

Council of Ministers of Education, Canada
Explore and Destination Clic

***ANNUAL REPORT 2006-07
(SPRING AND SUMMER 2006)***

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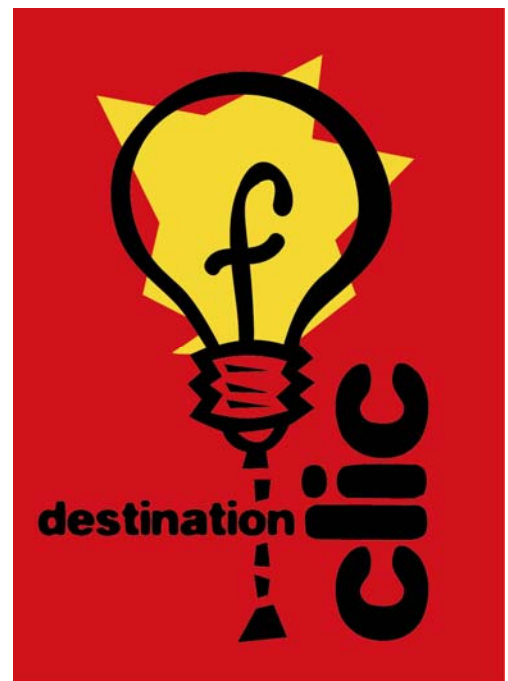


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ORGANIZATION AND GENERAL ADMINISTRATION

The Council of Ministers of Education, Canada (CMEC) was established in 1967 to provide a means for the fullest possible cooperation among provincial and territorial governments in areas of mutual interest and concern in education. CMEC also collaborates with other educational organizations and with the federal government to promote the development of education in Canada. The Summer Language Bursary Program (SLBP), created in 1971, and the Programme de bourses d'été pour francophones hors Québec (PBEFHQ), created in 1977, are examples of the collaboration that contributes to the attainment of CMEC's goals.

The SLBP, which became Explore in 2004, is designed to give students the opportunity to learn one of Canada's two official languages as a second language and to broaden their knowledge of the culture that this second language reflects. The PBEFHQ, which became Destination Clic in 2004, was created to give francophone students who live outside Quebec an opportunity to improve their first language, broaden their knowledge, and acquire a better understanding of their own culture. Since 1999, the two programs have accepted students who have completed at least grade 11 or secondary V in Quebec.

OVERVIEW OF EXPLORE AND DESTINATION CLIC

Through Explore and Destination Clic, bursaries are granted to students throughout the country so that they can take five-week French or English courses in accredited educational institutions. A total of 227,214 students participated in the program between 1971 and 2006.

The programs are funded by the Department of Canadian Heritage and administered by the provinces and territories, in conjunction with CMEC. The total budget for these programs is specified in the agreement between the Department of Canadian Heritage and The Corporation of the Council of Ministers of Education, Canada (CCMEC). CMEC in collaboration with Canadian Heritage negotiates the number of bursaries to be awarded and the amount of the bursary. CMEC then determines their distribution among the provinces and territories.

ADMINISTRATION OF EXPLORE AND DESTINATION CLIC

On November 2, 2005, Tom Hedderson, then Chair of CMEC, and Liza Frulla, then Minister of Canadian Heritage, signed a new five-year memorandum of understanding on official languages in education. As of March 31, 2006, both Explore and Destination Clic have had the same fiscal year as the Government of Canada, so that information concerning them will be aligned with government information.

Pan-Canadian coordination

The national coordinator is employed by CMEC and is responsible for the overall administration of Explore and Destination Clic across the country, as well as the implementation of various projects that contribute to proper management of the programs. She is also responsible for financial and political negotiations with the Department of Canadian Heritage. In consultation with provincial and territorial coordinators, the national coordinator establishes administrative procedures and regulations governing the operation of Explore and Destination Clic and monitors the implementation of the programs by educational institutions. The national coordinator reports to the director of Official-Languages Programs (OLP) at CMEC.

Note 1: See Appendix 1 for Explore and Destination Clic administration.

In addition, under the national coordinator's supervision, the OLP team prepares assessments and financial reports for Explore and Destination Clic, as well as documents intended for course directors, instructors, monitors, and bursary recipients. These are also sent to the Department of Canadian Heritage and to provincial and territorial coordinators.

In order to monitor the quality of Explore and Destination Clic, the director of Official-Languages Programs, the national coordinator, and the assistant national coordinator visit a number of the educational institutions that offer the program each year.

Note 2: See Appendix 2 for the list of visits to educational institutions in 2006.

In fiscal 2006-07, Boyd Pelley held the position of Director of Official-Languages Programs, Antonella Manca-Mangoff was National Coordinator, and Chantal Castel-Branco was Assistant National Coordinator.

Provincial and territorial coordinators

Provincial and territorial coordinators are responsible for the administration of Explore and Destination Clic in their respective jurisdictions. This includes publicizing the program, processing applications and awarding bursaries, accrediting participating educational institutions, and monitoring the operation of Explore and Destination Clic in the educational institutions located in their province or territory.

