

COLLABORATION PLAN
BETWEEN
SIR WILFRID LAURIER SCHOOL BOARD
AND
VANIER COLLEGE
FOR A CONSOLIDATED
VOCATIONAL AND TECHNICAL
TRAINING OFFER

SUBMITTED TO THE
MINISTÈRE DE L' ÉDUCATION, DU LOISIR ET DU SPORT

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INTRODUCTION

The Sir Wilfrid Laurier School Board and Vanier College are working hand in hand to develop an improved vocational and technical training offer for the regions served by the school board: Laval, Laurentides and Lanaudière.

This partnership falls within the Vocational and Technical Collaboration Plan and, ultimately, within the development plan for the vocational and technical training offer.

Both institutions wish to maximize their training offer in order to better meet the needs of the English-speaking clientele in the target territory. The methods implemented could take on various forms, as long as the norms and guidelines in effect are respected, to ensure that all means opened to the public are through agreement and include use of college or school board facilities or those of public and semipublic organizations.

1.0 MANDATE

Our mandate is to provide a preliminary project report to allow SWLSB and Vanier College to address the challenge to be met, to assess the needs, the clients to be served, anticipated outcome or impact of the project identifying specific opportunities that exist to better serve the clientele of SWLSB in the vocational/technical domain.

Project Title: The Investigation of the Potential for Specific Projects of Collaboration between Sir Wilfrid Laurier School Board (SWLSB) and Vanier College.

Project objectives:

1. To explore specific types of collaboration between Sir Wilfrid Laurier School Board (SWLSB) and Vanier College by examining the vocational and technical programs at each level.
2. To identify potential areas of coordination involving Prior Learning Assessment in professional and technical education at each institution.
3. To explore harmonizing vocational and technical training programs whereby pathways would be created for Sir Wilfrid Laurier students to continue their vocational/technical training at the College level.
4. To investigate the feasibility of offering College level courses in the region served by SWLSB.
5. To produce a report for both partners that would delineate a specific action plan to address objectives 1 to 4. This action plan would include timelines for the different projects, specific objectives, and performance criteria and evaluation techniques to measure the success of the project.
6. To share the Report with English School Boards and Colleges with the aim of assisting both sectors to identify potential areas of collaboration.

2.0 GENERAL FRAMEWORK

Our study focuses on issues and barriers to vocational and technical training as well as workforce development in Laval, Laurentides and Lanaudière (LLL) regions, finding ways to locate and exploit synergies between institutions, finding appropriate new areas of business, and generating new strategies that expand the presence of our institutions in these communities. The purpose is to establish the basis for a sustainable collaborative partnership development programme (a group of converging projects) between Vanier College and Sir Wilfrid Laurier School Board.

Delivery through Partnerships

A ministerial initiative to support increased collaboration among educational institutions serving English-speaking clientele has led to the formation of the English Sector Vocational-Technical Training Provincial Collaboration Committee. Its primary function, within the context of regionalization, is ' to address the challenges of providing access to vocational-technical training to an English-speaking community widely-dispersed across the regions of Québec.'

The SWLSB/ Vanier Collaboration Plan must identify and study areas of common interest which could be explored and developed as projects that correspond to the three priorities of the Vocational and Technical Training Collaboration Plan of the ministère de l' Éducation, du Loisir et du Sport. These three components are:

- Collaboration and regional dialogue among school boards and colleges providing vocational and technical training services to the English-speaking community
- The harmonizing of vocational training and technical training programs, and the organization of training and services involving institutions in more than one region
- Collaboration with the workplace

One aspect of partnership working, as promoted through the English Sector Vocational-Technical Training Provincial Collaboration Committee, is the need and commitment to ensure that strategies and plans align across the LLL regions. Fully recognising the added value of working in partnership, College Vanier and Sir Wilfrid Laurier School Board will work with a number of other partners to shape and review their Collaboration Plan, drawing on their strategies and actions, and identifying a number of new strategies where alignment is sought.

Comprehensive approach to planning and development

From our general business development perspective, key strategic issues of importance to better serving English-speaking communities in Quebec and extending private sector participation are value, responsiveness and responsibility. Our project-based planning focuses on new development process and on providing more flexibility in implementing 'learner transitions' between our educational organizations and, to sustaining our collaborative efforts and outcomes over time. Our comprehensive approach is based on a concerted effort from all potential partners and a rigorous evaluation process, together embracing essential components to improving the quality of training and, to increasing 'learner transitions'¹ and work opportunities for English-speaking population in our target regions.

The overarching aim is to define project priorities and outcomes in line with those set forward by the English Sector Vocational Technical Training Provincial Collaboration Committee:

- Consideration of the particular realities of the Anglophone sector institutions and their clientele
- Support for English-language initiatives that are inter-regional or supra-regional in order to maintain or increase client access to training or which will lead to an increase in the number of Anglophone graduates of vocational and technical programs of study

¹ By "learner transitions" we mean the processes by which individual learners move from one program to another. This movement could include a learner going to an adult secondary school credit program, or to a community-based skills training program, or a college post-secondary program, for example.

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- The optimization of the use of facilities and resources

Long-term view to a sustainable Collaboration Plan

Our initial investigation outlines demographics and labour market data to help describe socio-economic environment and challenges to providing new services to these communities. Following are the business rationale for partnership building and promising opportunities for joint effort in training and course offerings during the early stage of the collaboration effort. Our current Action Plan focuses on prioritized actions, working through a process in three main lines of development for the college and the school board: initial training in six specific areas of development, continuing education and activities of an administrative nature.

The general framework encompasses new potential avenues in learner skills development and innovation moving partnering organizations toward dynamic strategies (learning technologies, shareable services etc.) as well as new business networking. These are expected to emerge as each of the project components (described below) contribute to the evolving nature of the partnership arrangement between institutions. The phasing of our Action Plan builds on achieving common success and will lead to a long-term sustainable Collaboration Plan.

1. Information Gathering and Sharing

In the initial phase of our projects, we will undertake comprehensive reviews of existing work both inside and outside our educational institutions and surveys of existing practice and attitudes towards skills building. These reviews and surveys will include the following elements:

- an examination of previous projects and lessons learnt;
- a literature review supplemented by personal contacts on skills work being undertaken in Quebec or elsewhere;
- interviews with staff and learners in the six areas of development participating in the project.

2. Identification of Subject Specific Content

This component is the starting point for addressing the what and where questions of syllabus and curriculum design in both systems, College and Community Learning Centres course offerings related to technology programs. The how question will be progressively answered through the subsequent three stages which cover the co-ordination, integration and support of skills development through staff development, mapping and tracking of outcomes, problem-based learning and workplace experiences, stakeholder community engagement and paper and web-based skills support materials respectively.

3. Identification of competencies² development opportunities

Our approach will facilitate both formal and informal learning, mentoring and peer support in learning environments in ways which intersect with employee/internship training, accreditation bodies and skills recognition process. Project activities would have staff and learners working away from the long term transfer of skills to the immediate use of skills that will aid student learning, further drawing on the flexibility within different disciplines selecting, developing and modifying their program in ways that are consistent with a given set of competencies.

Also, directing special effort on assisting training of Quebec immigrants and newcomers, offering increased access to prior learning assessment recognition (PLAR) services and finding ways to deal with workplace integration issues for newcomers who wish to build new work skills in professional and technical fields.

This will have partner institutions working more closely with three learner categories using the English language:

- Youth engaged in individual life-career projects, inspired by the growing importance of vocational and technical employment in their respective regions;

² Competency is defined as an integrated body of knowledge, skills and attitudes expressed as an observable and measurable behaviour in the performance of a work-related task or activity, in accordance with a preestablished minimum performance requirement.

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- Adult learners wanting to develop skills, new competencies and employability to increase income and revenue opportunities;
 - Newcomers of different age groups, living predominantly in urban environment, seeking opportunities to support credentials recognition, to learn trades and professions while working with educational institutions that foster regional settlement, acceptance of diversity and local community integration.

4. Co-ordination of Skills Building Using Mapping and Tracking Tools

Greater coordination between institutions will enhance the preparedness of learners seeking to move from non-credit (literacy) to credit programs, and leading a greater number of our target learner categories to enroll in college technology programs. For this to happen, two requirements would need to be met and put in place: on the one hand, staff would need to be provided with a method of mapping curriculum and skills development to facilitate 'learner transitions' ; on the other, learners would need a means of tracking the development of their own skills as they progress in their studies.

5. Development of Skills Support Materials and Services

A crucial part of our approach is to continue to re-evaluate the priority businesses for targeted technical and vocational training support and, consequently, the services and programs which are required and the most appropriate and cost-effective structures for delivering these. One benefit of this approach will be the opportunity to review the range of services and programs currently available across LLL regions and build on those which are successful, identifying learning opportunities which are not yet being offered although they are required to meet our objectives. This will also require overall leadership for technology and teaching methods of delivery in these targeted regions, focusing on best practice in educational technology, their use at training sites and also, the purpose of better serving employer/employee training needs.

College Vanier will continue to develop and share its support materials for specific needs identified in technology programs to streamline individual learner paths and stimulate interest in pursuing technical and vocational studies, as given in the examples below:

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- In collaboration with the Nursing Department, The Learning Centre developed a Diagnostic Information Sheet to help staff identify the specific weaknesses of individual students.
 - The Computer Science Department developed a Writing Skills Diagnostic, which they administered to all first year students during the first week of classes. Students with weak communication skills are then referred to appropriate resources for assistance. This activity has become a regular component of first year computer science courses.

6. Integrating Skills Development

In numerous studies comparing the responses of employers' organizations and professional bodies with those of teaching staff, it appears in many instances that the skills needed to improve student learning are also the skills prized by employers. Forming the basis for employer/educational institutions cooperation and relationships during internships programs, this will mean embedding the skills that have been made explicit to learners and having employers participate actively in individual learner competency development process. The focus on the use of problem-based learning (PBL) will also act as a principal means of integrating skills with academic and technical content. These are real life case studies or events (e.i science fairs, 'live demonstrations' etc.) that start with a problem to drive the learning process, and simultaneously developing disciplinary knowledge and technical skills.

Within our general framework, teaching staff in both systems in their selected program areas could be further assisted to include strategies for the identification, promotion, development and recording of skills within their learning and teaching plans and, each course serving to identify which skills it addresses, and be asked to demonstrate how it is aiming to develop an appropriate range of skills in its students, also encouraging students to develop their own records of achievement. Also needed are new ways to engage youth in the local economy, as suggested by youth themselves, is to create wider interest in work-study programs such as co-operative education, internships or apprenticeship programs, in cooperation with employers offering them real work experiences.

7. Testing and Evaluation

Currently, Academic Success in a Technology program at Vanier College has been evaluated using a set indicators believed to reflect a student acquiring the appropriate employment with the appropriate knowledge and skills to succeed in the job:

- (1) employment rates in jobs related to their program of studies,
- (2) the number who create their own jobs based on the skills acquired,
- (3) overall employment rates,
- (4) graduation rates in the appropriate program, defined as the percentage of students who graduate within three years and the percentage who graduate within five years of registering in the program,
- (5) success in acquiring the program-specific skills indicated by:
 - a) the average in program-specific courses, and
 - b) the overall average in all courses,
- (6) the percentage of students accepted into university.

