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Version

# Vocational and Technical Training in Québec

Overview



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## Foreword

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

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

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

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

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# 1 Québec's Vocational and Technical Training System

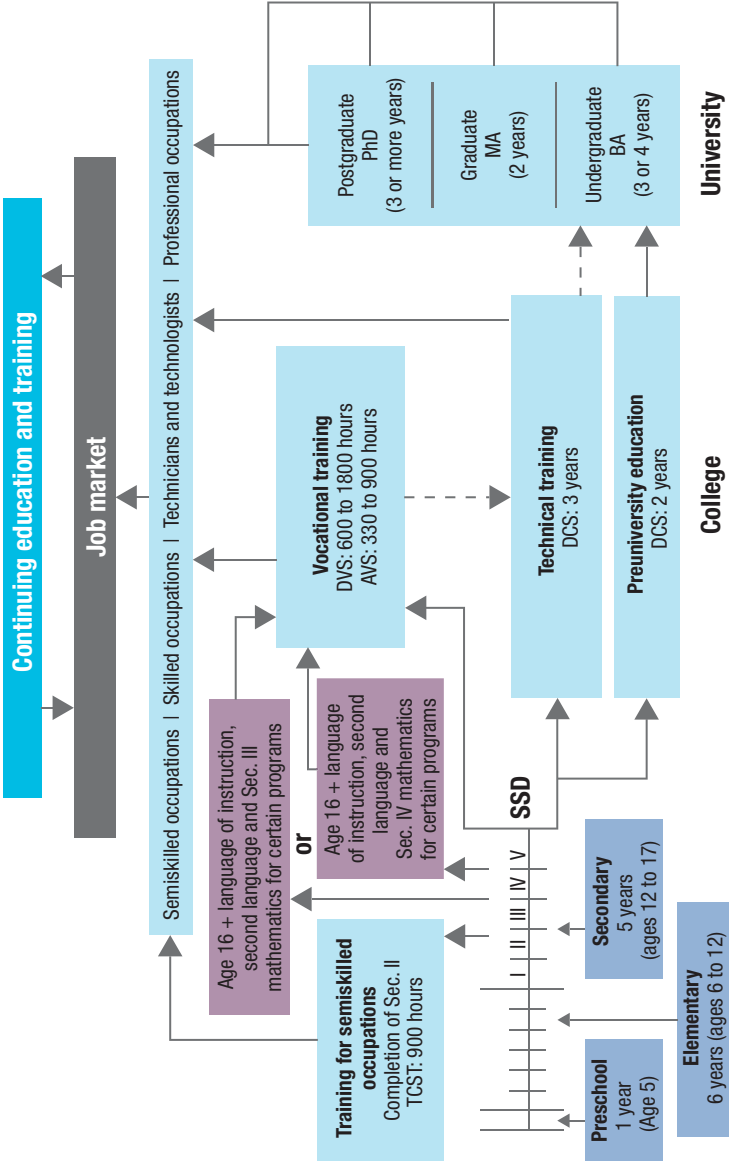
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## Legal and regulatory framework

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

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

# Québec's Education System



## Responsibilities

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

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

## Major reform

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

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

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

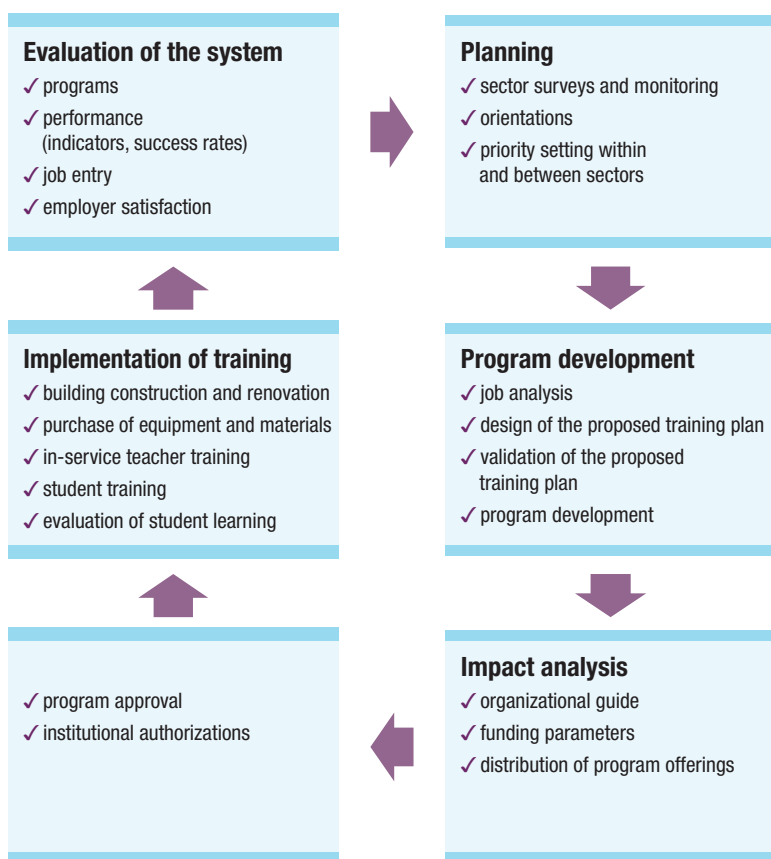
\* A French acronym for general and technical colleges (collèges d'enseignement général et professionnel).

## Program management

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

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

### Management Cycle





## Partnerships

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

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

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

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

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

## 2 Program Offerings

### Diversity of training programs

Québec offers close to 300 VTT programs designed to meet the needs of businesses and individuals. These programs all follow a competency-based approach. Programs are divided among 21 training sectors and cover all the occupations requiring vocational or technical training. More specifically, 140 programs lead to a Diploma of Vocational Studies (DVS), 110 lead to a Diploma of College Studies (DCS), and 25 lead to an Attestation of Vocational Specialization (AVS).

In addition, school boards issue 31 different Skills Training Certificates (STC). As for educational institutions at the college level, they offer more than 1 200 different Attestations of College Studies (ACS). For the 2008-2009 school year, over 600 of these ACS programs declared enrollments. Programs leading to a DVS, representing 600 to 1800 hours, normally last one to two years, while programs leading to an AVS or an STC last less than a year. Finally, DCS programs last three years, and ACS programs vary in length from several months to over a year.

#### Distribution of programs by educational path and training sector Vocational and technical training (Québec as a whole, 2009-2010)

	DVS	AVS	DCS	Total
Administration, Commerce and Computer Technology	5	5	5	15
Agriculture and Fisheries	12	1	9	22
Arts	5	1	10	16
Beauty Care	2	1	-	3
Buildings and Public Works	24	2	6	32
Chemistry and Biology	1	-	5	6
Communications and Documentation	4	-	11	15
Electrotechnology	8	1	5	14
Fashion, Leather and Textiles	8	-	3	11
Food Services and Tourism	7	3	5	15
Forestry and Pulp and Paper	8	-	3	11
Health Services	5	-	20	25
Land Use Planning and the Environment	1	-	4	5
Maintenance Mechanics	6	3	1	10
Mechanical Manufacturing	9	4	7	20
Metallurgical Technology	8	1	1	10
Mining and Site Operations	8	-	1	9
Motorized Equipment Maintenance	9	2	2	13
Social, Educational and Legal Services	2	-	8	10
Transportation	2	-	3	5
Woodworking and Furniture Making	6	1	1	8
<b>Total</b>	<b>140</b>	<b>25</b>	<b>110</b>	<b>275</b>

Source: Ministère de l'Éducation, du Loisir et du Sport (MELS), Direction générale de la formation professionnelle et technique (DGFPT), Direction de la gestion stratégique de l'offre de formation (DGSOF), 2010.

## Provincewide training services

Vocational and technical training is available throughout Québec. Vocational training is managed by 70 school boards, including 9 English-language boards and two special-status boards. Altogether they operate 170 vocational training centres. Vocational training is also offered by 3 government schools and 30 private institutions. Technical training is provided by 52 CEGEPs, 4 government schools and 13 private institutions offering DCS programs, as well as by 25 non-subsidized private institutions offering ACS programs.

**Regional distribution of authorizations to offer the DVS and AVS in vocational training and the DCS in technical training programs in terms of the numbers of educational organizations (school boards, CEGEPs, private institutions, government schools) (Québec as a whole, 2009-2010 school year)**

	Administrative region	Vocational training			Technical training		
		Authorizations		Number of organizations	Authorizations		Number of organizations
		Total <sup>1</sup>	Different <sup>2</sup>		Total <sup>1</sup>	Different <sup>2</sup>	
<b>01</b>	Bas-Saint-Laurent	76	57	4	55	42	5
<b>02</b>	Saguenay–Lac-Saint-Jean	90	70	4	51	39	4
<b>03</b>	Capitale-Nationale	166	115	11	82	55	8
<b>04</b>	Mauricie	57	55	3	45	37	4
<b>05</b>	Estrie	104	81	6	33	29	3
<b>06</b>	Montréal	258	162	13	189	75	19
<b>07</b>	Outaouais	83	73	6	27	21	2
<b>08</b>	Abitibi-Témiscamingue	58	53	5	13	13	1
<b>09</b>	Côte-Nord	32	26	2	15	12	2
<b>10</b>	Nord-du-Québec	48	33	3	-	-	-
<b>11</b>	Gaspésie-Îles-de-la-Madeleine	46	37	5	12	12	1
<b>12</b>	Chaudière-Appalaches	84	56	4	31	21	3
<b>13</b>	Laval	69	66	3	19	19	1
<b>14</b>	Lanaudière	46	40	3	21	19	3
<b>15</b>	Laurentides	84	65	7	26	24	2
<b>16</b>	Montréal	238	113	19	77	38	8
<b>17</b>	Centre-du-Québec	68	56	7	19	16	3

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

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

Source: MELs, DGFP, DGSOF, 2010.

## Investments and training costs

The VTT system requires an investment of over CAN\$1.5 billion per year, of which nearly \$80 million go to equipment and buildings. In 2008-2009 alone, investments totalled an estimated \$1.7 billion. Nearly 60% of that amount (\$942.2 million) went exclusively to the technical training system. The Québec government provides almost all the funding for the VTT system, while businesses make only a minor contribution. This situation differs radically from that of other provinces or countries, such as Ontario and the United States, which finance less than half of the total training costs, owing to higher student and business contributions.

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

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

### Investments in buildings and equipment for vocational training (VT) and technical training (TT) (Québec as a whole, from 2005-2006 to 2009-2010 [millions of CAN\$])

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
<b>Buildings</b>						
VT	42.46	51.25	39.24	9.80	0	142.75
TT	18.45	13.37	16.04	5.29	0	53.15
<b>Subtotal</b>	<b>60.91</b>	<b>64.62</b>	<b>55.28</b>	<b>15.09</b>	<b>0</b>	<b>195.9</b>
<b>Equipment</b>						
VT	6.81	1.23	6.54	0.78	0	15.36
TT*	42.90	26.43	26.40	16.26	6.00	117.99
<b>Subtotal</b>	<b>49.71</b>	<b>27.66</b>	<b>32.94</b>	<b>17.04</b>	<b>6.00</b>	<b>133.35</b>
<b>VTT Collaboration Plan</b>	<b>—</b>	<b>—</b>	<b>4.50</b>	<b>2.50</b>	<b>0</b>	<b>7.00</b>
<b>Total</b>	<b>110.62</b>	<b>92.28</b>	<b>92.72</b>	<b>34.63</b>	<b>6.00</b>	<b>336.25</b>

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

Source: MELS, Direction de la gestion sectorielle des ressources (DGSR), 2010.

## Diversified training options

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

- The Exploration of Vocational Training option thereby gives secondary students in general education the opportunity to explore one or more vocational training programs to find the one that best suits their tastes and interests.
- For its part, the concurrent-program option allows students to enroll in a vocational training program even if they do not have the requisite Secondary IV or V credits in general education. These students must, however, have earned at least the Secondary III credits in the three basic subjects and will have to obtain the missing credits during vocational training in order to comply with admission requirements before being awarded a DVS. Students enrolled in vocational training can also concurrently earn the general education credits needed to obtain their secondary school diploma (SSD), in addition to their DVS. Since 1996-1997, the number of students enrolled in this training option has risen from under 100 to over 2 000 a year.
- Numerous efforts have been devoted to the creation of bridges between vocational and technical training. Thus many related programs now belong to continuous learning paths. These foster access to college education, facilitate academic paths between the two education levels, and promote vocational and technical training. At the moment, nearly 30 continuous learning paths are in the process of being developed or implemented.
- Since July 1, 2008, the Attestation of Vocational Education (AVE) leading to the exercise of a semiskilled occupation has been replaced by the Training Certificate for a Semiskilled Trade (TCST). Each year, over 2100 students enrolled in programs leading to one of the 200 attestations of vocational education being offered. This new certificate is being made available to young people within the framework of the Work-Oriented Training Path, and adult education students have access to it as well.

