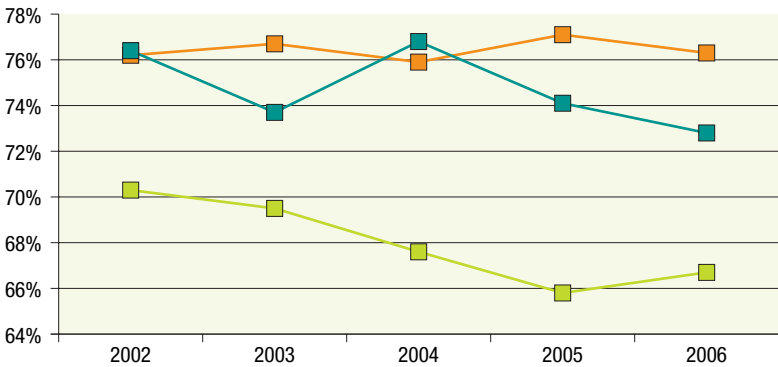
2. Until 1993-1994, this category referred to students who began their studies in a preuniversity program. As of 1994-1995, this category also includes students who leave technical training (with or without a diploma) after having begun in an Explorations program the previous year.

Source: MELs, *Education Indicators*, 2007 edition, preliminary version, DRSI, 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, approximately 7 out of 10 VTT graduates had jobs, of which over 80% 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 2006, the proportion of college graduates who decided to continue their studies jumped from 19.6% to 28.1%. Conversely, proportionately fewer vocational training graduates chose to pursue their studies, with barely 10% having done so.

Employment rates of graduates, by educational path
(Québec as a whole, from 2002 to 2006)

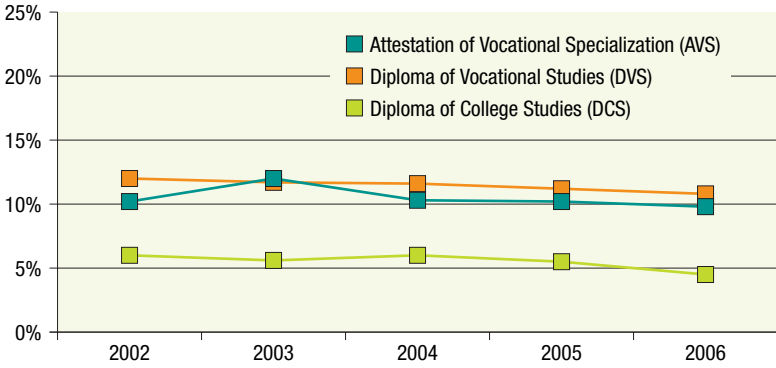


Source: MELS, *Enquête Relance*, DRSI, 2006

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

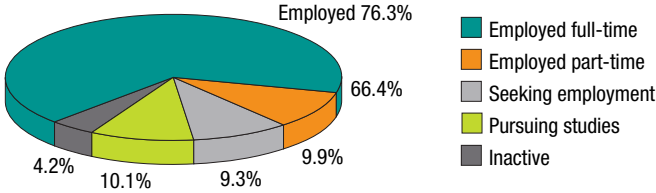
Although the unemployment rate of VTT graduates compares favourably with that of Québec's population as a whole, it is difficult to draw parallels between these two groups. The overall labour force is very diversified, its structure differs from that of the graduate population, and findings are derived from fundamentally different surveys. Nevertheless, some facts are worth highlighting. Recent *Relance* surveys show an unemployment rate of 10.8% for DVS graduates, 9.8% for AVS graduates and 4.5% for DCS graduates. According to Statistics Canada's Labour Force Survey, for the same period, March 2006, the unemployment rate was 9.0% for Québec's overall labour force, 15.4% for the 15-24 age group, and 8.2% for the 25-44 age group.

Trends in graduates' unemployment rates, by educational path
(Québec as a whole, from 2002 to 2006)

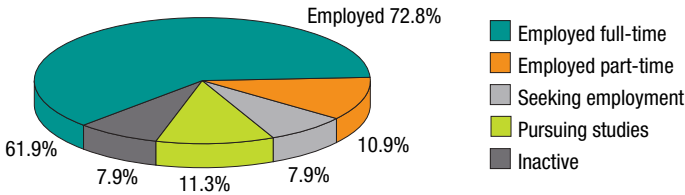


Source: MELs, *Enquête Relance*, DRSI, 2006

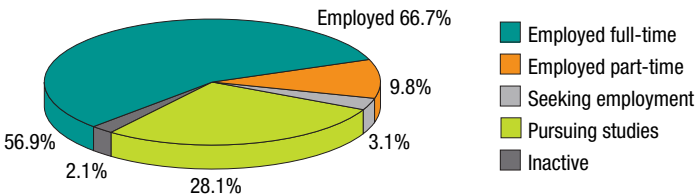
Situation on March 31, 2006 of the graduates from the class of 2004-2005
(Diploma of Vocational Studies [DVS])



Situation on March 31, 2006 of the graduates from the class of 2004-2005
(Attestation of Vocational Specialization [AVS])



Situation on March 31, 2006 of the graduates from the class of 2004-2005
(Diploma of College Studies [DCS] in technical training)



Source: MELs, *Enquête Relance*, DRSI, 2006

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; Mining and Site Operations; and Agriculture and Fisheries. In 2006, just under 60% of all VTT programs had employment rates of over 70%. More specifically, 10% of the programs had employment rates of 90% and over; 24% had rates of 80% to 90% exclusive, and 25% had rates of 70% to 80% exclusive.

Situation on March 31, 2006 of vocational and technical training graduates with a Diploma of Vocational Studies (DVS), an Attestation of Vocational Specialization (AVS) or a Diploma of College Studies (DCS), by age group (Québec as a whole, graduating class of 2004-2005)

	DVS		
	Under age 20	Ages 20-24	Age 25 and over
Graduates surveyed	4 946	10 522	14 436
Employed (%)	74.5	77.8	75.9
Seeking employment (%)	6.3	7.2	12.2
Pursuing studies (%)	16.9	11.7	6.2
Inactive (%)	2.2	3.3	5.7
Unemployment rate (%)	7.8	8.4	13.8
Full-time (%) ¹	88.5	90.6	83.4
Average gross weekly salary (CAN\$) ²	525	551	608
Related to the training (%) ³	76.2	76.9	81.1

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, *Enquête Relance*, DRSI, 2006

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, there are proportionately more employed graduates among those aged 25 and over. Nevertheless, any analysis of college graduates' employment status 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 (69.9% compared with 61.3%), they are less likely to pursue their studies once they have obtained a DCS (25.2% compared with 32.9%).

