

Council of Ministers of Education, Canada
ACCENT-ODYSSEY
LANGUAGE ASSISTANT PROGRAMS

ANNUAL REPORT 2007-2008



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ORGANIZATION AND GENERAL ADMINISTRATION

The Council of Ministers of Education, Canada (CMEC) was established in 1967 to facilitate 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 Official-Language Monitor Program (OLMP) is an example of this collaboration and, as such, contributes to the attainment of CMEC's goals.

The Accent and Odyssey language assistant programs are funded by Canadian Heritage and are administered on a decentralized basis by the provinces and territories. CMEC coordinates the programs at the pan-Canadian level, in collaboration with the provinces and territories. The programs' total budget is specified in the agreement signed under the protocol, which establishes quotas and pays for language assistants, transportation and travel allowances, and the amounts allocated to training and to the resources required for the proper operation of the programs.

OVERVIEW OF THE ACCENT AND ODYSSEY PROGRAMS

The Official-Language Monitor Program was established in 1973 to promote the two official languages and the culture they convey by encouraging Canadian young people to make their language and culture known to students in a region other than their own. Under the program, educational institutions throughout the country receive the services of language assistants.

By participating in Accent and Odyssey, language assistants have the opportunity to expand their knowledge of their second language, to better understand the culture of those who use this second language, and to become more familiar with the cultural diversity that characterizes Canada. They can also share their language and culture with second-language students or with students from francophone minority-language communities in various regions of Canada.

Salaries are paid to students across Canada to enable them to perform the duties of part-time or full-time language assistants teaching a second language or teaching French in a minority-language community.

Background

In 2004, an advertising agency was hired to develop a marketing strategy that would give the programs offered by CMEC's Official Languages unit a more youthful image and thus enable it to reach a broader public. As part of its strategy, OLMP changed its name and became Accent for part-time language assistants and Odyssey for full-time assistants. The two names became official in 2005.

Some other terms were also changed. For example, the English term "local coordinator" was replaced by "supervisor," and the French term "coordonnateur local" became "responsable."

The English term "provincial and territorial coordinator" has likewise become "coordinator." A corresponding change has been made in French: the term "coordonnateur provincial et territorial" has been shortened to "coordonnateur."

The Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2005–2006 to 2008–2009 between the Government of Canada and the Corporation of the Council of Ministers of Education, Canada, on behalf of provinces and territories, was signed on November 3, 2005. The protocol provides for the corporation's administration of the Odyssey and Accent programs. Under the protocol, base funding for the programs was increased by \$900,000. This increase came from various budgetary envelopes.

ADMINISTRATION

The following table briefly describes the roles of the various parties involved in administering the programs.

<p>Department of Canadian Heritage Role: provides funding</p>
<p>National coordinator Council of Ministers of Education, Canada Role: administers the program at the pan-Canadian level</p>
<p>Coordinators Role: administer the program at the provincial or territorial level</p>
<p>Supervisors Educational institutions and school boards Role: manage the program at the local level</p>
<p>Teachers and instructors Educational institutions Role: supervise language assistants</p>
<p>Language assistants Role: help students with spoken language and cultural awareness through supplementary activities conducted under the supervision of teachers</p>

Pan-Canadian coordination

The national coordinator, who is employed by CMEC, is responsible for administering the Accent and Odyssey programs at the pan-Canadian level, and the coordinators are responsible for administering them in their respective jurisdictions. The national coordinator reports to the CMEC Director of Official Languages.

In addition to overseeing Accent and Odyssey across the country, she is responsible for implementing various projects that contribute to the proper management of the programs. In consultation with the coordinators, she establishes the administrative processes and rules governing Accent and Odyssey and closely monitors their implementation.

Under her supervision, the Official-Languages Programs (OLP) team handles the preparation of all documents intended for supervisors, instructors, teachers, and language assistants. She also supervises the preparation of Accent and Odyssey financial reports and assessments. These documents are then submitted to the Department of Canadian Heritage and to the coordinators.

Note 1: See Appendix 1 for the list of Accent and Odyssey documents.

During the 2007-08 fiscal year, Boyd Pelley was Director of Official-Languages Programs and Antonella Manca-Mangoff was National Coordinator. The position of Assistant National Coordinator was vacant.

Coordinators

Coordinators manage the programs in their respective provinces or territories. In particular, they promote the programs, recruit and assign language assistants, and provide liaison with the national coordinator, supervisors, educational institutions, school boards, teachers, instructors, and language assistants.

Note 2: See Appendix 2 for a list of Accent and Odyssey coordinators.

Supervisors

The supervisor introduces a language assistant to the school board and community and keeps in touch with him or her during the program year. The institutions or school boards to which language assistants are assigned are considered to be their employer. Supervisors also deal with all employment issues, such as holiday dates, compensation due to illness, and dismissal.