As new collaborative instruments are created and used to improve learning outcomes in both institutions, other indicators in academic success could be further evaluated and developed through:

- i. the use of evaluation questionnaires for both staff, employers and students including quantitative and qualitative elements;
- ii. group review sessions for both staff, employers and students;
- iii. individual in-depth interviews with selected learners, employers and staff.

This approach will need to build an overall Monitoring and Evaluation Strategy and could be supplemented by both formative and summative evaluation from those less involved or external to the Collaboration Plan. This ranges from regular reporting to a Steering Committee to an element of final external evaluation.

8. Staff Development

Right from the start of each project there will be an emphasis on staff development through participation, initially with staff working in the selected program of studies development area. Further emphasizing our grassroots bottom-up approach, teaching staff across these programs and in continuing education, would be involved in the development of the project methodology and materials. Our purpose to create conditions to help staff deal with new realities at the local level and the need for adaptation and change in teaching practices. Efforts involving College Vanier and SWLSB personnel and external expertise would also provide advice on key training issues in the workplace environment, mainly in:

- Competency-based pedagogy, mentoring, tutor /peer training;
- English as a second language services in LLL regions;
- Lifeskills building and communications, including intercultural communications and management practices, and;
- Flexible learning services provisioning, reaching out to local communities through partnerships with other institutions e.i. health services, special care, community organizations offering services in immigration settlement and integration

9. Stakeholders reporting and awareness

Information and reporting for vocational training centres and adult education centres are made to inform a broader community of stakeholders that includes their partners. There is also a discrepancy between what happens at the educational level and the workplace. The business sector doesn' t hear about the benefits of investing in training programs and projects that are meaningful in their daily lives. Our partnership development approach would be rooted on promoting locally-based business models, identifying champions and partners, developing ongoing innovative participatory thinking (vision) and publicizing " success stories" that contribute to positive local public debate and consensus building.

As collaboration progresses, new communication methods will need to be determined accordingly. Principal means of dissemination and reporting to the stakeholder community could be:

- i. events ranging from discussions with individual members of joint staff, seminars, community wide presentations designed to involve members beyond the six development areas in the original collaborative project effort;
- ii. participation in existing and new skills and learning and teaching networks and discussion groups;
- iii. the distribution of newsletters, guides and other support materials for skills development;
- iv. the development of a project web site
- v. contributions to conferences and journals;
- vi. specially organized external workshops.

10. Policy Making

At the outset, our grassroots 'bottom up' approach to skills development will emphasize working with teachers, learners and employers and disseminating good practice. As new projects develop, the Collaboration Plan is expected to set out the detail of its approach that explains the policies guiding future actions and rationale for our main commitment. This will help other stakeholder community partners understand our engagement with this agenda and help guide the actions of other partners in aligning their activity in the Vanier College/ SWLSB collaboration initiative.

3.0 CURRENT SITUATION

3.1 Training Offer

School Board

The Sir Wilfrid Laurier School Board currently offers the following vocational training programs:

- Accounting
- Computing Support
- Secretarial Studies
- Starting a Business
- Hotel Reception
- Industrial Construction and Maintenance Mechanics (no enrollment)
- Home Care and Family and Social Assistance (starting in 2008-2009)
- Assistance to Patients of Residents in Health Care Establishments (starting in 2008-2009).

With the exception of Hotel Reception, all active programs are in the sector Administration, Commerce and Computer Technology. The highest enrollment is in Secretarial Studies. For a student population of 14 637 – preliminary enrollment for September 30, 2006 – including 6 555 secondary students, the school board provided educational services to 203 students in vocational training in 2004-2005. In 2005-2006, the numbers dropped down to 124. Efforts are being made to rectify the situation and substantially boost the enrollment in vocational and technical training.

It should be noted that the plan being prepared by the Sir Wilfrid Laurier School Board for the development of the vocational and technical training offer includes special requests for the modification of the “ Carte des enseignements” for the following programs:

- Professional Sales (permanent)
- Secretarial Studies - medical and legal (provisional)
- Professional Cooking (provisional)
- Plumbing and Heating (provisional)
- Charpenterie-menuiserie -581999- (provisional)

- General Building Maintenance (provisional)
- Health, Assistance and Nursing (provisional)

These modifications would allow the school board to better meet the needs of the clientele to be served, namely by building bridges or adapting training in collaboration with Vanier College to help students make the transition between programs.

Table 1 provides the number of students enrolled in a vocational training program between 2001 and 2005, by school board and by region. The increase in the French sector is more important than in the English sector. In fact, even with a 2% increase between 2001 and 2005, the enrollment in the English sector has been relatively stable. On average, 200 students enroll in an English vocational training program each year. In 2006-2007, the enrollment was less than 150.

Table 1³
Enrollment in vocational training by school board and by region

School Boards	2001-2002	2002-2003	2003-2004	2004-2005	%variation 2005-2001
CSSMI	879	941	1031	1008	+13%
CSRN	1520	1808	1957	2042	+26%
CSL	432	412	449	398	-9%
CSPN	527	512	533	592	+11%
Laurentides	3358	3673	3970	4040	+17%
CSS	574	631	657	727	+21%
CSA	1186	1217	1167	1090	-8%
Lanaudière	1760	1848	1824	1817	+3%
Laval	3353	3732	3880	3916	+10%
Francophones	8651	9253	9674	9767	+11%
CSSWL	198	196	199	203	+2%

³ Extrait de: Indicateurs nationaux par programmes, centres et Commissions Scolaires, MELS 2006.

The comparison between the LLL regions is interesting. We notice that enrollment has been increasing consistently in each region: 17% in the Laurentides, 10% in Laval and 3% in Lanaudière. For the latter region, the modest increase in enrollment is mostly due to Centre Des Moulins, located in Terrebonne, because all the other centres have seen their enrollment increase considerably.

Table 2 provides the percentage of students in vocational training compared to the enrollment in the general education youth sector.

Table 2⁴
Percentage of students enrolled in vocational training in 2004-2005

	General Education Youth Sector	Vocational Training	%
Laval	39 159	3 916	10.00
Laurentides	71 663	4 040	5.64
Lanaudière	60 412	1 817	3.00
Sir Wilfrid Laurier	10 408	203	1.95

According to the 2004-2008 Strategic Plan for Vocational Training to the Anglophone Community, (page 5), enrollment in the English sector has increased by 13% between 1988 and 2005. Between 2001 and 2005, the enrollment at SWLSB increased by 2%.

The summary of results of the survey of Secondary Cycle Two students presented in *A Look at Vocational Training* published in 2005 by the MELS reveals that students in English schools are less likely to pursue their studies in vocational training than students in French schools. In French schools, 13.7% of students want to enroll in vocational training, compared to 5.4% in English schools.⁵

⁴ Extrait de: Statistiques, portraits régionaux MELS, les effectifs scolaires, données 2005

⁵ A Look at Vocational Training, abridged version, MELS, p. 13

This same document also provides an overview of the factors that influence student' s intention to enroll in vocational training. These elements could be useful when developing an intervention plan for students and their parents. Parents' attitude toward vocational training and school marks have a direct influence on a student' s perception of vocational training as a viable option. (See Table 1, **Annex I**)

Table 3 presents the evolution of the dropout rates for the English-speaking clientele. These numbers reflect the situation across the territory of the school board, i.e. in the Laval, Laurentides and Lanaudière regions.

Table 3: Dropout Rates

	2002-2003	2003-2004	2004-2005
SWLSB	22,3 %	26,8 %	25,9 %
Boys	30,9 %	31,8 %	30,1 %
Girls	15,0 %	21,4 %	21,1 %
All of Québec	25,0 %	24,9 %	24,5 %
Boys	31,8 %	31,4 %	31,0 %
Girls	18,5 %	18,5 %	18,3 %

Annex II provides a more detailed table. In the last two years, the results for the SWLSB have been slightly above provincial results. However, if we compare these results with those of the French-speaking clientele in the Laval, Laurentides and Lanaudière regions, the dropout rate of the SWLSB is substantially lower than that of all the other school boards.

Vanier College

This Collaboration Plan is timely and adds new value to College Vanier effort to rethink strategically its role and responsibilities within a wide community of stakeholders, as College Vanier moves toward the final steps of a new five year Vanier College Strategic Plan with 2008-2013 timeline. In group discussions, stakeholder engagement has been at the heart of the collective effort trying to encourage participation in shaping the future of the College. On partner relations and community outreach initiatives, participants voluntarily recognise and have expressed the desire to address the institution's responsibilities to all its stakeholders for mutual benefit or even purely on ethical/moral grounds, in ways which affect strategy and decision making at all levels of College Vanier's operations

College Vanier's activities and training delivery vehicles would be directed at the whole of SWLSB territory, its workforce needs and work opportunities. Several communities in LLL regions have been especially disadvantaged with limited access to adult and youth learning, in areas such as career orientation, retraining and life skills development or, have been underserved in the past from lack of exposure to professional support and training resources able to address and tailor learning programs to their particular needs. Relevant to local community development, especially in outlying areas, are the following factors:

- External pressures towards consolidation of public services, including schools, and more optimal use of public resources will surely continue and, perhaps, intensify;
- Demographic trends are producing noticeable reduction in the number of young people leaving rural or outlying regions to pursue training and employment opportunities and, small number of leavers expected to return to their regions of origin;
- There is clearly room for additional collaboration between educational institutions, community organizations and municipalities in communities having significant number English-speaking members in their area.

Further connecting Anglophone youth and immigrants to organizations, businesses and learning institutions, the sum of all these initiatives will develop the skill level of a bilingual

(multilingual) workforce and may introduce them to locally available work that they would like to pursue as a career or trade in the regions. Schools, particularly in remote or isolated English-speaking communities in LLL regions, are often the focal point for volunteer activity. In many cases, the success or failure of other community services and programs in such communities is predicated on school involvement and support. For reasons having to do with local community development, rural and outlying areas therefore are expected to benefit from our collaborative effort, expanding the scope of training services in the LLL regions and specific needs of the rural and urban workforce, businesses and their communities. The drivers that will be required to address the challenges arising from the above are:

- Attraction and retention of English-speaking youth in these regions is a key feature of the business development agenda;
- The need to address the establishment and settlement of newcomers needs through workplace training and integration ;
- Overcoming the problems, caused by Anglophone population sparsity, relatively less well developed infrastructure and poor accessibility to facilities, including geographical distance to training sites and venues offered partnering institutions.

3.2 Teaching Facilities

School Board

The board' s network of schools and centres includes 26 elementary schools, 12 secondary schools, and 5 adult and vocational education centres, for a total of 43 establishments.

The board could give Vanier College access to spaces in its Competency Development Centres in Lachute, Laval, Boisbriand and Repentigny. The terms and conditions have yet to be established based on the specific needs of each program or part thereof that would be offered either on site or through distance education.