## Recognition of prior learning and competencies

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

In all, in 2008-2009, 6 039 adults benefited from services related to the recognition of prior learning and competencies in vocational and technical training programs in Québec—an increase of over 24% in comparison with the previous year. In vocational training, the recognition of prior learning affected 107 training programs in 61 school boards and, in technical training, 135 programs (DCS and ACS) in 45 CEGEPs.

### Services provided for the recognition of prior learning and competencies and the population concerned (Québec as a whole, from 2002-2003 to 2008-2009)

Year	Vocational training		Technical training	
	Number of clients	Number of school boards	Number of clients	Number of CEGEPs
2002-2003	1 004	33	1 616	29
2003-2004	1 301	37	1 702	38
2004-2005	1 503	38	1 664	36
2005-2006	1 415	42	1 838	41
2006-2007	1 813	48	1 843	40
2007-2008	2 679	54	2 180	42
2008-2009	3 528	61	2 511	45

Source: MELS, DPD, Direction de la formation continue et du soutien (DFCS), Direction générale du financement et de l'équipement (DGFE), Direction des systèmes et du contrôle (DSC), 2010.

## Significant financial aid

A loans and bursaries program provides financial aid to students enrolled in VTT. In the fall of 2008, 23% of vocational training students and 30% of technical training students received loans, while 17% of vocational training students and 18% of technical training students were awarded

bursaries. In 2008-2009, of the total student loans granted across the province, vocational training students received 16%, and technical training students, 19%. Vocational training students were awarded 17% of the total number of bursaries, and technical training students, 19%.

**Distribution of financial aid in the form of loans and bursaries, by level of program (Québec as a whole, from 2004-2005 to 2008-2009 [millions of CA\$])**

	Loans						Bursaries					
	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	Total	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	Total
Vocational training	88.5	77.1	68.2	75.1	74.5	383.4	46.9	49.9	59.3	63.9	61.6	281.6
College	145.9	123.1	109.6	128.6	125.2	632.4	74.7	78.6	89.2	93.6	91.1	427.2
Preuniversity education	35.0	30.1	27.5	35.5	33.9	162.0	14.1	16.4	19.8	21.8	21.6	93.7
Technical training	110.9	93.1	82.1	93.1	91.3	470.5	66.6	62.2	69.5	71.8	69.6	339.7
University education	367.0	275.4	238.3	265.3	259.3	1 405.3	160.9	173.9	203.8	214.5	215.7	968.8
Other institutions and programs	30.2	20.6	21.1	21.5	20.1	113.5	-	-	-	-	-	-
<b>Total</b>	<b>631.6</b>	<b>496.2</b>	<b>437.2</b>	<b>490.5</b>	<b>479.1</b>	<b>2 534.6</b>	<b>282.9</b>	<b>302.7</b>	<b>352.6</b>	<b>372.4</b>	<b>368.9</b>	<b>1 679.5</b>
Interest expenses on loans	40.0	57.4	74.2	79.6	53.6	304.8	-	-	-	-	-	-

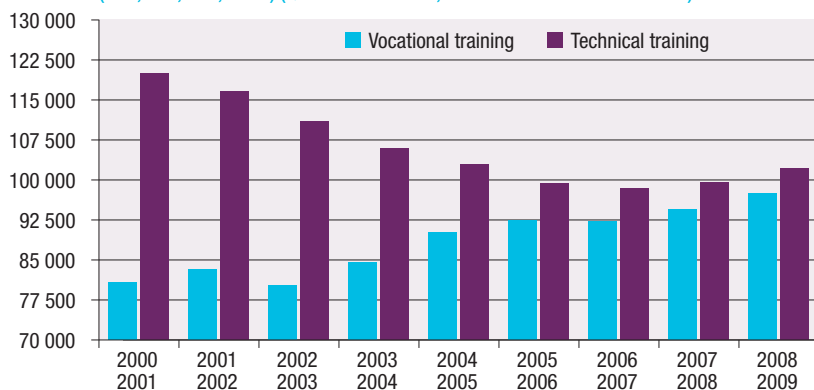
Source: MELS, Aide financière aux études, 2008-2009 Report, preliminary data, April 2010.

### 3 School Attendance

#### Enrollments and graduation

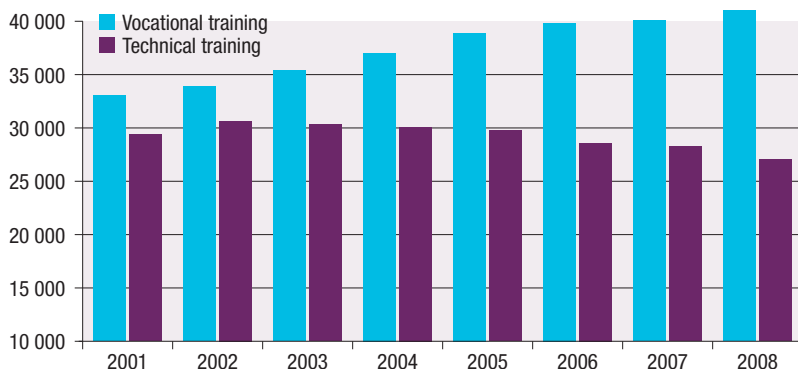
The number of students enrolled in the various VTT programs in Québec has risen to nearly 200 000 a year. Over 40 000 diplomas are awarded each year to vocational training students (DVS, AVS and AVE) and nearly 30 000 to technical training students (DCS, ACS, CCS and DPEC (diploma of advanced college studies)). In comparison, the MELs annually awards some 75 000 diplomas for general secondary-school studies and about 23 000 for pre-university college studies. However, slightly fewer than three out of ten of the students leaving the Québec education system each year have no specific vocational or technical qualifications to help them enter the job market: 12% have no diplomas at all and 15% have only a general secondary-school or college diploma.

Total enrollment trends in vocational training (DVS, AVS, AVE) and technical training (DCS, ACS, CCS, DPEC) (Québec as a whole, from 2000-2001 to 2008-2009)



Source: MELs, Direction de la recherche, des statistiques et des indicateurs (DRSI), DGSOF chart, 2010.

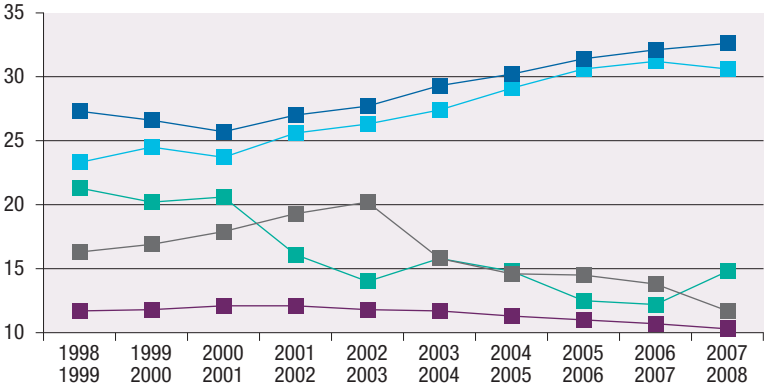
Trends in numbers of diplomas awarded in vocational training (DVS, AVS, AVE) and in technical training (DCS, ACS, CCS, DPEC) (Québec as a whole, from 2001 to 2008)



Source: MELs, DRSI, DGSOF chart, 2010.



Distribution of school leavers, by highest level of diploma  
(Québec as a whole, from 1998-1999 to 2007-2008)



Source: MELs, Education Indicators, 2002, 2004, 2005, 2007, 2008, 2009 and 2010, DRSI, Table 5.1.

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

Enrollments in vocational training have been gradually rising for a number of years, registering a 14% increase since 1999-2000. Following a decline over many years, enrollments in technical training have been rising over the last two years. Nevertheless, they have declined by more than 16% since 1999. Most of the increased enrollment in vocational training is due to the Buildings and Public Works, Health Services, and Administration, Commerce and Computer Technology training sectors. However, in technical training, the Health Services and Social, Educational and Legal Services sectors, as well as Buildings and Public Works have all performed well. Meanwhile, the sectors of Administration, Commerce and Computer Technology, Forestry and Pulp and Paper, Electrotechnology, Metallurgical Technology and Woodworking and Furniture Making in particular have experienced lower enrollments.

Enrollments in vocational and technical training vary considerably from one region to the next. In spite of the overall increase in vocational training enrollments throughout Québec, 2 of the 17 regions experienced a decline in this respect, while only 4 others saw their enrollments remain relatively stable during the last ten years. However, 9 of the 11 regions with rising enrollments had above average increases. As for technical training, enrollments decreased everywhere in Québec, except in 2 regions. In 11 regions, enrollments fell by more than average.

In Québec, in 2008-2009, 82 vocational training programs were offered in English (70 DVS and 12 AVS) to over 5 800 students. With respect to the DCS in technical training, 5 English-language CEGEPs and 5 bilingual CEGEPs offered approximately 40 technical training programs in English to a little under 6 000 full-time students in 2008-2009.

**Trends in enrollments in vocational and technical training, by administrative region (Québec as a whole, variation between 2005-2006 and 2008-2009)**

	Vocational training <sup>1</sup>					Technical training <sup>2</sup>					Variation 2005-2006/ 2008-2009
	2005 2006	2006 2007	2007 2008	2008 2009	Variation 2005-2006/ 2008-2009	2005 2006	2006 2007	2007 2008	2008 2009	Variation 2005-2006/ 2008-2009	
<b>01</b> Bas-Saint-Laurent	2 712	2 661	2 602	2 592	-4.4%	4 608	4 648	4 577	4 905	6.4%	
<b>02</b> Saguenay- Lac-Saint-Jean	4 722	4 794	4 576	4 510	-4.5%	5 950	5 894	5 690	5 741	-3.5%	
<b>03</b> Capitale-Nationale	11 772	10 681	10 961	11 271	-4.3%	12 574	12 548	12 929	13 179	4.8%	
<b>04</b> Mauricie	3 358	3 411	3 496	3 522	4.9%	4 263	4 132	4 183	4 240	-0.5%	
<b>05</b> Estrie	3 667	3 691	3 737	3 561	-2.9%	4 089	4 161	4 251	4 051	-0.9%	
<b>06</b> Montréal	25 097	26 053	27 472	28 953	15.4%	37 559	37 139	37 688	38 680	3.0%	
<b>07</b> Outaouais	2 874	2 878	2 955	2 983	3.8%	2 568	2 519	2 484	2 587	0.7%	
<b>08</b> Abitibi-Témiscamingue	1 929	1 966	1 964	1 853	-3.9%	1 273	1 250	1 399	1 415	11.2%	
<b>09</b> Côte-Nord	899	972	987	1 065	18.5%	776	741	756	758	-2.3%	
<b>10</b> Nord-du-Québec	420	511	567	688	63.8%	55	38	71	89	61.8%	
<b>11</b> Gaspésie- Îles-de-la-Madeleine	1 119	1 095	1 017	1 072	-4.2%	740	633	619	632	-14.6%	
<b>12</b> Chaudière-Appalaches	4 482	4 747	4 681	4 767	6.4%	3 440	3 272	3 284	3 290	-4.4%	
<b>13</b> Laval	7 596	5 702	5 568	5 516	-27.4%	3 321	3 623	3 586	3 743	12.7%	
<b>14</b> Lanaudière	2 407	2 770	3 408	4 619	91.9%	2 070	2 080	2 148	2 308	11.5%	
<b>15</b> Laurentides	5 549	5 808	5 967	6 120	10.3%	3 933	3 845	3 863	4 040	2.7%	
<b>16</b> Montérégie	11 739	12 387	12 349	12 242	4.3%	10 072	10 004	10 091	10 545	4.7%	
<b>17</b> Centre-du-Québec	2 073	2 034	2 135	2 210	6.6%	2 111	1 839	1 921	1 893	-10.3%	
<b>All of Québec</b>	<b>92 415</b>	<b>92 161</b>	<b>94 442</b>	<b>97 544</b>	<b>5.5%</b>	<b>99 402</b>	<b>98 366</b>	<b>99 540</b>	<b>102 166</b>	<b>2.8%</b>	

The data for 2008-2009 are preliminary.

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

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

Source: MELIS, *Données diverses sur la formation professionnelle et technique, DRSI and DGSOE*, March 2010.

