



A CHALLENGE FOR ENGLISH SCHOOL BOARDS: REGIONALIZATION AND VOCATIONAL EDUCATION

REPORT TO THE MINISTER OF EDUCATION

DECEMBER 1998



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1997 - 1998

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A Challenge for English School Boards: Regionalization and Vocational Education

Introduction

The Advisory Board on English Education studied two topics during 1997-1998. This report contains the results of both studies.

The first chapter describes the challenges faced by managers of educational services in the transition to English-language school boards. The material in Chapter 1 was gathered for presentation to the Assistant Deputy Minister (ADM) for Services to the English Community. It was presented in the form of a memorandum in November 1997.¹ The Advisory Board publishes this memorandum to help the English community develop benchmarks to evaluate the progress in English education. The Board is aware that the Minister of Education has already acted on some of these recommendations. The memorandum addresses issues of enrolment, quality and effectiveness of English education, access across the regions, culturally sensitive curriculum areas and the monitoring of educational services in the English sector.

Three other chapters take up two of the themes raised by the original Task Force on English Education in 1992: career preparation and English education in the regions. In this section of the report, the Advisory Board examines the impact of the regionalization of government services on English education.

In Chapter 5, the Board recommends actions by the Minister and her colleagues and the school boards:

- to enhance English community representation, especially on ministerial and regional decision-making bodies;
- to develop an action plan for vocational studies in English.

The Board makes these recommendations in an effort to support the Ministère de l'Éducation (MEQ) in its initiatives to *provide qualifications, through a variety of options*. The Board calls upon the nine English school boards to take the leadership in collaboration with their regional and local partners. The English community needs an array of options that integrate those who choose to pursue English vocational studies into the economic and social life of Québec.

¹ Letter from Gretta Chambers, Chair ABEE to Elaine Freeland, November 25, 1997.

Chapter 1.

Context: Transition to English School Boards

The putting in place of linguistic school boards is a defining factor of the major reform of elementary and secondary education now underway. It is an opportune moment to reassess the responsibilities and future development of the English school system. It is in this context that the Advisory Board on English Education (ABEE) addressed a memorandum at the beginning of the 1997-1998 school year to the Assistant Deputy Minister (ADM) for Services to the English Community.

The following is a verbatim report of the content of the November 25, 1997 memorandum. The Board publishes this memorandum to remind ourselves of the context of the transition to English school boards.

The memorandum enumerates five areas of vital concern to the English community in relation to its schools.

Memorandum addressed to the Assistant Deputy Minister, Services to the English community:

- ① The effects of enrolment patterns in English education;
- ② The quality and effectiveness of English education;
- ③ The accessibility to English educational services across all the regions of Québec;
- ④ The planning, implementation and evaluation of programs in culturally sensitive curriculum areas;
- ⑤ The monitoring of the human, financial and material resources in the English sector.

The Advisory Board believes the ADM for English services has a key monitoring and

management role to play in these five areas as has been documented in a series of ABEE Reports to the Minister.

① **The effects of enrolment patterns in English Education**

As stated by the Advisory Board in June 1995, the English-speaking community must be guaranteed the control and management of its school system. This requires a periodic evaluation of the effects of policy and events on enrolments in English schools.²

② **The quality and effectiveness of English education**

The core of Advisory Board recommendations has focused on quality English education;

- Anglophone parents expect proficiency in both languages.³
- French is now considered a core subject.⁴
- Special needs students must also have an opportunity to develop mother tongue and second language proficiency, with appropriate materials and projects.⁵

² ADVISORY BOARD ON ENGLISH EDUCATION. *The reorganization of school boards*, June 1994, page 15. (Once linguistic school boards are established, the English-speaking community must be guaranteed the control and management of its school system).

³ ADVISORY BOARD ON ENGLISH EDUCATION. *Language Learning in the English Schools of Québec: A Bilingual Imperative*, June 1995, p. 6.

⁴ *Ibid.*, p. 8.

⁵ ADVISORY BOARD ON ENGLISH EDUCATION. *Language Learning in the English Schools of Québec: A Bilingual Imperative*, June 1995, p. 31, recommendations 15 and 20.

③ **The accessibility of English educational services across all the regions of Québec**

- Critical role of information technology and community television for guaranteeing the viability of the English schools of Québec.⁶
- Importance of sharing expertise among teachers, consultants, subject associations, universities and the MEQ.⁷

④ **The planning, implementation and evaluation of programs in culturally sensitive curriculum areas**

- The Ministry activities in English Language Arts and French Second Language (FSL) should be under the supervision of the ADM for English services.⁸
- The ADM for English services should ensure the integrity of educational services by overseeing all program

development and delivery for the quality of language instruction.⁹

- Monitor availability of vocational education programs in the English sector.¹⁰

⑤ **The monitoring of the human, financial and material resources in the English sector**

- Support services are essential to the English school system, directed by the school boards and facilitated by the MEQ.¹¹
- Information to the public on the changes to the system at all stages of the transition to linguistic school boards.¹²
- Funding of boards to encourage sharing, research and experimentation.¹³

⁶ ADVISORY BOARD ON ENGLISH EDUCATION. *Language Learning in the English Schools of Québec: A Bilingual Imperative*, June 1995, p. 33, recommendation 35.

ADVISORY BOARD ON ENGLISH EDUCATION. *The Integration of the New Information and Communication Technologies in the English Schools of Québec*, June 1996, p. 25-26, recommendations 1 through 14.

⁷ ADVISORY BOARD ON ENGLISH EDUCATION. *Language Learning in the English Schools of Québec: A Bilingual Imperative*, June 1995, p. 32, recommendation 24.

⁸ *Ibid.*, p. 29, recommendation 2.

⁹ ADVISORY BOARD ON ENGLISH EDUCATION. *Language Learning in the English Schools of Québec: A Bilingual Imperative*, June 1995, p. 32, recommendation 30.

¹⁰ *Ibid.*, p. 30, recommendation 12.

¹¹ ADVISORY BOARD ON ENGLISH EDUCATION. *The Reorganization of School Boards*, June 1994, p. 17, recommendation 1.

¹² *Ibid.*, p. 18, recommendation 6.

¹³ ADVISORY BOARD ON ENGLISH EDUCATION. *Language Learning in the English Schools of Québec: A Bilingual Imperative*, June 1995, p. 30 and 31, recommendations 7 and 19.

- Evaluate student learning and the level of success in intended, implemented and attained curriculum.¹⁴

The Advisory Board recommends that models be put in place for servicing English elementary and secondary education which take into account the cultural and regional demographic distribution of the English sector. One of the main advantages of linguistic boards as they affect English education is the opportunity provided for strengthening the system through the consolidation of its resources. For such a consolidation to have the maximal effect it must be monitored, coordinated and managed so as to make services in English both more accessible and better targeted to the particular needs of English schools. The proposed regionalization of services, for instance, cannot be uniformly envisaged for both the French and English sectors. Because of the demographic dispersal of the English community, some centralized coordination will be necessary to ensure the accessibility of services in English schools.

Another example of specific educational services for which the ADM should have particular responsibility are in the culturally significant areas of English Language Arts, FSL and History. Of particular importance are grant programs such as Professional Enhancement Opportunities Program For Practicing Teachers (PEOPT) and Pedagogical and Organizational Innovation Program (POIP), which act as incentives and give an opportunity for self-direction to the school teams and teachers. With

¹⁴ ADVISORY BOARD ON ENGLISH EDUCATION. *Evaluation of Learning in the English Schools of Québec*, September 1997, p. 81, Appendix C.

Study of Discrepancies Observed in the Performance of Students on Ministry Examinations, in French and in English (Discussion Paper), November 1995, p. 37 and 38.

curriculum renewal on the horizon it is opportune that the ADM for English services have a clear mandate to give input and to monitor the renewal of programs and the preparation of the personnel and the evaluation of these new programs.

Consideration should also be given to eventually having the responsibility for monitoring the human resources in the English sector, in cooperation with the newly established bargaining units. Policy regarding training of personnel that work in English schools is vital to the control of the quality of English education.

The Québec-Canada agreement funds currently in place should be explicitly the responsibility of the ADM for English services, so that programs in place can be efficient and produce value for money invested.

The ADM for English services should be entrusted with mandates that include:

- policy making, especially for priorities, and standards and outcomes in the English sector;
- instruments to network the administrative and pedagogical resources, including alternative English community representation (*instances*) in the decentralization of the MEQ;
- resources required for quality programs, especially in culturally sensitive areas;
- timely program evaluation of all resources and outcomes in the English sector.

Chapter 2. Reform of Elementary and Secondary Education and Opening Doors to the Labour Market¹⁵

Two areas addressed in the *Task Force on English Education Report* (1992) remain of considerable concern in 1998: *Career Preparation* and *English Education in the Regions*. This year the Advisory Board revisited these two subjects with a view to taking stock of progress in career preparation of Québec English students. The context of this section of our report is a newly enacted government policy which places responsibility for the management of services on local and regional bodies, including school boards.

On November 13, 1997, Minister Guy Chevrette tabled Bill 171 creating the Ministère des Régions. The bill was sanctioned in December 1997. This bill is the work of the Secrétariat au développement des régions, which has produced the *Policy Supporting Local and Regional Development*. In this policy, the government announces its intention to *decentralize its actions, ... deconcentrate responsibilities to its regional managers, ... and through regionalization to adapt its services ...*

The Advisory Board sought answers to the following questions, in light of the goals proposed by Minister Marois for vocational

education and the *Policy Supporting Local and Regional Development*:

- What are the common challenges facing English education in all regions of Québec, especially with regard to access, enrolments and funding in vocational education as well as employment of vocational education graduates?
- What are the particular needs of individual regions, with respect to regionalization of government services and the delivery of educational services, especially vocational education?
- What initiatives are being taken in different regions to improve English education, especially vocational education and adult general education?

Québec's effort to reinstate vocational education as a valid option is part of a world-wide movement to link school to work:

"Problems of relevance and responsiveness of education and training to changing work tasks and employment structures are of particular concern in countries where the upper levels of secondary school are largely university-oriented and the majority of school leavers enter the labour market without any kind of recognized qualifications for work and employment ...

"Most OECD countries have a long history of division between practical and academic learning which is reflected in the separation of general and vocational education structures. No country has so far been able to overcome this

¹⁵ In 1997, the Minister of Education issued a long-awaited *Educational Policy Statement: Québec Schools on Course*. This document underlines the importance of *integrating into society after having mastered occupational skills. For this purpose to be fulfilled, the state must set the standard basic curriculum and educational institutions must diversify their offerings to suit the interests and abilities of students ... The time has come to pay closer attention to student guidance and counselling, and to reinstate vocational education as a valid educational option.* (p. 9).

divide, despite the greater and greater efforts being made towards this end ...”¹⁶

If, in this regard, Québec finds itself in good company, it is in a double bind faced with preparing its young people for the transition from school to the workplace. MEQ indicators for the academic year 1996-1997 show that 33.4% of secondary students left high school without obtaining a diploma. The Ministry’s most optimistic assessment of the number who came back to finish their secondary education at adult education centres before the age of 20 lowers the overall dropout rate to 17.6%, which, even with this correlation, remains five percentage points higher than was registered in 1995-1996.¹⁷

The second challenge is that, of those who do graduate, too few opt to go on in specialized training or post-secondary studies geared to areas where employment is to be found, namely in fields with high components of science and technology. According to the Québec government’s own Conseil de la science et de la technologie (CST),¹⁸ almost half of the better students, that is, students with a high school average of 80% who register in college level programs in the natural sciences, leave CEGEP without completing them. The CST questions

the wisdom of the new elementary and secondary curriculum, which accords less space than ever to the teaching of science, a decision the Council claims will relegate Québec to last place among Canadian provinces.

Recent studies, and there are masses of them,¹⁹ show that the education factor is of particular concern in relation to current dangerously high youth unemployment.

In the restructuring of Québec’s school system to meet the challenges of a knowledge-based economy, literacy and a familiarity with technology are given pride of place.

It is in this context that special attention has been given to vocational and technical education in the new package of school reforms.

The principles being laid down to back up a more comprehensive vocational and technical stream in the province’s school system are founded on today’s reality. If Québec’s workforce is to become competitive, vocational education and technical training can no longer be, or be viewed as, a dead-end for those who are not capable or prepared to pursue post-secondary studies.

Vocational and technical training is not a substitute for university. It should in no way preclude higher education. Its purpose is to arm young people with the skills of employability. Gone are the days when learning a trade meant abandoning the “three Rs” for the acquisition of some manual skills. The important thing is to recognize the value of such training, make it

¹⁶ Council of Ministers of Education, Canada, OECD Thematic Review: *The Transition from Initial Education to Working Life*, May 1998, section 3.3, page 7. (www.cmec.ca)

¹⁷ *Education Indicators 1998 Edition*, Table 2.7.

¹⁸ Conseil de la science et de la technologie. *L’entreprise innovante : Les clés du succès*, 23 juin 1998. See also Conseil de la science et de la technologie, *Des formations pour une société de l’innovation*, 23 juin 1998. See also Conseil de la science et de la technologie, *La science et la technologie à l’école*, 23 juin 1998. See also *La guerre n’est pas gagnée ...* éditorial, *Le Devoir*, 4 juillet 1998. (www.cst.gouv.qc.ca)

¹⁹ See *High School May Not Be Enough*, HRDC/Statistics Canada, SP-105-05-98E, version française - *Le Secondaire, est-ce suffisant?*, une analyse des résultats de l’enquête de suivi auprès des sortants, 1995.

accessible and steer students toward the relevant areas of study.