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 89.6%). Recent surveys also show that 91.2% 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		
	Under age 20	Ages 20-24	Age 25 and over	Under age 20	Ages 20-24	Age 25 and over
	293	1 053	3 172	1 073	11 955	3 447
	74.0	78.8	70.5	53.5	64.4	80.7
	3.7	5.2	9.4	2.5	3.0	4.0
	20.9	11.6	10.1	42.3	30.9	11.9
	1.4	4.4	10.0	1.7	1.7	3.4
	4.8	6.2	11.8	4.5	4.4	4.7
	80.5	89.2	83.8	85.4	85.7	84.0
	459	545	640	529	562	627
	78.1	77.1	67.1	84.8	81.9	88.0

5 Labour Market Outlook and Demographic Trends

Over the past few years, Québec has experienced significant job growth. Between 2000 and 2005, more than 314 500 jobs were created, an increase of more than 9%. Emploi-Québec (EQ) estimates that the Québec economy will create over 251 000 jobs between 2005 and 2009. During the same period, retiring workers will create an additional 440 000 openings. It is estimated that half of all these jobs will require secondary-level vocational training or college-level technical training. 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 EQ 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 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 2006 and 2016, total enrollments in elementary and secondary schools will decline by 11%, as will those in public colleges, though by a smaller percentage (decline of less than 2% from 2005 to 2015). 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 maintain their enrollments at current levels. As for college enrollments, they are expected to rise in only 6 of the 17 administrative regions. The tables appended to this report shed light on each region's specific situation.

The 50 vocational and technical training programs offering the best job prospects (Québec as a whole, 2006) (Not all programs are offered in English.)

Biomedical Analysis Technology	Insurance and Financial Services Consulting
Building Appraisal and Assessment Technology	Machining Techniques
Cable and Circuit Assembly	Mass Production of Furniture and Milled Wood Products
Chemical Engineering Techniques	Medical Electrophysiology Techniques
Chemical Processing Techniques	Medical Laboratory Techniques
Composites Processing	Medical Records
Computer Science Techniques	Metal Structure Assembly
Computerized Systems Technology	Mould Making
Construction Machine Mechanics	Moulding Machine Set-up and Operation
Dairy Production	Nuclear Medicine Technology
Diemaking	Numerical Control Machine Tool Operation
Diesel (Injection and Electronic Controls)	Nursing
Early Childhood Education	Pharmacy Technical Assistance
Farm Management and Technology	Physics Technology
Fixed Machinery Mechanics	Precision Sheet Metal Working
Food Processing Technology	Professional Sales
Furniture and Millwork Technology	Radiodiagnosis Technology
Geomatics Technology	Respiratory Therapy Techniques
Industrial Controls 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*, DPD, 2006

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, pharmaceuticals, transportation equipment, valued-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, over 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. Access to these technologies can increasingly 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 2002-2003 to 2005-2006)

	Secondary school, private and public sectors (DVS, AVS)				Public and private colleges (DCS, ACS)			
	2002-2003	2003-2004	2004-2005	2005-2006	2002-2003	2003-2004	2004-2005	2005-2006
Number of institutions ¹	58	58	55	58	49	52	53	53
Number of work-study projects in progress ²	244	241	247	259	195	235	275	298
Number of different programs ³	99	80	75	74	82	91	99	99
Number of students enrolled in work-study programs ⁴	7 193	7 303	7 577	8 407	3 400	4 035	3 961	3 813
Number of programs currently being adapted to the work-study approach ⁵	91	63	55	53	33	62	38	17
Investments (in millions of dollars)	3 981	3 770	4 049	4 182	3 530	4 383	3 904	3 186

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.

5. Programs that are in the process of being adapted to the work-study approach.

Source: MELS, Direction de la formation continue et du soutien (DFCS), 2007

Enrollments in vocational and technical training, by gender (Québec as a whole, from 1996-1997 to 2005-2006)

A) Secondary-level vocational training¹

	1996-1997	1997-1998	1998-1999	1999-2000 ²	2000-2001 ²	2001-2002 ²	2002-2003 ²	2003-2004	2004-2005	2005-2006
Under age 20³	24 530	25 818	25 208	24 623	24 335	24 044	23 255	23 847	24 530	24 627
Male students	14 663	15 324	15 074	14 854	15 064	14 899	14 681	15 125	15 533	15 802
Female students	9 867	10 494	10 134	9 769	9 271	9 145	8 574	8 722	8 997	8 825
Age 20 and over	48 460	49 968	51 919	51 267	52 153	55 351	57 033	60 705	63 626	66 052
Male students	25 975	26 906	27 837	27 771	28 808	31 215	31 657	33 342	34 533	35 731
Female students	22 485	23 062	24 082	23 496	23 345	24 136	25 376	27 363	29 093	30 321
Total	72 990	75 786	77 127	75 890	76 488	79 395	80 288	84 552	88 156	90 679
Male students	40 638	42 230	42 911	42 625	43 872	46 114	46 338	48 467	50 066	51 533
Female students	32 352	33 556	34 216	33 265	32 616	33 281	33 950	36 085	38 090	39 146

The data for 2005-2006 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

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
DCS (technical training)	90 457	90 959	90 442	88 964	87 500	86 836	84 685	81 566	80 076	78 218
Male students	41 932	42 566	42 077	40 658	39 066	37 945	36 397	34 432	32 900	31 626
Female students	48 525	48 393	48 365	48 306	48 434	48 891	48 288	47 134	47 176	46 592
ACS, CEC and DPEC	31 766	32 534	35 646	32 805	32 441	29 674	26 269	24 322	22 596	20 376
Male students	11 625	12 037	14 398	14 067	13 802	12 717	11 277	10 581	9 527	8 241
Female students	20 141	20 497	21 248	18 738	18 639	16 957	14 992	13 741	13 069	12 135
Total	122 223	123 493	126 088	121 769	119 941	116 510	110 954	105 888	102 672	98 594
Male students	53 557	54 603	56 475	54 725	52 868	50 662	47 674	45 013	42 427	39 867
Female students	68 666	68 890	69 613	67 044	67 073	65 848	63 280	60 875	60 245	58 727