## Enrollments, by age and gender

In vocational training, male students (56%) outnumber female students. The situation is different in technical training, however, where the proportion of female students is higher (60%). Female students are concentrated in fewer sectors. In vocational training, over 4 out of 5 women (84%) are enrolled in four sectors: Administration, Commerce and Computer Technology (35%); Health Services (31%); Beauty Care (11%); and Food Services and Tourism (7%). In technical training, nearly 3 out of 4 female students (71%) are enrolled in three sectors: Administration, Commerce and Computer Technology (13%); Health Services (31%); and Social, Educational and Legal Services (27%).

### The ten vocational (DVS, AVS) and technical (DCS) training programs with the highest enrollments. Total full-time enrollments (Québec as a whole, 2008-2009)

		Total enrollments in 2008-2009		
		Female	Male	Total
<b>Vocational training programs (DVS, AVS) (Programs are offered in both English and French.)</b>				
<b>578799/528799</b>	Health, Assistance and Nursing	5 659	864	6 523
<b>571299/521299</b>	Secretarial Studies	4 695	50	4 745
<b>576499/526499</b>	Starting a Business	2 693	1 696	4 389
<b>573199/523199</b>	Accounting	3 441	793	4 234
<b>581999/531999</b>	Carpentry	68	3 379	3 447
<b>579299/529299</b>	Automobile Mechanics	149	3 219	3 368
<b>581699/531699</b>	Assistance in Health Care Facilities	2 342	516	2 858
<b>579599/529599</b>	Electricity	71	2 664	2 735
<b>569599/519599</b>	Welding and Fitting	167	2 518	2 685
<b>581199/531199</b>	Professional Cooking	976	1 130	2 106
<b>Technical training programs (DCS) (Not all programs are offered in English.)</b>				
<b>180.A0</b>	Nursing	7,548	1 015	8 563
<b>410.B0</b>	Accounting and Management Technology	2 828	2 397	5 225
<b>351.A0</b>	Special Care Counselling	3 970	484	4 454
<b>420.A0</b>	Computer Science Technology	185	3 185	3 370
<b>410.D0</b>	Business Management	1 433	1 840	3 273
<b>322.A0</b>	Early Childhood Education	3 091	73	3 164
<b>310.A0</b>	Police Technology	867	1 824	2 691
<b>388.A0</b>	Social Service	1 995	310	2 305
<b>221.A0</b>	Architectural Technology	794	861	1 655
<b>221.B0</b>	Civil Engineering Technology	194	1 455	1 649

The data for 2008-2009 are preliminary.

Source: MELS, DGFPT, DGSOF, 2010.

**The ten vocational (DVS, AVS) and technical (DCS) training programs with the highest enrollments of female students**  
**Total full-time enrollments (Québec as a whole, 2008-2009)**

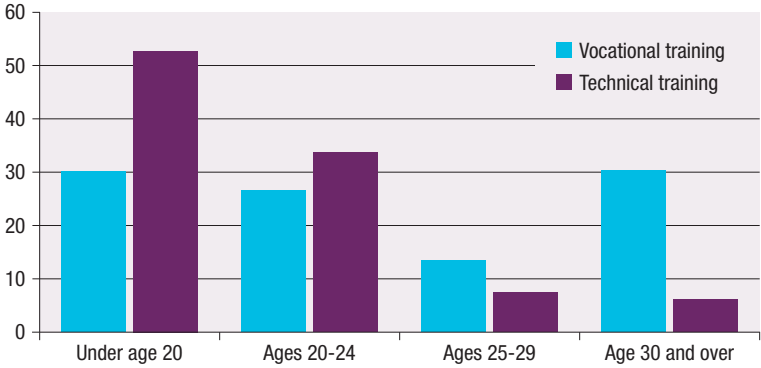
		Total enrollments in 2008-2009		
		Female	Male	Total
<b>Vocational training programs (DVS, AVS) (Programs are offered in both English and French.)</b>				
<b>578799/528799</b>	Health, Assistance and Nursing	5 659	864	6 523
<b>571299/521299</b>	Secretarial Studies	4 695	50	4 745
<b>573199/523199</b>	Accounting	3 441	793	4 234
<b>576499/526499</b>	Starting a Business	2 693	1 696	4 389
<b>581699/531699</b>	Assistance in Health Care Facilities	2 342	516	2 858
<b>574599/524599</b>	Hairdressing	1 954	71	2 025
<b>553599/503599</b>	Aesthetics	1 577	7	1 584
<b>581199/531199</b>	Professional Cooking	976	1 130	2 106
<b>580299/530299</b>	Pharmacy Technical Assistance	918	99	1 017
<b>564499/514499</b>	Dental Assistance	907	12	919
<b>Technical training programs (DCS) (Not all programs are offered in English.)</b>				
<b>180.A0</b>	Nursing	7 548	1 015	8 563
<b>351.A0</b>	Special Care Counselling	3 970	484	4 454
<b>322.A0</b>	Early Childhood Education	3 091	73	3 164
<b>410.B0</b>	Accounting and Management Technology	2 828	2 397	5 225
<b>388.A0</b>	Social Service	1 995	310	2 305
<b>410.D0</b>	Business Management	1 433	1 840	3 273
<b>570.E0</b>	Interior Design	1 230	81	1 311
<b>571.C0</b>	Fashion Marketing	1 110	86	1 196
<b>310.C0</b>	Legal Techniques	1 022	183	1 205
<b>412.A0</b>	Office System Technology	967	236	1 203

The data for 2008-2009 are preliminary.

Source: MELS, DGFPT, DGSOF, 2010.

On the whole, students enrolled in technical training are younger than those in vocational training. In fact, over 85% of students enrolled in the DCS path of technical training are below the age of 25, whereas in vocational training just over 55% of students belong to that age group. Interestingly enough, a little less than one-third of vocational training students are aged 30 or over. In Québec, vocational training appears to be an option chosen more by adults than by young people. In programs leading to an ACS, on the other hand, over half the students are at least 30 years old, while young people under the age of 20 account for less than 5% of the student population.

Student enrollments in vocational training (DVS, AVS) and technical training (DCS), by age group (Québec as a whole, 2008-2009)



Source: MELs, DGSOF chart, 2010.

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

Nearly half the students who enroll in vocational training already have a Secondary School Diploma (SSD). This percentage is inversely proportional to the student's age, as 60% of the students aged 17 to 24 already have an SSD when they enroll in vocational training, while 40% of older students hold this diploma.

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

Age	Secondary School			College		University	Total
	General education, youth sector	General education, adult sector	Vocational training	Pre-university education	Technical training		
16	87.9	5.3	1.1	1.9	-	-	96.6
17	25	14.3	6.1	27.3	12.7	0.5	85.8
18	5.3	15.3	9.6	27.3	16.8	2.9	77.2
19	1	11.5	9.1	13.6	18	14	67.2
20	0.5	8.1	7.3	5.4	13.5	21	55.8
21	0.1	6.4	5.8	2.6	9.7	24.4	49.0
22	-	5.2	4.8	1.3	6.9	23.6	41.8
23	-	4.4	3.8	0.7	5	19.1	33.0
24	-	3.8	3.4	0.4	3.9	14.6	26.1
25 to 29	-	3	2.4	0.2	2.3	8.6	16.5
30 and +	-	1	0.7	0	0.5	1.5	3.8

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

## Educational success

For a number of years, school boards, CEGEPs and MELS and many of their partners have joined together in a massive operation aimed at improving student graduation rates. In DVS programs as a whole, the annual graduation rate exceeds 70%. This figure, however, conceals certain discrepancies. The graduation rate for full-time students is over 85%, while for technical training students enrolled in programs leading to a DCS, it is slightly higher than 60%, provided that changes in the programs of study and duration of training are not taken into account. If the graduation rate is considered only within the program in which the student is initially enrolled, the figure stands at 34% when programs are completed within the prescribed length of time (three years), but rises to 55% if completed within five years.

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

	1980 1981	1985 1986	1990 1991	1995 1996	1999 2000	2006 2007	2007 2008 <sup>e</sup>
<b>Male</b>							
LVP or DVS <sup>2</sup>	57.1	58.3	60.0	67.7	63.9	75.3	72.8
Full-time <sup>3</sup>	51.8	51.4	81.1	79.5	81.6	86.1	85.2
<b>Female</b>							
LVP or DVS <sup>2</sup>	65.5	69.5	50.3	64.5	70.2	74.5	75.0
Full-time <sup>3</sup>	61.3	62.0	80.0	78.3	82.4	87.1	86.9
<b>Male and female</b>							
LVP or DVS <sup>2</sup>	61.7	64.1	54.4	66.1	66.6	75.0	73.8
Full-time <sup>3</sup>	56.3	56.6	80.6	78.9	82.0	86.6	86.0

e: Estimates

1 All secondary-level diplomas are taken into account.

2 Figures for 1980-1981 and 1985-1986 include enrollments in long vocational programs (LVP) in the youth sector. Figures after 1988-1989 take into account the Diploma of Vocational Studies (DVS) awarded in the youth and adult sectors.

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

Source: MELs, *Education Indicators, 2010 edition, preliminary version*, DRIS, Table 3.2.

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

	1980 1981	1985 1986	1990 1991	1995 1996	1999 2000	2006 2007	2007 2008 <sup>e</sup>
<b>Male and female graduates</b>							
Same type of initial training							
3 years or less <sup>1</sup>	n.a.	29.6	26.8	31.6	32.6	34.1	
5 years or less <sup>1</sup>	n.a.	51.1	47.8	52.4	52.3	55.1	
All durations	n.a.	56.6	53.1	57.6	59.6	62.1	
Other type of initial training <sup>2</sup>							
All durations	n.a.	64.4	55.7	57.8	62.8	62.9	
<b>All types of initial training and all durations</b>							
Male and female	59.0	58.6	53.9	57.7	60.7	62.4	
Male	53.9	54.7	46.1	50.1	53.9	55.0	
Female	63.0	61.3	60.9	64.6	65.6	68.0	

e: Estimates

n.a.: Data not available

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

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

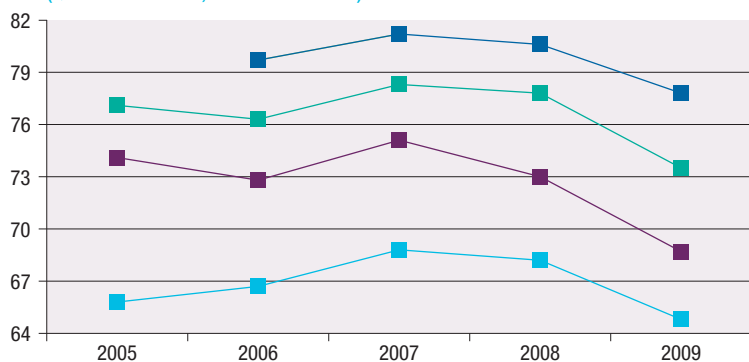
Source: MELs, *Education Indicators, 2010 edition, preliminary version*, DRIS, Table 3.4.

## 4 Integration Into the Job Market

Long-lasting employment is the primary aim of Québec's VTT system. One year after the end of their studies, slightly less than three quarters of VTT graduates had jobs; of these, over 85% were full-time positions. Integration into the job market varies according to the educational path. Although a tendency toward improved integration has been observed since the beginning of 2000, the situation has reversed during the last few years, reflecting the general situation in the job market.

A high proportion of DCS graduates tend to pursue their studies after obtaining their diplomas. In fact, between 2000 and 2009, the proportion of college graduates who decided to continue their studies jumped from 19.6% to 29.8%. Conversely, proportionately fewer vocational training graduates chose to pursue their studies, as only a little more than 10% have done so. In both cases, however, the proportion of people with a diploma who continue their studies has risen in recent years.

Employment rates of graduates, by educational path  
(Québec as a whole, from 2005 to 2009)



Source: MELs, Enquêtes Relance. DRSI, 2009.