In its 1998 report to the Ministère de l'Éducation, the Conseil supérieur de l'éducation recommended that student services be included in the Basic School Regulations. Orientation and counselling related to a diversity of career options, says the council, are the only way of making sure that students are reached and guided in time to choose the course of studies that best ensures they leave school with "a portfolio of labour market integration assets".²⁰ (chapter 4, *Un système éducatif qui s'adapte sans s'assujettir*)

Promotional material and information about training programs and employment opportunities are needed as much for student counsellors as for the students themselves. In all schools, adequate counselling services should be provided and for this to be possible, more resources must be devoted to the upgrading of counsellors' knowledge of and interest in the new potential of vocational and technical education. In this regard, the Reform Advisory Committee on school and career counselling sources, currently considering orientation services for life-long learning, should examine the need to distinguish the double or triple roles of those acting as counsellors: placement and course selection, personal counselling, and career and transition-to-work counselling. The Conseil supérieur de l'éducation recommends that a much larger place be given in the school system to in-depth and ongoing counselling of students in the interests of both keeping more of

²⁰ See *Social and Vocational Integration: A shared responsibility* 1996-97 Annual report on the State and Needs of Education (summary document at: www.cse.gouv.qc.ca/e/pub/rappann/ra_synth.htm. Full text original in French only: *L'insertion sociale et professionnelle, une responsabilité à partager*, CSE, 1998.

them in school until graduation and ensuring they are as well prepared as possible for the real world when they do leave. The Advisory Board on English Education strongly supports this view of the importance of knowledgeable, student- adapted counselling at all levels of the education system but particularly for high school students.

Lists of the best "employability" bets abound. The MEQ's Direction générale de la formation professionnelle et technique published such a list at the beginning of the year.²¹ It gives the 25 most promising occupations in the context of vocational education and the 25 areas of technical training that lead most surely to a good job. Entitled *Vocational and Technical Education: Opening Doors to the Future*, this excellent promotional document encourages students to think positively about acquiring job skills.²²

As part of *A New Direction for Success: Ministerial Plan of Action for the Reform of the Education System*, an intensified strategy for vocational education is being put in place. The Ministry's newsletter,²³ Bulletin 15, outlines the action plan for the Montréal area. "The Directors General of the school boards and colleges in the Montréal region have been asked to address the specific target of quadrupling the number of vocational and technical education diplomas awarded to young people under the

²¹ See also Appendix A, Tables 9-11.

²² French text entitled *Un Super Choix d'Avenir* 17-4203, *Vocational and Technical Education: Opening the Doors to the Future*. See also *La Relance au secondaire en formation professionnelle, Le placement au 31 mars 1997*, 17-4107. The documents are available through the vocational education website www.inforoutefpt.org.

²³ Ministère de l'Éducation, *A New Direction for Success, Supporting Montréal Schools*, Bulletin 15, October 16, 1997.

age of 20 in the next five years and to define the measures to be taken in order to attain this goal ... The measures must provide for bridges between secondary-level vocational education programs and college-level general and technical education programs so that vocational education graduates wishing to pursue college studies may do so.” The concepts of “guidance-oriented schools” and “personal education plans” are introduced “to make sure that a greater number of students stay in school and graduate, and that they make the best possible academic choices, whether they opt for general education or vocational or technical education.” The “Table of concertation” of school board and college Directors General coordinates the development of the project proposals to be submitted to the school boards and the Ministère de l’Éducation who are working together with a view to: “setting targets to increase the number of vocational education graduates; reviewing guidelines to allow schools the flexibility to develop various occupational exploration models; finding ways of reaching young people who leave the education system with a secondary school diploma but without any kind of occupational qualifications.”

In the June 15, 1998 issue of *L’actualité*, a feature article on youth and employment analysed the job prospects in six sectors billed as the “occupations of the future.”²⁴ Needed in these areas are workers at every level of training and expertise, from technicians to PhDs..

Information technologies top the list. In 1995, the electronics and information technology sectors created 173 000 new jobs in Canada. In the next two years that number is expected to double. And nowhere are prospects as good as in Montréal where, according to the Canadian

Council on Human Resources in Software, there is “a serious shortage of manpower.”

Aerospace is another industry whose growth is unlimited. Ranked sixth in the world, the Canadian industry is based primarily in Montréal, where half of the companies working in the field are located. To keep up with a 10% increase in activities each year, the Québec-based industry must find 1 000 new employees and replace 1 000 who retire.

Pharmaceuticals have become big business but are not yet a large enough drawing card for young Quebecers, according to the director of the Montréal Institute of Biotechnology. The same goes for plastics, a growing field as metal is being replaced by plastic in automobile and air plane parts as well as tools. Québec’s 650 plastic manufacturers are in crying need of workers and technicians. Mould making, for which training at the high school level is required, has an employment rate of 100%, followed closely by the college-level diploma in compound materials transformation technology.

Ninety-five percent of those graduating with expertise in accounting find good jobs and Emploi-Québec’s forecasts that this sector will be one of the faster growing in the professional and service fields.

It is harvest time for agricultural specialists. Graduates in agricultural enterprise management are guaranteed employment and opportunities are almost as great (90%) for those specializing in dairy production and agronomy. In this industry, too, familiarity with the new technologies is a plus for securing a job with a future.

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See Appendix E.

English Education Factor

In the government lists of where the jobs are at and the demands of private industry for a better trained work force, language skills are repeatedly cited as an important component of the “portfolio of employability.” The language skills required in all the fastest growing areas of economic development include English.²⁵ Québec’s English-speaking students, therefore, start off with an advantage. Québec-based industry hires massively from out of province and out of country to fill its need for trained personnel. Employment outlets for young English-speaking Quebecers are increasing, not decreasing. It is a matter of exploiting those opportunities to the full. If the English school system is doing its job of instilling in its graduates an ability to function comfortably in French, their bilingualism gives them a built-in asset in an increasingly technologic-oriented job market.

To be in a position to make the most of their language skills, however, students must have access to the appropriate vocational education and technical training programs. Currently 49 programs lead to a diploma in Vocational Studies.²⁶ Secondly, students must be made aware of the benefits to be derived from these courses of study. And thirdly, early job training must not be as an end in itself. Those who wish to go on to more advanced studies must have the necessary qualifications to do so.

“Statistical data on labour market integration of graduates of the education system clearly

²⁵ See Appendix A, Table 6 “Follow-up with employers ...” See also: *La formation professionnelle au secondaire : les employeurs s’expriment*. Faits saillants - sondage mené en 1997, MEQ-DGFPT, p. 9.

²⁶ See Appendix A, Table 3.

demonstrate that qualification is advantageous, that there is a positive correlation between higher schooling and work force integration. Secondary-level vocational programs, college-level technical programs and undergraduate, graduate and post-graduate university programs are all qualifying avenues, and the diplomas they confer open the door to the labour market, to jobs whose degree of complexity and responsibility depends on the level of education.”²⁷

Access, Choice and Transferability

To raise the profile of and give renewed relevance to vocational education and technical training, Bill 180 confirms the distinctive nature of vocational education by stating that it will be governed by a separate Basic School Regulation. The Bill also provides for the creation of vocational education centres separate from secondary schools which, for their part, will continue to dispense general education.

“Each of the new vocational education centres will have a governing board whose composition reflects the specific characteristics of this type of education. The board will include students enrolled at the centre, at least four staff members, two representatives of socio-economic or community groups, two representatives of businesses in the region whose sectors of activity are linked to the vocational education programs offered at the centre and finally, two parents of students

²⁷ Source: Chapter 3, *Éducation et emploi : des données concluantes*, of the Annual Report of the Conseil supérieur de l’éducation - English text from Summary available at: www.cse.gouv.qc.ca/e/pub/rappann/ra_synth.htm, page 4 of Social and Vocational Integration: A Shared Responsibility, 1996-1997 Annual Report on the State and Needs of Education.

enrolled at the centre.” (Education Reform Update, MEQ, April 16, 1998, N° 6).²⁸

Access to vocational studies, especially options in high technology, are limited for the English clientele. Encouraging students to choose alternatives to the strictly academic route can only be effective if the alternatives are available. School boards have some difficulty offering these programs unless there are sufficient numbers of students to fill the programs. Other school boards find few takers for programs that do not dovetail with what is offered at the CEGEP level.

Some CEGEPs discuss particular cases with specific high schools to facilitate the transition of students from school to college-level training. Agreements between school boards and CEGEPs, as proposed by the MEQ in the *Program for the Diversification of Career Options in Vocational Education*, require the harmonization of programs. It is often a matter of tailoring the transition requirements to the academic status of particular students. With the renewal of programs in high school and CEGEP, harmonized transition may not be generalized until the year 2005-2006. This disarticulation of secondary schooling and CEGEP is accentuated by the pressure on CEGEPs to link post-secondary (CEGEP to university), rather than build closer links with secondary education. The English school boards have observer status on the Comité national des programmes d'études professionnelles et techniques (see Appendix F). The Advisory Board strongly urges that the English school boards have a regular membership on this committee (see recommendation 3).

²⁸ Education Reform Update available at www.meq.gouv.qc.ca, see Appendix A, Table 3, for number of programs in English.

Harmonization of School Board and CEGEP Services

The harmonization of programs in the secondary system with the program requirements in CEGEPs is also complicated by newly hiked standards for entrance to CEGEP which leaves many students with few training options. Entrance requirements, placement issues and proper counselling and orientation guidelines must be given a commonality and complementarity that facilitates the transition rather than preventing it. Some CEGEPs offer summer courses to help students obtain missing requirements, especially in mathematics, physical science and other sciences. But these ad hoc arrangements are expensive for the students and the CEGEP and do not offer permanent solutions adapted to constantly evolving characteristics of school-based vocational education and college-based technical training, offered by five CEGEPs: Dawson, Champlain, John Abbott, Vanier and Heritage.²⁹

Expanding Apprenticeship and Work-study Programs

In addition to harmonization, the English school boards face the logistical challenge of **apprenticeship** and **work-study programs**. The *Program for the Diversification of Career Options in Vocational Education* has been difficult to implement in the English sector due to a lack of sufficient numbers of students. The steps students follow for transition to CEGEP and those prescribed for the *Program for Diversification of Career Options* do not cross. For the well-intentioned diversification of options program to fulfil its promise and potential, further harmonization with the paths

²⁹ For a profile of CEGEP technical education in English, see Appendix A, Table 7.

proposed to students going on to CEGEP must be envisioned. Greater collaboration is required between the youth and adult services of the school boards as well as with the local and regional labour market.

The *Program for Diversification of Career Options in Vocational Education* was conceived to help bridge the transition from school to work. Its “diversity” comes from the five models or paths (the 5 volets) that have been put in place to lend flexibility to secondary education. Path one (Volet 1) requires a partnership protocol for developing work-study projects. Path two consists of training in semi-skilled occupations. Path three represents a year of vocational exploration. Path four is an integrated secondary school—CEGEP level certificate program. Path five provides earlier access to the Diploma of Vocational Studies (DVS) after Secondary III.

Path 2 (Volet 2),³⁰ focusses on youth sector students who are over 15 years of age as of September 30th of the school year in question and who have completed Secondary II academic studies. This volet is problematic. The structure of the program is part academic (English, French and mathematics being the subject areas followed) and part work-study. The program requires a balance between the two aspects, with the workplace being the eventual placement of the student at the end of the school year. The work experiences are in the semi-skilled area (e.g. short order cook, landscape aid). Students

may register for a Path 2 program for 900 hours or one school year and cannot usually re-register in the program for the following year. The student may, however, move on into a vocational program during the next school year if the academic admission requirements have been met. The student may also choose to complete high school studies—usually through the adult education.

The difficulties that have been encountered in structuring this program are the following:

- ⇒ The program is targeting youth sector clients but is considered pre-vocational so the management of the program has been “hit and miss.” In some school boards, the programs were written by youth sector professionals, organized by secondary schools and administered by the secondary schools. In other school boards, the students were transferred to either an adult education centre or a vocational education centre. Even though the DGFPT directives were very rigid, the lack of consistency in implementing the program has resulted in a variety of approaches—some more successful than others.
- ⇒ The students registered as part of the secondary sector have often found it difficult to get a timetable that balances academics and the work assignment. Six-day cycles make it difficult, if not impossible, to structure the specific academic courses and give the required time on work sites. The program may be more easily managed as an alternative program within a high school.

³⁰ Path 2 prepares students for semi-skilled trades. Programs are developed by school boards in cooperation with local businesses. The programs meet a local employment need identified with the assistance of the regional office of Emploi-Québec. The program is approved by the MEQ. Certification is awarded. The “certificate of competencies” issued by the Ministère is based on the joint recommendation of the school, the school board and the business.

- ⇒ If the program is organized and managed via the adult education or vocational route, many parents are reluctant to shunt their offspring out of a secondary school environment at the early age of 15.
- ⇒ School boards that do not have a range of vocational programs with which to attract young students have difficulty convincing students and parents that a work-study program is attractive. They see no future avenue for their youngsters beyond the one year in the Path 2 program.

A possible solution to the problem of youth training might be that of alternative education. Already, many resourceful and innovative programs are in operation catering to small groups of “at risk” students. These alternative general education programs provide another structure through which youth can gain employability skills. Examples include the following: the Alternative School in the Riverside School Board has integrated adult and youth services under the same roof, while organizing its yearly calendar in ways that respond to the needs of the students by using the month of August as instruction time; Phoenix Alternative High School in the Wilfrid-Laurier School Board has for many years tied in work-study experience with its academic program; Program Mile-End, of the English Montréal School Board, has begun to integrate its entire Secondary IV class in Path 2 program of work placement. The Advisory Board suggests that such alternative programs³¹ are not only among

³¹ See Karen Miles and Linda Darling-Hammond. *Rethinking the Allocation of Teaching Resources: Some Lessons Learned from High-Performing Schools. Educational Evaluation and Policy Analysis*, Spring 1998, volume 20, No. 1. <http://olam.ed.asu.edu/epaa/v20n1.html>

the best-suited institutions to deal with the dropout problem, they are also ideally suited to organize flexible scheduling and specialized courses that are often difficult to provide in large traditional schools. Such schools have also shown great success in motivating their students towards continuing their education and preparing for the adult world.