Vanier College

Vanier College is a Collège d'enseignement général et professionnel (CEGEP) (College of General and Vocational Education) located in the Montreal borough of Saint-Laurent, Quebec, Canada. It was founded in 1970 as the second English-language CEGEP in Quebec. Vanier College offers more than 25 two and three-year programs leading to university studies or directly to the workforce. With a student population of over 6,000 students, Vanier College is the second largest English-language college in the CEGEP system. Continuing Education, The Learning Centre and CLÉO (Centre de langue écrite et orale) comprise the main adult education and learner outreach activities units within the College.

Vanier College Research Station is a permanent field station for environmental and ecological studies in Lachute QC area. Located at 15 kilometers from Lachute on route 329, the site has been receiving Environmental and Wildlife Management 145.CO program students and staff for over twenty years. While the first two years are given on campus, most of the third year of training for resource management and environmental and pollution studies is given at the Lachute field station. Along with student residences, the field station facilities include a laboratory, a computer room with Internet access, a small-scale fish culture facility, and access to a variety of natural terrestrial and aquatic habitats, agricultural lands and urban terrain. As well students follow a fieldwork placement at a laboratory or environmental site typical of post-graduate work placements.

Vanier College Continuing Education department is located at St Laurent campus and provides a wide variety of credit courses and programs, full-time training programs for job seekers and a large selection of life-skills non-credit courses & seminars. Services for Credit Students include: Academic Advising: academic information and advice; Counselling Services: vocational testing and personal counselling; Financial Aid: information on government assistance; Library & Information Technology Centre: Internet research and library reference; Employment: employment opportunities, CV and cover letter preparation, job interview skills, Internet job search techniques. The Training for Business and Industry

services is also on main campus and supports one of Québec' s largest business centres with more than 4,000 companies located in the immediate vicinity. Training for employees include professional seminars on such topics as: business writing, public speaking, and time management; Part-time Attestations in: Accounting, Computer Web and Database, Early Childhood Education, Industrial Electronics, Management, and Marketing; English language training customized to the organization needs; Personal development courses and workshops.

The Learning Centre' s main visitors are all students (full time, part-time and continuing education) who seek help, advice and enrichment in their studies. They use the Centre for various activities: studying, peer tutoring, contests, literacy events, multicultural events, native program meetings, weekly workshops for specific skills such as English conversation, English Exit Test preparation, learning a word processor and so on. All these activities are organized to help students in their learning process. The Learning Centre professionals also provide in-class workshops on a variety of study skills when requested by teachers, from a broad range of disciplines and programs. There are approximately 90 to 100 students who are assisted in the centre per day. Since 2000-2001, our peer tutoring program has expanded and grown to include peer tutors for English, French, Science and Math, Modern Languages, Social Science, Computer Science, Special Care Counseling, Nursing and Humanities. Students use not only of peer tutoring and professional staff (about 1770 appointments annually) suggests students find this a vital service. Moreover, the Learning Centre has frequently been evaluated by the Commission de l' évaluation de l' enseignement collégial as a model support service in the réseau. It is awarded many grants and prizes annually. It not only assists and enriches the academic experience of all Vanier day students but has given Vanier a leadership role among the other colleges.

CLÉO (Centre de langue écrite et orale) targets students who need extra help with French language. About 300 students make use of the facilities per semester. These facilities include computers which contain multimedia language laboratories which help the students in their grammar exercises and word processors which the students use to complete their French compositions. User satisfaction surveys suggest that students find this a helpful resource. Student motivation and overall success rates in French are on a par with those for all courses across the college.

4.0 DEMOGRAPHICS

According to the demographic data established by Statistics Canada for 2001, 80 960 Anglophones live in the LLL regions.

Table 4⁶
Anglophone Population by Region

	%	Number	Population by Region	% Population
Laval	54.6	45 900	364 620	12.6
Laurentides	36.0	25 685	511 281	5.0
Lanaudière	9.4	7 590	381 180	2.0
TOTAL	100.00	79 175	1 163 480	

Between 1996 and 2006 the Anglophone population increased slightly in the Laval region, but declined in other parts of the Province. Thirty percent of the Anglophone residents of Laval were not born in Canada.

In the Laurentides region, the Anglophone population declined in the MRCs Deux-Montagnes and Argenteuil but increased in the MRCs of Thérèse-de-Blainville and Pays d' en-Haut. Sixty percent of the Anglophone population of the region lives in the Argenteuil, Deux-Montagnes and Thérèse-de-Blainville MRCs.

The Anglophone population of the Lanaudière region is declining slightly. The three MRCs with the largest Anglophone population are l' Assomption, Matawinie and Les Moulins. Eighty percent of the Anglophone population is concentrated in these three MRCs.

⁶ Statistics Canada. 2007. *Québec (table). 2006 Community Profiles*, 2006 Census, catalogue n° 92-591-XWE. Statistic Canada. Ottawa. Release date : March 13, 2007

Table 5⁷
Anglophone population by RCMs, 1996 and 2001 and 2006

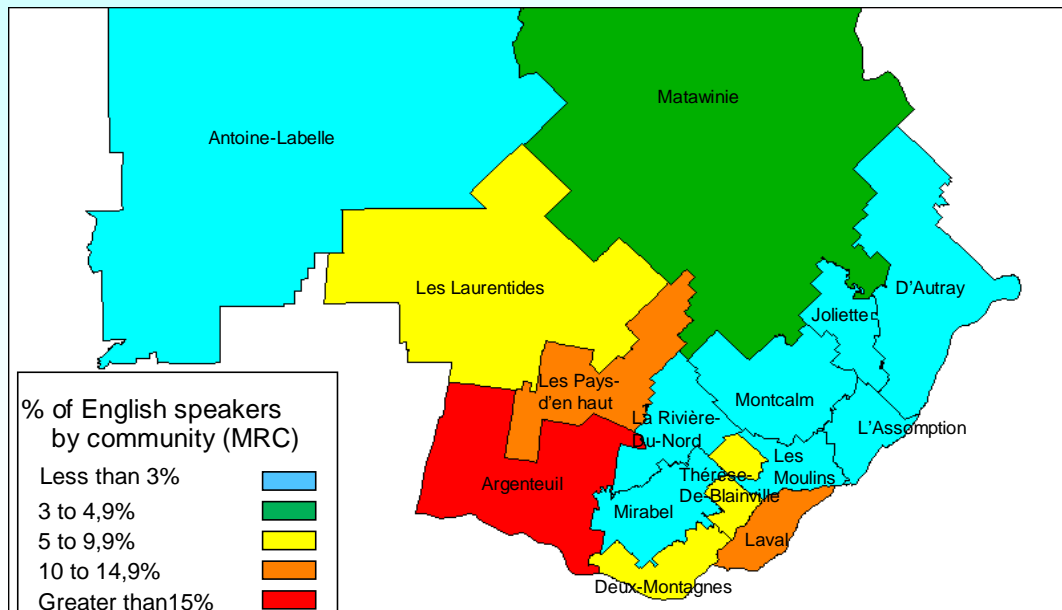
	% 1996	% 2001	% 2006	Number 1996	Number 2001	Number 2006
LAVAL	13.2	13.1	12,6	43 025	44 250	45 900 ⁸
LAURENTIANS	7.0	6.4	5,0	29 865	29 120	25 685
▪ Deux-Montagnes	8.7	7.7	6,6	6 820	6 240	5 715
▪ Mirabel	2.3	1.9		525	525	510
▪ Thérèse-de-Blainville	6.4	6.2	4,1	7 525	7 970	5 920
▪ Antoine-Labelle	1.4	1.5	1,5	450	490	455
▪ Argenteuil	22.3	19.6	17,4	6 285	5 535	5 130
▪ La Rivière-du-Nord	2.5	2.3	2,0	2 060	2 075	2 055
▪ Les Laurentides	7.7	7.2	6,1	2 775	2 725	2 620
▪ Les Pays-d' en-Haut	12.3	11.7	8,9	3 425	3 560	3 280
LANAUDIÈRE	2.2	2.0	1,7	8 205	7 595	7 190
▪ D' Autray	0.8	1.3	1,2	305	475	485
▪ l' Assomption	1.7	1.2	1,2	1 770	1 290	1 340
▪ Joliette	0.7	0.9	0,6	385	480	345
▪ Matawinie	5.5	4.8	3,2	2 255	2 050	1 590
▪ Montcalm	1.5	1.4	1,4	565	545	605
▪ Les Moulins	2.8	2.5	2,2	2 925	2 755	2 825

⁷ Idem

⁸ Language most frequently spoken at home

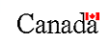
Table 6⁹

Percentage of the Laurentians, Laval, Lanaudière region Anglophone population by MRC



Labour Market Information

Reference: 2001 Canada Census, compilation: Laval, St Jérôme, Repentigny and St Thérèse HRCCs, May 2004



Laval has the largest English-speaking population within the LLL regions. Another element is the fact that a large part of its population was born outside Canada. This immigrant population is concentrated in the southern part of the island and can easily access Vanier College, namely by means of public transport.

Annex V contains the immigrant population by place of birth for the LLL regions (2001 Census). For the three regions, most immigrants come from Europe. For Laval, 66.7% of European immigrants came from Southern Europe. For the Laurentides region, 55% of European immigrants came from Western Europe. As for the Lanaudière region, 52% of its European population came from Western Europe. **Annex VI** contains the countries of origin. For Laval, the three major countries of origin are Italy, Greece and Lebanon; for the Laurentides they are France, United States and Portugal.

⁹ Presented by Louis Cossette, Researcher and Manon Jeanneau, Economist, May 2004

5.0 THE LABOUR MARKET

Services provided must respect the regional reality of the labour market. Although certain niches may be more related to national needs, the services offered should mainly correspond to local training needs. Therefore, a sound knowledge of the work environment, its orientation, and the shortage of occupations or emerging trades must be the focus of the SWLSB' s proposal.

Particular attention should be given to the Laval and Laurentides regions. Since the Anglophone community in the Lanaudière region is very small, it will be more difficult to develop services in this region. However, considering that approximately 2 755 Anglophones live in the MRC des Moulins, the school board could, through agreements, provide services in the vicinities of Terrebonne and Lachenaie.

5.1 Laval

According to the 2006-2010 Job Prospects for Laval¹⁰, the economic activity and employment forecasts will continue to be excellent. Several key elements are reinforcing growth in Laval:

- The proximity of a vast consumer base and qualified labour force along with airport centres and major thoroughfares:
- Labour mobility
- Diversified economic structure

The average annual growth rate for Laval will generate close to 13,000 jobs. In addition to the new jobs that will be created in the next few years, approximately 20,000 will open up as people withdraw from the labour market (retirement, death), for a total of close to 33,000 positions to be filled.

¹⁰ Emploi-Québec, Information sur le marché du travail : perspectives professionnelles 2006-2010, région de Laval, p. 7-8 (site ministériel)

Most new jobs will be in the service sector, in particular in commerce, professional, scientific and technical services, services to the industries, health and social assistance, information, culture and leisure.

The growth in the manufacturing industry should be very slow, with the exception of food processing, machine manufacturing, computer and electronic products, transportation material, plastic and pharmaceutical products.