The data for 2005-2006 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 2006

Enrollments in secondary-level vocational training,¹ by administrative region (Québec as a whole, from 1996-1997 to 2005-2006)

	1996-1997	1997-1998	1998-1999
Gaspésie-Îles-de-la-Madeleine	604	596	793
Bas-Saint-Laurent	2 554	2 966	3 020
Saguenay-Lac-Saint-Jean	4 728	5 260	5 770
Capitale-Nationale	8 979	8 583	8 562
Chaudière-Appalaches	4 053	4 077	4 219
Mauricie	2 372	2 621	2 590
Centre-du-Québec	1 935	2 239	2 302
Estrie	3 208	3 533	3 531
Montérégie	9 958	9 927	9 669
Montréal	18 706	19 309	19 601
Laval	4 650	4 635	4 705
Lanaudière	1 734	1 887	1 913
Laurentides	3 567	3 755	4 071
Outaouais	2 865	2 935	2 890
Abitibi-Témiscamingue	1 832	1 979	2 066
Côte-Nord	941	1 002	1 062
Nord-du-Québec	304	482	363
Québec as a whole	72 990	75 786	77 127

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 1996-1997 to 2005-2006)

	1996-1997	1997-1998	1998-1999
Gaspésie-Îles-de-la-Madeleine	1 183	1 232	1 306
Bas-Saint-Laurent	6 555	6 587	6 517
Saguenay-Lac-Saint-Jean	7 513	7 354	7 612
Capitale-Nationale	14 297	14 925	16 128
Chaudière-Appalaches	4 660	4 690	4 941
Mauricie	6 206	5 917	5 929
Centre-du-Québec	3 028	3 125	3 203
Estrie	5 200	5 103	5 106
Montérégie	13 499	13 795	13 916
Montréal	42 193	43 141	44 402
Laval	3 462	3 554	3 485
Lanaudière	3 323	3 153	2 715
Laurentides	5 041	5 017	4 959
Outaouais	2 938	2 887	2 870
Abitibi-Témiscamingue	1 846	1 767	1 824
Côte-Nord	1 222	1 195	1 122
Nord-du-Québec	57	51	53
Québec as a whole	122 223	123 493	126 088

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).

1999-2000 ²	2000-2001 ²	2001-2002 ²	2002-2003 ²	2003-2004	2004-2005	2005-2006
1 021	832	826	1 069	1 128	1 127	1 125
2 616	2 668	2 631	2 571	2 639	2 621	2 706
5 442	4 920	4 948	4 690	4 828	4 809	4 697
8 641	9 095	9 817	9 748	10 005	10 605	11 816
4 081	4 037	4 129	4 100	4 377	4 553	4 481
2 808	2 869	3 031	3 145	3 288	3 291	3 347
2 213	2 288	2 132	1 983	1 966	2 049	2 073
3 272	3 145	3 115	3 353	3 477	3 574	3 671
9 948	9 713	9 862	9 619	10 250	11 065	11 707
19 330	20 257	20 837	21 707	23 529	24 283	25 056
4 755	5 434	5 482	5 005	5 304	6 152	6 043
1 805	1 817	2 005	2 092	2 070	2 164	2 328
4 079	4 009	5 098	5 565	5 810	5 966	5 545
2 707	2 522	2 514	2 704	2 911	3 011	2 864
1 844	1 725	1 742	1 632	1 793	1 714	1 921
1 040	879	857	907	796	814	897
288	278	369	398	381	358	402
75 890	76 488	79 395	80 288	84 552	88 156	90 679

The data for 2005-2006 are preliminary.

Source: MELs, *Données diverses sur la formation professionnelle et technique*, DRIS, November 2006

1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
1 033	933	873	758	816	691	745
6 207	5 922	5 558	5 127	4 899	4 798	4 609
7 040	6 915	6 944	6 571	6 380	6 360	5 931
15 080	15 029	14 506	13 933	13 516	13 207	12 505
4 614	4 174	3 937	3 768	3 672	3 435	3 496
5 333	5 130	4 985	4 915	4 675	4 437	4 253
2 868	2 684	2 513	2 437	2 154	2 071	2 081
5 076	5 083	4 981	4 493	4 125	4 134	4 043
13 669	13 294	13 487	12 632	11 935	10 857	10 056
43 544	43 813	42 188	40 426	38 850	37 977	36 964
4 231	3 942	3 775	3 751	3 612	3 553	3 258
2 268	2 264	2 285	2 145	1 997	2 053	2 070
4 875	4 927	4 813	4 658	4 251	4 080	3 932
2 990	2 917	2 847	2 731	2 545	2 636	2 551
1 843	1 641	1 678	1 569	1 483	1 468	1 270
1 020	1 161	1 089	945	914	854	776
78	112	51	95	64	61	54
121 769	119 941	116 510	110 954	105 888	102 672	98 594

The data for 2005-2006 are preliminary.

Source: MELs, *Données diverses sur la formation professionnelle et technique*, DRIS, November 2006

**Enrollments¹ in college-level technical training, by administrative region,
(Québec as a whole, from 1996-1997 to 2005-2006)**

	1996-1997	1997-1998	1998-1999
DCS (technical training)			
Gaspésie-Îles-de-la-Madeleine	935	938	915
Bas-Saint-Laurent	5 272	5 234	5 250
Saguenay-Lac-Saint-Jean	6 152	6 186	6 251
Capitale-Nationale	10 668	10 768	10 853
Chaudière-Appalaches	3 994	4 021	4 089
Mauricie	4 805	4 859	4 838
Centre-du-Québec	2 016	2 183	2 221
Estrie	3 861	3 698	3 688
Montréal	9 622	10 121	10 134
Montréal	30 282	30 110	29 473
Laval	2 440	2 688	2 714
Lanaudière	2 014	1 891	1 772
Laurentides	3 509	3 524	3 507
Outaouais	2 334	2 272	2 198
Abitibi-Témiscamingue	1 524	1 499	1 562
Côte-Nord	986	932	948
Nord-du-Québec	43	35	29
Québec as a whole	90 457	90 959	90 442