In addition, the former Châteauguay Valley School Board developed *A Program for Secondary School Students Interested in Occupational Training*. The executive summary of this draft proposal reads as follows:

“The ‘Skills’ program is an attempt to bridge the gap between disinterested secondary school students who have high interest and potential for occupational training but are not on a path which is aimed directly at employability. Most of the programs which attempt to deal with this profile of student focus on the individual’s poor academic performance and the remediation of these shortcomings. ‘Skills’ seeks to build a positive outlook and identify strong potential in other areas of interest. The program offers a one-year intensive curriculum which focuses on the development of learning skills, life skills, and work skills at the end of which candidates are qualified for entry into one or two-year training programs leading to a vocational education diploma in one of forty disciplines ...”³²

In addition to the challenges of harmonization and the complexities of apprenticeship and work-study program, there are an array of training programs aimed at youth, many set up

³² Extract from draft proposal dated February 1998 from the Vocational Information/Access Committee of the Châteauguay Valley School Board, February 1998. See Appendix B for extracts from the proposal.

independently of the Ministère de l'Éducation. There is, for instance, the Fund for Fighting Poverty sponsored by the Ministère de l'Emploi et de la Solidarité. There are also programs put forward by the Ministère des Relations avec les citoyens et de l'Immigration as well as federal government youth employment initiatives now administered in cooperation with the provincial government. Some of these programs have fewer restrictions than the Program for Diversification, especially in relation to Path 2. Many organizations apply for these non-MEQ funds, even school boards, which complicates the role of the school boards offering similar official ministry training, but with more prerequisites.

Concerted Effort to Assure Access to Vocational Studies in English

An important aspect of the change of direction announced by these myriad government policies is the inclusion of the English school system and the integration of the Anglophone students' training and employment needs.³³ English school boards must find ways of keeping informed and of participating in the planning and implementation of programs in terms of both their availability and accessibility.

Strategies for establishing an Anglophone presence in the regionalized reorganization of vocational education and technical training must be found. Decisions must be taken about which Regional County Municipality (RCM) to target. Concerted efforts must be made to assure an evaluation process that expressly examines the impact of these policies on English school boards and their various clientele.

The growth and consolidation of the English secondary school and CEGEP clientele in the

³³ See Appendix C: Diplomas, First Official Language Spoken and Vocational Education statistics.

area of vocational education and technical training requires concerted effort. Reaching great numbers of students with more and better programs will require new structures and tools.

Agreements to extend program delivery between several English school boards already exist. This model could perhaps be developed into a common strategy for increasing cross-board sharing and responding to the double challenge of local and regional needs.

It is essential that young Anglophones be encouraged to apply and be assured access to the best training centres, especially the highly specialized centres.³⁴ To ensure that a fair share of the places in these high-tech centres go to Anglophone students, quotas may have to be set with the school boards administering these centres and targets established. There is also the potentially prohibitive cost associated with not only the development of the course in English but also the provision of the student travel and lodging. Consideration might be given to a marketing campaign undertaken in collaboration with business partners and community groups to work out a scholarship program which would, for example, provide 100 students from across Québec with bursaries of \$5 000 to attend the centre of their choice.³⁵ Such a special bursary program would encourage young people to enter the fields of specialized technical and technological studies by making it practically possible for those already interested in the training. The bursary program would also raise the profile and the status of such training on the education checkerboard.

³⁴ There are 28 sectorial centres across Québec, nine of which are accessible from Montréal.

³⁵ The government offers loans and bursaries. In 1996-1997, 19 510 students in vocational education took advantage of this program.

Chapter 3.

Reform in Government Structures: Collaboration in Local and Regional Development

Along with the reform of education has come the regionalization of government services in the areas of labour and employment programs.

The government's new regionalization policy³⁶ is far reaching and is already having a direct impact on the delivery of education. The newly created English school boards view regionalization with great concern.

Regionalization does not simply mean administrative decentralization of government services. It gives local populations a decision-making say in what services they need and a greater responsibility in both identifying the resources and working out the programs that best answer their respective regional situations. One of the educational sectors most affected by the shift of responsibility is the whole field of vocational and technical training.

No longer seen as an add-on to regular school for teaching a trade, vocational and technical training has become an integral part of the whole employment and local development thrust. There is money for "formation

professionnelle" programs, especially those developed in collaboration with the regions. Their status is being upgraded and integrated into the concept of the "educated work force" essential to a successful modern economy. Rather than allowing them to grow like Topsy or wither away for lack of takers, "vocational studies" have been expanded and developed to better answer the needs of a modern economy, by promoting both specific skills and more general training related to employability.

The education reform *A New Direction for Success. Ministerial Plan of Action for the Reform of Education*, also has a regional element, especially when the Minister writes (page 19): *the MEQ wishes to establish an **inter-level advisory authority** in each of the administrative regions in order to promote consistent application of the reform and better harmonization between the different levels of education.* In addition, the Reform proposal says that vocational education should be based on three-year plans submitted to regional offices of the MEQ.

The government's approach to intensifying this training drive has been to tie it to economic development in each administrative region. Québec is divided into 17 such regions. Each will have its own decision-making structures with representation from a wide range of local economic and social constituencies: business, labour, agriculture, cooperatives, community organizations, and institutions (health and education). Education must find its place within the institutions' slot. Economic development strategies and the professional training associated with it will be worked out within each region by concertation through this widely based partnership.

³⁶ Bill 171 was assented 19 December 1997. Extract from the Explanatory notes: *This bill creates a new government department for the regions to be known as the "Ministère des Régions", ... the bill defines the areas in which the Minister will act, together with the main ministerial powers and functions relating to local and regional development. The bill provides for the accreditation of local development centres and regional development councils ... In addition, the bill provides for the establishment of a regional development fund, dedicated to the financing of the measures provided for by agreement, and the financing of other activity pursued by a regional development council ...* In addition, the Ministère de l'Emploi et de la Solidarité has promoted regionalization through the Politique active du marché du travail and Emploi-Québec.

The school system, which means school boards, is a vital piece of a concerted regional effort.³⁷ For French school boards, whose territories, generally speaking, correspond to Regional County Municipalities (RCM) groupings, having a voice as partners in the local development training plans and practices should be natural and automatic. As the territorial size of French school boards identifies them with a local regional population, an affinity between the needs of their students and those of the community at large is built in.

The same does not apply to English school boards off the island of Montréal.³⁸ Montréal has been given a different regional pattern which we will examine further on, but English boards across the province cover enormous, sparsely populated territories. Only Riverside, New Frontiers and the English Montréal School Boards operate within one MEQ administrative region. The other English school boards cover territories that include 2, 3 and 6 MEQ regions. All nine English school boards provide services to populations living in many RCMs, the basic territories of reference. Access to the new regional administrative structures is problematic, if not impossible.³⁹

³⁷ For a critical view of education and regionalization, see *À propos de la régionalisation en éducation et au développement social : étude exploratoire*. Nicole Moreau, Conseil supérieur de l'éducation, Services des études et de la recherche, décembre 1997, publication mars 1998.

³⁸ For a detailed description of the demographic and distribution of the Anglophone population, see Appendix C.

³⁹ The Advisory Board found that based on 1991 census data, the English school boards would deal with the following number of RMCs, each of which has more than 100 persons, aged 15-54, whose first official language is English: Eastern Shores (7 RMC); Central Québec (17 RMC including CUQ); Eastern Townships (7 RMC); Sir-Wilfrid-Laurier (15 RMC); Riverside (9 RMC); New Frontiers (5

The great advantage of linguistic boards for the delivery of English education is the consolidation of educational resources.⁴⁰ But bringing English schools together under their own boards does not provide them with greater regional resources, weight or visibility. The consolidation of youth and adult vocational studies in the English sector faces a real challenge. Getting into the local and regional loop will take more than sticking together.

Operating with a low profile will not suffice. English educational services in the tech-voc area will be in competition with the same services in French. Local newspapers, for example, when describing educational services in the region, have a marked tendency to refer only to what is available in French. This can be the case even when there is a significant English-speaking community with its own educational facilities in the vicinity.

Finding a Voice within Local and Regional Structures

Regionalization has been in the works since the high profile Socio-Economic Summit in the fall of 1996. The structures now being put in place for the implementation of the "local and regional development policy" have at their base Local Development Centres (LDC), accredited and funded as the single local organization providing support for business on the RCM territory, or its equivalent. They are managed by the community as a multi-service outlet adapted to provide each community with a local plan of action for economic development and employment. They answer to the Ministère des

RMC); English Montréal and Lester B. Pearson (CUM); Western Québec (10 RMC including CUQ); see Appendix C.

⁴⁰ See Appendix G: Notes on Eastern Townships School Board.

Régions. LDCs work closely with and as an advisory board to corresponding Local Employment Centres (LEC) put in place by the Ministère de l'Emploi et de la Solidarité (Emploi-Québec) as a single network to integrate public services. Together LDCs and LECs promote employment, manage human resources and training, and provide information, orientation and training.

Authorization for vocational education programs are becoming more complex than ever, especially for programs offered in English when the local economy and local negotiations among partners are the focus of discussion and bargaining. Ways must be found for the English community to be represented within the appropriate local and regional decision-making bodies, particularly those now involved with the correlation of training and employment.

On the next step up the planning and packaging ladder come the Regional Development Councils (RDC), one per region, 17 in all, each in the charge of an Assistant Deputy Minister.⁴¹ They are to play an advisory role in devising departmental strategic plans, apportioning the inter-regional budget packages devoted to local development and preparing the local action plans and LDC annual reports. In the area of employment and labour, a specific regional council made up of partners from the job market will act with both the governmental administrative structure and the RDC to prepare regional employment strategies.

⁴¹ The list of Assistant Deputy Ministers and their addresses as well as those of the Regional Development Councils, is found in Appendix D.

English Representation

When they are all in place, there will be 90-odd RMC-LDC-LEC combinations. Few English school boards have at their disposal the resources needed to access these myriad structures. When the Deputy Minister for the Secrétariat au développement des régions was asked whether a slot somewhere along the line could be reserved for English education, she explained that the structures were to be community based and that no minorities—social, economic or linguistic were to be singled out for entry slips. Short of establishing an 18th province-wide region for the planning and implementation of the English-speaking community's contribution to local initiatives, English school boards will have to find their own "politique de présence." It would help if a place for the English-speaking community could be made at the Table Québec-Régions in order to ensure English school boards' input on policy and operations for services to the English clientele in all the regions. Equity for the English community is at stake here.

Special rules, however, have been drawn up for the regionalization of Greater Montréal, in relation to the implementation of the Policy Supporting Local and Regional Development. Under the direction of the Ministère de la Métropole, LDCs are to be aligned with the existing Corporations de développement économique (CDEC) as well as the Conseil régional de développement de l'île de Montréal (CRDIM) and the Société québécoise de la Main-d'oeuvre de Montréal (SQDMM). These last two bodies jointly implement the PAMT, the "Politique active du marché du travail." If it can find its way through this case of structuritis, the English-speaking community and its educational services have a good chance of getting in on the ground floor.

In the Montréal region, current agreements for assuring greater access to vocational and technical training within the PAMT include several English CEGEPs. On the other hand, few school boards are involved. There is an opening for school board participation in the PAMT. In the next two years, considerable support from school boards will be needed if the targets for vocational training set by the *Entente spécifique sur la politique active du marché du travail dans la région de Montréal* are to be met. That agreement targeted 52 200 people for integration into the workplace for the value of \$283 million in vocational and technical training programs for the budget year 1997-1998. There is room for and interest in English school board participation in the LDCs where there is a concentration of English-speaking clients. The partners in the PAMT will be asked to consider this linguistic school board criteria before accreditation is accorded.

CEGEP Regional Cooperation

Earlier in this report, the Advisory Board drew attention to the need for harmonization of school board and CEGEP offerings in vocational studies. Champlain St-Lambert CEGEP informed the Advisory Board of their effort to establish the “heavy” technologies as part of their program. Champlain starts a new initiative in the fall of 1998. In cooperation with the Cégep de Granby-Haute Yamaska, Champlain offered the Industrial Production Technology program. English students take their general education—French Second Language, English, humanities and complementary courses—at Champlain St-Lambert and their technical concentration courses at the Cégep de Granby in French. The District of Bedford School Board (now Eastern Townships School Board) was instrumental in recommending a joint venture at the CEGEP level in this

program. The brochure accompanying the program indicates:

- ☞ This cooperative, bilingual approach will prepare Anglophone students to meet the demands of the workplace for fluency in French without the added difficulty of taking French mother-tongue courses. The student’s schedule will be coordinated in order to minimize travelling time.

The Advisory Board applauds such joint ventures, anchored in community and regional needs.

Renewal and Expansion of ELVEC and Reinforcement of CCFPLA Mandate

Students in the English sector have been less prone to go the vocational training route. Parent and peer pressure have discouraged many able students from choosing to specialize in trade and technical skills. The Ministère de l’Éducation’s *Diversified paths for youth in vocational education*, brought out in 1995, proposes a variety of ways for youth to benefit from vocational education, including paths that lead to technical studies in CEGEP. Since 1992, collaboration through the English-Language Vocational Education Council (ELVEC)⁴² has resulted in consolidated points of service, and improved marketing and facilities. The MEQ has helped through the Comité consultatif sur la formation professionnelle en langue anglaise (CCFPLA) to improve the in-servicing of teachers, to increase capital spending, to assure regular consultation and to authorize the English “map of options.” The mandate of the CCFPLA should be expanded to include reporting

⁴² See ELVEC homepage:
<http://www.inforouteftp.org./ven/ven3.htm>

annually on progress in the goals set for English vocational education.

Student enrolments, however, have not reached the desired level, partly because of lower interest on the part of the students and partly because the numbers involved have not warranted that all available programs be offered in English. To what extent financing has been lacking is unknown. Of the 173 initial and specialty training programs available province-wide in French, 64 are offered in English in school boards, accounting for 8.75% of the province's total vocational education enrolment of 72 683 in 1996-1997. Province-wide, one in three vocational students is under 20 years of age. The ratio is closer to one in seven for English-language programs.⁴³

With technical training and skills sought in so many key sectors, it is of vital importance that future-oriented, high-technology, high-employment education be available for English-speaking students and that they be encouraged to take advantage of it. There are still too few young people under 20 in vocational training, particularly in Montréal and in English-language programs, if the training-employment gap is to be bridged. To encourage young people to make earlier vocational choices, the Ministry is urging school boards to launch youth sector programs which provide high school leaving credentials in combination with earlier exposure to technical trades and workplace experience. The road to making vocational education a viable, available and attractive option for students in the English sector is not clearly drawn on the vocational and technical education map. It is now up to each school board to get involved in discussions regionally. But the situation of English vocational education where there is an overlap

of responsibility between regions calls for some guiding province-wide body, like ELVEC, to see to it that the English "map of options" is adequate, not only as to content, but also as to point of delivery. How many of the "best bets," the top 50 training and career options are available to the English-speaking community? Should most of them not be available to Anglophones in the regions? Which of the 28 sectorial centres across Québec should assure Anglophone access?