The sectors of goods production, construction, transportation, finance and insurance, as well as real estate, rental and leasing have been expanding. The health care sector has also been growing. However, there has been an important drop in the trade sector, which is normally an important source of part-time work.

Trade, health care and social assistance, manufacturing as well as professional services account for a large percentage of the economic activity in this region and provide employment to over 105 000 individuals. This number does not include the 6 000 jobs in the agriculture sector – mostly seasonal, and essentially in horticulture and crop production.

The Laval region is not part of the ACCORD program (Action concertée de coopération régionale de développement) established by the Ministère du Développement économique, de l' Innovation et de l' Exportation. Laval is included in the Greater Montréal area and therefore is not part of the Ministry' s niche of excellence program. In reality, the Montréal, Laval and Capitale-Nationale regions, responding to ministerial policy authorities, do not have the same approach as the other regions of Québec. Therefore, the notion of niche of excellence will not be used for Laval. However, the above-mentioned information will allow us to identify the sectors that should be targeted.

5.2 Lanaudière

According to the 2006-2010 Job Prospects for Lanaudière,¹¹ the region will need to fill 45,000 positions in order to respond to economic growth, retirements and deaths.

The primary sector should be relatively stable. The possibilities for growth reside mainly in farm product marketing and the preparation of added-value products. Therefore, farm tourism, ecotourism and bio-foods will remain interesting growth niches for the future of this sector in the region.

The forest sector is in the midst of major change. It may take several years to resolve the situation, although there are no indications that it will ever return to what it was a few years ago.

In the manufacturing sector, food, beverages, metal products and machine manufacturing will be amongst the most dynamic. The construction sector should stabilize with a slower progression in residential construction.

More than 70% of the workforce is employed in the tertiary sector. Commerce, professional, scientific and technical services, services to businesses, health care, social assistance, leisure and restaurant services should lead the way to increased employment in this region.

Lanaudière is the region with the smallest percentage of Anglophones. The population is scattered over a large territory. According to table 4, page 22, more than 80% of the Anglophone population lives in the Matawinie (mainly in Rawdon), des Moulins and Assomption MRCs.

More than 90% of the population speaks French. We can therefore assume that a large number currently enroll in vocational training centres where French is the language of instruction.

¹¹ Emploi-Québec, information sur le marché du travail : perspectives professionnelles 2006-2010, région de Lanaudière, p. 4-6 (site ministériel)

A large part of the population of MRC des Moulins lives close to Laval. Inter-board agreements could be reached to enable the Anglophone community to take courses in an existing French centre or, possibly, in a business that would be used as a training centre.

The niches of excellences identified by the ACCORD regional committee for the Lanaudière region are presented in **Annex III**. These niches are the following:

- Complex structures and metal components (leader)
- Furniture – secondary and tertiary processing (key partner)
- Agrifood processing (key partner)
- Development of plants and plant biotechnology (emerging niche)

5.3 Laurentides

According to the 2006-2010 Job Prospects for the Laurentides region,¹² over 50,000 positions will be generated by economic growth and replacement needs (retirement and death).

The best job opportunities for this region will be in health care, followed by the professional group business, finance and administration. Sales and services account for approximately 25% of the workforce and will offer several employment opportunities, namely thanks to a strong demographic growth, an overall favourable economic situation and substantial investments in commerce and tourism.

The construction sector, despite an anticipated reduction in activity, will remain active in this region and will present good employment prospects. Aeronautics will progress within the next few years. Several technical and professional positions will be required to meet the demand.

¹² Emploi-Québec, information sur le marché du travail : perspectives professionnelles 2006-2010, région des Laurentides, p. 6-10 (site ministériel)

In addition to the data provided by Emploi-Québec, the information available through the Ministère du Développement économique, de l' Innovation et de l' Exportation (MDEIE) under the ACCORD project should also be consulted. Based on the studies and analyses carried in the various regions of Québec, the ACCORD regional committee has identified niches of excellence characterizing each region.

The niches are defined on the basis of a series of interrelated economic activities in which a region plans to position itself competitively in relation to other regions and on international markets, on the basis of skills specific to it. For the Laurentides region, the niches of excellence are the following:

- Year-round resort tourism (leader)
- Prepared foods and meals (key partner)
- Mixed forest use and processing – value-added products (key partner)
- Advanced land transportation (emerging niche)

The table found in Annex IV identifies the niches of excellence characterizing the Laurentides region. The terms “ leader, partner and emerging” are also defined.

This region is recognized as a leader in the year-round resort tourism niche in Québec. The school board can seize training opportunities related to this major sector of activity. Anything related to Accommodation and Food Services can be targeted. Food processing is also important in this region.

The development of advanced land transportation should also be noted. This mostly encompasses businesses specialized in the development of more energy efficient and environmentally friendly vehicles. The region is recognized as being on the cutting edge of research in this sector. This aspect should be studied further and, depending on the trends of the labour market, at least one program could possibly be offered or developed to meet the needs of the region.

Although aeronautics has not been specifically identified as a sector in expansion or in demand, it is part of the economic reality of the Lower Laurentides. Major companies such

as Bell Helicopter, Bombardier and Messier-Dowty (specialized in landing gears) are established in the territory and contribute to the technical and specialized potential of the region.

6.0 MAIN LINES OF DEVELOPMENT

We are proposing the following three main lines of development for the college and the school board: initial training, continuing education and activities of an administrative nature.

In initial training, the development will focus on existing programs or on programs that either one of the lead supporters would like to implement. The target clientele will be students already enrolled in a program or who have recently dropped out of school. The collaboration between both institutions could translate into the creation of bridges between secondary and college levels in programs identified below.

In continuing education, initial work will emphasize training required to obtain prerequisites, activities connected to the recognition of prior learning and competencies, and on offering courses to help Allophones improve their knowledge of English.

The administrative line of development will involve the various areas of collaboration between both institutions as well as a joint effort to meet the needs of the labour market by offering additional training.

6.1. Initial Training

We have identified six possible areas of collaboration between SWLSB and Vanier College: health care, computer technology, administration, professional sales, maintenance mechanics and aeronautics. Although prerequisites are already in place for computer technology, administration and maintenance mechanics, and health care (starting in 2008-2009) it is not the case for the other two sectors. Therefore, the first step will be for the SWLSB to obtain authorization to offer training in professional sales and to work with the ENA (école nationale d' aéronautique) to establish a partnership in aeronautics.

Health Care

The health care sector offers favorable employment prospects in Québec. Data from the Ministère de l'Éducation du Loisir et du Sport 2006 Training-Employment Matching Model, indicate that in the LLL regions, more students can be admitted in the first year of training, especially in nursing.

Table 8: Distribution of Jobs Targeted and Enrollments¹³
Health Care

Program	Region	Jobs Targeted	First-Year Enrollment Objectives	First-Year Enrollment 05-06
Nursing (180.AO)	Laval	2 134	225	133
	Lanaudière	3 260	344	85
	Laurentides	3 341	352	177
	TOTAL	8 735	921	395
	RMR Montréal	22 592	2 382	1 767
Health, Assistance and Nursing (528 799)	Laval	605	57	305
	Lanaudière	1 090	102	42
	Laurentides	1 427	134	235
	TOTAL	3 122	293	582
	RMR Montréal	5 537	519	1384
Assistance to Patients or Residents in Health Care (508 199)	Laval	2 430	91	97
	Lanaudière	4 078	154	99
	Laurentides	3 708	140	148
	TOTAL	10 216	385	344
	RMR Montréal	25 232	950	687

Vanier College offers a Nursing program. Starting in 2008-2009 school year, two new programs in health care - Home Care and Family and Social Assistance, Assistance to Patients of Residents in Health Care Establishments - will be introduced at SWLSB. The school board is currently seeking an authorization to offer the program in Health, Assistance

¹³ MELS, *Modèle d'adéquation formation-emploi 2006, volet régional*, direction générale des programmes et du développement; MELS 2007-06-01243, p. 38, 134, 251.

and Nursing on a rotational basis. This program would lead to the development of a bridge with Vanier College and would boost the enrollment in Nursing. Eventhough, according to conclusions reached by the MELS, there is a balance between training and employment for the Health, Assistance and Nursing program.

Special attention should be given to the health care sector considering the large employment demands due to both the anticipated job growth and the replacement of workers who will be retiring in the next few years. With two new programs having been authorized only recently, the school board is looking forward to starting its first cohorts as soon as 2008-2009.

The school board needs to offer training to its clientele, and the college can take advantage of this training offer to expand its pool of potential clientele by developing a bridge or any other type of strategy that would allow young people to obtain a diploma in Nursing.

It would be interesting to study the possibility of having the college start or offer a proportion of technical training on the territory of the school board with the aim of promoting enrollment and continuance in these programs.

The situation is particularly difficult in the health care sector. A steering committee has been formed for the English-speaking clientele on the Island of Montréal. Such a committee could also be created for the SWLSB territory to meet the needs of the English-speaking community. It should be noted that a similar committee currently exists in the Laurentides region to serve the French-speaking community; this committee still has a lot of work to do in order to facilitate and increase the number of internships in health care institutions.

Computer Technology

Both institutions offer a program to their respective clientele. The school board offers the program Computing Support (522 999) and the college the program Computer Science Technology (420.AO).

Table 9: Distribution of Jobs Targeted and Enrollments¹⁴

Computer Technology

Program	Region	Jobs Targeted	First-Year Enrollment Objectives	First-Year Enrollment 05-06
Computing Support (522 999)	Laval	632	52	25
	Lanaudière	432	36	98
	Laurentides	573	47	44
	TOTAL	1 637	135	167
	RMR Montréal	6 333	525	365
Computer Science Technology (420.AO)	Laval	753	137	60
	Lanaudière	476	86	19
	Laurentides	647	118	76
	TOTAL	1 876	341	155
	RMR Montréal	7 996	1 451	752

Employment prospects are good in computer technology. According to the diagnosis provided using the training-employment matching model, the program is considered to be in balance. More students could be admitted in the technical program. Enrollment could also be increased in the vocational program; data from the RMR de Montréal indicate that the first-year enrollment objective (the number of students to be admitted annually to the first year of training) is less than the first-year enrollment in 2005-2006 (number of full-time students enrolled in the first year of training). According to the *Relance Survey*, the placement rate is close to 70% for the program *soutien informatique* (5229) and close to 74% for the Computing Support program. These figures are found in the Training-Employment Matching Model.

It would be in the best interest of the college and the school board to develop a bridge that would both facilitate collegial studies and promote the development of vocational education at the school board. The advantage of the Computer Technology program is that it responds mostly to boys' aspirations, to which very few programs currently offered by the school

¹⁴ MELS, *Modèle d'adéquation formation-emploi 2006, volet régional*, direction générale des programmes et du développement; MELS 2007-06-01243, p. 106, 203.

board respond. This program should, therefore, be more largely publicized and would represent a good area of collaboration with the college.

Administration

The school board offers courses in Accounting. We need to explore the possibility of extending these courses to the collegial level by offering programs such as Accounting and Management Technology. There are no bridges for the Anglophone clientele in these sectors, An analyze should be done based on the program contents and the know-how acquire in the French sector.