	1996-1997	1997-1998	1998-1999
ACS, CEC and DPEC			
Gaspésie-Îles-de-la-Madeleine	248	294	391
Bas-Saint-Laurent	1 283	1 353	1 267
Saguenay-Lac-Saint-Jean	1 361	1 168	1 361
Capitale-Nationale	3 629	4 157	5 275
Chaudière-Appalaches	666	669	852
Mauricie	1 401	1 058	1 091
Centre-du-Québec	1 012	942	982
Estrie	1 339	1 405	1 418
Montréal	3 877	3 674	3 782
Montréal	11 911	13 031	14 929
Laval	1 022	866	771
Lanaudière	1 309	1 262	943
Laurentides	1 532	1 493	1 452
Outaouais	604	615	672
Abitibi-Témiscamingue	322	268	262
Côte-Nord	236	263	174
Nord-du-Québec	14	16	24
Québec as a whole	31 766	32 534	35 646

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).

1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
756	684	680	601	557	579	592
5 124	4 884	4 589	4 467	4 256	4 144	3 985
6 107	5 918	5 870	5 614	5 560	5 448	5 157
11 078	11 325	11 385	11 416	11 049	10 821	10 530
3 952	3 614	3 468	3 431	3 311	3 134	3 104
4 550	4 383	4 255	4 200	4 035	3 841	3 794
2 035	1 729	1 643	1 483	1 273	1 268	1 351
3 622	3 552	3 529	3 411	3 360	3 341	3 346
10 164	9 938	9 810	9 261	8 757	8 486	8 125
29 359	29 501	29 566	28 965	28 003	27 515	27 051
2 748	2 676	2 657	2 614	2 469	2 582	2 620
1 481	1 537	1 561	1 587	1 553	1 613	1 624
3 490	3 493	3 616	3 467	3 257	3 147	3 056
2 044	2 070	2 126	2 112	2 078	2 198	2 096
1 533	1 308	1 310	1 316	1 328	1 254	1 142
877	831	737	710	681	666	618
44	57	34	30	39	39	27
88 964	87 500	86 836	84 685	81 566	80 076	78 218

1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
277	249	193	157	259	112	153
1 083	1 038	969	660	643	654	624
933	997	1 074	957	820	912	774
4 002	3 704	3 121	2 517	2 467	2 386	1 975
662	560	469	337	361	301	392
783	747	730	715	640	596	459
833	955	870	954	881	803	730
1 454	1 531	1 452	1 082	765	793	697
3 505	3 356	3 677	3 371	3 178	2 371	1 931
14 185	14 312	12 622	11 461	10 847	10 462	9 913
1 483	1 266	1 118	1 137	1 143	971	638
787	727	724	558	444	440	446
1 385	1 434	1 197	1 191	994	933	876
946	847	721	619	467	438	455
310	333	368	253	155	214	128
143	330	352	235	233	188	158
34	55	17	65	25	22	27
32 805	32 441	29 674	26 269	24 322	22 596	20 376

The data for 2005-2006 are preliminary.

Source: MELs, *Données diverses sur la formation professionnelle et technique*, DRSI, November 2006

Number of diplomas awarded in vocational and technical training, by gender (Québec as a whole, from 1995-1996 to 2004-2005)

A) Secondary-level vocational training

	1995-1996	1996-1997	1997-1998
Under age 20²	5 328	6 579	6 855
Male students	2 975	3 702	3 891
Female students	2 353	2 877	2 964
Age 20 and over	19 983	22 331	22 880
Male students	10 983	12 437	12 734
Female students	9 000	9 894	10 146
Total	25 311	28 910	29 735
Male students	13 958	16 139	16 625
Female students	11 353	12 771	13 110

The data for 2004-2005 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

	1995	1996	1997
DCS (technical education)	15 615	16 174	16 748
Male students	6 591	6 615	6 813
Female students	9 024	9 559	9 935
ACS, CEC and DPEC¹	2 278	1 607	2 210
Male students	1 157	751	1 043
Female students	1 121	856	1 167
Total	17 893	17 781	18 958
Male students	7 748	7 366	7 856
Female students	10 145	10 415	11 102

The data for 2004 are preliminary.

DCS: Diploma of College Studies

CEC: certificat d'études collégiales (certificate of college studies)

DPEC: diplôme de perfectionnement de l'enseignement collégial (diploma of advanced college studies)

1. 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.

1998-1999 ¹	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
8 046	8 449	6 671	6 359	6 369	6 365	6 346
4 527	4 745	3 745	3 692	3 812	3 821	3 869
3 519	3 704	2 926	2 667	2 557	2 544	2 477
22 927	23 612	24 093	26 648	27 486	28 957	29 915
12 292	12 564	13 275	14 999	15 313	16 189	16 091
10 635	11 048	10 818	11 649	12 173	12 768	13 824
30 973	32 061	30 764	33 007	33 855	35 322	36 261
16 819	17 309	17 020	18 691	19 125	20 010	19 960
14 154	14 752	13 744	14 316	14 730	15 312	16 301

1998	1999	2000	2001	2002	2003	2004
16 814	17 631	17 986	17 998	18 732	18 165	17 970
6 789	7 270	7 468	7 532	7 497	7 071	6 986
10 025	10 361	10 518	10 466	11 235	11 094	10 984
3 403	4 131	8 922	11 069	11 644	11 220	10 991
1 608	2 088	3 909	4 927	5 243	4 975	5 216
1 795	2 043	5 013	6 142	6 401	6 245	5 775
20 217	21 762	26 908	29 067	30 376	29 385	28 961
8 397	9 358	11 377	12 459	12 740	12 046	12 202
11 820	12 404	15 531	16 608	17 636	17 339	16 759

Source: MELS, *Données diverses sur la formation professionnelle et technique*, DRSI, November 2006

Number of diplomas awarded in secondary-level vocational training, by administrative region (Québec as a whole, from 1995-1996 to 2004-2005)