Because the delivery of English vocational education of necessity crosses regional structures, the Advisory Board deems essential a provincial organization such as ELVEC. An organization that brings together representatives of the various levels of education, the community as well as business and industry can provide leadership and focus and make recommendations regarding program development and points of service.

Most English school boards do not have sufficient internal resources or external community contacts to become effective players in the regional development of vocational and technical training programs for either the benefit of their own students or in relation to the educational services they have to offer the wider community. The requisite vocational education and technical training opportunities for English-speaking students across the province requires structured school board collaboration. ELVEC, to which the Directors General of English school boards belong and which has a long history of working with the MEQ in the area of vocational education and technical training, is the natural locus for the development of an English sector approach to a workable "map of options." ELVEC should be expanded to assure integrated and accessible services and an "English education" voice in the planning and

43

See Appendix A, Table 3.

implementation of youth and adult vocational and technical education policies and programs.

Offer Quality English-language Services

In a recently distributed document entitled *Reaffirming the Mission of Our Schools*, the Ministry clearly states that academic competence through a revised curriculum is the central focus of the educational mission with much emphasis placed on essential subjects, particularly language of instruction (English) and second language (French). English school boards have as much responsibility for carrying out these twin language requirements in the area of vocational and technical training as in the spheres of general education.

However, ambiguities persist related to providing adult education services “in French or English.” The Advisory Board urges continued development of English-language vocational education through quality English language and second language instruction.⁴⁴

Chapter 4. Vocational Education and the English Community

The rationale for having English school boards keep responsibility for the youth and adult vocational and technical training of the students in the English sector is that these clients choose to belong to the English-speaking community and English schools boards have been set up to serve them. No English school board has the resources to offer a wide gamut of training programs. The English sector development plan has negotiated a consolidation of points of services to ensure viable class sizes. Serving the

English sector therefore entails a province-wide approach to the overall availability and accessibility of vocational education and technical training for both youth and adult students in the English sector. Consideration should be given to three broad goals for vocational studies in the English sector:

- Establish, in association with the 28 sectorial centres across Québec, centres of excellence for English vocational education and training. These centres of excellence would result from collaboration between the school boards, government ministries, business and communities. Funding, housing and harmonization with training institutions, especially CEGEPs, should be examined. The centres would be staffed and equipped so that students can take advantage of the full gamut of education, guidance and placement services.
- Expand implementation of the apprenticeship and work-study programs to include more English students across the province. This would necessitate marketing with business and industry and cooperation among school boards so that specializations could be shared and collaboration with a variety of LECs and LDCs would be possible.
- Promote innovative calendars for youth vocational education which alternate academic studies and work placement. Develop summer programs for youth, which include the offer of employment or scholarships in vocational education. Summer training or employment programs would require the availability of lodging as the training or jobs offered would not necessarily be where the prospective students actually live.

⁴⁴ See recommendations concerning the quality and effectiveness of English education in Chapter 1 of this report.

**Chapter 5.
Recommendations**

A. TO ENSURE AN EFFICIENT TRANSITION TO ENGLISH SCHOOL BOARDS THE ADVISORY BOARD ON ENGLISH EDUCATION RECOMMENDS:

- 1. That the Minister of Education entrust the Assistant Deputy Minister for Services to the English Community with mandates that include management and control of the system-wide issues related to:**
- the effects of enrolment patterns in English education;
 - the quality and effectiveness of English education;
 - the accessibility to English educational services across all the regions of Québec;
 - the planning, implementation and evaluation of programs in culturally sensitive curriculum areas; and
 - the monitoring of the human, financial and material resources in the English sector.

B. IN ORDER FOR THE ENGLISH SCHOOL SYSTEM TO RESPOND ADEQUATELY IN THE INTERESTS OF ITS STUDENTS TO THE OBJECTIVES SET OUT IN THE REFORM OF EDUCATION IN RELATION TO:

- HIGHER GENERAL SECONDARY SCHOOL GRADUATION RATES;
- NEW TARGETS FOR VOCATIONAL AND TECHNICAL EDUCATION;
- THE INCREASED EMPHASIS ON EDUCATION IN THE TEACHING AND LEARNING OF THE JOB SKILLS REQUIRED FOR QUÉBEC MODERN-DAY ECONOMIC DEVELOPMENT;
- THE REGIONALIZATION OF GOVERNMENT SERVICES;

THE ADVISORY BOARD ON ENGLISH EDUCATION RECOMMENDS:

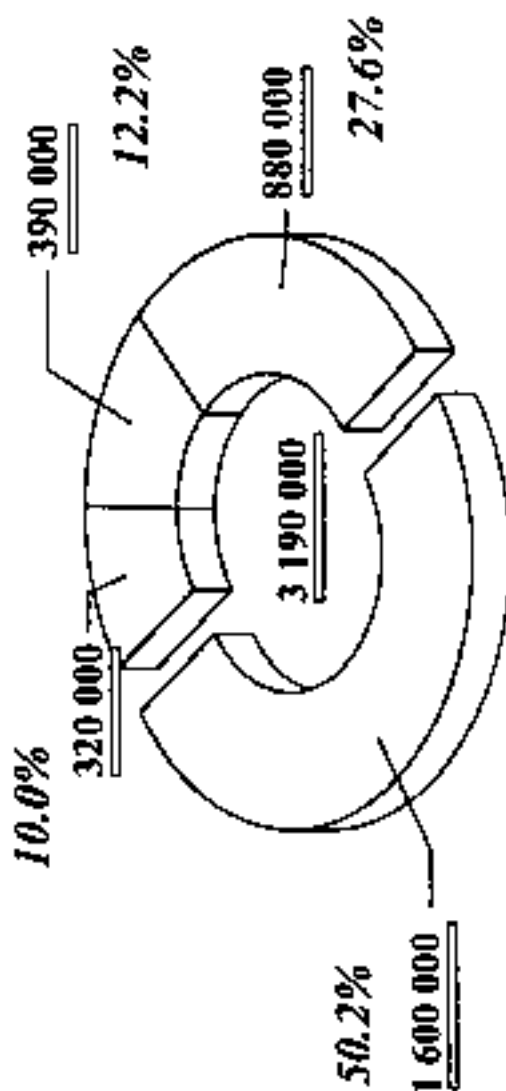
- 2. That the Ministère de l'Éducation collaborate with the Ministère de l'Emploi et de la Solidarité and the Ministère des Régions to assure appropriate English-community representation on ministerial and regional management and decision-making bodies:**

- **Table Québec-Régions (Ministère des Régions)**
 - **Advisory Board of Partners in the Labour Market (Ministère de l'Emploi et de la Solidarité)**
 - **Regional Development Councils (Ministère des Régions)**
 - **Regional Councils of Partners in the Labour Market (Ministère de l'Emploi et de la Solidarité)**
3. **That the Ministère de l'Éducation assure full membership of the English community on the Comité national des programmes d'études en formation professionnelle et technique.**
 4. **That the Ministère de l'Éducation facilitate English-community collaboration in the Politique active du marché du travail (PAMT), especially in the Montréal region, through the offices of the Ministère des Régions and the Ministère de la Métropole.**
 5. **That the Ministère de l'Éducation reinforce the mandate of the Comité consultatif sur la formation professionnelle et technique en langue anglaise (CCFPLA) to include the annual task of evaluating the implementation and effectiveness of vocational education in English.**
 6. **That consideration be given to a plan of action for English vocational education, in collaboration with all the partners, which would include three broad goals:**
 - **establish, in association with some of the 28 sectorial centres across Québec, centres of excellence for English vocational education. These centres would result from collaboration among school boards, government ministries, business and industry as well as the local communities**
 - **expand the implementation of apprenticeship and work-study programs to include more English students across the province**
 - **promote innovative scheduling for youth vocational studies which alternate academic studies and work placement**
 7. **That the English school boards and their partners renew and expand the mandate of the English-Language Vocational Education Council (ELVEC) by:**
 - **broadening membership to include CEGEPs, universities as well as business and industry;**
 - **investing the financial and human resources necessary for ELVEC to establish and carry out a plan of action.**

- 8. That the English school boards and the English CEGEPs harmonize their offering of services in vocational studies and training by:**
- **collaborating on the articulation of secondary and CEGEPs offerings in vocational studies and training;**
 - **harmonizing their application of the Basic School Regulations related to vocational education;**
 - **initiating common workplans based on regional needs;**
 - **negotiating mutual use of personnel, services and material resources.**
- 9. That the Ministère de l'Éducation and the English school boards provide accessible, knowledgeable, student-adapted counselling services at all levels of education, especially for secondary school students.**
- 10. That the English school boards examine the following levers to promote quality vocational education for English students across Québec:**
- **innovate to welcome more youth in vocational education while respecting the different approaches in education, for youth and adult (youth developmental pedagogy versus androgogy; alternative scheduling)**
 - **market the vocational studies offerings with vigour and in cooperation with other centres and CEGEPs**
 - **use information technology and the Internet to make available in English products like the “Infobourg de la carrière et de l’orientation” (www.workinfonet.ca/)**
 - **study the feasibility of producing the career choice tool “Repères” in English**
 - **discuss with Emploi-Québec the pedagogical and guidance uses that all English vocational education centres in Québec might make of on-line resources such as the bank of employment positions**
 - **expand the marketing and communications programs such as “Vocational and Technical Education:Opening Doors to the Future” to include other media including television and the Internet.**

Training-employment correlation

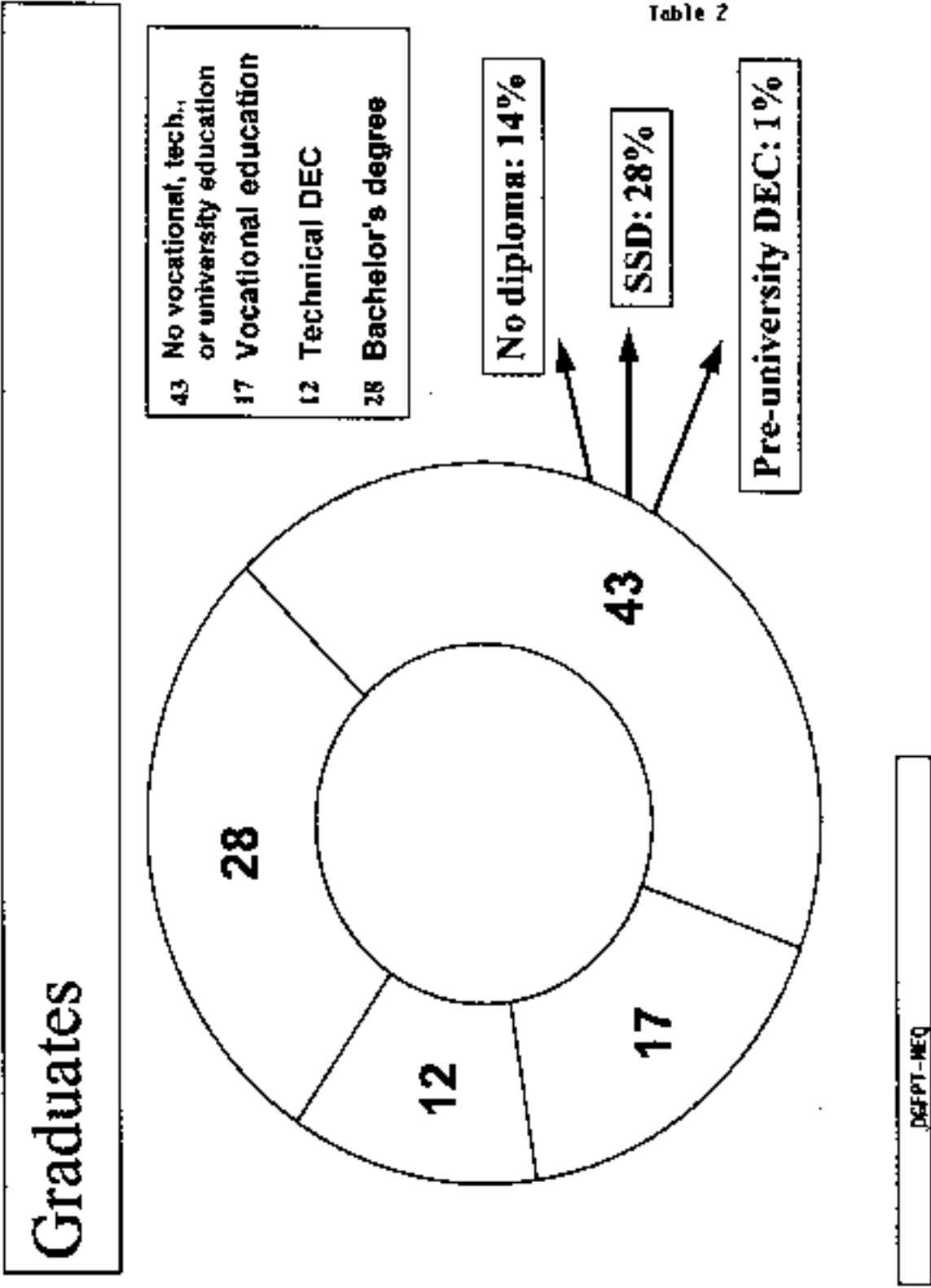
Pattern of employment in Québec



Occupations requiring university education	12.2%
Management occupations	10.0%
Occupations requiring technical or vocational education	50.2%
Semi-skilled or unskilled occupations	27.6%