Table 10: Distribution of Jobs Targeted and Enrollments¹⁵

Accounting

Program	Region	Jobs Targeted	First-Year Enrollment Objectives	First-Year Enrollment 05-06
Accounting (523 199)	Laval	3 403	179	66
	Lanaudière	4 373	231	79
	Laurentides	5 525	291	122
	TOTAL	13 301	701	267
	RMR Montréal	32 980	1 739	1 117
Techniques de comptabilité et de gestion (410.BO)	Laval	1 473	134	66
	Lanaudière	1 020	93	98
	Laurentides	1 355	123	111
	TOTAL	3 848	350	275
	RMR Montréal	12 961	1 177	1 041

Job prospects vary from acceptable to favourable, depending on the programs. The first-year enrolment objective for the Accounting program falls far short of the employment demands in the LLL regions.

Professional Sales

Commerce and retail sales play an important role in the economy of the LLL regions. The following table indicates the number of people employed in commerce in these three regions.

¹⁵ MELS, *Modèle d'adéquation formation-emploi 2006, volet régional*, direction générale des programmes et du développement; MELS 2007-06-01243, p. 97, 204.

Table 11 : Jobs in Commerce¹⁶

Region	Jobs 2 nd quater 2007
Laval	41 200
Lanaudière	40 900
Laurentides	55 800
TOTAL	137 900
Québec	649 800
% régions LLL sur le Québec	21,2%

Data from the Training-Employment Matching are the following:

Table 12: Distribution of Jobs Targeted and Enrollments ¹⁷
Commerce

Program	Region	Jobs Targeted	First-Year Enrollment Objectives	First-Year Enrollment 05-06
Vente-conseil (519 699)	Laval	2 470	138	41
	Lanaudière	1 888	106	33
	Laurentides	2 658	149	137
	TOTAL	7 016	393	211
	RMR Montréal	19 452	1 090	372
Gestion de commerces (410.DO)	Laval	1 213	64	76
	Lanaudière	1 324	70	35
	Laurentides	1 723	92	105
	TOTAL	4 260	226	216
	RMR Montréal	10 222	543	762

¹⁶ Information sur le marché du travail, *bulletin régional 2^{ième} trimestre 2007*, Laval, Lanaudière et Laurentides, site de Emploi-Québec

¹⁷ MELs, *Modèle d'adéquation formation-emploi 2006, volet régional*, direction générale des programmes et du développement; MELs 2007-06-01243, p. 99, 175.

The school board has requested an authorization for the Sales Representation program. Should the authorization be granted, it would be interesting for the school board to work in concert with the college to establish a bridge between the secondary and college-level programs.

Industrial Construction and Maintenance Mechanics

Although there were currently no students enrolled in Industrial Construction and Maintenance Mechanics, the SWLSB does have authorization for this program. The school board is about to start a first group in this program and efforts will continue to recruit students.

This program could also be a potential area of cooperation between SWLSB and Vanier College for the Building Systems Engineering Technology or Industrial Electronics programs.

A feasibility study could help identify potential terms and conditions for the creation of bridges between both institutions. The opportunity for students to pursue their studies in a technical program could help the school board recruit students in Industrial Construction and Maintenance Mechanics.

Aeronautics

Aeronautics is in full expansion in the metropolitan area, namely in the Laurentides region. It would be in the best interests of both English institutions to develop a partnership with Commission scolaire de Montréal and Collège Édouard-Montpetit, the only two national institutions to have received authorization for the various programs related to the aeronautics industry. This cooperative project would encourage and facilitate the introduction of Anglophone youth to the aeronautics industry.

The school board and the college must work with the Montreal Aerospace Trade School (EMAM) and the National Aerotechnical School (ENA) to promote aerospace trades. We

must make our clientele aware of promising job prospects in those sectors in full expansion. Both institutions must work together to foster the development of manpower training programs in English. The possibility of creating partnerships to provide training to businesses should also be explored.

6.2 Continuing Education

Several aspects of continuing education could be interesting for both institutions, i.e.: missing prerequisites, recognition of prior learning and competencies, and services to Allophones and rural English-speaking learners in the LLL regions.

Recognising the financial aspect of continuing education is a concern for both institutions, the breadth and depth of Continuing Education services at Vanier College represents a valuable asset for both partners to improving response to specific individual and learner groups needs. Continuing Education team at Vanier College has expressed a will to promote and better communicate to a larger public the variety and number of activities, programs, and courses Continuing Education offers throughout the year. There are 12 to 15 full-time Attestation programs and a large Summer School and Prep School each June and July with approximately 1,200 students.

In the short term, staff could extend their yearlong effort to promote AEC programs to reaching out to SWLSB training sites and offer same Intensive AEC Information Sessions as those organized at St Laurent campus. Better understanding local needs and increasing access to AEC program offerings currently available elsewhere in Quebec and/or through partnering with other educational institutions could also create new AEC curriculum and program of study opportunities to meet learner/employer needs, as these are better identified in the LLL regions.

Another issue would be to overcome the lack of ' hybrid' programs and corresponding pedagogy which combines literacy (or academic skills in the case of credit programs) with "employment supports" (such as job search, job shadowing, resume writing, interviewing skills, etc.)

Additional effort identified for Business and Industry training, including the assignment of a resource professional specifically to this portfolio at Continuing Education, could be envisaged in conjunction with linkages sought with other public educational institutions, members of *Groupe Formaclé* in Laval. This is described in more detail in the **Services to Business** section.

Small well-scoped e-learning projects, similar to *Cégep en réseau* e-learning pilot-project between Vanier College and Cegep de Sept-îles anglophone technical programs, could address specific objectives using online training delivery modes : teleconferencing of courses connecting small learner groups to larger St Laurent campus classroom attendance or, offering parts of an AEC program curriculum at a distance in order to reduce travel time for students. Provided continuing education and e-learning needs are properly assessed, these new initiatives could lead to more effective business and academic leadership in technological innovation in career and professional training in the regions, and become an integral component of the Collaboration Plan.

Missing Prerequisites

To make it easier to pursue studies or return to school, the school board and college could establish a training agreement and an appropriate organizational structure. Courses could be given in various vocational training centres based in the LLL regions.

If need be, certain college level programs could be offered in the school board' s facilities. The college could also have access to classrooms to offer courses or parts of courses locally.

In this respect, the school board is willing to provide access to certain classrooms to offer college-level programs on its territory.

Recognition of prior learning and competencies

A joint effort would be in the best interests of both institutions in order to provide services for the recognition of prior learning and competencies. This is an area which should be growing. One or several service points should be set up for the English-speaking clientele in cooperation with Emploi-Québec.

Recognition of prior learning and competencies is a means of identifying the skills and competencies a candidate is missing. Complementary training or custom-made training could then be offered to the individual through manpower assistance and support programs to improve her/his employability.

One of the difficulties encountered in the recognition of prior learning and competencies is the lack of English documentation. Several resources have not been translated, thus making it more difficult to provide this service to Anglophones. Vanier College and SWLSB could benefit from the expertise of the RCMM colleges to develop tools for their own programs. This would help extend resources made available to English institutions in the recognition of prior learning and competencies.

The Ministère de l'Éducation, du Loisir et du Sport (MELS) recognizes the right to the recognition of prior learning and competencies services and has established the framework for the implementation of new services in technical training programs.¹⁸ MELS invited CEGEPS to experiment with a new harmonized approach (vocational education and technical education) and targeted, for this purpose, the program Early Childhood Education (322.A0). This approach was intended to serve as a model for other programs. For this project, the MELS worked with Cégep Marie-Victorin (specifically the team at the Bureau de la reconnaissance des acquis [prior learning assessment office]) to create instruments for the evaluation of educational competencies specific to this program. Next, the Ministère proposed that the interested institutions set up an experimental group in order to provide a service for the recognition of prior learning and competencies in the program, using the proposed instruments. Cégep Marie-Victorin was chosen to coordinate the pilot project, in collaboration with representatives from the Ministère. As a result of the pilot-project, Vanier College Continuing Education expertise is currently being developed in the Early Childhood Education program with staff willing to expand PLAR services to other programs.

Services to Allophones and rural English-speaking youth

In each of the three regions served by the school board, a certain segment of the population is traced from immigration. The portrait of the population changes from one sector to another whether we are in a neighborhood in Laval, or in Joliette or Terrebonne in Lanaudière, or in a southern or northern area in the Laurentides region. Laurentides and Lanaudière regions account for a small vibrant English-speaking rural population concerned with employment and training needs to support the next rural generation and their communities vitality and local economic development.

The first step would be to conduct a training needs analysis taking into account the number of people concerned, their specific needs, their place of residence and means of transportation to one or different training locations.

¹⁸ Reconnaissance des acquis et des compétences en formation professionnelle et technique : cadre général, cadre technique : document de référence / [conception et rédaction, Sonia Fradette, Gilles Tremblay ; collaboration, Marie Archambault... [et al.] / Fradette, Sonia ; Tremblay, Gilles. Québec (Province). Direction de la formation générale des adultes (DFGA). Formation professionnelle et technique et formation continue. Direction générale des programmes et du développement, 2005. - 21 p.

The training offer must reflect the needs of the clientele, and service points must be established in zones where there is the largest concentration of immigrants. Several Allophones would undoubtedly be interested in English courses as well as students wishing to improve their knowledge of English. In another development areas, ' bridging programs' will explore new relationships between programs at large, or may lead to articulation agreements between College Vanier, Sir Wilfrid Laurier School Board and possibly, community organizations working in literacy programs and on immigrant community and work integration projects.

Steps to promote and encourage leadership and engagement on the part of communities and organizations in the use of training services, addressing specific rural youth needs in local communities, better understanding problems and solutions underpinning social and economic inclusion, such as social inclusiveness of multicultural immigrants and newcomers, or in overcoming employment barriers among rural youth and adult learners wanting to stay and live in rural communities. Among programs not in our target list, Animal Health Technology 145-AO staff have the expertise that could potentially solicit and promote interest for animal care related jobs and training in rural areas.

At the employer level, a new approach to greater business and community organizations participation will need to be devised, working hand in hand to address the needs of immigrants who are able to work but do not have sufficient knowledge to understand the scope and significance of the practices, instructions and methods associated with a particular job and/or in dealing with other work integration issues and needs at their human resources departments or with business senior staff.

6.3. Administrative Aspects

From an administrative point of view, the joint project could begin immediately for academic and vocational information and services to businesses. The steering committee can decide when it is time to include other facets.

Academic and Vocational Information

It would be advantageous for the college and the school board to work together on an academic and vocational information plan for the youth and adult sectors of the SWLSB. If students and their parents have better knowledge of the programs available, the enrollment in technical and vocational education should increase.

If both partners put a positive spin on vocational and technical training, it would be easier to reach both young and adult clientele and promote vocational training as a viable option leading to college or university education, especially in the eyes of parents who hope their children will pursue university studies.

Considering the lack of interest shown by Anglophones in vocational training, it is important, in view of ministerial initiatives, to promote vocational and technical education, to consult one another and focus effort on diploma programs that offer good job prospects.