	1995-1996	1996-1997	1997-1998
Gaspésie-Îles-de-la-Madeleine	273	308	312
Bas-Saint-Laurent	983	1 160	1 500
Saguenay-Lac-Saint-Jean	1 534	1 908	2 046
Capitale-Nationale	3 605	4 200	3 980
Chaudière-Appalaches	1 552	1 697	1 730
Mauricie	955	968	1 212
Centre-du-Québec	819	904	958
Estrie	1 052	1 424	1 399
Montérégie	3 071	3 304	3 355
Montréal	6 046	6 952	6 985
Laval	1 710	1 865	1 731
Lanaudière	540	665	697
Laurentides	1 132	1 437	1 465
Outaouais	960	901	997
Abitibi-Témiscamingue	697	804	761
Côte-Nord	320	322	454
Nord-du-Québec	62	89	151
Not indicated	0	2	2
Québec as a whole	25 311	28 910	29 735

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

Number of diplomas awarded in college-level technical training, by administrative region (Québec as a whole, from 1995 to 2004)

	1995	1996 ¹	1997
DCS (technical training)			
Gaspésie-Îles-de-la-Madeleine	180	178	184
Bas-Saint-Laurent	914	895	942
Saguenay-Lac-Saint-Jean	1 232	1 240	1 282
Capitale-Nationale	2 049	2 089	2 279
Chaudière-Appalaches	679	790	841
Mauricie	919	969	937
Centre-du-Québec	245	297	268
Estrie	716	781	817
Montérégie	1 607	1 635	1 801
Montréal	5 166	5 311	5 302
Laval	377	394	412
Lanaudière	254	272	296
Laurentides	481	486	544
Outaouais	415	406	433
Abitibi-Témiscamingue	226	229	262
Côte-Nord	155	202	148
Nord-du-Québec	-	-	-
Québec as a whole	15 615	16 174	16 748

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

1998-1999 ¹	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
289	385	460	412	434	498	442
1 500	1 244	1 223	1 241	1 171	1 227	1 151
2 258	2 375	2 207	2 394	2 274	2 179	2 310
3 921	4 115	3 976	4 309	4 332	4 398	4 675
1 821	1 790	1 650	1 907	1 909	1 995	2 174
1 214	1 275	1 312	1 313	1 473	1 452	1 366
1 032	959	993	950	918	802	875
1 496	1 564	1 407	1 362	1 493	1 551	1 499
3 605	3 920	3 864	4 025	3 881	4 095	4 314
7 425	7 586	7 200	8 386	8 848	9 584	9 885
1 727	1 802	1 763	1 757	1 918	1 940	2 146
763	724	765	824	786	802	828
1 587	1 877	1 720	1 953	2 200	2 307	2 275
1 006	1 034	943	967	1 112	1 209	1 144
834	781	759	780	663	726	778
362	535	413	321	343	377	332
109	90	102	103	97	180	67
24	5	7	3	3	-	-
30 973	32 061	30 764	33 007	33 855	35 322	36 261

The data for 2004-2005 are preliminary.

Source: MELS, *Données diverses sur la formation professionnelle et technique*, DRSI, November 2006

1998	1999	2000	2001	2002	2003	2004
179	168	172	149	159	121	146
962	1 025	1 039	1 116	1 108	1 023	1 045
1 313	1 477	1 432	1 416	1 496	1 380	1 396
2 344	2 504	2 486	2 504	2 682	2 697	2 692
827	845	901	854	770	820	790
999	1 073	1 105	1 018	1 043	941	976
248	343	358	334	339	346	305
779	785	795	771	841	773	773
1 729	1 865	2 065	2 020	2 116	2 038	1 961
5 132	5 180	5 290	5 465	5 737	5 559	5 455
525	554	510	555	599	601	572
312	275	286	284	282	311	331
580	645	676	674	699	754	743
434	380	415	388	385	373	367
263	328	281	295	294	259	287
188	184	175	155	182	169	131
-	-	-	-	-	-	-
16 814	17 631	17 986	17 998	18 732	18 165	17 970

The data for 2004 are preliminary.

Source: MELS, *Données diverses sur la formation professionnelle et technique*, DRSI, November 2006

Number of diplomas awarded in secondary-level vocational training, by training sector and gender (Québec as a whole, from 1995-1996 to 2004-2005)

		1995-1996	1996-1997	1997-1998
Administration, Commerce and Computer Technology	M	1 117	1 362	1 389
	F	4 509	5 181	4 908
Agriculture and Fisheries	M	321	407	461
	F	433	532	625
Arts	M	47	55	41
	F	192	228	248
Beauty Care	M	30	54	50
	F	2 028	2 281	2 545
Buildings and Public Works	M	1 949	1 820	1 757
	F	151	147	156
Chemistry and Biology	M	29	14	18
	F	3	3	4
Communications and Documentation	M	279	323	378
	F	196	269	288
Electrotechnology	M	1 889	2 070	2 113
	F	82	88	103
Fashion, Leather and Textiles	M	28	43	42
	F	118	185	217
Food Services and Tourism	M	1 172	1 296	1 304
	F	1 380	1 565	1 811
Forestry and Pulp and Paper	M	392	465	538
	F	52	43	69
Health Services	M	197	167	123
	F	1 829	1 781	1 587
Land Use Planning and the Environment	M	84	83	59
	F	11	26	15
Maintenance Mechanics	M	712	739	724
	F	20	27	9
Mechanical Manufacturing	M	1 302	1 625	1 919
	F	114	140	171
Metallurgical Technology	M	1 071	1 739	1 919
	F	59	85	96
Mining and Site Operations	M	293	223	261
	F	4	1	7
Motorized Equipment Maintenance	M	2 372	2 853	2 722
	F	86	91	119
Social, Educational and Legal Services	M			
	F			
Transportation	M	407	522	484
	F	35	48	47
Woodworking and Furniture Making	M	267	279	323
	F	51	50	85
Total	M	13 958	16 139	16 625
	F	11 353	12 771	13 110
	T	25 311	28 910	29 735