Note 3: See Appendix 3 for a list of provincial and territorial coordinators for Explore and Destination Clic.

ACCREDITED EDUCATIONAL INSTITUTIONS

Participating educational institutions must submit a proposal to the provincial coordinator who is responsible for selecting and accrediting institutions. All institutions must adhere to the minimum accreditation requirements.

Note 4: Minimum accreditation requirements are set out in Appendix 4.

In 2006-07, there were 39 accredited Canadian educational institutions offering courses in English as a second language (ESL), French as a second language (FSL), and French as a first language (FFL). Some of these institutions offered more than one course.

Note 5: The acronyms FSL, ESL, and FFL are used in this annual report to designate the three types of courses offered by Explore and Destination Clic.

Of the 63 language courses offered, 27 were given in the spring (from early May to the end of June) and 36 in the summer (from mid-June to late August).

Note 6: See Appendix 5 for a list of accredited educational institutions.

PERSONNEL RESPONSIBILITIES FOR EXPLORE AND DESTINATION CLIC

The following description of each position's responsibility and activity takes into account the information contained in yearly reports submitted to CMEC by course directors.

Directors

Course directors are responsible for ensuring compliance with all program requirements and submitting a report at the end of the course to CMEC. They are responsible for all organizational, budgetary, supervisory, and administrative matters.

The level of involvement in Explore and Destination Clic depends to a large extent on the size of the educational institution. Tasks are frequently delegated to assistant directors, coordinators, assistant coordinators, and administrative assistants, all of whom report to the course director. Although the course director assumes the overall responsibility, her or his assistants are involved in specific aspects such as setting academic standards, developing courses, selecting materials, organizing sociocultural programs, hiring staff, and arranging and supervising homestay or residential lodging.

Prior to the session, the course director is responsible for making the program known to his or her students, ensuring the availability of physical space and equipment, interviewing and hiring staff, arranging registration, and selecting suitable placement tests (pre-test) and achievement tests (post-test) for the students. All instructional materials have to be selected (often in consultation with teaching personnel) and arrangements made for cultural and social activities and excursions. The director is also the liaison with college or university departments, not only to ensure provision of satisfactory physical arrangements but also, in some cases, to provide health facilities and lodging.

During the course itself, the course director may assist and supervise instructors and monitors, attend frequent meetings with staff, and sometimes lead and participate in the sociocultural activities.

Instructors

In some educational institutions, there is a coordinator of instruction, who provides leadership for class instructors. The coordinator's responsibilities include planning course content, developing materials, ordering books, films, and other materials, selecting reading

texts and preparing questions to accompany them, supervising the daily work of instructors, and overseeing examinations. He or she also arranges and conducts regularly scheduled meetings for teaching staff, organizes and supervises placement testing and final student evaluation, and prepares programs for use in the language laboratory. In a few cases, he or she does some teaching part-time.

The responsibilities of classroom instructors are to plan and organize courses and to teach and evaluate students. Whenever the number of staff is limited, instructors assume most of the tasks performed in other institutions by a coordinator of instruction or head instructor. Most teach approximately 20 hours per week, and in addition they spend many hours assisting with other parts of the program. This could include supervision of the weekly publication of a student newspaper, participation in a variety of programs, excursions, sports activities, and theatre nights, and preparation of afternoon workshops. They often spend time mingling with students at mealtimes or in the evenings to provide encouragement and support in speaking the target language. In classroom situations and workshops, and during extracurricular activities, instructors help students master the language they are learning.

Monitors

The successful operation of Explore and Destination Clic depends not only on the excellence of its administrative and instructional staff but, to a large extent, on the dedication, imagination, and vitality of its monitors. Monitors complement the formal linguistic instruction of the classroom by providing a wide variety of opportunities for students to practise their language skills in informal settings and engage in recreational and cultural activities.

Monitors also work under the supervision of a coordinator of instruction or head instructor, while acting as liaison between staff members and students.

The monitors' responsibilities are similar in scope in all educational institutions, whether the structural organization is complex or simple. Monitors plan, organize, and implement the social and cultural aspects of the session, usually living in residence, where they are available for advice and assistance. Monitors are frequently responsible for student adherence to all regulations, in particular to guidelines regarding second-language use.

Monitors organize afternoon workshops and are on duty in the evenings and on weekends. Responsibilities include, among other things, comforting the homesick, accompanying students who are ill to hospital, having most meals with students, attending planning meetings, working in the language laboratory, organizing dances, games, sports, audiovisual and musical programs, film nights, stage productions, masquerades, picnics, beach parties, and city excursions, helping students in the production of a weekly bulletin or a magazine, and assisting individual students with language programs.

Head monitors develop a program intended to foster the well-being, cultural enrichment, and recreational enjoyment of the students.

PROVINCIAL AND TERRITORIAL COORDINATORS' MEETINGS

As it does every year, the OLP unit organized two meetings between Canadian Heritage and the provincial and territorial coordinators. These meetings were chaired by the National Coordinator. The first meeting was held in Victoria, on February 10, 2006, and the second in Quebec City, on August 27, 2006.