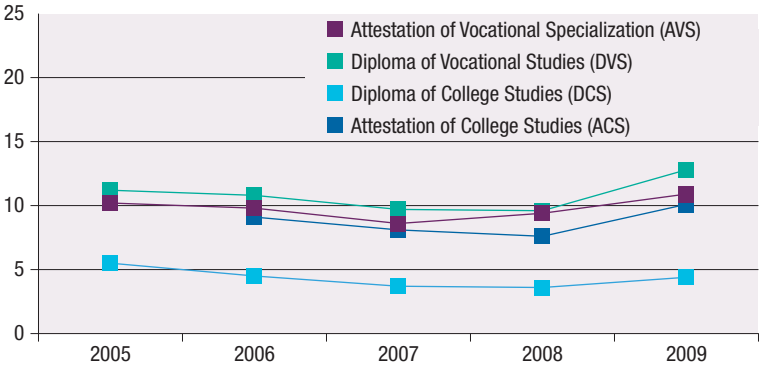
- Attestation of Vocational Specialization (AVS)
- Diploma of Vocational Studies (DVS)
- Diploma of College Studies (DCS)
- Attestation of College Studies (ACS)

Holders of an ACS enjoy an employment rate of nearly 80% one year after completing their training, while 8% of them pursued studies afterwards. Over 87% of employed ACS holders work full time and, in three quarters of these cases, their jobs are related to their training.

Although the unemployment rate of VTT graduates compares favourably with that of Québec's population as a whole, it is difficult to draw parallels between these two groups. The overall labour force is very diversified, its structure differs from that of the graduate population, and findings are derived from fundamentally different surveys. Nevertheless, some facts are worth highlighting. Recent Relance surveys show an unemployment

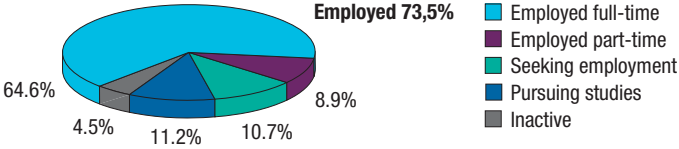


Trends in graduates' unemployment rates, by educational path  
(Québec as a whole, from 2005 to 2009)

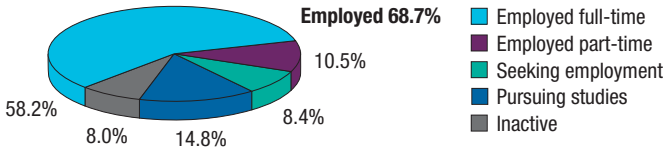


Source: MELs, Enquêtes Reliance. DRSI, 2009.

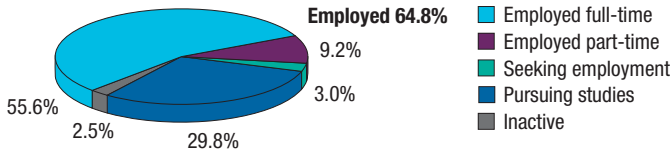
Situation on March 31, 2009 of the graduates from the class of 2007-2008  
(Diploma of Vocational Studies—DVS)



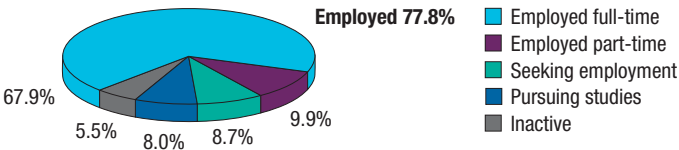
Situation on March 31, 2009 of the graduates from the class of 2007-2008  
(Attestation of Vocational Specialization—AVS)



Situation on March 31, 2009 of the graduates from the class of 2007-2008  
(Diploma of College Studies [DCS] in technical training)



Situation on March 31, 2009, of the graduates from the class of 2007-2008  
(Attestation of College Studies—ACS—in technical training)



Source: MELs, Enquêtes Reliance 2009. DRSI. Graphique DGSOF, 2009.

rate of 12.8% for DVS graduates, 10.9% for AVS graduates, 4.4% for DCS graduates and 10.1% for holders of an ACS. According to Statistics Canada's Labour Force Survey, for the same period, March 2009, the unemployment rate was 9.7% for Québec's overall labour force, 16.4% for the 15-24 age group, and 8.5% for the 25-44 age group

## Employment rate differences, by program of study

Employment rates differ widely, depending on the choice of training program. As a general rule, programs with the highest employment rates belong to five sectors: Health Services; Motorized Equipment Maintenance; Transportation; Maintenance Mechanics; and Electro-technology. Conversely, programs with the lowest employment rates belong to these four sectors: Forestry and Pulp and Paper; Land Use Planning and the Environment; Fashion, Leather and Textiles; Woodworking and Furniture Making. In 2009, half of all VTT programs had employment rates of over 70%. More specifically, 8% of the programs had employment rates of 90% and over; 18% had rates of 80% to 90% exclusive, and 23% had rates of 70% to 80% exclusive.

### Situation on March 31, 2009 of vocational and technical training graduates with a Diploma of Vocational Studies (DVS), an Attestation of Vocational Specialization (AVS), a Diploma of College Studies (DCS) or an Attestation of College Studies (ACS), by age group (Québec as a whole, graduating class of 2007-2008)

	DVS		
	Under 20 years old	Ages 20-24	Age 25 and over
Graduates surveyed	5 519	10 586	15 592
Employed (%)	69.8	74.2	74.5
Seeking employment (%)	8.1	9.2	12.9
Pursuing studies (%)	18.8	12.9	6.9
Unemployment rate (%)	3.2	3.7	5.6
Taux de chômage (%)	10.4	11.0	14.7
Full-time (%) <sup>1</sup>	89.3	91.0	85.2
Average gross weekly salary (CANS) <sup>2</sup>	596	619	663
Related to the training (%) <sup>3</sup>	78.3	79.1	81.9

<sup>1</sup> Proportion of those working 30 or more hours per week.

<sup>2</sup> Weekly income of those in full-time paid employment.

<sup>3</sup> Percentage of those in full-time employment related to their training.

Source: MELS, *Enquêtes Relance*. DRSI, 2009.

## Employment rate differences, by age and gender

Age-group analysis of the job placements of vocational training graduates (DVS and AVS) reveals that those aged 20 to 24 had the highest employment rates. At the college level (DCS and ACS), there are proportionately more employed graduates among those aged 25 and over. Nevertheless, any analysis of the employment status of college graduates having obtained a DCS must take into account the sizeable proportion of students who continue their studies after graduation, especially those under the age of 25. This aspect means we must exercise caution when interpreting college-graduate employment statistics by age group. The same holds true for employment statistics by gender. Though women have higher employment rates than men (67.8% compared with 59.5%), they are less likely to pursue their studies once they have obtained a DCS (26.8% compared with 34.9%).

## Employer satisfaction

The MELS has carried out several surveys among employers who hire VTT graduates. More than 9 employers out of 10 consider their vocational training recruits to be competent. This figure is slightly higher among employers who hire technical training graduates (96% compared with 89%). Recent surveys also show that 93% of employers who hired DVS or AVS graduates and 94% of those who hired DCS graduates were satisfied with their new employees' performance after one year of work.

	AVS			DCS			ACS		
	Under 20 years old	Ages 20-24	Age 25 and over	Under 20 years old	Ages 20-24	Age 25 and over	Under 20 years old	Ages 20-24	Age 25 and over
	414	1 218	4 195	911	10 790	3 978	189	2 085	8 317
	50.9	78.3	68.0	46.7	61.1	81.0	59.8	75.6	78.7
	6.5	6.7	9.1	2.0	2.9	3.7	3.7	6.9	9.2
	41.2	11.6	12.7	49.9	34.2	11.0	34.6	13.9	6.1
	1.4	3.4	10.3	1.4	1.9	4.4	1.9	3.6	6.0
	11.3	7.9	11.8	4.1	4.5	4.3	5.9	8.4	10.5
	83.0	90.0	83.0	86.7	85.8	85.7	84.4	86.9	87.4
	554	602	723	613	640	708	598	606	694
	65.8	76.0	65.6	83.6	83.5	88.6	61.1	71.0	77.0

## 5 Labour Market Outlook and Demographic Trends

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Over the past few years, Québec has experienced significant job growth. Between 2000 and 2008, nearly 480 000 jobs were created, an increase of more than 14%. However, this growth in employment slowed in early 2009 and the results for the year indicated a loss of 37 500 jobs compared to the previous year (a drop of 1%).

Emploi-Québec estimates that the Québec economy will create 152 000 jobs between 2009 and 2013. During the same period, retiring workers will create additional openings. As jobs requiring technical and intermediate skill levels increase in importance, labour market demand will continue to exert considerable pressure on the VTT system.

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

The model reveals that 80% of the VTT programs are well balanced, that is, enrollments in these programs should be sufficient to meet labour demand. Still, in 10% of the programs, there is a substantial increased demand for enrollments, whereas in fewer than 5% of the programs the number of enrollments exceeds demand.

### Promotional campaigns

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

### Important demographic changes

For a number of years, a decline in total enrollments has been observed in both elementary and secondary education. However, this trend will see a reversal within the next few years. This means that the number of full-time students in the French, English and Aboriginal school boards should be on the rise by 2013-2014. This rise will be especially evident in the administrative regions of Lanaudière, Laval, Outaouais and the Capitale Nationale, and will have a more moderate impact in the regions of Côte Nord, Bas-Saint-Laurent, Saguenay-Lac-Saint-Jean and Abitibi Témiscamingue. It will even be negative in the regions of Nord-du-Québec and Gaspésie-Îles-de-la-Madeleine.

In technical training, it will be several years before the effects of this rise in enrollments is felt. Enrollments will thus continue to decline, in all regions of Québec.

**The 50 vocational (DVS, AVS) and technical (DCS) training programs offering the best job prospects (Québec as a whole, 2009 (Not all programs are offered in English.)**

Assistance in Health Care Facilities	Medical Electrophysiology Techniques
Automobile Mechanics	Metal Structure Assembly
Biomedical Laboratory Technology	Metallurgical Process Engineering
Cable and Circuit Assembly	Laboratory Technology
Chemical Engineering Techniques	Moulding Machine Set-up and Operation
Composites Processing	Nuclear Medicine Technology
Computer Science Techniques	Numerical Control Machine Tool Operation
Construction Machine Mechanics	Nursing
Dairy Production	Ore Extraction
Diemaking	Pharmaceutical Production Technology
Diesel (Injection and Electronic Controls)	Precision Sheet Metal Work
Early Childhood Education	Pre-Hospital Emergency Care
Farm Management and Technology	Production Equipment Operation
Fixed Machinery Mechanics	Professional Sales
Gestion d'un établissement de restauration (in French only)	Radiodiagnosis Technology
Home Care Assistance	Respiratory Therapy Techniques
Industrial Controls Maintenance Mechanics	Retail Butchery
Industrial Construction and Maintenance Mechanics	Secretarial Studies-Medical
Industrial Drafting	Special Care Counselling
Industrial Electronics Technology	Techniques d'avionique (in French only)
Industrial Engineering Technology	Technologie des procédés et de la qualité des aliments (in French only)
Industrial Maintenance Technology	Technologie minérale (in French only)
Insurance and Financial Services Consulting	Toolmaking
Machining Techniques	Transportation Logistics
Mechanical Engineering Technology	Welding and Fitting

Source: MELS, *The Top 50*, DGSOF, 2009.

## 6 Challenges and Developments

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

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

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

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



## Trends in enrollments, projects and investments in work-study programs (Québec as a whole, from 2005-2006 to 2008-2009)

	Secondary school, private and public sectors (DVS, AVS)				Public and private colleges (DCS, ACS)			
	2005 2006	2006 2007	2007 2008	2008 2009	2005 2006	2006 2007	2007 2008	2008 2009
Number of institutions <sup>1</sup>	58	58	58	58	53	53	53	51
Number of work-study projects in progress <sup>2</sup>	259	275	274	293	298	299	283	276
Number of different programs <sup>3</sup>	74	79	78	86	99	99	97	95
Number of students enrolled in work-study programs <sup>4</sup>	8 407	8 948	10 789	11 662	3 813	3 929	4 281	3 905
Number of programs currently being adapted to the work-study approach <sup>5</sup>	53	40	49	50	17	15	1	25
Investments (in millions of dollars)	4 182	4 226	3 003	3 608	3 186	3 602	3 588	3 844

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

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

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

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

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

Source: MELS, Direction de la formation continue et du soutien (DFCS), May 2010.