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

1998-1999 ¹	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
1 343	1 457	1 312	1 785	2 274	2 439	2 400
5 197	5 425	4 629	4 548	4 784	5 096	5 393
506	449	454	539	529	505	394
661	598	528	587	534	516	523
69	43	42	30	51	46	46
372	373	286	359	344	347	356
46	43	30	22	20	33	35
2 603	2 515	2 236	2 312	2 216	2 098	2 224
2 010	2 171	2 308	2 453	2 891	3 554	3 906
187	253	252	297	343	402	397
12	24	16	16	29	33	30
4	11	4	7	14	17	14
361	349	328	333	381	335	287
357	415	381	429	387	363	302
2 213	2 407	2 156	2 164	2 411	2 642	2 801
99	130	112	122	109	119	124
30	34	28	33	29	9	17
287	285	267	227	178	171	130
1 269	1 235	1 121	1 099	1 095	1 123	1 147
1 943	1 921	1 656	1 533	1 394	1 329	1 330
624	717	669	680	605	660	754
91	110	94	87	80	93	68
103	158	213	268	341	409	545
1 635	1 923	2 303	2 737	3 244	3 712	4 446
65	57	82	87	105	67	76
29	23	24	37	35	31	25
897	890	756	841	783	707	665
48	46	46	33	31	22	25
2 100	2 184	2 148	2 612	1 945	1 513	1 035
221	262	322	340	305	219	160
1 698	1 557	1 657	1 685	1 600	1 399	1 239
101	115	121	144	112	100	85
276	289	315	368	363	416	480
7	12	8	16	13	12	18
2 244	2 144	2 109	1 983	1 992	2 375	2 432
111	94	108	74	118	126	151
	3	6	1	2		2
	1	8	24	22	26	38
568	732	850	1 210	1 179	1 194	1 190
76	99	154	150	173	205	174
385	366	420	482	500	551	479
125	141	205	253	294	308	318
16 819	17 309	17 020	18 691	19 125	20 010	19 960
14 154	14 752	13 744	14 316	14 730	15 312	16 301
30 973	32 061	30 764	33 007	33 855	35 322	36 261

The data for 2004-2005 are preliminary.

Source: MELs, *Données diverses sur la formation professionnelle et technique*, DRSI, November 2006

Number of diplomas awarded in college-level technical training, by training sector and gender (Québec as a whole, from 1995 to 2004 [technical DCS])

		1995	1996 ¹	1997
Administration, Commerce and Computer Technology	M	1 399	1 458	1 668
	F	2 416	2 515	2 412
Agriculture and Fisheries	M	207	136	214
	F	212	226	255
Arts	M	151	161	157
	F	265	305	362
Building and Public Works	M	687	740	656
	F	275	246	209
Chemistry and Biology	M	136	185	185
	F	107	131	143
Communications and Documentation	M	185	185	212
	F	364	402	436
Electrotechnology	M	1 282	1 346	1 246
	F	82	93	76
Fashion, Leather and Textiles	M	23	32	38
	F	261	282	346
Food Services and Tourism	M	106	103	133
	F	278	327	449
Forestry and Pulp and Paper	M	79	67	128
	F	11	9	22
Health Services	M	468	441	431
	F	2 648	2 742	2 828
Land Use Planning and the Environment	M	131	109	117
	F	99	93	107
Maintenance Mechanics	M	53	98	58
	F	3	2	3
Mechanical Manufacturing	M	498	574	564
	F	60	42	62
Metallurgical Technology	M	31	22	31
	F	4	1	1
Mining and Site Operations	M	15	13	18
	F	4	1	3
Motorized Equipment Maintenance	M	137	129	152
	F	16	17	16
Social, Educational and Legal Services	M	962	758	741
	F	1 916	2 092	2 176
Transportation	M	38	54	63
	F	3	30	24
Woodworking and Furniture Making	M	3	2	
	F		3	3
Not specified	M		2	1
	F			2
Total	M	6 591	6 615	6 813
	F	9 024	9 559	9 935
	T	15 615	16 174	16 748

1. The data were updated as of 1996 only up to the most recent years.

	1998	1999	2000	2001	2002	2003	2004
1 945	2 238	2 562	2 535	2 517	2 315	2 146	
2 541	2 905	2 792	2 537	2 260	2 044	1 802	
183	175	218	186	210	201	194	
287	356	316	376	423	405	389	
161	177	168	171	188	170	168	
371	435	474	459	568	487	643	
562	544	413	423	447	462	493	
201	208	202	160	168	179	199	
207	219	199	192	150	126	117	
151	214	261	229	207	148	124	
211	228	212	218	255	295	319	
477	489	522	525	595	559	578	
1 171	1 272	1 374	1 386	1 295	1 181	1 119	
75	101	87	103	106	99	65	
22	29	29	25	26	15	22	
252	309	309	374	451	419	417	
121	132	128	109	122	97	116	
433	530	599	520	569	488	492	
134	159	162	183	182	151	137	
28	31	36	40	43	31	29	
349	270	244	240	283	305	318	
2 736	2 121	2 088	2 334	2 962	3 316	3 198	
124	96	101	96	122	85	97	
87	112	153	165	141	161	117	
76	117	95	100	99	101	96	
3	7	5	3	7	9	3	
554	644	671	733	634	622	604	
59	86	107	88	99	78	48	
26	20	31	31	39	25	34	
3	3	6	9	7	6	3	
17	43	36	39	31	12	13	
8	9	18	8	10	12	7	
142	173	140	156	147	128	147	
11	15	17	16	17	14	13	
715	650	604	585	621	666	736	
2 273	2 386	2 478	2 460	2 514	2 592	2 801	
64	67	68	103	102	95	92	
26	39	37	45	67	34	38	
5	16	12	21	26	19	18	
1	5	10	14	20	12	17	
	1	1		1			
2		1	1	1	1	1	
6 789	7 270	7 468	7 532	7 497	7 071	6 986	
10 025	10 361	10 518	10 466	11 235	11 094	10 984	
16 814	17 631	17 986	17 998	18 732	18 165	17 970	

The data for 2004 are preliminary.