COURSE DIRECTORS' MEETING

The course directors met in Victoria from February 10 to 12, 2006. In cooperation with the OLP unit, Didier Bergeret, of the University of Victoria, agreed to organize and coordinate various workshops in connection with the course directors' meeting. The OLP unit also organized plenary sessions on administrative directives and invited Mary Anne Waldron, of the University of Victoria, to make a presentation entitled "Risks and opportunity: some legal subjects of interest."

Directors once again expressed their satisfaction with the meeting, where they enjoyed opportunities to discuss common experiences and their solutions to various problems and to exchange key information on Explore and Destination Clic and different aspects of the courses offered as part of the program.

Following the meeting, an evaluation report and a summary of workshops were sent to all directors and provincial and territorial coordinators and to Canadian Heritage.

Note 7: Appendix 6 contains a copy of the program for the annual course directors' meeting, held from February 10 to 12, 2006.

FINANCIAL AND STATISTICAL DATA

FINANCIAL INFORMATION

Explore and Destination Clic are administered by CMEC in collaboration with provincial and territorial coordinators and are made possible through federal funding received from the Department of Canadian Heritage.

Accredited educational institutions receive a number of bursaries according to the number of positions allotted. Each bursary covers the costs of tuition, instructional materials, compulsory excursions, and room and board (including three meals a day). The educational institutions are responsible for the selection of housing and the placement of the students.

Students must pay a non-reimbursable deposit, a registration fee and the cost of optional excursions, and supply their own pocket money. Travel costs to the educational institution are not covered for ESL and FSL students; however, FFL students receive a travel allowance for approximately one-half of their travel costs to the institution they attend.

Budget provisions

Under the 2005 agreement, the Department of Canadian Heritage paid CMEC \$17,182,000 for the Explore and Destination Clic 2006-07 budget. This money was used to pay for bursaries and other expenses associated with the program.

Note 8: See Appendix 7 for the audited statement of revenue and expenses for Explore and Destination Clic. This appendix will be used as a reference for all the financial information contained in this report.

For 2006-07, the total bursary quotas for second-language and first-language courses were set at 8,408, including 200 bursaries for which Quebec transferred \$380,000 (for more details, see the following section on quotas). The value of each bursary was set at \$1,900.

Note 9: These figures cannot be extended since actual disbursements are made to the educational institutions based on course completion and withdrawal levels. In the case of withdrawals, CMEC assumes a cost of between 80 and 100 per cent of the full bursary value.

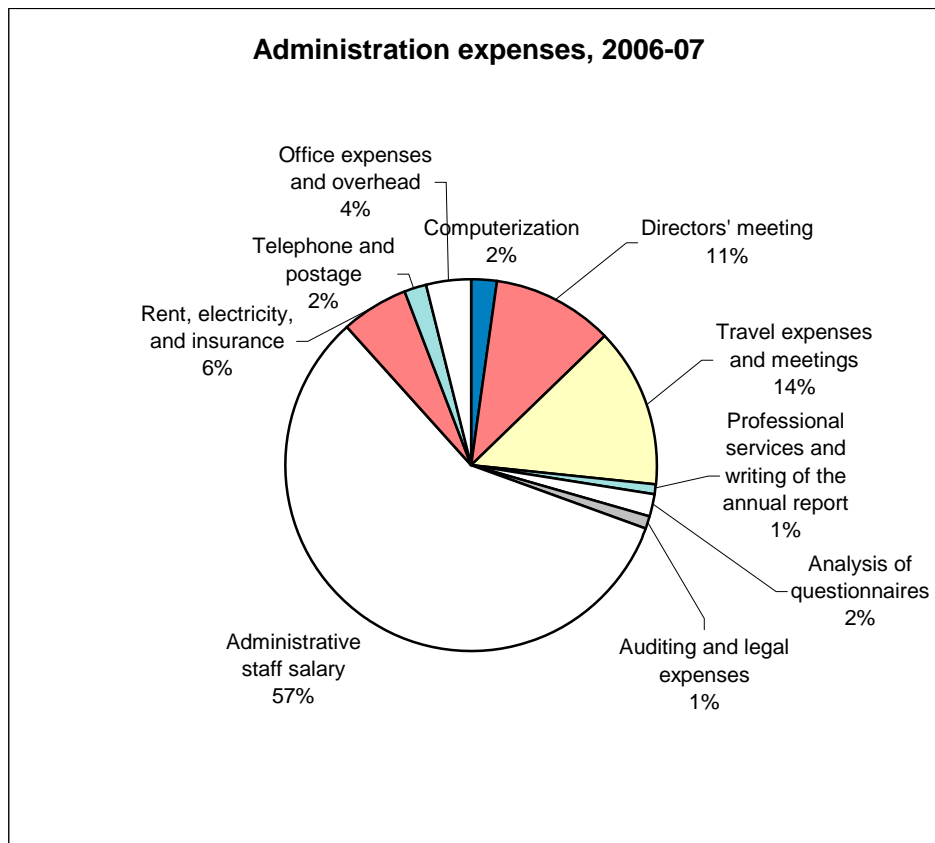
Bursaries are considered taxable income, but the tuition portion may be deductible.