January 16, 1998 Roger Julien MEQ-DSEPT

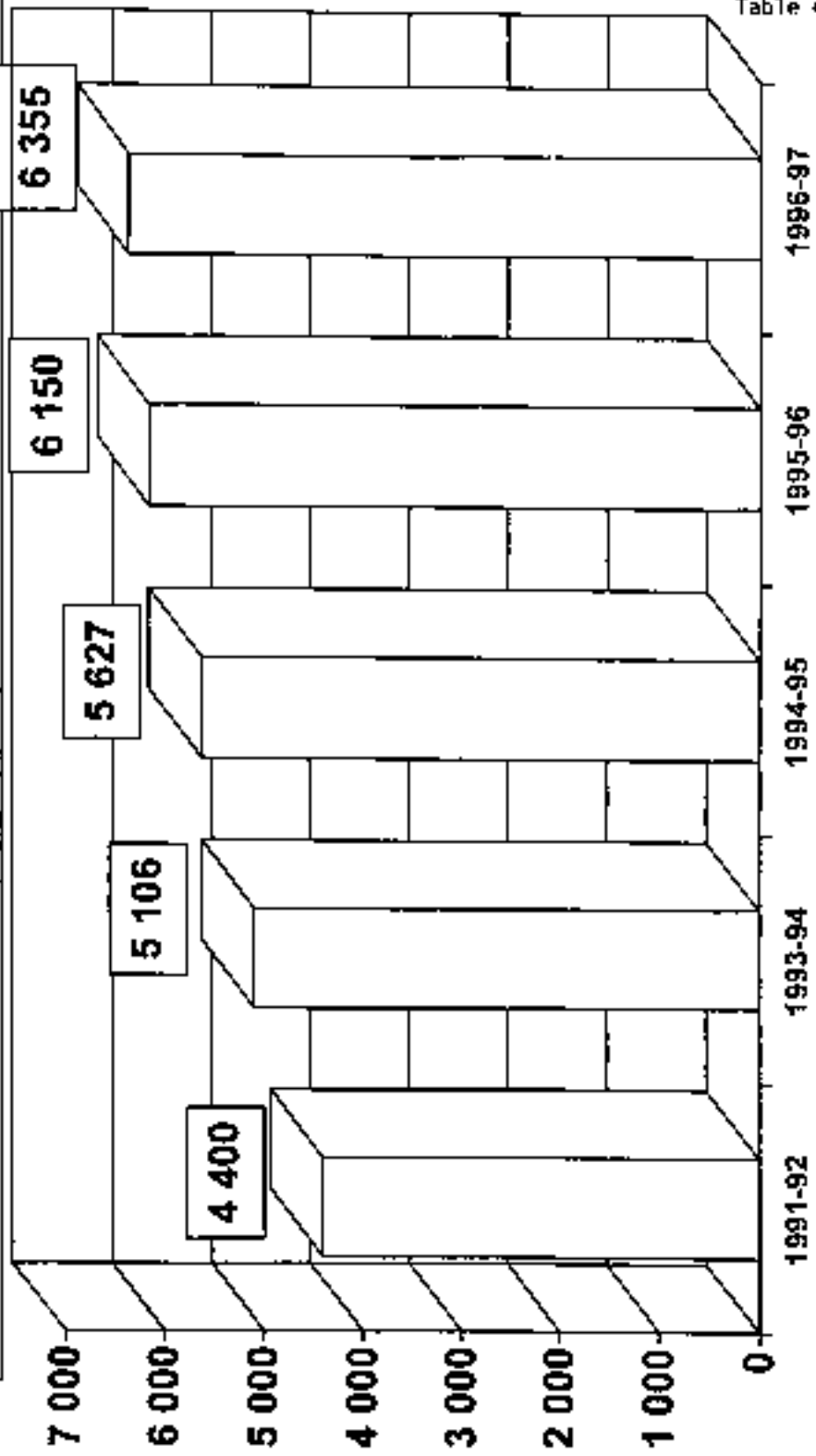
Appendix A
Table 2



Vocational education in English is:

- **49 programs leading to an SSVD**
- **15 programs leading to an AVS**
- **6 355 enrolments (8.75% of total vocational education enrolments) in 1996-1997, of whom 1 161 were under 20 years old**
- **18.25% of students under 20 years old, compared to 33% for vocational education as a whole (Montréal 20%)**
- **18 school boards (including the Cree and Kativik School Boards) that offer services in English (7 of which offer services in English only)**

Enrolments in vocational education programs in English-language instruction from 1991-1992 to 1996-1997

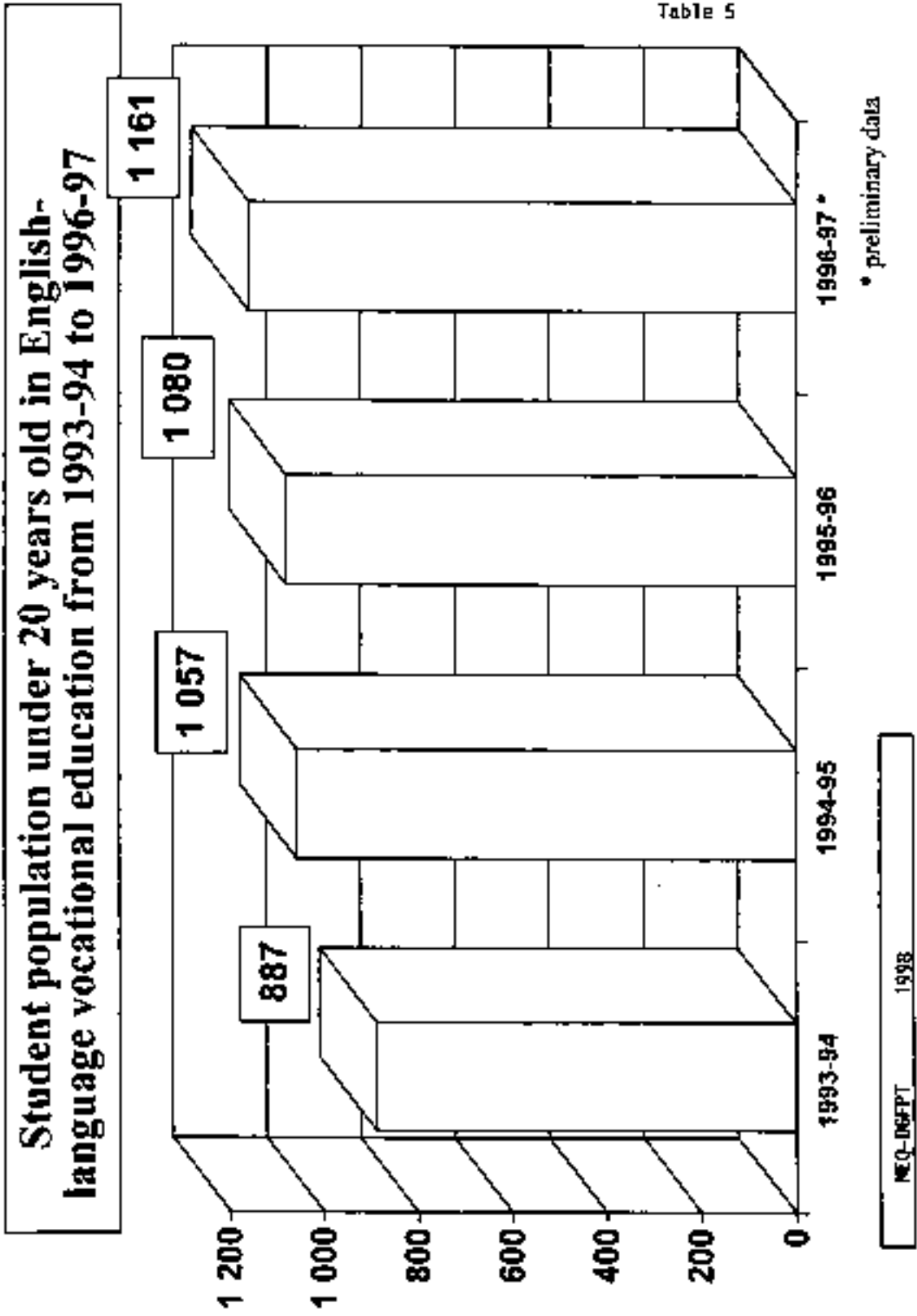


Appendix A
Table 4

DCFPPT - MEO

MEQ-DEIPT 1998

Appendix A
Table 5



Follow-up with employers of vocational education graduates (Relance)

Data compiled from 460 workplaces where graduates were employed

Strengths:

- 92% said the graduates were competent
- after 3 months, 73% were satisfied with the graduates' performance; after 6 months, 89% were satisfied; and after a year, 92% were satisfied
- 70% considered schools the best place for training qualified workers

Weaknesses:

- proficiency in the language of instruction
- proficiency in the second language
- planning and organization of work

Appendix A
Table 6A

SOURCE: La formation professionnelle au secondaire - les employeurs s'expriment

MEQ-06FPT 1998

Improvements in various areas would lead to greater employability of graduates in vocational education:



	% of employer dissatisfaction
- Language Skills	
- proficiency in written French ;	33.0
- knowledge of the English language;	32.8
- proficiency in spoken English;	31.4
- proficiency in written English;	31.3
- knowledge of the French language;	29.8
- Proactive abilities and attitudes:	
- ability to plan and organize work;	27.0
- ability to initiate new ideas;	26.2
- leadership potential;	25.0
- willingness to meet challenges;	23.7
- commitment to the job and the company;	22.9
- productivity (precision, quality, speed);	22.0
- resourcefulness;	20.1
- Technical knowledge:	
- knowledge of specialized techniques	26.5
- knowledge of basic techniques	20.4

Appendix A
Table 6B

SOURCE: La formation professionnelle au secondaire - les employeurs s'expriment. MEQ-DGFPPT (1997).

Technical education in English is:

- **5 CEGEPs: Dawson, Champlain, John Abbott, Vanier, Heritage**
- **61 authorized DEC programs**
- **40 different programs leading to a DEC**
- **5 211 enrolments in the 5 CEGEPs (7.1% of total enrolments)**

Key elements of the problem

- **Small proportion of young people under 20 years old in vocational education: especially in Montréal 20% and in English-language programs 18.25%**
- **Success rate and real duration of studies in technical education**
- **Training-employment correlation**

Vocational and technical education in English: Programs with the best placement rates

Program	Full-time employment in related field
• Welding assembly	100%
• Swine production	100%
• Numerical control machine tool operation	74%
• Installation and repair of telecommunications equipment	68%
• Industrial mechanics	64%
• Automotive specialty mechanics	62%

Appendix A
Table 9

Vocational and technical education in English: Programs with the best placement rates

Program	Full-time employment in related field
• Machining techniques	56.8%
• Specialized hairdressing	55.6%
• Dairy production	55.2%
• Automotive body repair and repainting	54.0%
• Dental assistance	52.1%
• Contemporary cuisine	50.0%
• Pharmacy technical assistance	50.0%

Appendix A
Table 10

Vocational and technical education in English: Programs with good prospects for development

• **SSVD and AVS programs:**

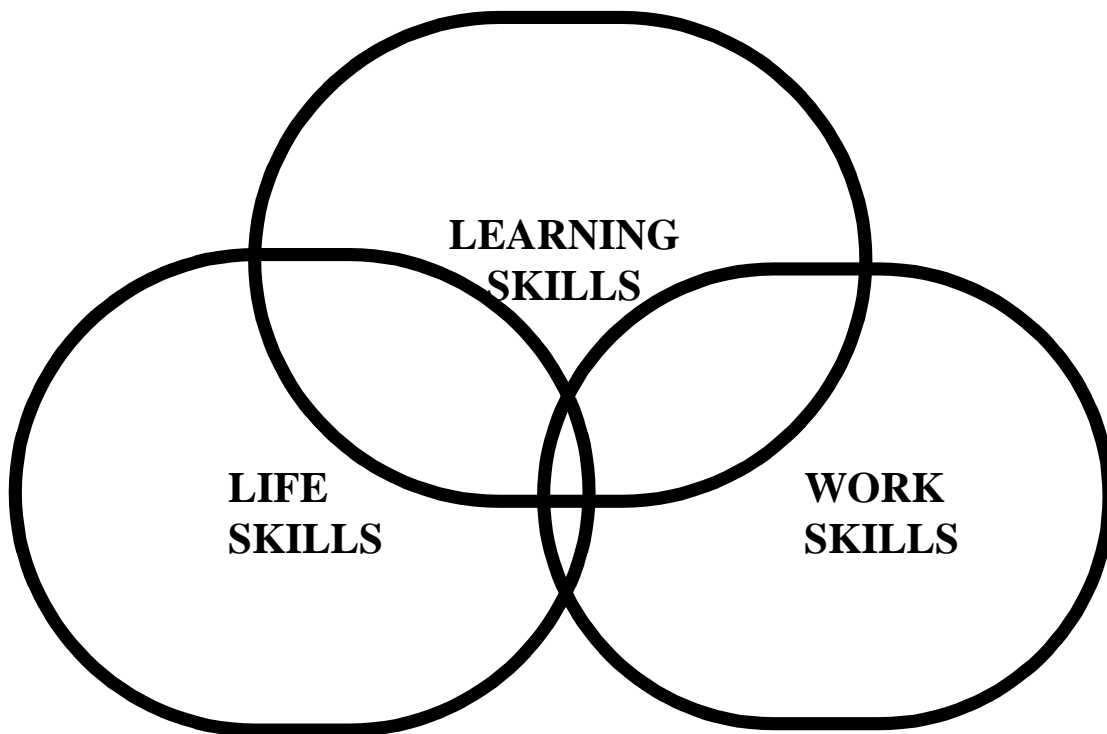
- Dairy production
- Beef production
- Restaurant services
- Contemporary cuisine
- Cabinet making
- Numerical control machine tool operation
- Welding and fitting

Appendix A

Table 11

**A Program for Secondary School Students
Interested in Occupational Training**

1st Draft



**Extract of
A PROPOSAL
of the
Vocational Information/Access Committee
of the
Châteauguay Valley School Board
February 1998**

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(of original proposal)

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OVERVIEW

(Page 4 of original proposal)

Many high school students are confused and frustrated by the incongruence between the general education path they are taking and the ambition to work that they have developed. They have become disinterested in the long trek to a regular Secondary Leaving Certificate, and do not yet hold the prerequisites to other options which may be available to them.