## Enrollments in vocational and technical training, by gender (Québec as a whole, from 1999-2000 to 2008-2009)

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

	1999 2000	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009 <sup>p</sup>
<b>Under age 20<sup>2</sup></b>	<b>24 462</b>	<b>24 217</b>	<b>23 986</b>	<b>23 221</b>	<b>23 822</b>	<b>24 536</b>	<b>24 715</b>	<b>26 011</b>	<b>27 090</b>	<b>27 476</b>
Male	14 783	14 991	14 862	14 657	15 115	15 555	15 844	16 520	17 367	17 487
Female	9 679	9 226	9 124	8 564	8 707	8 981	8 871	9 491	9 723	9 989
<b>Age 20 and over</b>	<b>61 207</b>	<b>56 614</b>	<b>59 140</b>	<b>57 008</b>	<b>60 654</b>	<b>65 696</b>	<b>67 700</b>	<b>66 150</b>	<b>67 352</b>	<b>70 068</b>
Male	37 771	33 525	34 942	31 641	33 337	36 555	37 184	35 238	35 777	36 657
Female	23 436	23 089	24 198	25 367	27 317	29 141	30 516	30 912	31 575	33 411
<b>Total</b>	<b>85 669</b>	<b>80 831</b>	<b>83 126</b>	<b>80 229</b>	<b>84 476</b>	<b>90 232</b>	<b>92 415</b>	<b>92 161</b>	<b>94 442</b>	<b>97 544</b>
Male	52 554	48 516	49 804	46 298	48 452	52 110	53 028	51 758	53 144	54 144
Female	33 115	32 315	33 322	33 931	36 024	38 122	39 387	40 403	41 298	43 400

p. The data for 2008-2009 are preliminary.

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

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

Source: MELs, DRsI, Portail informationnel, système Charlemagne, 2010-03-29.

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

	1999 2000	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009 <sup>p</sup>
<b>DCS (technical training)</b>	<b>88 961</b>	<b>87 505</b>	<b>86 831</b>	<b>84 690</b>	<b>81 565</b>	<b>80 076</b>	<b>78 216</b>	<b>77 013</b>	<b>78 330</b>	<b>80 088</b>
Male	40 659	39 070	37 942	36 399	34 431	32 896	31 621	30 485	30 961	31 565
Female	48 302	48 435	48 889	48 291	47 134	47 180	46 595	46 528	47 369	48 523
<b>ACS, CEC and DPEC</b>	<b>32 859</b>	<b>32 495</b>	<b>29 678</b>	<b>26 342</b>	<b>24 352</b>	<b>22 911</b>	<b>21 186</b>	<b>21 353</b>	<b>21 210</b>	<b>22 078</b>
Male	14 076	13 821	12 707	11 314	10 598	9 680	8 728	8 898	9 303	9 812
Female	18 783	18 674	16 971	15 028	13 754	13 231	12 458	12 455	11 907	12 266
<b>Total</b>	<b>121 820</b>	<b>120 000</b>	<b>116 509</b>	<b>111 032</b>	<b>105 917</b>	<b>102 987</b>	<b>99 402</b>	<b>98 366</b>	<b>99 540</b>	<b>102 166</b>
Male	54 735	52 891	50 649	47 713	45 029	42 576	40 349	39 383	40 264	41 377
Female	67 085	67 109	65 860	63 319	60 888	60 411	59 053	58 983	59 276	60 789

p. The data for 2008-2009 are preliminary.

<sup>1</sup> Enrollments include students registered in the following programs: DCS: Diploma of College Studies; ACS: Attestation of College Studies; CCS: Certificate of College Studies; DPEC: diplôme de perfectionnement de l'enseignement collégial.

Source: MELs, DRsI, Portail informationnel, système Socrate, 2010-03-29.

**Enrollments in secondary-level vocational training,<sup>1</sup> by administrative region, from 1999-2000 to 2008-2009 (Québec as a whole)**

	1999-2000	2000-2001	2001-2002
<b>01</b> Bas-Saint-Laurent	2 592	2 652	2 631
<b>02</b> Saguenay–Lac-Saint-Jean	5 365	4 846	4 951
<b>03</b> Capitale-Nationale	8 660	8 950	9 790
<b>04</b> Mauricie	2 741	2 795	3 033
<b>05</b> Estrie	3 221	3 088	3 110
<b>06</b> Montréal	19 269	20 065	20 816
<b>07</b> Outaouais	2 664	2 484	2 513
<b>08</b> Abitibi-Témiscamingue	1 824	1 693	1 745
<b>09</b> Côte-Nord	1 048	858	858
<b>10</b> Nord-du-Québec	288	306	370
<b>11</b> Gaspésie-Îles-de-la-Madeleine	825	831	825
<b>12</b> Chaudière-Appalaches	4 051	3 992	4 132
<b>13</b> Laval	15 278	10 611	9 271
<b>14</b> Lanaudière	1 788	1 815	2 006
<b>15</b> Laurentides	4 013	3 956	5 088
<b>16</b> Montérégie	9 860	9 634	9 859
<b>17</b> Centre-du-Québec	2 182	2 255	2 128
<b>All of Québec</b>	<b>85 669</b>	<b>80 831</b>	<b>83 126</b>

p. The data for 2008-2009 are preliminary.

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

Source: MELs, DRsI, Portail informationnel, système Charlemagne, 2010-03-29.

**Enrollments<sup>1</sup> in college-level technical training, by administrative region, from 1999-2000 to 2008-2009 (Québec as a whole)**

	1999-2000	2000-2001	2001-2002
<b>01</b> Bas-Saint-Laurent	6 208	5 956	5 557
<b>02</b> Saguenay–Lac-Saint-Jean	7 187	6 901	6 932
<b>03</b> Capitale-Nationale	14 935	14 984	14 491
<b>04</b> Mauricie	5 332	5 163	4 986
<b>05</b> Estrie	5 076	5 083	4 979
<b>06</b> Montréal	43 398	43 702	42 020
<b>07</b> Outaouais	2 997	2 923	2 846
<b>08</b> Abitibi-Témiscamingue	1 845	1 644	1 678
<b>09</b> Côte-Nord	1 020	1 173	1 096
<b>10</b> Nord-du-Québec	78	112	51
<b>11</b> Gaspésie-Îles-de-la-Madeleine	1 033	933	871
<b>12</b> Chaudière-Appalaches	4 633	4 180	3 941
<b>13</b> Laval	4 300	4 013	3 865
<b>14</b> Lanaudière	2 270	2 264	2 285
<b>15</b> Laurentides	4 876	4 926	4 816
<b>16</b> Montérégie	13 766	13 364	13 575
<b>17</b> Centre-du-Québec	2 866	2 677	2 513
<b>All of Québec</b>	<b>121 820</b>	<b>120 000</b>	<b>116 509</b>

p. The data for 2008-2009 are preliminary.

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

Source: MELs, DRsI, Portail informationnel, système Socrate, 2010-03-29.

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009 <sup>P</sup>
2 575	2 639	2 622	2 712	2 661	2 602	2 592
4 694	4 829	4 805	4 722	4 794	4 576	4 510
9 721	9 994	10 591	11 772	10 681	10 961	11 271
3 146	3 288	3 291	3 358	3 411	3 496	3 522
3 351	3 477	3 569	3 667	3 691	3 737	3 561
21 684	23 485	24 228	25 097	26 053	27 472	28 953
2 705	2 910	3 012	2 874	2 878	2 955	2 983
1 640	1 792	1 722	1 929	1 966	1 964	1 853
911	796	815	899	972	987	1 065
398	383	358	420	511	567	688
1 071	1 126	1 127	1 119	1 095	1 017	1 072
4 107	4 381	4 551	4 482	4 747	4 681	4 767
5 000	5 295	8 318	7 596	5 702	5 568	5 516
2 089	2 070	2 163	2 407	2 770	3 408	4 619
5 541	5 799	5 950	5 549	5 808	5 967	6 120
9 613	10 244	11 063	11 739	12 387	12 349	12 242
1 983	1 968	2 047	2 073	2 034	2 135	2 210
<b>80 229</b>	<b>84 476</b>	<b>90 232</b>	<b>92 415</b>	<b>92 161</b>	<b>94 442</b>	<b>97 544</b>

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009 <sup>P</sup>
5 128	4 897	4 800	4 608	4 648	4 577	4 905
6 570	6 378	6 360	5 950	5 894	5 690	5 741
13 920	13 493	13 209	12 574	12 548	12 929	13 179
4 912	4 675	4 437	4 263	4 132	4 183	4 240
4 462	4 120	4 084	4 089	4 161	4 251	4 051
40 239	38 908	38 290	37 559	37 139	37 688	38 680
2 737	2 549	2 643	2 568	2 519	2 484	2 587
1 569	1 483	1 470	1 273	1 250	1 399	1 415
948	914	854	776	741	756	758
94	64	62	55	38	71	89
757	817	688	740	633	619	632
3 819	3 687	3 448	3 440	3 272	3 284	3 290
3 866	3 571	3 555	3 321	3 623	3 586	3 743
2 146	2 000	2 054	2 070	2 080	2 148	2 308
4 662	4 249	4 082	3 933	3 845	3 863	4 040
12 714	11 938	10 833	10 072	10 004	10 091	10 545
2 463	2 152	2 118	2 111	1 839	1 921	1 893
<b>111 032</b>	<b>105 917</b>	<b>102 987</b>	<b>99 402</b>	<b>98 366</b>	<b>99 540</b>	<b>102 166</b>

**Enrollments in college-level technical training, by administrative region,  
from 1999-2000 to 2008-2009 (Québec as a whole)**

	1999-2000	2000-2001	2001-2002
<b>DCS (technical training)</b>			
01 Bas-Saint-Laurent	5 118	4 879	4 589
02 Saguenay–Lac-Saint-Jean	6 106	5 904	5 857
03 Capitale-Nationale	11 080	11 327	11 384
04 Mauricie	4 550	4 383	4 255
05 Estrie	3 622	3 552	3 529
06 Montréal	29 359	29 501	29 564
07 Outaouais	2 043	2 070	2 126
08 Abitibi-Témiscamingue	1 533	1 308	1 310
09 Côte-Nord	877	843	743
10 Nord-du-Québec	44	57	34
11 Gaspésie-Îles-de-la-Madeleine	756	684	679
12 Chaudière-Appalaches	3 955	3 620	3 470
13 Laval	2 749	2 679	2 657
14 Lanaudière	1 480	1 537	1 561
15 Laurentides	3 489	3 494	3 615
16 Montérégie	10 165	9 938	9 810
17 Centre-du-Québec	2 035	1 727	1 641
<b>All of Québec</b>	<b>88 961</b>	<b>87 505</b>	<b>86 831</b>

	1999-2000	2000-2001	2001-2002
<b>ACS, CCS and DPEC</b>			
01 Bas-Saint-Laurent	1 090	1 077	968
02 Saguenay–Lac-Saint-Jean	1 081	997	1 075
03 Capitale-Nationale	3 855	3 657	3 107
04 Mauricie	782	780	731
05 Estrie	1 454	1 531	1 450
06 Montréal	14 039	14 201	12 456
07 Outaouais	954	853	720
08 Abitibi-Témiscamingue	312	336	368
09 Côte-Nord	143	330	353
10 Nord-du-Québec	34	55	17
11 Gaspésie-Îles-de-la-Madeleine	277	249	192
12 Chaudière-Appalaches	678	560	471
13 Laval	1 551	1 334	1 208
14 Lanaudière	790	727	724
15 Laurentides	1 387	1 432	1 201
16 Montérégie	3 601	3 426	3 765
17 Centre-du-Québec	831	950	872
<b>All of Québec</b>	<b>32 859</b>	<b>32 495</b>	<b>29 678</b>

p. The data for 2008-2009 are preliminary.

Source: MELS, DRSI, Portail informationnel, système Socrate, 2010-03-29.