Administration

The 2006-07 protocol between the Department of Canadian Heritage and CCMEC provided for \$707,850 (excluding \$7,500 for GST) to cover the programs' general administration expenses. Expenses were \$696,904 (excluding \$8,806 for GST). Graph 1 presents a breakdown of these expenses.

Note 10: In most cases, percentages in the body of this report have been rounded, and totals may not equal 100 per cent.

Graph 1



Note 11: The \$8,806 in GST reimbursement is not included in Graph 1.

QUOTAS

Bursary quotas

Out of a total of 8,408 bursaries, 7,802 or 93% were distributed throughout Canada. Table 1 indicates the respective quotas of the provinces and territories.

Initially, the provinces and territories are allocated 25% more than their quotas to cover anticipated cancellations prior to the start of the program.

Table 1

Bursary quotas, 2006-07		
Province or territory	2006-07 quota	% of total
British Columbia	610	7.4
Alberta	578	6.9
Saskatchewan	296	3.4
Manitoba	318	3.5
Ontario	1,947	23.2
Quebec	3,566	42.9
New Brunswick	348	3.7
Nova Scotia	416	5.1
Prince Edward Island	87	1.0
Newfoundland and Labrador	201	2.5
Yukon	15	0.2
Northwest Territories	14	0.2
Nunavut	11	0.1
Total	8,407	100.0

Place quotas

Educational institutions received a certain number of bursary recipients, based on the quotas set by the national coordinator. Table 2 shows the distribution of places for FSL, ESL, and FFL courses for 2006-07.

Table 2

Place quotas, 2006-07								
Province	FSL places	% of FSL total	ESL places	% of ESL total	FFL places	% of FFL total	Total places	% of total
British Columbia	136	2.9	441	12.7	0	0.0	577	6.9
Alberta	189	4.0	224	6.5	0	0.0	413	4.9
Saskatchewan	74	1.6	150	4.3	0	0.0	224	2.7
Manitoba	72	1.5	332	9.6	0	0.0	404	4.8
Ontario	640	13.7	944	27.3	58	21.0	1,642	19.5
Quebec	3,111	66.6	490	14.2	148	53.6	3,749	44.6
New Brunswick	96	2.1	368	10.6	70	25.4	534	6.4
Nova Scotia	350	7.5	247	7.1	0	0.0	597	7.1
Prince Edward Island	0	0.0	196	5.7	0	0.0	196	2.3
Newfoundland and Labrador	0	0.0	68	2.0	0	0.0	68	0.8
Total	4,668	100.0	3,460	100.0	276	100.0	8,404	100.0

Note 12: Yukon, Northwest Territories, and Nunavut do not have accredited institutions; no places were assigned to these jurisdictions.

2006-07 STATISTICS

Bursary recipients by home province or territory

In 2006-07, 4,569 bursaries were granted to students (including those who withdrew) for FFL, 3,129 for ESL, and 106 for FFL. Table 3 gives a breakdown of bursary recipients by home province or territory.

Note 13: Appendix 8 gives a table of statistics for Explore and Destination Clic in 2006.

Table 3

Bursary recipients by home province or territory, 2006-07									
Home province or territory	FFL program		FSL program		ESL program		Total	Total bursaries awarded	
	C*	W**	C	W	C	W			
	#	#	#	#	#	#	#	%	
British Columbia	6	0	734	22	0	0	762	9.77	
Alberta	7	0	553	20	0	1	581	7.45	
Saskatchewan	7	0	210	3	0	0	220	2.82	
Manitoba	16	0	261	9	0	0	286	3.67	
Ontario	14	0	1,877	84	6	0	1,981	25.39	
Quebec	0	0	137	12	2,874	213	3,236	41.48	
New Brunswick	47	2	87	7	32	3	178	2.28	
Nova Scotia	1	0	268	9	0	0	278	3.56	
Prince Edward Island	0	0	50	4	0	0	54	0.69	
Newfoundland and Labrador	0	0	193	4	0	0	197	2.52	
Yukon	6	0	10	0	0	0	16	0.21	
Northwest Territories	0	0	12	0	0	0	12	0.15	
Nunavut	0	0	1	0	0	0	1	0.01	
Subtotal	104	2	4,393	174	2,912	217	7,802	100.00	
Total	106		4,567		3,129		7,802	100.0	

* C represents completions

** W represents withdrawals

Bursary recipients by host province

Table 4 shows the number of bursary students hosted by each province.

Table 4

Bursary recipients by host province, 2006-07								
Host province	FFL program		FSL program		ESL program		Total	Total bursaries awarded
	C*	W**	C	W	C	W		
	#		##		##		#	%
British Columbia	0	0	132	3	419	7	561	7.2
Alberta	0	0	147	15	178	10	350	4.5
Saskatchewan	0	0	60	5	124	15	204	2.6
Manitoba	0	0	64	1	331	12	408	5.2
Ontario	32	2	584	15	745	66	1,444	18.5
Quebec	32	0	3,044	112	375	24	3,587	46.0
New Brunswick	40	0	85	10	305	49	489	6.3
Nova Scotia	0	0	277	13	192	12	494	6.3
Prince Edward Island	0	0	0	0	187	20	207	2.7
Newfoundland and Labrador	0	0	0	0	56	2	58	0.7
Subtotal	104	2	4,393	174	2,912	217	7,802	100.0
Total	106		4,567		3,129		7,802	100.0

* C represents completions

** W represents withdrawals

Applications

Table 5 compares the total number of applications over a five-year period.