It is our contention that a significant number of high school students; achievers who are no longer achieving, are ready for vocational training. These are individuals who may have already expressed an interest in the vocational area, if not a specific occupation, as a viable alternative to the college path. It is important to note that the profile of student being addressed is the disenchanting, unmotivated individual who has shown competence in the past and not the traditional stereotype of technical-vocational education; those with no identified potential, either academic or vocational. It is our belief that the candidates for this program are people who can identify this vocation in themselves at an early age and should be educated in accordance with this need. Having identified such an orientation, consciously or not, these individuals no longer see the relevance of their academic schooling - in particular its artificial fragmentation and lack of relevance to the world of work they aspire to. The National Association of State Directors of Vocational Technical Education has concluded in a major position paper that “fragmentation of learning”, a leading cause of disillusionment in schooling among young people, “can be combated by a deliberate effort to integrate all learning experiences. Applied learning of basic academic skills is the key to such integration and vocational education is an ideal setting for such types of integrated learning”.

The premise of the proposal is that those students who show interest and potential in the occupational training sector need to be re-routed into a vocational path which orients them to the world of work, helps them to explore viable career choices and provides them with the academic requirements to enter a Vocational Education Program.

We believe that informed career choices are the best career choices and that this program provides the ideal environment for such exploration and preparation for the world of work.

OUTLINE

(Page 5 of original proposal)

We have developed a framework for a program of studies which is goal-oriented, competency-based and clearly focused on the immediate needs of this profile of student. The skills outlined in the literature as being the key to successful employability are at the center of the programs content. The National Commission on Secondary Vocational Education further clarifies this mandate with the conviction that vocational education should be concerned with the development of the individual student in five areas:

- 1) personal skills and attitudes
- 2) communication and computational skills and technological literacy
- 3) employability skills
- 4) broad and specific occupational skills and knowledge
- 5) foundation for career planning and lifelong learning

“Skills” is a program which, in conjunction with a second year of vocational studies, has the capacity to provide its students with concrete job-entry skills and a Secondary Leaving Certificate within the same time as it would have taken to complete high school in the regular stream. As such, the program cannot be seen as a one-way street or a dead-end (see chart on page 11). The program constitutes a promotion to career opportunities rather than a demotion from the academic sector. It is in effect the movement of individuals from an education stream which has a dropout rate in excess of 30% to one which has an incompleteness rate less than 8%. For this reason entry to the program is by application only followed by a comprehensive screening process.

Through the careful development of a customized curriculum, the relevance of both linguistic and numeric literacy can be bonded with the skills of employability. This will bring a new reality and purpose to learning the basic skills required in the workforce.

Following is a preliminary framework, in point form, for the development of the “Skills” program. The preparatory work required to fully develop the project will be undertaken from March to December 1998 if funding is provided. The program would begin its pilot year in September of 1999.

DEVELOPMENTAL FRAMEWORK

(page 6 of original proposal)

QUALIFICATIONS:

- students apply for the program - parent's/guardian's signature is required on application
- referrals will be accepted only through the student's own application
- application must be accompanied by a current transcript of marks - completed Secondary II or III English, French and Mathematics
- application should be accompanied by a description of the student's reason for application and a preliminary occupational interest and rationale
- applicants will complete an interest and aptitude test as well as an interview as part of the selection process

STUDENT STATUS:

- students to be educated as youth within the high school setting or as adults within a vocational education profile - possibly by derogation of the MEQ
- once declared an adult the student can no longer revert to youth status, but can still obtain a DES within the adult education sector
- students are in the program on a select and voluntary basis and will be removed if behavior or poor achievement warrants this

PROGRAM DESCRIPTION:

- the "Skills" program lasts for levels of one year (180 days)
- the program will consist of three distinct but complementary segments: Learning Skills, Life Skills and Work Skills
- the academic curriculum for the Learning Skills segment will be adapted to the needs of the labour market in a variety of occupational clusters
- the content and didactic materials for these academic subjects will be selected to reflect the world of work while still maintaining curricular objectives
- the Life Skills segment of the program will focus on an orientation to the world of work and independent living - a personal career exploration will be a central component
- the Work Skills segment will begin with a "training exploration" which consists of a rotation of visits to the various programs which are offered by the in Vocational and Technical training centres - this would take place in the first semester
- the second semester of the Work Skills segment will be a "trade exploration" which will be a series of visits to companies which the student has chosen based on the career and training explorations of the first semester
- students will have to do their own research and application to the companies for Trade Exploration from a pre-identified list of partners companies
- the Life Skills components will offer a range of courses consisting of a number of compulsory elements such as personal budgeting, keyboarding and computer skills to options such as peer mediation, parenting, community entrepreneurship, volunteer work etc.

- at the end of the “Skills”, successful candidates will be qualified to enter a DEP program of their choice based on their experiences and career exploration or return to complete a secondary leaving certificate
- additional specific pre-requisites may be required for certain programs and can be followed concurrently with “Skills” or following the program
- priority placement in vocational programs offered by the CVSB will be offered to those qualifying students who wish to pursue vocational education studies here
- provision will be made for adult DEP students from this program to take, at their option, concurrent credits in Sec. V English and French to earn a DEP and a DES in the same year

STUDENT TIMETABLE: (Proposed) 180 days x 5hrs. = 900 hrs:

	1st SEMESTER	2nd SEMESTER
A.M.	“Learning Skills” Secondary IV: English, French & Mathematics (1 hr. / subject / day = 270 hrs.)	“Learning Skills” Secondary IV: English, French & Mathematics (1 hr. / subject / day = 270 hrs.)
P.M.	“Life Skills” Basic Abilities for Today’s World (60 hrs.)	“Life Skills” Basic Abilities for Today’s World (60 hrs.)
	“Employability Skills” Generic Work-Skills Training (60 hrs.)	“Employability Skills” Intensive Career Exploration (60 hrs.)
	“Work Skills I” Training Exploration Visits (60 hrs)	“Work Skills II” Trade Exploration Visits (60 hrs.)
HRS	(450 hrs.)	(450 hrs.)

**CAREER-ORIENTED PROGRAMS & SERVICES
AVAILABLE TO SECONDARY SCHOOL POPULATION**

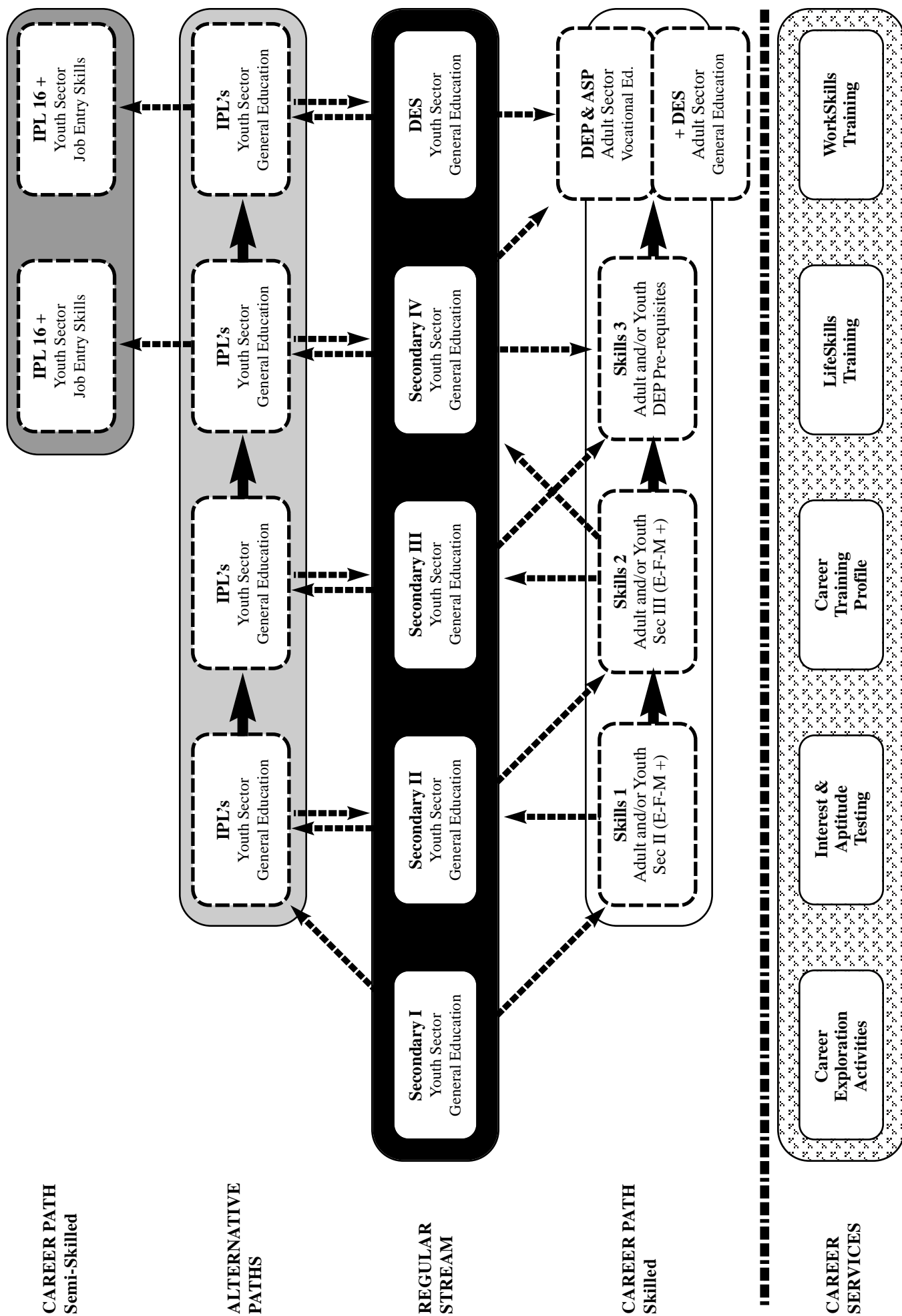
YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5



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**Number of Diplomas Issued from Secondary School and Adult Education
in Vocational Education, in English, 1997**

REGION	TYPE OF TRAINING					
	SSVD		AVS		AFP	
	S	A	S	A	S	A
Province of Québec	94	1 106	5	143	22	0
Bas-Saint-Laurent	1	2	0	0	0	0
Saguenay—Lac-Saint-Jean	2	10	0	1	0	0
Québec	3	21	1	10	3	0
Mauricie	5	7	0	2	0	0
Estrie	12	32	1	2	0	0
Montréal	47	733	1	64	2	0
Outaouais	4	37	1	9	0	0
Abitibi-Témiscamingue	2	14	0	0	0	0
Côte-Nord	1	0	0	1	0	0
Nord-du-Québec	0	20	0	7	0	0
Gaspésie—Îles-de-la-Madeleine	2	5	0	0	0	0
Chaudière-Appalaches	0	3	0	0	0	0
Laval	3	21	0	7	0	0
Lanaudière	1	6	0	1	0	0
Laurentienne	3	28	0	2	3	0
Montréal	8	167	1	37	14	0
Centre-du-Québec	0	0	0	0	0	0

GENDER		TOTAL
M	F	T
775	595	1370
3	0	3
11	2	13
22	16	38
12	2	14
24	23	47
480	367	847
13	38	51
12	4	16
0	2	2
17	10	27
4	3	7
1	2	3
21	10	31
3	5	8
31	5	36
121	106	227
0	0	0

Highlights of Tables 3 and 21, MEQ/DESQ

SSVD: Secondary School Vocational Diploma
AVS: Attestation of Vocational Specialisation
AFP: Attestation de formation professionnelle

Number of graduates in secondary school vocational education, English language of instruction, by sector and by discipline, for the province of Québec, 1995

SECTOR AND DISCIPLINE	Québec graduates, 1995	SECTOR AND DISCIPLINE	Québec graduates, 1995
Administration, Commerce and Computer Technology		Motorized Equipment Maintenance	
1533 Automated Accounting and Finance	29	1598 Automative Body Repair and Repainting	25
1547 Secretarial Studies-Medical	11	1974 Automobile Mechanics	99
1593 Cashier and Financial Services	27	5651 Automotive Specialty Mechanics	49
1960 Office Automation	10	Mechanical Manufacturing	
5537 Sales	8	1993 Machining Technics	54
5538 Bilingual Secretarial Studies	13	5519 Numerical Control Machine Tool Operation	9
5556 Starting a Business	56	5527 Industrial Drafting	26
5637 Secretarial Studies	259		
5638 Accounting	250	Communications and Documentation	
Food Services and Tourism		5559 Printing Preparation	39
1538 Professional Cooking	188	Maintenance Mechanics	
1987 Travel Services	30	1990 Industrial Building Mechanics and Maintenance	25
5539 Pastry Making	30	Metallurgical Technology	
5587 Bilingual Hotel Receptionist	53	1549 General Welding	60
5630 Restaurant Services	7	1552 Welding Assembly	6
Arts		5569 Pipe Welding	15
5505 Interior Decorating and Display	31	Health Services	
Woodworking and Furniture Making		1594 Health, Assistance and Nursing Care	49
5530 Cabinet Making	8	5545 Home Care and Family and Social Assistance	36
Buildings and Public Works		5581 Assistance to Patients or Residents in Health Care Establishments	30
1537 Northern Building maintenance	10	5641 Pharmacy Technical Assistance	15
1928 Carpentry	10	5644 Dental Assistance	57
5575 Refrigeration	14	Beauty Care	
5648 Plumbing and Heating	14	1585 Hairdressing	
Electrotechnology		5535 Aesthetics	58
1930 Construction Electricity	11	5568 Electrolysis	16
1953 Automated Systems Electromechanics	30	5647 Specialized Hairdressing	22
5522 Home Electronic Equipment Repair and Installation	27		9

Extraits de Tableau 6 : La relance 1997

Total : 1 825

The Number and Geographic Concentration of Anglophone Youth *

The vast majority of Anglophone youth in Québec (82%) were living in census divisions where the English mother tongue population had strong representation in 1991, that is, they comprised at least ten percent of the population. Approximately one-quarter of the census divisions in Québec have strong Anglophone representation according to this criterion. However, even though they are represented in these census divisions, only one (Pontiac, which accounts for less than 2% of Anglophone youth) has an English mother tongue population that makes up more than half the people of the Census Division.