Students and their parents should regard vocational and technical training as an option leading to the labour market and providing access to more advanced studies at the same time.

Services to Businesses

The school board chose to participate in the establishment of a non-profit organization to meet the needs of businesses. Created in 1996, Groupe FormaClé is formed by public

educational institutions from both the secondary and college levels, with its head office in Laval.

Although FormaClé was first created to meet the needs of businesses establish in the Laval region, its activities are not limited to Laval.

FormaClé offers direct services to businesses and works as well in close collaboration with Emploi-Québec. There is an important market out there that could be more extensively developed, namely by better meeting the manpower training needs of the English-speaking clientele.

At the request of the school board, the three partners of FormaClé (Collège Montmorency, Commission scolaire de Laval and Sir Wilfrid Laurier School Board), could consider increasing the number of participating institutions by integrating Vanier College.

7.0 ORGANIZATIONAL STRUCTURE

7.1 Modifications to the " carte des enseignements"

As mentioned above, in order to reach the objectives defined in this plan, the school board must first obtain authorizations for the targeted programs. Within the framework of the development plan for the vocational and technical training offer, the school board is asking the Ministry to add one permanent authorization as well as provisional authorizations to the " carte des enseignements" . The provisional authorizations are requested on the basis of three cohorts over five years. Depending on the evolution of the clientele in the targeted programs, these authorizations could be revised to adjust to the needs of the college and the school board.

The Anglophone community has access to a very limited selection of vocational programs in the LLL regions. To better meet the needs of its clientele and reach the objectives set herein, the school board must obtain authorizations for the following programs:

Table 13: demandes de modifications à la carte des enseignements LLL

Sector	Program	Authorization	Comments
01 Adm.	Professional Sales	permanent	
	Secretarial Studies- legal	provisional	Rotation between regions
	Secretarial Studies- medical	provisional	Rotation between regions
19 Health	Health, Assistance and Nursing	provisional	Rotation between regions

7.2 Bridges

The first step will consist of a preliminary study to determine the viability of the project and the conditions for the implementation of these bridges. Considering the large number of students who could be motivated by these bridges, Vanier College will have to work with at least one other English school board to gain access to a larger pool of potential clientele.

Within a specific timeline, bridges could be built in the following programs:

Table 14: Bridges

SWLSB	Vanier College
<ul style="list-style-type: none"> Professional sales 	<ul style="list-style-type: none"> Business Administration
<ul style="list-style-type: none"> Computing support 	<ul style="list-style-type: none"> Computer and Digital Systems Technology Computer Science Technology
<ul style="list-style-type: none"> Assistance to Patients or Residents in Health Care Establishment Health, Assistance and Nursing 	<ul style="list-style-type: none"> Nursing
<ul style="list-style-type: none"> Industrial Construction and Maintenance Mechanics 	<ul style="list-style-type: none"> Industrial Electronics or Building Systems Engineering Technology

Both institutions should take advantage of what has already been done in the French or English sector. The bridges that will be built between vocational and technical training must present several advantages for the students. They must offer a win-win solution for all, i.e. for both partners and the students. A sole juxtaposition of the curriculums is unlikely to create an option that will appeal to students and their parents.

7.3 Agreements

The agreements between both institutions must address several aspects, namely:

- Use or leasing of facilities and related costs
- Use or purchase of equipment
- Use of technical or administrative staff
- Promotion and publicity
- Partnership in academic and vocational information
- Development of services to businesses

These agreements must answer any questions that may arise concerning the logistics of the project, the distribution of responsibilities and the hierarchical authority over the personnel of the host institution when equipment and facilities are shared.

The various stakeholders (administrators, centre directors, teachers, administrative and technical staff) must understand the objectives of the plan and subscribe to the means that will need to be implemented in order to ensure its success.

7.4 Conditions

Both institutions, through the directors general, the college' s Board of Directors or the school board' s Council of Commissioners, must send a clear message to all employees on the importance given to this plan, its implementation and its success.

The implementation of this plan will call on not only a strong desire to succeed but good planning and preparation. The implementation procedure will require consensus. Two elements seem essential: the creation of a steering committee and the development of a communication plan.

Steering Committee

The steering committee will be responsible for the implementation of the plan. The committee will establish its own rules of procedure and develop tools to periodically assess progress in the implementation of new strategies. The members of the committee, or at the very least the main representative of each institution, should be delegated sufficient decision-making powers to handle the problems that will arise. Depending on the issues referred to the committee, the input of resource persons could be necessary.

The steering committee will establish priorities for each main line of development identified in the plan. The partners will be able to implement certain elements quickly. It will be up to them to set the cruising speed for those particulars under their responsibility.

This committee will be responsible for ensuring that the decisions taken are implemented and for presenting a progress report to the directors general of both institutions.

Furthermore, the committee will oversee the development of agreements and feasibility studies. It will establish the objectives and guidelines for the various task forces that will be formed to work on specific subjects.

An annual meeting will be called to present the report of the steering committee to the directors general. An assessment report will either confirm the directions taken or propose

adjustments to be made to the plan. Copy of this report will be forwarded to political authorities.

Communication Plan

To ensure the success of this initiative, the college and the school board will develop a communication plan to define their internal and external communication strategies.

The internal approach will ensure that the all employees in the vocational and technical education sector are kept abreast of any new developments and positive outcomes resulting from the collaboration plan. A good understanding of the objectives will help employees promote this tool as a means of increasing school retention and boosting enrollment in vocational and technical training programs.

On a larger scale, employees from both institutions will also need to gain a sound knowledge of the collaboration plan in order to promote it. The same applies to elementary and secondary school principals who will need to promote this plan to students and their parents.

External communications will be directed toward school drop-outs, parents, Allophones and businesses which could benefit from the services offered by either institution.

Both institutions will increase their visibility by means of promotional brochures, local newspaper ads, electronic media and/or more specific publications distributed in the various ethnic communities within the territory.

The college and the school board should develop common promotional tools and integrate their respective logo on every promotional item supported by the steering committee.

8.0 ACTION PLAN

The following table provides an outline of the action plan which will be implemented to reach the objectives set forth in the collaboration plan. Although certain elements brought forward in this plan require an authorization from the Ministry, several can be implemented without delay.

The directors general are the promoters of this collaboration plan. As such, they will oversee its implementation, and intervene if need be to facilitate, accelerate or modify the direction taken by the steering committee.

In due time, they will present a progress report to their respective board of directors or council of commissioners.

The respective acronyms are identified as follows: DG for director general; Dir. CDC for director of vocational training; AD for director of technical training; CC for steering committee.

The timeline may be revised by the steering committee once priorities have been established. As for the date indicated under report and evaluation, that too could be modified to reflect the appropriate time selected by the directors general to present their progress reports.

Action Plan

Actions	Methods	Progress Indicators (expected results)	Timeline	Person in charge		Report & evaluation
				SWLSB	Vanier	
<p>NO 1 Present the plan to the Board of Directors and the Council of Commissioners for approval</p>	<ul style="list-style-type: none"> • Hold meetings at the school board and college (CA) 	<ul style="list-style-type: none"> • Endorsement by the Board of Directors and the Council of Commissioners • Creation of a bipartite steering committee to implement the plan <ul style="list-style-type: none"> ○ Agree on the mandate ○ Establish the operating procedures ○ Establish priorities ○ Draft the agreements ○ Ensure follow-up ○ Draft progress report for directors general 	April 08	DG	DG	June 08

Actions	Methods	Progress Indicators (expected results)	Timeline	Person in charge		Report & evaluation
				SWLSB	Vanier	
NO 2 Submit the plan to the Ministry	<ul style="list-style-type: none"> Forward the plan to the Vocational-Technical Training Collaboration Committee Submit the plan to the MELS 	<ul style="list-style-type: none"> Obtain the support of the committee Receive approval from MELS 	April 08	DG	DG	
			May 08	DG	DG	
No 3 Develop initial training	<ul style="list-style-type: none"> Prepare for the implementation of a bridge between the Computing Support and Computer Science Technology programs 	<ul style="list-style-type: none"> Draw up an inventory of existing models Present a model that would be acceptable for both institutions Promote this offer of training Estimate the costs related to the development of these bridges: <ul style="list-style-type: none"> Feasibility study 	May 08 June 08 Fall 08	Dir. CDC	AD	June 08 Annually

Actions	Methods	Progress Indicators (expected results)	Timeline	Person in charge		Report & evaluation
				SWLSB	Vanier	
	<ul style="list-style-type: none"> Develop a bridge between the Accounting and Accounting & Management Technology programs Prepare the bridge between the Professional Sales programs and the Marketing and AEC Damage Insurance programs 	<ul style="list-style-type: none"> Preparation of documents Consultations Advertising Draw up an inventory of existing models Present a model that would be acceptable for both institutions Promote this offer of training Explore the possibility of establishing a bridge while waiting for a answer to the school board' s request for a permanent authorization for the Professional Sales program 	<p>May 08</p> <p>June 08</p> <p>Fall 08</p> <p>Fall 08</p>	<p>Dir. CDC</p> <p>Dir. CDC</p>	<p>AD</p> <p>AD</p>	<p>June 08</p> <p>Annually</p> <p>May 09</p> <p>Annually</p>

Actions	Methods	Progress Indicators (expected results)	Timeline	Person in charge		Report & evaluation
				SWLSB	Vanier	
	<ul style="list-style-type: none"> Determine the conditions required for the development of bridges between the Health, Assistance & Nursing; Assistance to Patients or Residents in Health Care Establishment programs and the college Nursing program Study the feasibility of creating a bridge between the Industrial Construction and Maintenance Mechanics programs and either the Building Systems Engineering Technology program or Electronics program. 	<ul style="list-style-type: none"> Explore the possibility of establishing a bridge while waiting for an answer to the school board' s request for an authorization for the program Health, Assistance and Nursing. Establish a Study Committee Present recommendations to directors general for ratification Promote services Hold a focus session <ul style="list-style-type: none"> Define the objectives for the 	<p>Fall 09</p> <p>Fall 08</p> <p>Fall 08</p>	<p>Dir. CDC</p> <p>CC</p> <p>Dir. CDC</p>	<p>AD</p> <p>CC</p> <p>AD</p>	<p>May 10 Annually</p> <p>Fall 08</p> <p>May 09</p>

Actions	Methods	Progress Indicators (expected results)	Timeline	Person in charge		Report & evaluation
				SWLSB	Vanier	
	<ul style="list-style-type: none"> Look into a possible project collaboration with CSDM and Collège Édouard-Montpetit to promote aerospace trades to the English-speaking clientele 	<ul style="list-style-type: none"> promotional campaign <ul style="list-style-type: none"> Define potential projects of collaboration to cover aspects other than promotional ones 				Annually
No 4 Develop continuing education	<ul style="list-style-type: none"> Offer services for obtaining prerequisites Establish the list of programs accessible to the English-speaking clientele of the target regions for the recognition of prior learning and competencies 	<ul style="list-style-type: none"> Specify who does what Select locations Promote the offer of training Reach students who have dropped out of school Clarify the financing methods 	Fall 08	CC	CC	May 09 Annually
		<ul style="list-style-type: none"> Specify the operating procedures Promote the offer of services Define the target clientele 	Fall 08	CC	CC	May 09 annually