Table 5

Applications per year from 2002-03 to 2006-07					
	2002-03	2003-04	2004-05	2005-06	2006-07
British Columbia	1,347	1,114	808	1,407	1,243
Alberta	773	668	950	959	827
Saskatchewan	288	327	347	325	298
Manitoba	381	322	389	421	408
Ontario	1,669	2,016	3,550	5,000	3,947
Quebec	5,354	4,005	5,148	4,560	4,634
New Brunswick	354	194	253	258	205
Nova Scotia	454	400	578	535	457
Prince Edward Island	50	32	55	74	78
Newfoundland and Labrador	452	242	352	292	295
Yukon	16	15	20	18	29
Northwest Territories	8	7	11	24	15
Nunavut	6	2	0	0	2
Total	11,152	9,344	12,461	13,873	12,438

Table 6 illustrates the number of applications received in each province or territory and the percentage who were successful in obtaining a bursary.

Table 6

Applications received compared to bursaries granted by home province or territory, 2006-07			
Home province or territory	Number of applications	Number of bursary recipients	Percentage of bursary recipients
British Columbia	1,243	762	61.3
Alberta	827	581	70.3
Saskatchewan	298	220	73.8
Manitoba	408	286	70.1
Ontario	3,947	1,981	50.2
Quebec	4,634	3,236	69.8
New Brunswick	205	178	86.8
Nova Scotia	457	278	60.8
Prince Edward Island	78	54	69.2
Newfoundland and Labrador	295	197	66.8
Yukon	29	16	55.2
Northwest Territories	15	12	80.0
Nunavut	2	1	50.0
Total	12,438	7,802	62.7

DISBURSEMENTS

Disbursements by province and by educational institution show that a total of \$15,125,948 was paid to educational institutions for Explore and Destination Clic bursaries, to cover the travel expenses of Destination Clic students, to provide funds for students with special needs, and to pay expenses associated with troubadours and instructional materials. This total includes \$30,738 paid to four Quebec institutions as compensation for interest incurred due to late payments.

Note 14: See Appendix 9 for the 2006-07 Explore and Destination Clic disbursements by province and by institution.

The distribution by province of funds spent on bursaries is provided in Table 7.

Table 7

Summary of disbursements by province, 2006-07		
Host province	Total disbursements in \$	Percentage of total
British Columbia	1,083,173	7.2
Alberta	678,347	4.5
Saskatchewan	401,206	2.7
Manitoba	794,568	5.3
Ontario	2,803,698	18.6
Quebec	6,940,997	46.0
New Brunswick	938,235	6.2
Nova Scotia	944,306	6.3
Prince Edward Island	397,275	2.6
Newfoundland and Labrador	113,404	0.8
Total	15,095,209	100.0

Instructional materials

For 2006-07, the Department of Canadian Heritage authorized an additional \$25 per bursary recipient, which was paid to the educational institutions for the purchase or development of mandatory instruction materials. The total paid for this item was \$195,050.

Withdrawals

When a student withdraws from a program within the first three weeks, the educational institution receives 80% of the amount of the bursary, namely \$1,520. After three weeks, the institution receives the full amount of the bursary, namely \$1,900.

Services to special-needs students

CMEC's objective is to make Explore and Destination Clic accessible to all eligible Canadians. In order to meet this objective, CMEC has made a limited budget available to cover extra costs incurred by institutions accepting special-needs students.

This budget covers part of the supplementary costs for students with permanent disabilities, blind or deaf students, students with food allergies (e.g., to gluten or lactose).

CMEC has also allocated a limited budget to cover part of the costs for supervision services for institutions accepting 16- and 17-year-old bursary recipients.

In 2006-07, a total of \$85,357 was paid for services to students with special needs and for the supervision of students 16 and 17 years of age.

Troubadours

To enrich the cultural aspect of Explore and Destination Clic, educational institutions could apply for up to \$700 per course to hire artists and other entertainers.

Table 8 illustrates the total and how it was distributed to the provinces.

Table 8

Troubadour expenses, 2006-07		
Province	Amount of disbursements in \$	Percentage of total
British Columbia	5,148	15.5
Alberta	2,575	7.7
Saskatchewan	1,800	5.4
Manitoba	2,336	7.0
Ontario	6,300	18.9
Quebec	9,523	28.6
New Brunswick	2,800	8.4
Nova Scotia	1,400	4.2
Prince Edward Island	700	2.1
Newfoundland and Labrador	700	2.1
Total	33,282	100.0

STATISTICAL RETROSPECTIVE OF EXPLORE AND DESTINATION CLIC

Over their 35 years of existence, the SLBP and the PBEFHQ, now Explore and Destination Clic, have delivered second-language and first-language programs to Canadians.