Table 3.4 Anglophone Youth Living in Census Divisions where English Mother Tongue Population has Strong Representation, Quebec, 1991

Region	Number of Anglophone Youth	English Mother Tongue Population	Total Population	% Anglophone
Total	188,730	529,335	2,851,710	18.6
Côte-de-Gaspé	935	2,815	20,655	13.6
Bonaventure	1,075	3,065	19,740	15.5
Avignon	855	1,820	15,240	11.9
Haut-Saint-François	795	2,525	20,525	12.3
Memphrémagog	2,635	7,940	35,350	22.5
Brome-Missisquoi	3,845	11,310	44,065	25.7
Champlain	14,240	37,300	310,510	12.0
Communauté urbaine de Montréal	124,145	352,660	1,749,335	20.2
Roussillon	6,550	17,525	117,760	14.9
Haut-Saint-Laurent	2,725	7,615	21,620	35.2
Vaudreuil-Soulanges	7,070	18,220	84,025	21.7
Deux-Montagnes	2,780	7,240	70,775	10.2
Argenteuil	1,660	6,095	26,935	22.6
Pays-d'en-Haut	765	3,085	22,795	13.5
Communauté urbaine de l'Outaouais	9,335	24,195	199,930	12.1
Collines-de-l'Outaouais	3,035	8,655	28,840	30.0
Vallée-de-la-Gatineau	590	2,115	18,600	11.4
Pontiac	3,070	8,915	14,995	59.5
Témiscamingue	1,020	2,330	17,250	13.5
Minganie—Côte-N.-du-Golfe-St.Laurent	1,605	3,910	12,765	30.6

Note: Strong representation refers to Census Divisions in which the number of Anglophones is at least 10% of the total population.

* Extract from *Youth in Official Language Minorities: 1971-1991*, Statistics Canada, May 1996, (No. 91-545-XPE)

Summary

First Official Language Spoken - English Population Age Structure by Region * Statistics Canada 1991 Census data.

Region	Name	Total	English	0-14	15-24	25-34	35-44	45-54	55-64	65-74	75+
	Québec (Province)	6 810 300	832 045	147 070	119 230	153 625	130 695	91 315	79 370	67 050	43 590
01	Bas-Saint-Laurent	202 115	920	135	110	145	160	95	70	140	55
02	Saguenay — Lac-Saint-Jean	283 205	2 135	365	200	440	395	210	260	210	50
03	Québec	607 295	11 985	1 670	1550	2 230	1 900	1 430	1 370	1 170	655
04	Mauricie — Bois-Francs	458 590	5 100	770	560	860	860	690	460	605	295
05	Estrie	263 585	23 100	3 765	3 120	2 910	3 345	2 640	2 615	2 770	1 930
06	Montréal	1 749 335	502 145	83 600	73 395	97 105	77 325	52 780	47 375	41 270	29 285
07	Outaouais	281 735	46 585	9 505	6 605	8 575	8 020	5 530	3 730	2 910	1 715
08	Abitibi-Témiscamingue	150 625	6 190	1 175	830	1 150	955	680	590	575	240
09	Côte-Nord	102 540	5 800	1 200	1 005	1 090	860	670	465	365	135
10	Nord-du-Québec	36 265	8 760	2 080	2 220	2 060	1 390	575	285	95	50
11	Gaspésie — Iles-de-la-Madeleine	105 070	10 595	2 225	1 410	1 530	1 595	1 105	1 170	935	620
12	Chaudière-Appalaches	362 855	3 285	435	420	615	595	415	315	300	185
13	Laval	311 170	39 595	7 285	5 935	8 170	5 700	4 700	4 450	2 380	965
14	Lanaudière	331 235	8 070	1 400	870	1 690	1 305	940	810	725	330
15	Laurentides	377 320	28 045	5 370	3 205	4 075	4 630	3 320	2 925	2 835	1 680
16	Montérégie	1 187 340	129 730	26 080	17 790	20 965	21 650	15 535	12 480	9 755	5 480

* Extract from the **Quebec Demographic Study, *The First Official Language Spoken - English Population Age Structure and Mobility***, Voice of English Quebec, Québec, June 24, 1997, p. 38.

Summary

First Official Language Spoken - English Population Age Structure by Region * Statistics Canada 1991 Census data.

	Regions as % of Quebec Total										
Region	Name	% of Total	% English	0-14	15-24	25-34	35-44	45-54	55-64	65-74	75+
	Québec (Province)	100.00%	12.22%	17.68%	14.33%	18.46%	15.71%	10.97%	9.54%	8.06%	5.25%
01	Bas-Saint-Laurent	2.97%	0.46%	14.67%	11.96%	15.76%	17.39%	10.33%	7.61%	15.22%	5.98%
02	Saguenay — Lac-Saint-Jean	4.16%	0.75%	17.10%	9.37%	20.61%	18.50%	9.84%	12.18%	9.84%	2.34%
03	Québec	8.92%	1.97%	13.93%	12.93%	18.61%	15.85%	11.93%	11.43%	9.76%	5.47%
04	Mauricie — Bois-Francs	6.73%	1.11%	15.10%	10.98%	16.86%	16.86%	13.53%	9.02%	11.86%	5.78%
05	Estrie	3.87%	8.76%	16.30%	13.51%	12.60%	14.48%	11.43%	11.32%	11.99%	8.35%
06	Montréal	25.69%	28.70%	16.65%	14.62%	19.34%	15.40%	10.51%	9.43%	8.22%	5.83%
07	Outaouais	4.14%	16.54%	20.40%	14.18%	18.41%	17.22%	11.87%	8.01%	6.25%	3.68%
08	Abitibi-Témiscamingue	2.21%	4.11%	18.98%	13.41%	18.58%	15.43%	10.99%	9.53%	9.29%	3.88%
09	Côte-Nord	1.51%	5.66%	20.69%	17.33%	18.79%	14.83%	11.55%	8.02%	6.29%	2.33%
10	Nord-du-Québec	0.53%	24.16%	23.74%	25.34%	23.52%	15.87%	6.56%	3.25%	1.08%	0.57%
11	Gaspésie — Îles-de-la-Madeleine	1.54%	10.08%	21.00%	13.31%	14.44%	15.05%	10.43%	11.04%	8.82%	5.85%
12	Chaudière-Appalaches	5.33%	0.91%	13.24%	12.79%	18.72%	18.11%	12.63%	9.59%	9.13%	5.63%
13	Laval	4.57%	12.72%	18.40%	14.99%	20.63%	14.40%	11.87%	11.24%	6.01%	2.44%
14	Lanaudière	4.86%	2.44%	17.35%	10.78%	20.94%	16.17%	11.65%	10.04%	8.98%	4.09%
15	Laurentides	5.54%	7.43%	19.15%	11.43%	14.53%	16.51%	11.84%	10.43%	10.11%	5.99%
16	Montérégie	17.43%	10.93%	20.10%	13.71%	16.16%	16.69%	11.97%	9.62%	7.52%	4.22%

* Extract from the **Quebec Demographic Study, *The First Official Language Spoken - English Population Age Structure and Mobility***, Voice of English Quebec, Québec, June 24, 1997, p. 38.

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Young people and the job market

Appendix E

The myth of natural unemployment

Taken from *L'actualité*, June 15, 1998

A curious concept—the “natural unemployment rate”—has just made its appearance. The national rate is 7.5%, while the rates for Québec, Ontario and Newfoundland are, respectively, 10.5%, 5.5% and 16.5%. The originators of the concept believe that it is practically impossible to reduce unemployment figures below these levels, which have been established for each province and even for each region on the basis of job statistics, investment figures, the gross domestic product and the state of the economy.

According to some economists, this explains why Québec has a half million young unemployed high school and university graduates.

The publication of the a study by the brokerage firm Nesbitt Burns, an affiliate of the Bank of Montreal, fell on the first anniversary of the Socio-Economic Summit held in November 1996. The notion that Québec, with its 10.5% rate of endemic unemployment, had realized “its” full employment potential, should have had a very explosive effect. Yet the media was silent.

Sherry Cooper, the head economist at Nesbitt Burns, maintains that her study is not an “economist” version of the old cliché according to which French Canadians are

hewers of wood and drawers of water. In her opinion, we cannot shut our eyes and refuse to see the real situation. As she sees it, the unemployment figures for the past 15 years show that Québec has its work cut out for it.

“There is nothing ‘natural’ about unemployment,” says Pierre Fortin, an economics professor at the Université du Québec à Montréal. “It’s the result of a whole range of political, financial, economic and social decisions. It’s very complex.”

“This idea of natural unemployment exasperates me,” says Pierre Paquette, the Secretary General of the CSN. “It suggests that growth will not create jobs, and that this is natural!”

Fortunately, there are sectors in which Québec is doing better than the other provinces. In these sectors, the problem is rather a lack of manpower. According to a study conducted by Alain Lapointe, a professor at the École des hautes études commerciales, the number of jobs in Montréal-based high-tech industries grew by 35% between 1987 and 1997. The figure for Toronto was 21%. These industries account for 33% of all jobs in the Montréal area (compared with 29% in Toronto), and translate into 135 000 additional jobs in telecommunications, aeronautics, pharmaceutical

fields and electricity production. "There is no lack of job opportunities," says François Cartier, director of the Ma Carrière publishing house, which just published *Les Carrières de l'an 2000* (see p. 7, *Jobs, How to Find Them*), a work that lists 100 training programs with placement levels of over 80%. In some sectors such as data processing and plastics, the schools cannot keep up with the demand.

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Cartier does not like the defeatism of the Conseil supérieur de l'éducation, which, in a recent study, described technological change as a "problem." "On the contrary," says Cartier, "technological change is an opportunity. Young people feel comfortable in a high-tech environment whereas the older workers often just don't get it!"

Disproportionate optimism or chronic fatalism? It is more useful to adopt a realistic view of the situation.

The jobs of the future

BY JULIE BARLOW

L'actualité found six sectors that need manpower in order to move ahead. There is, however, one caveat: technical competency is no guarantee of a stable job. More and more, employers are looking for related skills such as mastery of a second language, the ability to grasp and explain ideas, and the capacity to work as a member of a team. The environment is becoming more and more multidisciplinary. An engineer with a good idea must now be able to explain it, and not only to other engineers!

Data processing

Offshoots of the electron

Electronic circuits can be found just about anywhere, even in toasters and Barbie dolls. The future belongs to electronics technicians, particularly to computer engineers, systems analysts and programmers. Electronics technicians are everywhere today. The aviation industry has been relying on them for over 20 years. And they are also becoming essential in areas as different as health, automobile manufacturing, agriculture and the baking and textile industries.

"Information technology has invaded all spheres of activity; we can no longer disregard it," says Denis Pelletier, who is the publisher of the *Dictionnaire Septembre des métiers et*

professions (see *Jobs, How to Find Them*). The data processing industry is the one least vulnerable to economic fluctuations.

Jean-Paul Servant, Training Coordinator at the Centre de recherche informatique de Montréal (CRIM), estimates the unemployment rate in this sector in Québec to be at -15%. In other words, it is the "projects" themselves that are "unemployed," while companies lack qualified personnel. Claude Champagne, Vice-chairman of Research and Development with Positron, a Montréal-based firm specializing in fibre optics transmission systems, had to rely on engineers from Dallas, Texas, to carry out his projects. The money trickled off to the United States.

In 1995 the electronics and data processing sector accounted for 173 000 new jobs

throughout Canada. And this figure has apparently doubled over the last two years, according to a study carried out by the Canadian Software Human Resources Council. Job prospects are nowhere better than in Montréal, where there is a “serious lack of manpower.”

One aspect of the data processing industry that will not soon change is change itself! Employees in this industry must be able to adjust rapidly to new languages, improved software and higher standards. They are to some extent, however, victims of their own success. Data processing is now playing such a key role that the best candidates can no longer afford to be pure technicians, but must also have an understanding of management and business strategies.

According to Jean-Paul Servant, young computer specialists with skills in other areas are the ones with the best job prospects. Most jobs in the data processing industry require knowledge of several disciplines.

Intellectual curiosity is another asset. As Mr. Servant sees it, “businesses are seeking people who are themselves on the lookout for new technologies and are even a few steps ahead.” He also advises computer science students not to neglect their French and English courses. In Italy, for example, linguistics is an integral part of the training of computer specialists, since the ability to understand and to express oneself well is becoming essential.

“A computer,” he says, “does not communicate. Ideas always come from people.”

The aerospace industry

Buckle up!

By 1945, close to 25 000 people took an airplane each day. Today, the figure has climbed to 4 million. This gives some idea of the number of aircraft that have to be maintained, repaired or replaced. Boeing is completely backlogged. Bombardier will launch two new types of airplane sometime within the next two years. Ninety percent of graduates of the *École des métiers de l'aérospatiale* find work.

“There are no limits to growth in this industry,” says Serge Tremblay, president of Québec’s *Centre d’adaptation de la main-d’oeuvre aérospatiale*.

The Canadian aerospace industry, the sixth largest in the world, is concentrated in Montréal, where half of the country’s aerospace companies are located. To sustain an annual growth rate of 10%, the Québec aerospace industry will have to find 1000 new employees each year to replace an equal number of workers entering retirement.

The *École des métiers de l'aérospatiale* trains machinists, tool makers, numerical control machine operators, mechanics, welders and assemblers. It has its own hangar, where students repair real DC-10s! “Aviation firms are looking for people who have technical training and learn quickly, because the industry is changing rapidly,” explains Carmy Hayes, a training counsellor with the *Centre d’adaptation de la main-d’oeuvre aérospatiale*.

The future of the aerospace industry in Québec will depend on research and development, a sector that is in need of

talented specialists. Bombardier has managed to get the École polytechnique to create a Masters program in aeronautic engineering.