Actions	Methods	Progress Indicators (expected results)	Timeline	Person in charge		Report & evaluation
				SWLSB	Vanier	
	<ul style="list-style-type: none"> Develop services for the Allophone and rural English-speaking youth clientele 	<ul style="list-style-type: none"> Conduct a need analysis Prepare an offer of services Establish services points and procedures Promote the offer of services to the target clientele 	Fall 08	CC	CC	May 09 annually
No 5 Develop a project of collaboration to cover administrative aspects	<ul style="list-style-type: none"> Work in collaboration to provide academic and vocational information to students Develop English training courses for 	<ul style="list-style-type: none"> Specify actions to be carried out jointly Develop promotional material Ensure visibility of both institutions Reach elementary school students (specify a target level of intervention) 	Sept. 08	CC	CC	May 09 annually
		<ul style="list-style-type: none"> Assess college interest in joining Groupe FormaClé 	Fall 08	Dir. CDC	AD	May 09

Actions	Methods	Progress Indicators (expected results)	Timeline	Person in charge		Report & evaluation
				SWLSB	Vanier	
	businesses • Draft the protocols of agreement	<ul style="list-style-type: none"> • Verify whether or not the college could join Groupe FormaClé • Establish the terms of the partnership with Groupe FormaClé • Establish the list of protocols to be drafted • Establish the respective responsibilities of the college and the school board • Specify the jurisdiction of each institution • Specify the hierarchical authority over the employees concerned when facilities and equipment are being shared 	June 08	Dir. CDC	AD	Annually
No 6 Develop a communication plan	• Work in cooperation to promote the vocational and technical training offer	<ul style="list-style-type: none"> • Develop a promotional plan for the youth sector <ul style="list-style-type: none"> ○ Define the target clientele ○ Adapt the promotional material ○ Promote services in elementary 	June 08	CC	CC	May 09 Annually

Actions	Methods	Progress Indicators (expected results)	Timeline	Person in charge		Report & evaluation
				SWLSB	Vanier	
		<ul style="list-style-type: none"> ○ and secondary schools in target territory ○ Contribute to the development of a career exploration lab • Develop a promotional plan to reach dropouts <ul style="list-style-type: none"> ○ Take measures to reach dropouts ○ Provide information on programs available in VTT • Develop a promotional plan to reach the Allophones • Develop or participate in the development of a promotional plan for services to businesses 				

CONCLUSION

Sir Wilfrid Laurier School Board and College Vanier have tailored a Collaboration Plan to meet English-speaking learners needs in Laval, Lanaudière and Laurentides regions. Realities addressed in partnership planning are challenging with the promise of a growing number of sustainable job opportunities in the technical and vocational fields being created and expected to increase in the LLL regions labour market. Because our partnership action plan is to build on success, immediate actions are directed toward main lines of development, targeting a group of selected programs and courses, and dealing with organizational and administrative measures to secure co-operation at all levels. Over time, partners acknowledge the need to further engage in other new actions as the institutions staff members learn to work together and better understand each other.

The long-term view is to make educational paths more fluid, to provide more services in prior learning assessment recognition (PLAR) and to increase interest in technical and work-related competencies development and knowledge. Broad stakeholder community participation and support, new means to communicate our common message to a larger public, and new training delivery methods using the power of the Internet are viewed as ways to extend our reach in these three regions. Whether learning at new training sites, on the job or during job internships, the focus is to keep and serve as many learners as possible in the region where they live, adapting learning and employment opportunities to allophone population special needs and working more closely with partners from business and industry sectors. The sum of all these actions is expected to boost general interest for enrollment in vocational and technical training programs and program-related courses offerings.

ANNEX I Influence on the intention to enroll in VT¹⁹

TABLE 1 Factors that strongly or moderately influence students' intention to enroll in vocational training

Factors	Influence of this factor on students' intention to enroll in vocational training	Intensity of the influence
Parents talking about vocational training	Students whose parents speak positively about vocational training are more likely to want to enroll than students whose parents do not mention vocational training. To a lesser extent, when parents talk neutrally or negatively about vocational training, students are more likely to want to enroll than those whose parents do not mention vocational training at all.	Strong influence
Academic aspiration of parents for their child	When parents hope their children pursue secondary- or college-level studies, the children are more likely to want to enroll in vocational training than those whose parents hope their children pursue a university education.	
Average mark in language	Students who earn less than an A or B average (80% and more) in language are more likely to want to enroll in vocational training than those with an A or B average.	
Average mark in math	Students who earn less than an A or B average (80% and more) in math are more likely to want to enroll in vocational training than those with an A or B average.	
Level of education required for the occupation being considered	Students who are considering an occupation that requires university education are less likely to want to enroll in vocational training than those who want to enter an occupation requiring a lower level of education.	Moderate influence
Guidance counsellors talking about vocational training	Students who have heard positive things about vocational training from a guidance counsellor are more likely to want to enroll than those who have not had this experience. To a lesser extent, students who hear neutral or negative things about vocational training from a guidance counsellor are also more likely to want to enroll than those who did not hear anything about it.	
Talents	Students who believe they have manual talents are more likely to want to enroll in vocational training than those who consider themselves more intellectual.	
Mother's level of education	Students whose mother has a secondary-, college- or university-level education are less likely to want to enroll in vocational training than those whose mother did not finish high school or only went to elementary school.	

¹⁹ A Look at Vocational Training, abridged version, MELS, p. 15

ANNEX II Secondary school dropout rates
(School leavers without a diploma or qualification)
In general education in the youth sector, by sex, in the Laval region
2002-2003 to 2004-2005

TABLEAU 5.2

Évolution du taux de décrochage (ou sortie sans diplôme)¹ des élèves du secteur des jeunes, en formation générale, dans les commissions scolaires de la région de Laval, selon le sexe, de 2002-2003 à 2004-2005

	Élèves du secondaire inscrits en 2002-2003 et sortants				Élèves du secondaire inscrits en 2003-2004 et sortants				Élèves du secondaire inscrits en 2004-2005 et sortants			
	Total des sortants	Parmi ces élèves, ceux qui sont sortants			Total des sortants	Parmi ces élèves, ceux qui sont sortants			Total des sortants	Parmi ces élèves, ceux qui sont sortants		
		avec diplôme	sans diplôme	sans diplôme		avec diplôme	sans diplôme	sans diplôme		avec diplôme	sans diplôme	sans diplôme
	N	N	N	%	N	N	N	%	N	N	N	%
CS de Laval	2 207	1 536	671	30,4	2 226	1 593	633	28,4	2 319	1 688	631	27,2
Masculin	1 095	672	423	38,6	1 130	721	409	36,2	1 180	804	376	31,9
Féminin	1 112	864	248	22,3	1 096	872	224	20,4	1 139	884	255	22,4
CS Sir-Wilfrid-Laurier²	845	648	197	23,3	870	637	233	26,8	987	731	256	25,9
Masculin	444	307	137	30,9	449	306	143	31,8	528	369	159	30,1
Féminin	401	341	60	15,0	421	331	90	21,4	459	362	97	21,1
Laval³	3 052	2 184	868	28,4	3 096	2 230	866	28,0	3 306	2 419	887	26,8
Masculin	1 539	979	560	36,4	1 579	1 027	552	35,0	1 708	1 173	535	31,3
Féminin	1 513	1 205	308	20,4	1 517	1 203	314	20,7	1 598	1 246	352	22,0
Réseau public (72 CS)	59 803	42 974	16 829	28,1	60 080	43 213	16 867	28,1	60 251	43 504	16 747	27,8
Masculin	29 424	18 845	10 579	36,0	30 021	19 382	10 639	35,4	30 162	19 582	10 580	35,1
Féminin	30 379	24 129	6 250	20,6	30 059	23 831	6 228	20,7	30 089	23 922	6 167	20,5
Ensemble du Québec⁴	72 730	54 543	18 187	25,0	73 989	55 553	18 436	24,9	74 595	56 289	18 306	24,5
Masculin	35 402	24 134	11 268	31,8	36 621	25 113	11 508	31,4	36 809	25 410	11 399	31,0
Féminin	37 328	30 409	6 919	18,5	37 368	30 440	6 928	18,5	37 786	30 879	6 907	18,3

1. Le décrocheur, ou sortant sans diplôme ni qualification, est un élève qui est inscrit une année donnée et qui répond aux deux critères suivants :

a) il n'obtient ni diplôme ni qualification durant l'année considérée. Les diplômes retenus sont les suivants : DES, DEP, AFP et ASP.

Les qualifications retenues sont les suivantes : CFER et ISPJ;

b) il n'est inscrit, durant l'année suivante, ni en formation générale (jeunes ou adultes), ni en formation professionnelle, ni au collégial, dans un établissement d'enseignement au Québec.

2. Le territoire de cette commission scolaire anglophone s'étend sur plus d'une région administrative, mais tous les élèves sont comptés dans cette région.

3. Ces données correspondent à la somme des effectifs des commissions scolaires.

4. Ces données correspondent à la somme des effectifs des réseaux public, privé et gouvernemental.

Source : Banque de cheminement scolaire (BCS).

ANNEX III LANAUDIÈRE: Concept and advantages of the niches of excellence

Complex structures and metal components Niche in which the region is a leader	
Concept	Advantages
This niche is characterized by: <ul style="list-style-type: none"> • a broad industrial base covering the entire production chain • a high-performance regional structure • undeniable regional vitality It encompasses the following industries: <ul style="list-style-type: none"> • heavy plate products • metal construction • ornament and architecture • metal product stamping, coating and pressing • steel wire and wire products • hardware, tools and cutlery • heating equipment • machine shops 	<ul style="list-style-type: none"> - Near Montréal: ports and airport centres, and major thoroughfares. - Cité industrielle et internationale de Terrebonne (Terrebonne international industrial centre). - Availability of residential, commercial and industrial land. - Proximity of a vast, qualified labour force and a vast consumer base. - Local training. - Expertise in complex structures with more than 400 engineers and technicians. - Projects to create a centre for excellence in mechanical fabrication and a mechanical engineering industrial park. - Critical mass of businesses and jobs. - Considerable number of diversified export SMBs, less vulnerable because they are not in the same sector. - Excellent level of trade between businesses. - Custom-designed products produced in small number, competitive in the United States. - Home to Groupe ADF and other leading businesses such as Industrie Dry-Tec.
Furniture: secondary and tertiary processing Niche in which the region is a key partner	
This niche is characterized by: <ul style="list-style-type: none"> • a critical mass of 	<ul style="list-style-type: none"> - Near Montréal: ports and airport centres, and major thoroughfares.