Source: MELs, *Données diverses sur la formation professionnelle et technique*, DRSI, November 2006

Status of vocational and technical training graduates on March 31 following their graduating year, by educational path (Québec as a whole, from 2004 to 2006)

	Survey year	Graduates surveyed (N)	Employed (%)
ATTESTATION OF VOCATIONAL SPECIALIZATION (AVS)			
	2006	2 394	69.1
Female graduates	2005	2 132	72.2
	2004	1 850	75.1
	2006	2 124	77.0
Male graduates	2005	2 342	75.9
	2004	2 146	78.3
	2006	4 518	72.8
Total	2005	4 474	74.1
	2004	3 996	76.8
DIPLOMA OF VOCATIONAL STUDIES (DVS)			
	2006	13 123	76.5
Female graduates	2005	12 265	77.1
	2004	11 931	76.2
	2006	16 781	76.3
Male graduates	2005	16 305	77.1
	2004	15 530	75.6
	2006	29 904	76.3
Total	2005	28 570	77.1
	2004	27 461	75.9
DIPLOMA OF COLLEGE STUDIES (DCS)			
	2006	10 321	69.9
Female graduates	2005	10 459	70.0
	2004	10 472	73.6
	2006	6 154	61.3
Male graduates	2005	6 502	59.1
	2004	6 697	58.3
	2006	16 475	66.7
Total	2005	16 961	65.8
	2004	17 169	67.6

Source: MELS, *Enquête Relance*, DRSI, 2006

Seeking employment	Pursuing studies	Inactive	Unemployment rate	Full-time employment and characteristics		
				Full-time	Average gross weekly salary (\$)	Related to the training (%)
(%)	(%)	(%)	(%)	(%)	(%)	(%)
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
8.1	7.5	9.3	9.7	76.8	475	69.9
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
9.4	7.5	4.8	10.7	94.5	595	68.0
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
8.8	7.5	6.9	10.3	86.4	548	68.8
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
9.1	9.2	5.5	10.6	77.8	439	75.5
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
10.5	11.0	2.9	12.3	94.4	584	76.3
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
9.9	10.2	4.0	11.6	87.2	529	76.0
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
3.3	20.6	2.5	4.3	82.2	529	84.9
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
5.8	34.3	1.5	9.1	91.0	579	74.0
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
4.3	26.1	2.1	6.0	85.2	547	80.9

**Status of vocational and technical training graduates on March 31, 2006,
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	3 049	75.0
	Female	1 897	70.4
	Total	4 946	73.3
Attestation of Vocational Specialization (AVS)	Male	123	74.8
	Female	170	72.4
	Total	293	73.4
Diploma of College Studies (DCS)	Male	388	80.2
	Female	685	76.4
	Total	1 073	77.7
Graduates aged 20 to 24			
Diploma of Vocational Studies (DVS)	Male	6 392	68.9
	Female	4 130	62.0
	Total	10 522	66.2
Attestation of Vocational Specialization (AVS)	Male	591	69.7
	Female	462	64.1
	Total	1 053	67.2
Diploma of College Studies (DCS)	Male	4 587	71.4
	Female	7 368	72.0
	Total	11 955	71.8
Graduates aged 25 and over			
Diploma of Vocational Studies (DVS)	Male	7 340	59.7
	Female	7 096	63.1
	Total	14 436	61.4
Attestation of Vocational Specialization (AVS)	Male	1 410	58.7
	Female	1 762	62.2
	Total	3 172	60.7
Diploma of College Studies (DCS)	Male	1 179	62.4
	Female	2 268	66.4
	Total	3 447	65.1

Source: MELS, *Enquête Relance*, DRSI, 2006

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)	(\$)	(%)
73.3	7.4	17.1	2.2	9.2	95.5	5	580	77.3
76.6	4.6	16.5	2.3	5.6	77.0	6	401	74.0
74.5	6.3	16.9	2.2	7.8	88.5	5	525	76.2
69.6	2.2	27.2	1.1	3.0	90.6	4	554	81.0
77.2	4.9	16.3	1.6	5.9	73.7	5	383	75.7
74.0	3.7	20.9	1.4	4.8	80.5	5	459	78.1
46.9	3.9	47.3	1.9	7.6	93.8	5	562	83.2
57.4	1.7	39.4	1.5	2.9	81.3	5	512	85.7
53.5	2.5	42.3	1.7	4.5	85.4	5	529	84.8
78.0	8.2	11.3	2.4	9.6	95.7	6	601	78.4
77.5	5.3	12.3	4.9	6.4	81.9	6	443	73.9
77.8	7.2	11.7	3.3	8.4	90.6	6	551	76.9
81.8	5.3	10.7	2.2	6.1	96.7	4	593	80.4
74.7	5.1	12.8	7.4	6.4	77.8	4	445	70.9
78.8	5.2	11.6	4.4	6.2	89.2	4	545	77.1
58.3	3.9	36.1	1.7	6.3	91.0	7	610	77.9
68.2	2.4	27.7	1.7	3.4	82.8	6	534	84.3
64.4	3.0	30.9	1.7	4.4	85.7	6	562	81.9
76.0	13.3	6.6	4.1	14.9	93.2	6	689	80.4
75.8	11.1	5.7	7.3	12.8	73.8	7	502	81.9
75.9	12.2	6.2	5.7	13.8	83.4	6	608	81.1
75.5	9.4	9.3	5.8	11.1	92.3	6	723	68.6
66.7	9.4	10.8	13.1	12.4	76.5	6	552	65.5
70.5	9.4	10.1	10.0	11.8	83.8	6	640	67.1
81.0	5.4	12.4	1.2	6.3	89.9	7	676	84.1
80.6	3.3	11.6	4.4	4.0	81.2	5	601	90.1
80.7	4.0	11.9	3.4	4.7	84.0	6	627	88.0

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 2003-2004 to 2006-2007 and forecasts from 2007-2008 to 2015-2016 (Base case, Québec as a whole)