“Designing prototypes takes brains,” says Serge Tremblay. “Companies like Bombardier, Pratt & Whitney and Rolls-Royce are hiring foreign technicians by the dozen. We would very much like to meet the demand.”

The pharmaceutical industry

Sugaring the pill

“In about ten years there will be ten times more pharmaceutical companies than there are today,” says Michel Côté, President of Pharma Vision. No fewer than 240 companies and 20 university research centres currently employ 18 000 people in Québec—including the biotechnology sector—and this number is growing rapidly. Not only is research going full speed ahead but several large companies like Bio-Intermédiaire are beginning to manufacture in Québec—a first for the province.

The Canadian pharmaceutical industry has been enjoying a veritable boom since 1990, when the federal government agreed to prolong the patent-protection period from 17 to 20 years. Québec, which offers the best tax credits in the West, has taken the lion’s share: nearly half of the 800 million dollars invested in 1996. Head offices and private research centres are leaving Toronto for Montréal.

“What worries me is that fewer and fewer young Quebeckers are turning toward science, at a time when the need for people in this area has never been so great.” This appraisal comes from Michel Desrosiers, Director of

Montréal’s Institut de biotechnologie. A desperate search is on for chemists, microbiologists, specialists in molecular biology, research doctors, pharmacologists, nurses and lab technicians.

The challenge is to reduce the period of development of new drugs, which currently runs from eight to 12 years, as well as the cost, which can reach as high as 600 million dollars. The problem is that it takes from eight to 12 years of university before a student can become a first rate researcher.

What would constitute assets for future candidates? “Versatility,” says Michel Côté. “Chemists, biologists and pharmacologists can no longer work in isolation. Each must understand the other’s language.”

Plastic processing

In great shape

Plastic is replacing metal in the manufacture of a growing number of parts for automobiles, aircraft and tools—to the great satisfaction of Québec’s 650 plastics manufacturers and their 25 000 employees. The revenue from this industry is increasing by 7% annually. Exports have grown from 275 million dollars to 900 million dollars in 10 years.

This industry has a crying need for workers and technicians. Mould-making (which requires a secondary-level diploma) has a placement rate of 100%. This is followed closely by plastics processing (which requires a college education). Montréal’s FTM Précision has even had to hire workers from Europe because of a lack of qualified candidates at home.

“This is one of the few sectors in which students are offered jobs before finishing their programs,” says Pierre Guimont, General Director of Plasticompétence, an organization promoting training in this area.

Pierre Guimont encourages young people to finish their studies because there will soon be few positions for unskilled workers. “The industry is going technical at a rapid rate. A few years ago parts were collected and inspected by hand. These tasks are now being done by robots.” In addition to having technical knowledge, workers must be fast learners and good problem solvers. Not only are businesses constantly looking for new alloys, but plastics are becoming more and more complex.

Accounting

You can count on it

Accounting is one of the professions most sensitive to recessions. “When the economy is doing well, our graduates have no trouble finding work,” says George Kanaan, the Director of Concordia University’s Accounting Department. After seven years of uninterrupted growth in the United States, and thanks to the current strength of the Canadian economy, the rate of placement of Cas, CGAs and CMAs (chartered accountants, certified general accountants and certified management accountants) exceeded 95% in 1997. According to the Société québécoise de développement de la main d’oeuvre (new Emploi-Québec), the rate of growth in this sector will be higher than that of all other professions in Québec.

Since computers are now being used to do calculations, students have to adapt to new tasks. “The accounting of the future will focus less on the production of financial statements

and data processing,” says Gérard Carron, President and General Director of the Ordre des comptables agréés du Québec. “Instead, it will deal more with the interpretation of information in order to improve business performance.”

Accounting firms are looking for two types of candidates: computer-literate accountants who know how to communicate with numbers, and accountant managers who are able to gather information to explain various aspects of an industry—and not only those of the company they work for. But this is not all: the sector is drawing increasingly upon other disciplines, and large offices now have lawyers, engineers and financial planners. According to Gérard Carron, “accountants will function as consultants in every area.”

Agriculture

Time to reap the rewards

“A specialized agricultural worker will never have to do without money,” says Hélène Varvaressos, an agronomist and the Coordinator of the Comité sectoriel de main-d’oeuvre de la production agricole.

The placement rate among graduates in the fields of pork production and farm management is 100%. The rate for those in dairy production and agronomy is 90%.

The demand stems from a clearly recognizable problem: farmers no longer have enough children to carry on the management of their farms, which have become big businesses. So people have to be hired. The problem pertains mainly to the 12 000 dairy farmers—who employ 37% of Québec’s agricultural workers—and 2 300 hog producers who have adopted mechanized forms of production.

But what precisely do these specialized workers do? They choose the feeding programs, oversee hygiene, operate the milking machines and learn about insemination techniques.

The work requires good physical and mental health since workers have to get up early and the work week can be as long as 60 hours. Farms have become modernized. As H  l  ne Varvaressos says: "From now on workers have to operate electronic and even computerized systems."

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It seems that the best candidates will have a chance to get ahead. The Minist  re de l'Agriculture estimates that 11% of farm producers will retire within the next five years. A third of them do not know who will buy their farms. This is a great opportunity for young entrepreneurs.

Jobs, How to Find Them

Do you find that the choice of careers is limited? Two recent publications will convince you that the opposite is true.

Les m  tiers qui recrutent et les carri  res de l'an 2000 (Ma Carri  re publications, \$9,95) is a comprehensive study of the job market that examines the state of health of all industries. The work lists the most promising sectors and the education programs with the highest placement rates.

A team of researchers led by Fran  ois Cartier conducted hundreds of interviews with employers, teachers, professional and government associations, and guidance counsellors. "The job market is not closed," says Cartier. "There are opportunities everywhere." But getting a job requires a very different attitude from before. "One has to know one's preferences, as well as the trends and challenges in the sector one is interested in. Looking for a job has to be considered almost a job in itself."

For detailed information, see the *Dictionnaire Septembre des m  tiers et professions* (Septembre publications, \$34,95) which lists more than 1 500 trades and professions ranging from groom to biomedical engineer. They are arranged in alphabetical order, but also— and this is the interesting thing about the book— according to the type of skills required and the field of activity (natural resources, production, organization, health, science, communications).

"In Qu  bec, people often mistakenly think that the only options offered to young people are in the construction trades and the liberal arts professions. There's a lot more than that!" says the publisher, Denis Pelletier, a guidance counsellor by profession.

Although their approaches are very different, both publishers agree on one point: the need to study. "Young people who drop out of school put their futures in jeopardy," says Fran  ois Cartier.

So, should everyone go to university? "Not at all," says Denis Pelletier. "This is another myth. There are some very interesting opportunities out there for graduates of vocational or technical programs."

Fran  ois Cartier's final word of advice: "Do what you love!"

“Natural” unemployment		
	Real unemployment rate	Natural unemployment rate
Newfoundland	18.6%	16.5%
Prince Edward Island	14.3	11
Nova Scotia	11.6	10
New Brunswick	12.2	11.5
Québec	11.4	10.5
Ontario	8.2	5.5
Manitoba	6.5	7.5
Saskatchewan	5.8	6.5
Alberta	5.8	6.5
British Columbia	8.7	7.5
Canada	9	7.5
United States	4.9	5.6
<p>According to theorists, full employment (Manitoba, Saskatchewan and Alberta) is achieved when the real unemployment rate drops below the “natural” rate. Source : Nesbitt Burns.</p>		

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Notes on Eastern Townships School Board

As of July 1998, the new English Eastern Townships School Board will serve the English-speaking clientele of 13 RMCs spread across the regions of the Montérégie, Brome-Missisquoi, Haute-Yamaska, Acton, parts of Haut-Richelieu and Rouville. Its network will include 20 elementary schools, situated in Sherbrooke, Lennoxville, Magog, North Hatley, Ayer's Cliff, Stanstead, Bury, Sawyerville, Cookshire, Richmond, Danville, Bedford, Clarenceville, Farnham, Waterloo, Granby, Cowansville, Knowlton, Mansonville, and Sutton. It will manage three regional high schools, situated in Lennoxville, Richmond and Cowansville, where Massey-Vanier High School dispenses secondary and vocational education. A technical and vocational education centre in Lennoxville and a general adult education centre in Sherbrooke complete the installations. Approximately 4 000 students were enrolled in its various schools of the old Eastern Townships Board and 2700 in District of Bedford School Board.

The two school boards (Bedford and Eastern Townships) which have come together to form the new English board, have both been "virtual" language boards for years, English-speaking Catholics and Protestant having long since pooled their resources to keep their schools open. The territory is vast, sparsely and spottily populated. Adequate English-language infrastructures do not exist and accessibility to local resources is problematic. With the exodus of young people, the leadership needed to revitalize the socio-economic lot of the English-speaking community is a risk.

There is much concern that Regionalization will further marginalise English-speaking Townshippers who count for only 9% of the area's total population, and tend to find their demographic strength in isolated clusters. As a community, it is pretty well impossible for the English-speaking population to make much of an impact at the regional administrative level. The one English institution that spans the myriad small anglophone communities and has a pan-regional presence is the Eastern Townships School Board. It is assuming a greater and greater role in linking up of local anglophone communities with the various existing regional resources, bodies and institutions. Thanks to a collaborative effort with Human Resources Canada (HRC), the School Board already offers first line reference and assistance to individuals and the community and second line counselling in employment. It is positioning itself to be the interface between local anglophone communities and the wider resources to be found in the Region as well as intervening locally where there is no input from the English-speaking population in the planning and development of a regional project. The Board is working towards having an inter-regional dimension (Estrie-Montérégie-Bois-Francs) added to its mission statement.

INDIVIDUALS AND GROUPS CONSULTED IN THE DRAFTING OF THE ADVISORY BOARD ON ENGLISH EDUCATION REPORT

GUESTS

Mr. Prisco Cardillo	Montréal région, Ministère des Régions
Ms. Lucie Chagnon	Institut de formation en développement économique communautaire (IFDEC)
Mr. Denis Comtois	Honeywell Corporation
Ms. Johanne Dumont	Montréal région, Ministère des Régions
Ms. Rosalie Fata	Representing Ms. Catherine Prokosh, Lester-B.-Pearson School Board
Ms. Barbara Goode	Ministère de l'Éducation, Direction des politiques et des projets
Mr. Norman Henchey	Emeritus Professor, McGill University
Mr. Roger Julien	Direction générale de la formation professionnelle et technique
Mr. Jean-Pierre Nepveu	Assistant Deputy Minister, Ministère de la Métropole
Ms. Catherine Prokosh	Director General, Lakeshore School Board
Mr. Mike Toyo	Institut de formation en développement économique communautaire (IFDEC)

DISCUSSION GROUPS

Discussion with the Secrétariat au développement des régions and representatives of English school boards

Ms. Monique Bégin	Deputy Minister, Ministère des Régions
Mr. Scott Conrod	Director General, Laurenval School Board
Mr. Walter Duszara	Representing Mr. James Bissell, Director General of the District of Bedford School Board

DISCUSSION GROUPS (Cont'd)

Discussion with the Secrétariat au développement des régions and representatives of English school boards (cont'd)

Mr. Adrien Nadeau	Assistant to Ms. Monique Bégin, Deputy Minister, Ministère des Régions
Mr. William Pennefather	Director General, Eastern Québec School Board
Mr. Howard Simpkin	Director General, Châteauguay Valley School Board

Discussion with representatives of Anglophone Curriculum Responsibles

Mr. Jerry Dunn	Secretary-Treasurer, CACR
Mr. Laiq Hanafi	Chair, CACR
Mr. David Maloney	Chair, Régime pédagogique sub-committee
Mr. Don Reid	CACR

Discussion with representatives of English School Boards

Mr. Walter Duszara	Eastern Townships School Board
Mr. Wayne Goldthorpe	Châteauguay Valley School Board
Ms. Irene Konecny	CECM
Ms. Diane Labbé	Eastern Québec School Board

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<p>Advisory Committee on the use of Internet for Educational and Professional Purposes. The Comité aviseur du Québec includes representatives from six organisations:</p> <ul style="list-style-type: none"> . Association québécoise d'information scolaire et professionnelle (AQISEP) . Human Resources Development Canada (HRDC) . Société Grics . Ministère de l'Éducation du Québec (MEQ) . Emploi-Québec, MES . Ordre professionnelle des conseillers et conseillères d'orientation du Québec (OPCCOQ) 	<p>http://www.workinfont.ca/</p>
<p>Advisory Board on English Education</p>	<p>http://www.meq.gouv.qc.ca/cela/anglais.htm</p>
<p>Conference Board of Canada: The Canadian Business Education Network</p>	<p>http://www.conferenceboard.ca/cben</p>
<p>Conseil supérieur de l'éducation</p> <ul style="list-style-type: none"> - For English summary of: . the school as an educational community - suggestions for the renewal of secondary education . student services: A Joint Responsibility . Social and Vocational Integration: A Shared Responsibility (1996-1997), Annual report on the State and Needs of Education 	<p>http://www.cse.gouv.qc.ca</p>
<p>Council of Ministers of Education, Canada</p> <ul style="list-style-type: none"> - Survey on Trends in Adult Education and Training in Canada (1985-1995), July 1997 - Newfoundland Conference 	<p>http://www.cmec.ca/international/adulted-en.stm</p> <p>http://www.cmec.ca</p>
<p>Institut de formation en développement économique communautaire</p>	<p>http://www.ifdec.qc.ca</p>
<p>La formation professionnelle et technique ELVEC homepage</p>	<p>http://www.inforoutefpt.org http://www.inforoutefpt.org/ven/ven3.htm</p>
<p>Ministère de l'Éducation</p>	<p>http://www.meq.gouv.qc.ca</p>
<p>Ministère des Régions</p>	<p>http://www.sdr.gouv.qc.ca</p>
<p>Québec English Schools Network (QESN)</p>	<p>http://www.qesn.meq.gouv.qc.ca</p>
<p>Quebec Demographic Study</p>	<p>http://infosys.agrenv.mcgill.ca/~qfa/qds</p>
<p>Youth Employment Services</p>	<p>http://www.yesmtl.org</p>