Note 15: Appendix 10 shows that when the SLBP was created in 1971, there were 2,500 bursaries to distribute. With the creation of the PBEFHQ, in 1977, 7,165 bursaries had been distributed. The number of bursaries had increased to 8,408 by 2006-07.

Note 16: Appendix 11 gives the number of bursaries granted to students taking FSL, FFL, or ESL courses.

EVALUATION OF EXPLORE AND DESTINATION CLIC

EVALUATION BY PROVINCIAL AND TERRITORIAL COORDINATORS

According to the responses of the provincial and territorial coordinators who completed the evaluation questionnaires on Explore and Destination Clic for 2006, the program was a great success.

During their visits to institutions, coordinators and OLP unit staff (director, national coordinator, and assistant national coordinator) noted a high level of commitment among administrators, instructors, monitors, and participating students. Their visits offered an opportunity to observe classes, meet staff, and respond to some concerns or discuss specific cases. Coordinators, directors, and OLP unit staff stressed the importance of these visits, which allow them to observe Explore and Destination Clic in action and to gain a personal impression.

Coordinators were pleased with the increased number of students on their waiting list as a result of the additional promotion for Explore and Destination Clic, which allowed most educational institutions to reach their bursary quota.

EVALUATION BY COURSE DIRECTORS

The following is a summary of the evaluation questionnaires completed by Explore and Destination Clic course directors, who found the programs to be an effective means of promoting official-language acquisition. On the whole, they were very satisfied with the performance of the programs at their institutions in 2006-07.

Budget

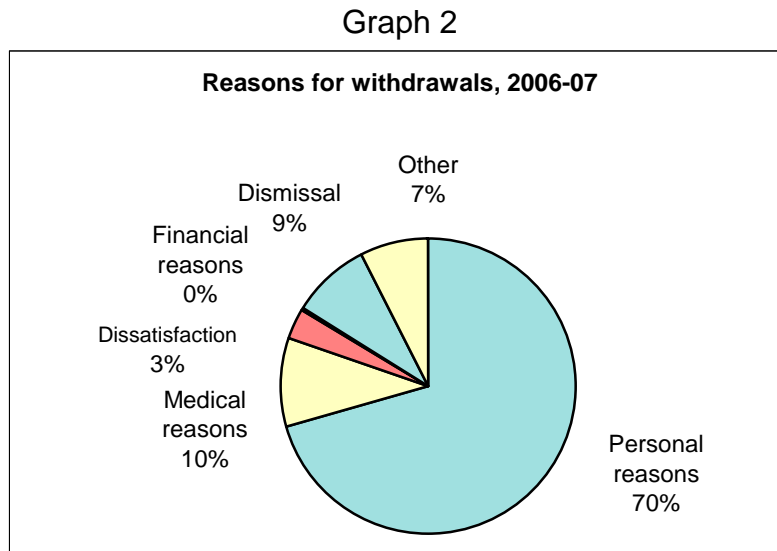
No course directors reported experiencing any budget deficit this year. However, three directors did mention having some budget problems owing to higher expenses for food and accommodation. Thirteen directors said that they had reached or exceeded their quota, while four said that they had not reached their quota owing to lack of promotion, information, and funding.

Administrative initiatives

Many directors reported that they had posted on their institution's Web site information about Explore and Destination Clic with a copy of their activity schedule in order to increase awareness of the quality of their program.

Withdrawals

Graph 2 summarizes the reasons given by the course directors for all student withdrawals from the programs.