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009 <sup>P</sup>
4 464	4 254	4 145	3 981	3 954	3 939	4 044
5 608	5 556	5 446	5 138	5 064	4 905	4 909
11 396	11 024	10 823	10 539	10 484	10 852	10 983
4 199	4 034	3 842	3 795	3 622	3 717	3 786
3 411	3 360	3 340	3 422	3 424	3 424	3 366
28 965	28 008	27 514	27 054	26 501	27 030	27 451
2 114	2 081	2 199	2 099	2 032	2 086	2 074
1 316	1 328	1 254	1 143	1 117	1 281	1 361
712	681	666	619	596	574	607
29	39	40	28	24	36	39
600	558	575	588	525	483	515
3 435	3 313	3 136	3 033	2 785	2 809	2 837
2 615	2 471	2 583	2 625	2 746	2 769	2 931
1 588	1 553	1 614	1 623	1 590	1 677	1 824
3 468	3 255	3 147	3 056	3 023	3 127	3 325
9 262	8 757	8 486	8 124	8 090	8 180	8 622
1 482	1 271	1 266	1 349	1 436	1 441	1 414
<b>84 690</b>	<b>81 565</b>	<b>80 076</b>	<b>78 216</b>	<b>77 013</b>	<b>78 330</b>	<b>80 088</b>

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009 <sup>P</sup>
664	643	655	627	694	638	861
962	822	914	812	830	785	832
2 524	2 469	2 386	2 035	2 064	2 077	2 196
713	641	595	468	510	466	454
1 051	760	744	667	737	827	685
11 274	10 900	10 776	10 505	10 638	10 658	11 229
623	468	444	469	487	398	513
253	155	216	130	133	118	54
236	233	188	157	145	182	151
65	25	22	27	14	35	50
157	259	113	152	108	136	117
384	374	312	407	487	475	453
1 251	1 100	972	696	877	817	812
558	447	440	447	490	471	484
1 194	994	935	877	822	736	715
3 452	3 181	2 347	1 948	1 914	1 911	1 923
981	881	852	762	403	480	479
<b>26 342</b>	<b>24 352</b>	<b>22 911</b>	<b>21 186</b>	<b>21 353</b>	<b>21 210</b>	<b>22 078</b>

**Number of diplomas awarded in vocational and technical training, by gender  
(Québec as a whole, from 1999-2000 to 2008-2009)**

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

	1999-2000	2000-2001	2001-2002
<b>Under age 20<sup>2</sup></b>	<b>6 352</b>	<b>6 085</b>	<b>6 084</b>
Male students	3 445	3 445	3 523
Female students	2 907	2 640	2 561
<b>Age 20 and over</b>	<b>25 736</b>	<b>24 701</b>	<b>26 940</b>
Male students	13 879	13 597	15 177
Female students	11 857	11 104	11 763
<b>Total</b>	<b>32 088</b>	<b>30 786</b>	<b>33 024</b>
Male students	17 324	17 042	18 700
Female students	14 764	13 744	14 324

p. The data for 2008-2009 are preliminary.

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

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

Source: MELs, DRsI, Portail informationnel, système Charlemagne, 2010-03-29.

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

	1999	2000	2001
<b>DCS (technical training)</b>	<b>17 639</b>	<b>18 006</b>	<b>18 017</b>
Male students	7 272	7 480	7 538
Female students	10 367	10 526	10 479
<b>ACS, CCS and DPEC</b>	<b>5 010</b>	<b>9 456</b>	<b>11 364</b>
Male students	2 680	4 258	5 037
Female students	2 330	5 198	6 327
<b>Total</b>	<b>22 649</b>	<b>27 462</b>	<b>29 381</b>
Male students	9 952	11 738	12 575
Female students	12 697	15 724	16 806

p. The data for the 2008 calendar year are preliminary.

DCS: Diploma of College Studies

CCS: Certificate of College Studies

DPEC: Diploma of advanced college studies

1 Enrollments include students registered in the following programs: DCS: Diploma of College Studies; ACS: Attestation of College Studies; CCS: Certificate of College Studies; DPEC: diplôme de perfectionnement de l'enseignement collégial.

Source: MELs, DRsI, Portail informationnel, système Socrate, 2010-03-29.

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009 <sup>p</sup>
<b>6 179</b>	<b>6 154</b>	<b>6 265</b>	<b>6 480</b>	<b>6 879</b>	<b>6 944</b>	<b>6 552</b>
3 703	3 701	3 821	4 044	4 368	4 435	4 231
2 476	2 453	2 444	2 436	2 511	2 509	2 321
<b>27 723</b>	<b>29 250</b>	<b>30 770</b>	<b>32 405</b>	<b>32 935</b>	<b>33 109</b>	<b>34 442</b>
15 441	16 360	16 627	17 336	17 841	18 074	18 922
12 282	12 890	14 143	15 069	15 094	15 035	15 520
<b>33 902</b>	<b>35 404</b>	<b>37 035</b>	<b>38 885</b>	<b>39 814</b>	<b>40 053</b>	<b>40 994</b>
19 144	20 061	20 448	21 380	22 209	22 509	23 153
14 758	15 343	16 587	17 505	17 605	17 544	17 841

2002	2003	2004	2005	2006	2007	2008 <sup>p</sup>
<b>18 772</b>	<b>18 205</b>	<b>18 111</b>	<b>17 469</b>	<b>17 078</b>	<b>16 606</b>	<b>15 876</b>
7 511	7 097	7 052	6 626	6 347	6 089	5 746
11 261	11 108	11 059	10 843	10 731	10 517	10 130
<b>11 893</b>	<b>12 103</b>	<b>11 959</b>	<b>12 280</b>	<b>11 522</b>	<b>11 636</b>	<b>11 163</b>
5 345	5 458	5 687	5 792	5 297	5 686	5 285
6 548	6 645	6 272	6 488	6 225	5 950	5 878
<b>30 665</b>	<b>30 308</b>	<b>30 070</b>	<b>29 749</b>	<b>28 600</b>	<b>28 242</b>	<b>27 039</b>
12 856	12 555	12 739	12 418	11 644	11 775	11 031
17 809	17 753	17 331	17 331	16 956	16 467	16 008

**Number of diplomas awarded in secondary-level vocational training,  
by administrative region, from 1999-2000 to 2008-2009 (Québec as a whole)**

	1999-2000	2000-2001	2001-2002
<b>01</b> Bas-Saint-Laurent	1 243	1 223	1 241
<b>02</b> Saguenay–Lac-Saint-Jean	2 342	2 186	2 394
<b>03</b> Capitale-Nationale	4 113	3 951	4 315
<b>04</b> Mauricie	1 275	1 310	1 310
<b>05</b> Estrie	1 557	1 408	1 363
<b>06</b> Montréal	7 588	6 948	8 399
<b>07</b> Outaouais	1 033	905	967
<b>08</b> Abitibi-Témiscamingue	776	759	780
<b>09</b> Côte-Nord	509	412	321
<b>10</b> Nord-du-Québec	87	102	103
<b>11</b> Gaspésie-Îles-de-la-Madeleine	381	456	411
<b>12</b> Chaudière-Appalaches	1 787	1 592	1 906
<b>13</b> Laval	1 801	1 759	1 753
<b>14</b> Lanaudière	699	710	824
<b>15</b> Laurentides	1 881	1 711	1 947
<b>16</b> Montérégie	3 854	3 837	4 022
<b>17</b> Centre-du-Québec	945	992	950
Indeterminate value	217	525	18
<b>All of Québec</b>	<b>32 088</b>	<b>30 786</b>	<b>33 024</b>

p. The data for 2008-2009 are preliminary.

**Number of diplomas awarded in college-level technical training, by administrative region  
(Québec as a whole, from 1999 to 2008)**

	1999	2000	2001
<b>DEC (formation technique)</b>			
<b>01</b> Bas-Saint-Laurent	1 025	1 039	1 117
<b>02</b> Saguenay–Lac-Saint-Jean	1 478	1 435	1 420
<b>03</b> Capitale-Nationale	2 505	2 487	2 507
<b>04</b> Mauricie	1 071	1 105	1 019
<b>05</b> Estrie	785	797	772
<b>06</b> Montréal	5 186	5 297	5 468
<b>07</b> Outaouais	380	415	388
<b>08</b> Abitibi-Témiscamingue	328	281	297
<b>09</b> Côte-Nord	184	175	155
<b>10</b> Nord-du-Québec	0	0	0
<b>11</b> Gaspésie-Îles-de-la-Madeleine	168	172	150
<b>12</b> Chaudière-Appalaches	844	902	855
<b>13</b> Laval	554	512	556
<b>14</b> Lanaudière	275	286	284
<b>15</b> Laurentides	646	677	675
<b>16</b> Montérégie	1 865	2 067	2 020
<b>17</b> Centre-du-Québec	343	359	334
Indeterminate value	2	0	0
<b>All of Québec</b>	<b>17 639</b>	<b>18 006</b>	<b>18 017</b>

p. The data for 2008 are preliminary.



2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009 <sup>P</sup>
1 171	1 228	1 165	1 371	1 224	1 211	1 113
2 277	2 183	2 352	2 254	2 194	2 053	2 037
4 336	4 403	4 725	5 215	5 252	5 153	5 732
1 470	1 460	1 406	1 538	1 567	1 451	1 372
1 496	1 554	1 513	1 608	1 650	1 613	1 504
8 870	9 612	10 149	10 455	10 728	10 983	11 444
1 112	1 215	1 209	1 263	1 227	1 209	1 270
666	726	788	770	909	895	811
343	378	338	422	403	399	425
94	179	78	122	165	190	334
434	502	447	498	456	385	393
1 910	1 993	2 186	2 122	2 202	2 265	2 143
1 919	1 943	2 167	2 284	2 389	2 237	2 200
787	803	842	874	1 150	1 381	2 193
2 202	2 314	2 339	2 460	2 522	2 660	2 617
3 889	4 109	4 423	4 666	4 915	4 994	4 418
919	801	896	962	861	972	988
7	1	12	1	-	2	-
<b>33 902</b>	<b>35 404</b>	<b>37 035</b>	<b>38 885</b>	<b>39 814</b>	<b>40 053</b>	<b>40 994</b>

Source: MELs, DRSI, Portail informationnel, système Charlemagne, 2010-03-29.

2002	2003	2004	2005	2006	2007	2008 <sup>P</sup>
1 111	1 027	1 053	963	935	916	903
1 498	1 383	1 403	1 314	1 320	1 230	1 139
2 685	2 701	2 716	2 569	2 489	2 394	2 344
1 045	944	980	925	941	874	857
843	775	779	771	771	733	759
5 752	5 573	5 501	5 468	5 284	5 199	4 974
386	373	370	434	416	393	390
294	259	289	282	262	234	237
182	169	132	175	157	146	121
0	0	0	0	0	0	0
160	122	151	97	116	130	109
774	821	797	761	751	646	575
599	603	575	569	646	647	622
283	313	336	299	328	312	317
703	757	749	710	657	628	581
2 118	2 038	1 974	1 870	1 732	1 805	1 632
339	347	306	261	273	319	316
0	0	0	1	0	0	0
<b>18 772</b>	<b>18 205</b>	<b>18 111</b>	<b>17 469</b>	<b>17 078</b>	<b>16 606</b>	<b>15 876</b>

Source: MELs, DRSI, Portail informationnel, système Socrate, 2010-03-29.

**Number of diplomas awarded in secondary-level vocational training, by training sector and gender (Québec as a whole, from 1999-2000 to 2008-2009)**

		1999-2000	2000-2001	2001-2002
Administration	M	1 458	1 312	1 786
	F	5 425	4 628	4 544
Agriculture and Fisheries	M	450	454	539
	F	598	527	587
Arts	M	43	42	30
	F	373	286	359
Beauty Care	M	42	30	22
	F	2 514	2 237	2 314
Buildings and Public Works	M	2 176	2 323	2 454
	F	253	252	297
Chemistry and Biology	M	24	16	16
	F	11	4	7
Communications and Documentation	M	350	328	333
	F	415	381	429
Electrotechnology	M	2 410	2 154	2 165
	F	130	112	122
Fashion, Leather and Textiles	M	35	28	33
	F	284	267	228
Food Services and Tourism	M	1 235	1 122	1 099
	F	1 924	1 659	1 534
Forestry and Pulp and Paper	M	718	669	680
	F	110	94	87
Health Services	M	158	215	268
	F	1 932	2 301	2 743
Land Use Planning and the Environment	M	57	82	87
	F	23	24	38
Maintenance Mechanics	M	893	757	839
	F	46	46	33
Mechanical Manufacturing	M	2 185	2 150	2 618
	F	263	322	341
Metallurgical Technology	M	1 560	1 658	1 686
	F	115	121	144
Mining and Site Operations	M	287	313	368
	F	12	8	16
Motorized Equipment Maintenance	M	2 140	2 111	1 982
	F	94	108	73
Social, Educational and Legal Services	M	3	6	1
	F	1	8	24
Transportation	M	734	851	1 212
	F	99	154	151
Woodworking and Furniture Making	M	366	421	482
	F	142	205	253
<b>Total</b>	<b>M</b>	<b>17 324</b>	<b>17 042</b>	<b>18 700</b>
	<b>F</b>	<b>14 764</b>	<b>13 744</b>	<b>14 324</b>
	<b>T</b>	<b>32 088</b>	<b>30 786</b>	<b>33 024</b>

p. The data for 2008-2009 are preliminary.

Source : MELS, DRSI, Portail informationnel, système Charlemagne, 2010-03-29.