	Observations				2007-2008	2008-2009	
	2003-2004	2004-2005	2005-2006	2006-2007			
French-language enrollments							
01 Bas-Saint-Laurent	28 173	27 410	26 697	25 818	25 201	24 429	
02 Saguenay–Lac-Saint-Jean	40 779	39 585	38 154	37 019	35 755	34 398	
03 Capitale-Nationale	81 504	80 706	79 200	77 762	76 096	74 221	
04 Mauricie	32 967	32 457	31 863	31 187	30 439	29 556	
05 Estrie	38 356	37 933	37 568	36 891	36 130	35 374	
06 Montréal	173 832	172 841	171 214	170 036	168 631	166 805	
07 Outaouais	45 405	45 435	45 086	44 209	43 534	42 616	
08 Abitibi-Témiscamingue	22 510	22 051	21 459	20 789	20 050	19 310	
09 Côte-Nord	12 377	12 153	11 848	11 508	11 051	10 723	
10 Nord-du-Québec	2 481	2 351	2 246	2 156	2 076	1 988	
11 Gaspésie–Îles-de-la-Madeleine	11 976	11 583	11 181	10 814	10 363	9 941	
12 Chaudière-Appalaches	57 479	56 370	55 448	54 469	53 034	51 571	
13 Laval	47 756	47 939	48 131	48 376	47 951	47 524	
14 Lanaudière	65 035	64 986	64 762	63 943	62 863	61 534	
15 Laurentides	77 957	78 183	78 115	77 741	76 529	74 822	
16 Montérégie	187 451	186 674	185 573	183 161	179 935	176 098	
17 Centre-du-Québec	32 785	32 373	32 212	31 793	31 270	30 771	
Total French-language enrollments	960 952	953 262	942 591	929 464	912 659	893 392	
English-language school boards	119 955	119 271	117 913	115 799	113 536	111 513	
Aboriginal school boards	7 652	7 635	7 745	7 646	7 608	7 641	
Québec as a whole	1 088 559	1 080 168	1 068 249	1 052 909	1 033 803	1 012 546	

Source: MELS, *Prévisions à long terme des effectifs de l'ensemble des commissions scolaires*, DRSI, 2007, DPD calculations

Forecasts							Variation
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2006-2007 to 2015-2016
23 714	23 195	22 749	22 439	22 155	21 968	21 869	-15.3%
33 129	32 098	31 452	30 768	30 232	29 806	29 599	-20.0%
72 336	70 811	69 781	68 825	67 947	67 497	67 218	-13.6%
28 676	27 929	27 335	26 766	26 333	26 057	25 953	-16.8%
34 655	34 164	33 815	33 583	33 456	33 441	33 596	-8.9%
165 069	163 602	162 112	160 710	159 728	159 000	158 997	-6.5%
41 565	40 798	40 315	39 959	39 792	39 654	39 718	-10.2%
18 534	18 024	17 589	17 167	16 716	16 445	16 225	-22.0%
10 509	10 270	10 087	9 812	9 559	9 366	9 175	-20.3%
1 874	1 788	1 700	1 641	1 585	1 542	1 502	-30.3%
9 475	9 082	8 771	8 449	8 182	7 957	7 801	-27.9%
50 402	49 446	49 135	48 710	48 429	48 341	48 463	-11.0%
47 004	46 399	45 855	45 371	45 068	44 885	44 943	-7.1%
60 298	59 026	58 102	57 243	56 746	56 608	56 874	-11.1%
73 365	72 145	71 197	70 631	70 289	70 277	70 651	-9.1%
172 519	169 752	167 496	165 760	164 500	163 881	164 156	-10.4%
30 226	29 869	29 634	29 356	29 271	29 193	29 225	-8.1%
875 025	860 041	848 743	838 791	831 578	827 504	827 554	-11.0%
109 182	107 471	105 651	103 920	102 903	102 265	102 232	-11.7%
7 601	7 633	7 608	7 640	7 648	7 648	7 685	0.5%
991 808	975 145	962 002	950 351	942 129	937 417	937 471	-11.0%

Observations (2005) and forecasts (2006-2015) for trends in enrollments in full-time regular college education, by administrative region (Québec as a whole, public sector)

	Obs. 2005	Forecasts										Variation 2005- 2015
		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
01 Bas-Saint-Laurent	5 307	5 272	5 288	5 347	5 341	5 185	5 023	4 781	4 625	4 442	4 254	-19.8%
02 Saguenay-Lac-Saint-Jean	7 710	7 617	7 543	7 759	7 770	7 600	7 140	6 741	6 400	6 136	5 789	-24.9%
03 Capitale-Nationale	17 621	17 893	18 395	19 417	19 821	19 719	19 172	18 456	17 885	17 168	16 371	-7.1%
04 Mauricie	5 067	4 998	5 169	5 349	5 410	5 380	5 218	5 038	4 852	4 576	4 297	-15.2%
05 Estrie	6 321	6 495	6 855	7 086	7 233	7 046	6 846	6 671	6 593	6 411	6 181	-2.2%
06 Montréal	49 245	50 892	53 608	55 764	56 933	57 422	57 224	56 563	55 328	53 778	51 573	4.7%
07 Outaouais	4 487	4 836	5 203	5 531	5 706	5 619	5 463	5 239	5 006	4 833	4 672	4.1%
08 Abitibi-Témiscamingue	2 180	2 211	2 256	2 338	2 343	2 279	2 140	2 011	1 978	1 877	1 776	-18.5%
09 Côte-Nord	1 188	1 181	1 211	1 257	1 246	1 220	1 168	1 110	1 070	1 016	984	-17.2%
10 Nord-du-Québec	92	74	67	60	61	58	56	51	48	45	42	-54.3%
11 Gaspésie-Îles-de-la-Madeleine	1 171	1 207	1 277	1 291	1 311	1 244	1 168	1 091	1 049	992	926	-20.9%
12 Chaudière-Appalaches	5 399	5 272	5 438	5 585	5 642	5 522	5 241	5 057	4 920	4 747	4 544	-15.8%
13 Laval	4 863	5 164	5 574	5 905	6 179	6 333	6 325	6 203	6 043	5 830	5 544	14.0%
14 Lanaudière	3 952	4 221	4 461	4 663	4 847	4 976	4 913	4 747	4 561	4 338	4 051	2.5%
15 Laurentides	6 991	7 587	8 325	8 980	9 413	9 627	9 611	9 367	9 037	8 729	8 330	19.2%
16 Montérégie	17 272	17 795	18 586	19 556	20 100	20 147	19 659	19 101	18 459	17 771	16 878	-2.3%
17 Centre-du-Québec	2 542	2 665	2 804	2 898	2 982	2 949	2 837	2 768	2 695	2 618	2 556	0.6%
Québec as a whole	141 409	145 318	152 320	158 953	162 458	162 231	159 040	154 826	150 446	145 306	138 895	-1.8%

Source: MELs, *Système prévisionnel SIPEEC*, DRSI, Spring 2006