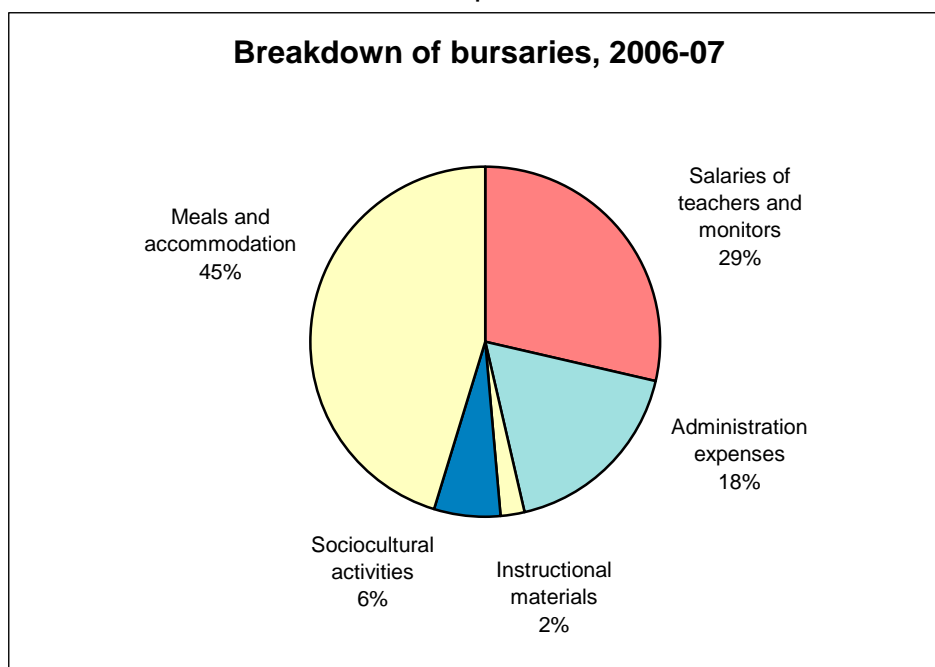
Staffing

Some course directors reported that their staff were of the highest quality and contributed greatly to the success of the program. Four directors attested to the positive impact of hiring a social worker. Some of them indicated that they were looking for qualified and specialized monitors in areas of greater interest to students, but that implied higher wages and overtime costs that they could not afford. Two course directors reported having used the Young Canada Works program to cover part of a monitor's wages.

Breakdown of bursaries

The average breakdown of the value of the bursary, as reported by course directors, is shown in Graph 3.

Graph 3



Use of second language

Adherence to use of the second language was, without exception, a high priority in all educational institutions.

Most educational institutions (70%) used a version of the commitment system, in which students signed a contract undertaking to comply with the regulations of Explore and Destination Clic. Half the institutions (49%) implemented a dismissal policy under which a student could receive up to three warnings for having spoken his or her first language and could be dismissed from the program after the third warning. In some educational institutions, the family with whom the student was staying was invited to participate in the evaluation process.

For the second consecutive year, no course director reported having used a demerit points method to encourage students to speak and write in the target language. All the methods employed included positive reinforcement:

- Merit system: According to this method, points are awarded to students who make an effort to speak the target language at times when control is difficult. Points can be used to purchase items at an auction at the end of the program, to participate in optional excursions whose cost is not covered by the educational institutions, or to receive prizes.
- Mixed system: According to this method, blue cards reward target language; red cards caution those not using the target language. Prizes are awarded by a draw from the blue card box. All staff may issue red and blue cards.

- Other systems: Some institutions noted that positive reinforcement from staff helped in encouraging students to speak or write the target language. Some other institutions noted that it paired students who did not speak the same first language in order to encourage them to remain in the target language.

Almost all programs invited native speakers from the community into the classrooms, organized field trips, arranged sociocultural activities outside the classroom, and used communications media to create a suitable environment for linguistic and cultural immersion.

In addition, many students had ample opportunity to practise their target language when placed in communities where only the target language was used. Numerous programs organized volunteer workshops where students donated their time to retirement homes, daycare centres, recreational facilities, and similar community settings.

All course directors developed programs that gave students ample access to a second-language environment.

Placement of students

The course directors stated that approximately 41% of participating bursary recipients were enrolled at the beginner level. About 57% of participating bursary recipients took intermediate level courses, and about 1 per cent took courses for advanced students.

Evaluation procedures

Almost all course directors (92%) evaluated the level of their students before the course started. The results of this evaluation were used to organize the groups into classes. Fifty-eight per cent of directors reported that they had used one of the following instruments: CMEC-Michel Laurier, Michigan, CELT, Pimsleur, SLEP, ELSA, Laval Test, and federal government tests. The other tests used (by 42% of directors) to evaluate students were "in-house" tests or individual interviews. Half the educational institutions (49%) had students take a test at the end of the course, to evaluate their progress.

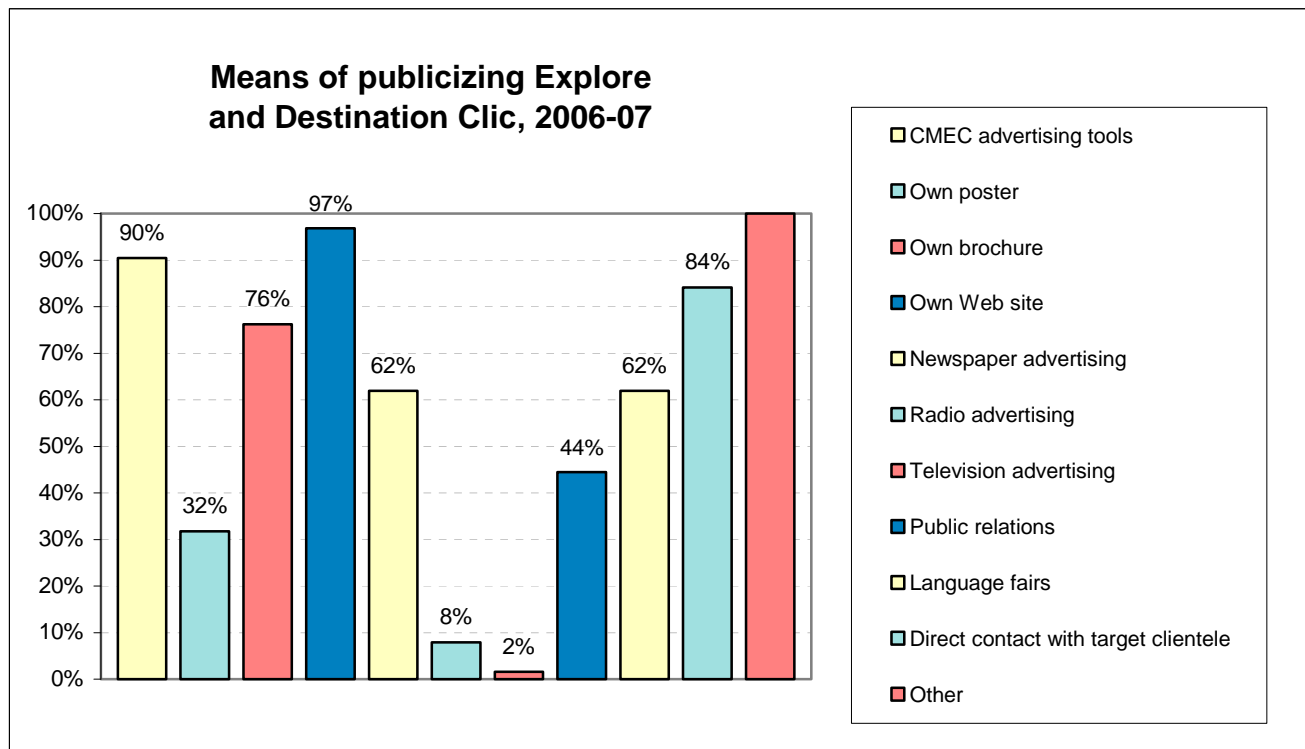
In addition, all educational institutions evaluated the students continuously during the five weeks of the course, keeping them informed of their progress.