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009 <sup>P</sup>
2 275	2 441	2 503	2 608	2 943	3 212	3 635
4 789	5 100	5 515	5 923	6 272	6 454	7 023
530	507	415	478	448	453	366
534	516	530	447	417	405	390
51	47	49	72	65	66	34
346	353	359	398	389	383	377
20	33	35	38	30	29	40
2 224	2 100	2 239	2 319	2 165	2 183	2 073
2 906	3 562	3 960	4 505	4 881	5 024	5 347
344	403	408	456	472	431	398
29	33	30	35	34	21	28
14	18	14	16	16	11	7
381	336	292	240	238	169	161
387	363	303	267	223	185	197
2 409	2 647	2 849	2 744	2 775	2 398	2 009
109	120	125	120	98	81	53
29	9	18	16	16	14	10
178	171	131	119	107	105	84
1 095	1 124	1 173	1 192	1 136	1 230	1 134
1 398	1 334	1 342	1 441	1 475	1 448	1 349
605	662	764	606	517	321	290
81	93	68	71	56	40	31
341	409	553	569	536	597	647
3 248	3 723	4 531	4 816	4 893	4 988	5 019
105	67	79	71	82	77	113
35	31	26	22	22	21	30
783	709	675	582	603	585	589
31	22	25	22	19	18	18
1 959	1 538	1 112	1 146	1 254	1 335	1 606
308	226	174	190	213	164	273
1 602	1 401	1 251	1 376	1 398	1 467	1 402
112	99	85	102	98	82	86
361	416	490	468	689	795	962
13	12	19	26	9	16	22
1 994	2 385	2 500	2 761	2 661	2 622	2 342
118	126	153	185	182	159	155
2	-	3	2	3	5	-
22	26	43	44	60	26	-
1 179	1 203	1 221	1 387	1 464	1 749	2 102
173	205	181	211	171	174	118
488	532	476	484	436	340	336
294	302	316	310	248	170	138
<b>19 144</b>	<b>20 061</b>	<b>20 448</b>	<b>21 380</b>	<b>22 209</b>	<b>22 509</b>	<b>23 153</b>
<b>14 758</b>	<b>15 343</b>	<b>16 587</b>	<b>17 505</b>	<b>17 605</b>	<b>17 544</b>	<b>17 841</b>
<b>33 902</b>	<b>35 404</b>	<b>37 035</b>	<b>38 885</b>	<b>39 814</b>	<b>40 053</b>	<b>40 994</b>

**Number of diplomas awarded in college-level technical training, by training sector and gender (Québec as a whole, from 1999 to 2008 [technical DCS])**

		1999	2000	2001
Administration, Commerce and Computer Technology	M	2 271	2 592	2 543
	F	2 938	2 826	2 547
Agriculture and Fisheries	M	175	218	186
	F	356	316	376
Arts	M	177	168	171
	F	435	474	460
Building and Public Works	M	544	413	423
	F	208	202	160
Chemistry and Biology	M	219	199	192
	F	214	261	229
Communications and Documentation	M	228	212	218
	F	489	522	527
Electrotechnology	M	1 272	1 375	1 386
	F	101	87	103
Fashion, Leather and Textiles	M	29	30	25
	F	310	311	375
Food Services and Tourism	M	132	129	109
	F	530	599	521
Forestry and Pulp and Paper	M	159	162	183
	F	31	36	40
Health Services	M	270	244	240
	F	2 121	2 089	2 334
Land Use Planning and the Environment	M	96	102	96
	F	112	153	165
Maintenance Mechanics	M	117	95	100
	F	7	5	3
Mechanical Manufacturing	M	644	671	734
	F	86	107	88
Metallurgical Technology	M	20	31	31
	F	3	6	9
Mining and Site Operations	M	43	36	39
	F	9	18	8
Motorized Equipment Maintenance	M	173	140	156
	F	15	17	16
Social, Educational and Legal Services	M	651	607	587
	F	2 387	2 480	2 463
Transport	M	36	44	98
	F	10	7	41
Woodworking and Furniture Making	M	16	12	21
	F	5	10	14
<b>Total</b>	<b>M</b>	<b>7 272</b>	<b>7 480</b>	<b>7 538</b>
	<b>F</b>	<b>10 367</b>	<b>10 526</b>	<b>10 479</b>
	<b>T</b>	<b>17 639</b>	<b>18 006</b>	<b>18 017</b>

p. The data for 2008 are preliminary.

Source: MELS, DRSI, Portail informationnel, système Socrate, 2010-03-29.

	2002	2003	2004	2005	2006	2007	2008 <sup>p</sup>
	2 528	2 329	2 172	1 963	1 624	1 491	1 289
	2 270	2 049	1 831	1 517	1 364	1 287	1 231
	211	203	195	168	151	143	153
	425	406	394	373	369	394	383
	190	170	173	174	192	199	203
	571	486	646	558	552	564	579
	447	463	496	592	652	753	723
	169	179	199	211	233	262	264
	150	127	117	104	126	107	119
	208	148	126	134	126	143	107
	257	297	324	330	390	324	347
	595	560	581	569	532	439	433
	1 296	1 185	1 126	959	929	723	670
	106	99	65	53	53	44	41
	26	15	22	19	13	14	12
	454	421	422	375	386	310	329
	122	97	116	106	129	126	122
	569	490	494	377	402	376	417
	183	153	140	94	100	69	84
	43	31	30	17	19	11	14
	283	305	318	363	437	461	479
	2 963	3 316	3 202	3 552	3 507	3 405	3 267
	122	87	97	96	102	99	66
	141	162	117	140	138	113	90
	99	101	98	100	80	67	74
	7	9	3	1	1	3	0
	634	624	608	557	465	450	417
	99	78	48	56	23	32	26
	39	25	34	21	15	14	14
	7	6	3	1	8	1	1
	31	12	15	11	9	13	15
	10	12	7	7	2	6	6
	147	128	150	143	97	92	66
	17	14	13	14	6	13	9
	623	667	738	738	711	834	801
	2 521	2 597	2 824	2 837	2 976	3 078	2 896
	97	90	95	78	110	83	81
	66	33	37	35	25	24	30
	26	19	18	10	15	27	11
	20	12	17	16	9	12	7
	<b>7 511</b>	<b>7 097</b>	<b>7 052</b>	<b>6 626</b>	<b>6 347</b>	<b>6 089</b>	<b>5 746</b>
	<b>11 261</b>	<b>11 108</b>	<b>11 059</b>	<b>10 843</b>	<b>10 731</b>	<b>10 517</b>	<b>10 130</b>
	<b>18 772</b>	<b>18 205</b>	<b>18 111</b>	<b>17 469</b>	<b>17 078</b>	<b>16 606</b>	<b>15 876</b>

**Status of vocational and technical training graduates  
on March 31 following their graduating year, by educational path  
(Québec as a whole, from 2007 to 2009)**

	Survey year	Graduates surveyed (N)	Employed (%)
<b>ATTESTATION OF VOCATIONAL SPECIALIZATION (AVS)</b>			
	<b>2009</b>	<b>3 154</b>	<b>65.2</b>
Female graduates	2008	2 854	69.2
	2007	2 786	72.6
	<b>2009</b>	<b>2 673</b>	<b>72.8</b>
Male graduates	2008	2 459	77.3
	2007	2 172	78.4
	<b>2009</b>	<b>5 827</b>	<b>68.7</b>
Total	2008	5 313	73.0
	2007	4 958	75.1
<b>DIPLOMA OF VOCATIONAL STUDIES (DVS)</b>			
	<b>2009</b>	<b>13 326</b>	<b>76.1</b>
Female graduates	2008	13 446	78.9
	2007	13 413	79.3
	<b>2009</b>	<b>18 371</b>	<b>71.7</b>
Male graduates	2008	18 088	77.0
	2007	17 523	77.6
	<b>2009</b>	<b>31 697</b>	<b>73.5</b>
Total	2008	31 534	77.8
	2007	30 936	78.3
<b>DIPLOMA OF COLLEGE STUDIES (DCS)</b>			
	<b>2009</b>	<b>10 036</b>	<b>67.8</b>
Female graduates	2008	10 483	72.2
	2007	10 261	72.6
	<b>2009</b>	<b>5 643</b>	<b>59.5</b>
Male graduates	2008	6 054	61.5
	2007	5 916	62.5
	<b>2009</b>	<b>15 679</b>	<b>64.8</b>
Total	2008	16 537	68.2
	2007	16 177	68.8
<b>ATTESTATION OF COLLEGE STUDIES (ACS)</b>			
	<b>2009</b>	<b>5 511</b>	<b>78.6</b>
Female graduates	2008	5 734	81.0
	2007	6 076	81.6
	<b>2009</b>	<b>5 080</b>	<b>76.8</b>
Male graduates	2008	5 031	80.0
	2007	5 354	80.7
	<b>2009</b>	<b>10 591</b>	<b>77.8</b>
Total	2008	10 765	80.6
	2007	11 430	81.2

Source: MELS. *Enquêtes Relance*. DRSI, 2009.

Seeking employment	Pursuing studies	Inactive	Unemployment rate	Full-time employment and characteristics		
				Full-time	Average gross weekly salary	Related to the training
(%)	(%)	(%)	(%)	(%)	(\$)	(%)
<b>8.8</b>	<b>15.9</b>	<b>10.1</b>	<b>11.9</b>	<b>77.7</b>	<b>570</b>	<b>65.1</b>
8.0	13.2	9.6	10.4	79.8	538	66.1
7.9	11.1	8.4	9.8	78.2	529	67.9
<b>7.9</b>	<b>13.7</b>	<b>5.6</b>	<b>9.8</b>	<b>92.1</b>	<b>740</b>	<b>71.2</b>
7.0	10.9	4.8	8.3	93.2	711	70.2
6.0	10.7	5.0	7.1	92.4	682	74.4
<b>8.4</b>	<b>14.8</b>	<b>8.0</b>	<b>10.9</b>	<b>84.7</b>	<b>666</b>	<b>68.3</b>
7.6	12.1	7.3	9.4	86.5	633	68.3
7.1	10.9	6.9	8.6	84.7	605	71.1
<b>7.6</b>	<b>10.2</b>	<b>6.1</b>	<b>9.1</b>	<b>79.7</b>	<b>530</b>	<b>81.3</b>
6.7	8.4	6.0	7.8	80.9	515	81.4
6.9	8.4	5.4	8.0	79.3	490	79.0
<b>12.9</b>	<b>11.9</b>	<b>3.5</b>	<b>15.3</b>	<b>94.0</b>	<b>696</b>	<b>79.6</b>
9.4	10.4	3.1	10.9	94.4	669	78.2
9.5	9.8	3.2	10.9	94.3	647	79.0
<b>10.7</b>	<b>11.2</b>	<b>4.5</b>	<b>12.8</b>	<b>87.9</b>	<b>635</b>	<b>80.3</b>
8.3	9.6	4.3	9.6	88.6	611	79.5
8.4	9.2	4.1	9.7	87.8	587	79.0
<b>2.4</b>	<b>26.8</b>	<b>3.0</b>	<b>3.4</b>	<b>83.6</b>	<b>635</b>	<b>87.6</b>
1.9	23.2	2.6	2.6	83.5	612	87.4
1.8	23.4	2.2	2.4	83.1	588	86.4
<b>4.1</b>	<b>34.9</b>	<b>1.5</b>	<b>6.4</b>	<b>90.1</b>	<b>702</b>	<b>80.2</b>
3.7	32.9	1.9	5.6	90.9	681	82.8
4.0	31.7	1.9	6.0	91.6	651	81.4
<b>3.0</b>	<b>29.8</b>	<b>2.5</b>	<b>4.4</b>	<b>85.8</b>	<b>659</b>	<b>85.0</b>
2.6	26.8	2.3	3.6	86.0	636	85.8
2.6	26.5	2.1	3.7	86.0	611	84.6
<b>6.9</b>	<b>7.5</b>	<b>7.1</b>	<b>8.0</b>	<b>83.6</b>	<b>611</b>	<b>77.6</b>
5.3	7.3	6.4	6.1	83.0	595	79.2
6.1	5.8	6.6	6.9	82.8	571	78.0
<b>10.8</b>	<b>8.6</b>	<b>3.7</b>	<b>12.3</b>	<b>91.6</b>	<b>744</b>	<b>73.7</b>
8.1	8.3	3.6	9.2	90.9	728	72.4
8.4	8.1	2.8	9.4	91.2	693	70.0
<b>8.7</b>	<b>8.0</b>	<b>5.5</b>	<b>10.1</b>	<b>87.3</b>	<b>674</b>	<b>75.7</b>
6.6	7.7	5.1	7.6	86.6	657	75.9
7.1	6.8	4.8	8.1	86.6	627	74.2

**Status of vocational and technical training graduates on March 31, 2009,  
by type of diploma, age group and gender (Québec as a whole)**

TYPE OF DIPLOMA	Gender	Graduates surveyed	Response rate
		(N)	(%)
<b>Graduates under age 20</b>			
Diploma of Vocational Studies (DVS)	Male	3 612	68.1
	Female	1 907	63.2
	Total	5 519	66.4
Attestation of Vocational Specialization (AVS)	Male	184	69.6
	Female	230	64.8
	Total	414	66.9
Diploma of College Studies (DCS)	Male	301	78.1
	Female	610	77.7
	Total	911	77.8
Attestation of College Studies (ACS)	Male	101	60.4
	Female	88	52.3
	Total	189	56.6
<b>Graduates aged 20 to 24</b>			
Diploma of Vocational Studies (DVS)	Male	6 553	61.3
	Female	4 033	56.0
	Total	10 586	59.3
Attestation of Vocational Specialization (AVS)	Male	655	61.1
	Female	563	54.0
	Total	1 218	57.8
Diploma of College Studies (DCS)	Male	4 011	73.3
	Female	6 779	70.5
	Total	10 790	71.5
Attestation of College Studies (ACS)	Male	1 024	55.6
	Female	1 061	54.1
	Total	2 085	54.8
<b>Graduates aged 25 and over</b>			
Diploma of Vocational Studies (DVS)	Male	8 206	57.7
	Female	7 386	59.8
	Total	15 592	58.7
Attestation of Vocational Specialization (AVS)	Male	1 834	53.8
	Female	2 361	55.6
	Total	4 195	54.8
Diploma of College Studies (DCS)	Male	1 331	63.6
	Female	2 647	65.2
	Total	3 978	64.7
Attestation of College Studies (ACS)	Male	3 955	57.0
	Female	4 362	60.8
	Total	8 317	59.0

Source: MELS, *Enquêtes Relance*, DRSI, 2009.