<p>businesses</p> <ul style="list-style-type: none"> • availability of a qualified labour force • diversified training opportunities • a network of highly dynamic, local economic players <p>The niche includes all establishments whose principal activity is the fabrication of household furniture, of all kinds and in all materials, or the fabrication of office furniture or furniture and furnishings for institutions.</p>	<ul style="list-style-type: none"> - Availability of residential, commercial and industrial land. - Large industrial infrastructures with good potential: <ul style="list-style-type: none"> • Cité industrielle et internationale de Terrebonne (Terrebonne international industrial centre) • Industrial parks in Joliette, etc. - Proximity of a vast, qualified labour force and a vast consumer base. - Local technical and secondary school-level training, as well as a factory/school. - Network of local economic players. - Critical mass of businesses and jobs. - Strong export rate (74%), primarily in Canada and the United States. - Leading business: Meubles Jaymar (Shermag).
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Agrifood processing

The region wants to ensure the development of this niche in partnership with the Montérégie region and other regions du Québec

<p>This niche is characterized by: a well-developed industry; unique training opportunities.</p> <p>The niche encompasses the following industries:</p> <ul style="list-style-type: none"> • animal slaughtering • meat and poultry processing • fish processing • fruit and vegetables • dairy products • flour and cereal 	<ul style="list-style-type: none"> - Near Montréal: ports and airport centres, and major thoroughfares. - Availability of residential, commercial and industrial land. - Large industrial infrastructures with good potential: <ul style="list-style-type: none"> • Cité industrielle et internationale de Terrebonne (Terrebonne international industrial centre) • Industrial parks in Joliette, etc. - Population growth. - Proximity of a vast, qualified labour force and a vast consumer base. - Sizeable critical mass of jobs, with a degree of concentration in slaughtering. - Local, leading-edge technical and secondary school-level training.
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<ul style="list-style-type: none"> • animal feed • bakery products • sugar and confectionary products • other food products • fabrication of soft drinks and alcoholic beverages 	<ul style="list-style-type: none"> - Expertise acquired by the Cégep régional de Lanaudière in agrifood processing. - Regional specialization in meat and market gardening. - Other significant businesses (e.g. beverages and bakery products). - A number of private and government investments. - Leading businesses: Flamingo, Abattoir Saint-Esprit, Olymel, Volaille Giannone, etc.
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Development of plants and plant biotechnology
Emerging niche

<p>This niche is characterized by:</p> <ul style="list-style-type: none"> • promising R&D potential • a developing regional innovation system 	<ul style="list-style-type: none"> - Near Montréal: ports and airport centres, and major thoroughfares. - Availability of residential, commercial and industrial land. - Large industrial infrastructures with good potential: <ul style="list-style-type: none"> • Cité industrielle et internationale de Terrebonne (Terrebonne international industrial centre) • Industrial parks in Joliette, etc. - Carrefour industriel et expérimental de Lanaudière, the only applied research centre in Québec. - Tobacco producers' drying equipment present in the region-used also for drying medicinal plants, the tobacco industry being in a restructuring phase: linkage, transition. - Proximity of a vast, qualified labour force and a vast consumer base. - Local college-level training. - Region already known for its specialization in horticulture, primarily ornamental horticulture. - Projects to conduct research and establish organizations. Good R&D, incubation and training
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	<p>dynamic.</p> <ul style="list-style-type: none"> - Good land: different characteristics on the north shore (climate, soil, etc.). - Commercialization of businesses under way.
<p>Decentralized management of drinking water and wastewater Niche under evaluation</p>	
<p>This niche is characterized by: promising development potential; clear regional vitality.</p> <p>Decentralized management of drinking water and wastewater refers to the services related to drinking water supply processes, and to wastewater treatment by independent residential, agricultural and community systems.</p> <p>The region is counting on the implementation of a project to establish an industrial park, currently at the pre-feasibility study phase, and on a sizeable market.</p>	<ul style="list-style-type: none"> - Near Montréal: ports and airport centres, and major thoroughfares. - Availability of residential, commercial and industrial land. - Proximity of a vast, qualified labour force and a vast consumer base. - Abundant resources. - Large concentration of users of decentralized water systems. - Faisability study conducted. - Network of local economic players: CLD and college.

ANNEX IV LAURENTIDES: Concept and advantages of the niches of excellence

Year-round resort tourism Niche in which the region is a leader	
Concept	Advantages
<p>The main activities in this niche are as follows:</p> <ul style="list-style-type: none"> • hosting Québec, Canadian and international clientele • promotion; development of international markets • labour development • product development (packages, tours, facilities) • research; sectoral representation • coordination activities between local and regional stakeholders 	<ul style="list-style-type: none"> - Vast array of tourism products offered: skiing, golf, boating, hunting, fishing, festivals. - Proximity of Montréal, urban tourism destination. - Strategic location with access to a population of 80 million less than eight hours away by car. - Francophone culture unique in North America. - Existence of a critical mass of businesses and infrastructures. - Strong tourism potential thanks to the region's natural resources and the expertise acquired by stakeholders in the sector. - 25% to 30% annual growth in ecotourism and outdoor tourism. - Québec's top-ranking region in terms of accommodation capacity. - Largest concentration of recreational and tourism infrastructures in Québec. - Proximity of Québec's main airport, in Dorval.
Mixed forest use and processing: value-added products Niche in which the region is a key partner	
<p>Development of valued-added mixed forest products requires the linkage of all activities involved: R&Dmarketing distribution; primary and by-product processing; forest management; labour training; networking of regional businesses.</p>	<p>A wide diversity of forest stands. Well-developed road network near major corridors to the United States and Ontario. Strong potential for OSB-board use. Strength of vertical linkage between silviculture and primary processing businesses, and of horizontal linkage between primary processing businesses.</p>
Prepared foods and meals Niche in which the region is a key partner	

ANNEX V: Places of birth of the immigrant population LLL

Lieux de naissance de la population immigrée, recensement 2001

Caractéristiques	Québec		Laval		Laurentides		Lanaudière	
	nb	%	nb	%	nb	%	nb	%
Population totale	7 125 580	100,0	339 000	100,0	454 520	100,0	383 345	100,0
homme	3 491 685	49,0	164 595	48,6	225 175	49,5	191 535	50,0
femme	3 633 890	51,0	174 410	51,4	229 350	50,5	191 810	50,0
Population immigrée	706 965	9,9	52 495	15,5	15 765	3,5	7 890	2,1
homme	348 290	10,0	26 535	16,1	7 945	3,5	4 210	2,2
femme	358 675	9,9	25 960	14,9	7 820	3,4	3 675	1,9
Continent de naissance	nb	%	nb	%	nb	%	nb	%
Total Amérique	149 085	21,1	9 050	17,2	2 590	16,4	1 975	25,0
du Nord	25 445	3,6	865	1,6	1 355	8,6	585	7,4
centrale	22 665	3,2	1 070	2,0	265	1,7	210	2,7
Caraïbes et Bermudes	69 890	9,9	5 370	10,2	470	3,0	770	9,8
du Sud	31 085	4,4	1 750	3,3	505	3,2	410	5,2
Total Europe	284 745	40,3	24 230	46,2	10 180	64,6	4 695	59,5
occidentale	81 355	11,5	4 800	9,1	5 590	35,5	2 455	31,1
orientale	54 545	7,7	2 840	5,4	865	5,5	460	5,8
septentrionale	19 855	2,8	430	0,8	890	5,6	165	2,1
méridionale	128 985	18,2	16 155	30,8	2 840	18,0	1 610	20,4
Total Afrique	81 265	11,5	4 720	9,0	910	5,8	450	5,7
occidentale	6 755	1,0	110	0,2	90	0,6	10	0,1
orientale	10 860	1,5	400	0,8	80	0,5	60	0,8
du Nord	55 770	7,9	3 980	7,6	700	4,4	345	4,4
centrale	7 165	1,0	215	0,4	45	0,3	35	0,4
du Sud	720	0,1	20	0,0	0	0,0	0	0,0
Total Asie	190 420	26,9	14 420	27,5	2 020	12,8	755	9,6
occidentale et centrale	18 505	2,6	1 745	3,3	75	0,5	35	0,4
Moyen-Orient	48 525	6,9	8 280	15,8	320	2,0	135	1,7
orientale	36 555	5,2	815	1,6	655	4,2	290	3,7
du Sud-Est	50 965	7,2	2 715	5,2	865	5,5	285	3,6
méridionale	35 870	5,1	865	1,6	105	0,7	15	0,2
Océanie et autres lieux de naissance	1 455	0,2	75	0,1	60	0,4	10	0,1
TOTAL	706 965	100,0	52 495	100,0	15 765	100,0	7 890	100,0

Source: Données tirées du document "Population immigrée recensée au Québec et dans les régions en 2001: caractéristiques générales". Recensement de 2001: données ethnoculturelles MRCL, mars 2004

Traitement: DRLLL, MELS

Le tableau *lieux de naissance de la population immigrée*, a été colligé par monsieur Robert Goyet dans le cadre d' un travail pour la DRLLL

ANNEX VI: Immigrant population by ten principal countries of birth

Dix principaux pays de naissance de la population immigrée
régions de LAVAL, des LAURENTIDES et de LANAUDIÈRE et ensemble du QUÉBEC
recensement 2001

ensemble du Québec			Laval		Laurentides			Lanaudière			
Autres pays	373 015	52,8%	Autres pays	18 270	34,8%	Autres pays	5 290	33,6%	Autres pays	2 625	33,3%
Italie	69 450	9,8%	Italie	6 210	11,8%	France	3 255	20,6%	France	1 680	21,3%
France	50 140	7,1%	Grèce	6 000	11,4%	États-Unis	1 330	8,4%	Italie	910	11,5%
Haïti	47 845	6,8%	Liban	5 130	9,8%	Portugal	1 265	8,0%	Haïti	675	8,6%
Liban	28 765	4,1%	Haïti	4 710	9,0%	Italie	1 105	7,0%	États-Unis	580	7,4%
États-Unis	25 255	3,6%	France	2 930	5,6%	Allemagne	900	5,7%	Belgique	320	4,1%
Chine	24 405	3,5%	Portugal	2 875	5,5%	Royaume-Uni	795	5,0%	Portugal	265	3,4%
Viet Nam	22 895	3,2%	Syrie	2 225	4,2%	Belgique	655	4,2%	Allemagne	230	2,9%
Portugal	22 525	3,2%	Égypte	1 535	2,9%	Chine	435	2,8%	Chine	230	2,9%
Grèce	22 485	3,2%	Maroc	1 410	2,7%	Suisse	435	2,8%	Pologne	210	2,7%
Maroc	20 185	2,9%	Roumanie	1 200	2,3%	Laos	300	1,9%	Suisse	165	2,1%
Total 10 pays	333 950	47,2%	Total 10 pays	34 225	65,2%	Total 10 pays	10 475	66,4%	Total 10 pays	5 265	66,7%
Total	706 965	100,0%	Total	52 495	100,0%	Total	15 765	100,0%	Total	7 890	100,0%

Source: Données tirées du document "Population immigrée recensée au Québec et dans les régions en 2001: caractéristiques générales".

Le Recensement de 2001: données ethnoculturelles MRCI, mars 2004 Traitement DRLLL, MELS tableau des principaux pays de naissance de la population immigrée, a été colligé par monsieur Robert Goyet dans le cadre d' un travail pour la DRLLL.