Most educational institutions required that the students complete daily homework assignments, keep a daily diary, and take weekly tests. Both written and oral homework was assigned.

Publicity

In addition to CMEC's pan-Canadian publicity campaign (in the form of posters and brochures), course directors used various means to promote Explore and Destination Clic. Graph 4 presents the means that course directors used in 2006-07 to publicize Explore and Destination Clic.

Graph 4



EVALUATION BY INSTRUCTORS

Instructors were asked to evaluate a number of components of Explore and Destination Clic and to rate the relative importance of the programs' instructional objectives. The majority of instructors rated speaking and listening skills as highly important, followed by pronunciation, reading, and writing.

Overall, instructors expressed satisfaction with the organization of Explore and Destination Clic and did not report any one area that required considerable improvement.

Note 17: See Appendix 12 for the results of the 2006-07 *Questionnaire for Instructors*.

EVALUATION BY MONITORS

Monitors were asked to evaluate their participation in the program.

In all, 36% of monitors said that they spent more than 40 hours per week with the students. Seventeen per cent said that they spent between 31 and 40 hours, 25% between 21 and 30 hours per week, and 22% between 0 and 20 hours per week.

Monitors also reported being involved in a variety of activities with students, including day trips, social gatherings, film, dancing, weekend and day excursions, drama and theatre, computer workshops, and conversation with students.

Note 18: See Appendix 13 for the results of the 2006-07 *Questionnaire for Monitors*.

EVALUATION BY ESL AND FSL STUDENTS

Profile of ESL and FSL students

A total of 6,503 ESL and FSL bursary recipients who participated in Explore (83%) answered the questionnaire and returned it. Of this group, 62% had taken French courses and 28% English courses. The breakdown by gender was 72% women and 28% men.

Program

Bursary recipients had to evaluate Explore using various criteria. A high level of satisfaction was recorded for the following activities: speaking the target language in the classroom (83%), speaking the target language outside the classroom (56%), and meeting people and making friends with users of the target language (53%).

Note 9: Appendix 14 gives the results of the Explore 2006-07 questionnaire administered to ESL and FSL bursary recipients.

EVALUATION BY FFL STUDENTS

Profile of FFL students

A total of 92 FFL students (87% of participants) answered the questionnaire and returned it.

Approximately 74% of responses were from students between 16 and 18 years of age, 15% from students between 19 and 21 years of age, and 11% from students of 22 or more years of age.

In the group of respondents to the questionnaire, 67% were women and 33% were men.

Program

Bursary recipients had to evaluate Destination Clic using several criteria. A high level of satisfaction was recorded for the following activities: opportunity to speak the language in the classroom (45%), opportunity to speak the language outside the classroom (51%), having the opportunity to write in the target language (53%), having the opportunity to learn the language and become familiar with the culture associated with the language (50%), and meeting people and making friends (74%).

Note 20: Appendix 15 gives the results of the Destination Clic 2006-07 questionnaire administered to FFL bursary recipients.

CONCLUSION

The additional \$1.2 million that the Department of Canadian Heritage provided for the bursary programs under the agreement made it possible to increase the amount of each bursary to \$1,900 and to distribute an additional 716 bursaries for Explore. Furthermore, educational institutions were given \$25 per bursary recipient to purchase and develop instructional materials.

CMEC paid \$30,739 as compensation for interest incurred by four Quebec institutions as a result of late payments.

The Official-Languages Program has opted for a fiscal year ending March 31 so that the information presented will coincide with the Government of Canada's year end. For this reason, the information contained in this annual report covers a period of 15 months, from January 1, 2006, to March 31, 2007.