Employed	Seeking employment	Pursuing studies	Inactive	Unemployment rate	Full-time employment and characteristics			
					Full-time	Duration of survey	Average gross weekly salary	Related to the training
(%)	(%)	(%)	(%)	(%)	(%)	(weeks)	(\$)	(%)
68.2	9.6	19.0	3.2	12.4	94.0	4	653	79.2
73.2	5.0	18.5	3.3	6.4	80.3	5	450	76.4
69.8	8.1	18.8	3.2	10.4	89.3	4	596	78.3
54.7	8.6	35.9	0.8	13.6	91.4	3	613	65.6
47.7	4.7	45.6	2.0	9.0	74.6	3	475	66.0
50.9	6.5	41.2	1.4	11.3	83.0	3	554	65.8
41.7	3.8	53.6	0.9	8.4	95.9	5	661	81.9
49.2	1.1	48.1	1.7	2.1	82.8	5	590	84.5
46.7	2.0	49.9	1.4	4.1	86.7	5	613	83.6
60.7	1.6	36.1	1.6	2.6	83.8	5	680	48.4
58.7	6.5	32.6	2.2	10.0	85.2	5	490	78.3
59.8	3.7	34.6	1.9	5.9	84.4	5	598	61.1
73.2	11.1	13.1	2.6	13.2	94.9	5	674	79.7
76.0	5.8	12.6	5.6	7.1	84.4	5	507	78.0
74.2	9.2	12.9	3.7	11.0	91.0	5	619	79.1
78.5	7.3	12.0	2.3	8.5	94.3	3	669	81.4
78.0	5.9	11.2	4.9	7.1	84.4	5	501	68.0
78.3	6.7	11.6	3.4	7.9	90.0	4	602	76.0
55.1	3.7	39.6	1.5	6.4	89.4	6	689	78.8
64.7	2.3	30.8	2.2	3.4	83.9	5	613	86.1
61.1	2.9	34.2	1.9	4.5	85.8	5	640	83.5
74.3	8.6	14.6	2.5	10.4	90.1	6	662	71.4
76.8	5.2	13.2	4.7	6.4	83.9	6	549	70.5
75.6	6.9	13.9	3.6	8.4	86.9	6	606	71.0
72.4	16.2	7.1	4.3	18.3	93.1	6	739	79.7
76.9	9.3	6.8	7.1	10.8	77.2	5	566	84.5
74.5	12.9	6.9	5.6	14.7	85.2	6	663	81.9
72.8	8.1	11.4	7.6	10.0	91.2	8	811	67.1
64.3	9.9	13.6	12.3	13.3	76.1	7	621	64.2
68.0	9.1	12.7	10.3	11.8	83.0	7	723	65.6
79.8	5.2	13.3	1.7	6.1	91.1	6	741	83.1
81.5	2.9	9.8	5.7	3.4	83.1	5	692	91.5
81.0	3.7	11.0	4.4	4.3	85.7	5	708	88.6
77.9	11.6	6.4	4.1	12.9	92.1	8	770	74.7
79.3	7.2	5.8	7.7	8.4	83.5	6	629	79.1
78.7	9.2	6.1	6.0	10.5	87.4	7	694	77.0

**Observations and long-term forecasts for total full-time enrollments (public and private sectors), by administrative region for French-language students, and for Québec as a whole for English-language and Aboriginal school boards**  
**Observations from 2006-2007 to 2009-2010 and forecasts**  
**from 2010-2011 to 2018-2019 (Base case, Québec as a whole)**

	Observations					
	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012
<b>French-language enrollments</b>						
<b>01</b> Bas-Saint-Laurent	25 802	24 991	24 145	23 311	22 895	22 444
<b>02</b> Saguenay–Lac-Saint-Jean	36 956	35 605	34 232	33 172	32 281	31 921
<b>03</b> Capitale-Nationale	77 718	76 112	74 377	72 838	71 938	71 413
<b>04</b> Mauricie	31 151	30 121	29 018	28 246	27 498	26 907
<b>05</b> Estrie	36 874	36 170	35 626	34 761	34 365	34 008
<b>06</b> Montréal	170 017	167 350	166 325	167 201	168 153	169 257
<b>07</b> Outaouais	44 178	43 205	42 173	41 294	40 811	40 486
<b>08</b> Abitibi-Témiscamingue	20 762	19 957	19 144	18 597	18 069	17 790
<b>09</b> Côte-Nord	11 505	11 127	10 712	10 526	10 296	10 158
<b>10</b> Nord du Québec	2 156	2 102	2 033	1 957	1 885	1 833
<b>11</b> Gaspésie–Îles-de-la-Madeleine	10 798	10 287	9 705	9 319	8 922	8 682
<b>12</b> Chaudière-Appalaches	54 403	53 206	51 806	50 794	50 135	50 084
<b>13</b> Laval	48 332	47 966	47 669	47 476	47 399	47 550
<b>14</b> Lanaudière	63 847	62 654	61 212	59 681	58 365	57 493
<b>15</b> Laurentides	77 708	76 876	75 225	73 977	72 823	71 987
<b>16</b> Montérégie	183 047	179 928	176 605	173 274	170 596	169 077
<b>17</b> Centre-du-Québec	31 764	31 191	30 478	29 836	29 416	29 221
Total French-language enrollments	928 714	910 149	891 428	877 597	867 164	861 625
English-language school boards	116 182	113 602	110 879	108 088	105 532	103 194
Aboriginal school boards	7 590	7 799	7 726	7 848	7 960	8 049
<b>All of Québec</b>	<b>1 052 486</b>	<b>1 031 550</b>	<b>1 010 033</b>	<b>993 533</b>	<b>980 656</b>	<b>972 868</b>

Source: MELs, *Prévisions à long terme des effectifs de l'ensemble des commissions scolaires*.DRSI, DGSOF calculations, 2010.

Forecasts								Variation
2012 2013	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019	2009-2010 to 2018-2019
22 318	22 166	22 267	22 434	22 676	22 813	23 004		-1.3%
31 478	31 454	31 523	31 780	32 060	32 349	32 485		-2.1%
71 624	72 379	73 817	75 321	77 042	78 777	80 375		10.3%
26 464	26 309	26 457	26 670	26 940	27 255	27 621		-2.2%
33 810	33 943	34 040	34 341	34 657	34 959	35 286		1.5%
171 288	173 979	176 663	179 859	182 946	185 830	188 467		12.7%
40 631	41 193	42 112	43 075	44 064	45 075	46 096		11.6%
17 557	17 601	17 541	17 731	17 827	18 015	18 147		-2.4%
10 117	10 057	10 062	10 029	10 085	10 105	10 148		-3.6%
1 796	1 761	1 728	1 705	1 681	1 664	1 622		-17.1%
8 453	8 334	8 276	8 261	8 268	8 295	8 342		-10.5%
50 179	50 568	51 300	52 052	52 854	53 575	54 218		6.7%
48 034	48 807	49 723	50 837	52 025	53 153	54 360		14.5%
57 400	57 812	59 205	60 634	62 248	63 952	65 730		10.1%
71 622	71 774	72 355	73 435	74 512	75 761	76 907		4.0%
168 601	169 541	171 086	173 606	176 324	179 130	181 696		4.9%
29 201	29 460	29 750	30 128	30 503	30 893	31 255		4.8%
861 888	868 472	879 257	893 271	908 113	923 026	937 212		6.8%
101 563	101 155	101 232	101 776	102 559	103 434	104 576		-3.2%
8 145	8 262	8 363	8 458	8 544	8 611	8 690		10.7%
<b>971 596</b>	<b>977 889</b>	<b>988 852</b>	<b>1 003 505</b>	<b>1 019 216</b>	<b>1 035 071</b>	<b>1 050 478</b>		<b>5.7%</b>

**Observations (2009) and forecasts (2010-2019) for trends in enrollments in full-time regular college education, by administrative region (Québec as a whole, public sector)**

	Obs. 2009	Forecasts										Variation 2009 2019
		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	
<b>01</b> Bas-Saint-Laurent	5 576	5 393	5 223	5 040	4 931	4 737	4 515	4 243	4 146	4 041	3 994	-28.4%
<b>02</b> Saguenay-Lac-Saint-Jean	7 936	7 613	7 134	6 780	6 435	6 236	5 886	5 573	5 276	5 233	5 196	-34.5%
<b>03</b> Capitale-Nationale	18 934	18 987	18 851	18 446	18 030	17 388	16 688	16 005	15 521	15 364	15 363	-18.9%
<b>04</b> Mauricie	5 465	5 420	5 330	5 268	5 093	4 766	4 436	4 217	4 054	3 910	3 871	-29.2%
<b>05</b> Estrie	7 360	7 181	6 957	6 897	6 711	6 559	6 289	6 071	5 913	5 848	5 723	-22.2%
<b>06</b> Montréal	53 934	54 515	55 200	55 514	54 815	53 554	51 540	49 947	49 002	48 551	48 170	-10.7%
<b>07</b> Outaouais	5 449	5 307	5 216	5 090	4 816	4 661	4 482	4 370	4 281	4 205	4 170	-23.5%
<b>08</b> Abitibi-Témiscamingue	2 593	2 572	2 504	2 446	2 268	2 248	2 148	2 040	1 948	1 905	1 868	-28.0%
<b>09</b> Côte-Nord	1 337	1 411	1 400	1 353	1 296	1 266	1 276	1 229	1 168	1 132	1 110	-17.0%
<b>10</b> Nord-du-Québec	132	127	132	126	118	110	103	95	84	91	95	-28.0%
<b>11</b> Gaspésie-Îles-de-la-Madeleine	1 068	1 000	914	875	839	776	721	691	667	632	613	-42.6%
<b>12</b> Chaudière-Appalaches	5 418	5 500	5 219	5 067	4 955	4 804	4 632	4 475	4 382	4 359	4 336	-20.0%
<b>13</b> Laval	6 213	6 338	6 385	6 350	6 223	6 117	5 920	5 741	5 642	5 602	5 585	-10.1%
<b>14</b> Lanaudière	5 113	5 192	5 144	5 008	4 904	4 627	4 360	4 161	4 050	4 030	3 942	-22.9%
<b>15</b> Laurentides	8 890	9 048	9 133	9 080	8 850	8 572	8 112	7 799	7 563	7 521	7 507	-15.6%
<b>16</b> Montérégie	20 830	20 906	20 745	20 455	19 731	19 073	18 144	17 304	16 736	16 522	16 395	-21.3%
<b>17</b> Centre-du-Québec	3 089	3 012	2 990	2 939	2 765	2 700	2 645	2 594	2 575	2 579	2 527	-18.2%
<b>All of Québec</b>	<b>159 344</b>	<b>159 522</b>	<b>158 477</b>	<b>156 734</b>	<b>152 780</b>	<b>148 194</b>	<b>141 897</b>	<b>136 555</b>	<b>133 008</b>	<b>131 525</b>	<b>130 465</b>	<b>-18.1%</b>

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

Source: MELIS, Système prévisionnel SIPEEC, DRSI, May 2010.







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