Teachers

Language assistants work under the direction of teachers, who guide them in choosing activities to undertake while giving them the opportunity to develop new ones. Teachers familiarize language assistants with the language program offered at their institution and inform them of the various activities organized around language learning.

Language assistants

Language assistants organize supplementary activities designed to complement the instruction provided, not to replace it. They also help students to learn their second language or to improve their first language (when teaching French in a minority-language community). Language assistants work closely with teachers to prepare activities that focus on the cultural aspects of the language.

Second-language assistants are assigned to institutions where English or French is taught as a second language. Minority-language assistants work at institutions where French is the language of instruction and help students become more familiar with the language and the culture represented by this language. They may participate in a program on either a full-time or part-time basis.

The part-time language assistant program (Accent) is designed for full-time postsecondary students who are looking to work eight hours a week as language assistants. As a general rule, language assistants work and study outside the jurisdiction where they have permanent residence. They work from September to April and receive pay of \$4,160 for eight months of employment. They also receive a travel allowance for a return trip between their home jurisdiction and the host province or territory. They may also receive a commuting allowance set by the coordinator.

Participants in the full-time language assistant program (Odyssey) work 25 hours a week in rural or semi-urban areas. They work from September to May and receive \$18,500 for nine months of employment. They are also reimbursed for two return trips between their home jurisdiction and their host province or territory. In addition, they take part in the pan-Canadian training session.

SELECTION OF LANGUAGE ASSISTANTS

The selection process for 2007-08 took place in late April 2007. Coordinators conducted interviews of applicants in their jurisdiction. They then shared information from applicant evaluation files with the coordinators in other provinces and territories. The supervisors of the host jurisdictions then informed successful candidates that they had been selected.

ODYSSEY PAN-CANADIAN TRAINING SESSION

CMEC organizes a pan-Canadian training session for full-time language assistants who are being hired for the first time. The aim of this session is to train language assistants in the various aspects of their work. The language assistants attend workshops on preparing and presenting classroom activities and meet the coordinator of their host province or territory, a representative of Canadian Heritage, and CMEC staff. They also receive helpful advice from second-year language assistants.

The 2007-08 pan-Canadian training session was held at the Hôtel Gouverneur in Sainte-Foy, Quebec, from August 24 to 26, 2007. A total of 240 full-time language assistants participated in the training session.

Note 3: The percentages given in this report have been rounded, and the totals may not always equal 100 per cent. The abbreviations FSL, FFL, and ESL designate the three categories of language programs offered.

Various workshops were organized for French as a second language (FSL), French as a first language (FFL) and English as a second language (ESL) assistants. Participants generally agreed that the training session had prepared them to perform their duties.

Note 4: See Appendix 3 for the report on the 2007-08 pan-Canadian Odyssey training session.

COORDINATORS' MEETINGS

The national coordinator and provincial and territorial coordination staff met on August 23, 2007 in Quebec City and on February 21, 2008 in Charlottetown, Prince Edward Island.

Members of the Accent and Odyssey Subcommittee met twice to discuss promoting the program, travel allowances, and changes to be made to the *Administrative and Financial Guide*. The first meeting was held in Toronto on April 19 and 20, 2007, and the second meeting, also in Toronto, took place on December 5 and 6, 2007.

FINANCIAL AND STATISTICAL DATA

BUDGET

The agreement between Canada and the Corporation of the Council of Ministers of Education, Canada concerning Odyssey and Accent for 2007-2008 provided a total budget of \$11,358,420, an increase of \$922,440 over the previous year. This was used to increase the Odyssey salary or from \$17,800 to \$18,500 for full-time language assistants. There was an increase in the promotional budget to provide better support to the promotion officers, and the funds for future database development have been maintained. The budget also covered travel allowances, commuting for part-time language assistants, training, and materials. (The language assistants are responsible for paying for their own accommodation and meals.) The overall budget also included money transferred by the provinces and territories to the Accent and Odyssey budget in order to offer more language assistant positions through bilateral agreements signed under the Official Languages in Education Protocol (OLEP).

Part-time language assistants

The agreement on Accent and Odyssey between the federal government and the Corporation of the Council of Ministers of Education, Canada provided for the following contributions :

- Remuneration of \$4,160 for eight hours of work per week for eight months of employment;
- Reimbursement of one return trip between the home jurisdiction and the host province or territory;
- An average commuting allowance of \$130 per part-time language assistant;
- A training allowance of \$92.

Full-time language assistants

The agreement also provided for the following contributions :

- Remuneration of \$18,500 for 25 hours of work per week for nine months of employment;
- Reimbursement for two return trips between the home jurisdiction and the host province or territory (at the beginning and end of the year and in the middle of the year);
- A training allowance of approximately \$850 for each full-time assistant, of which \$450 is allocated for provincial or territorial training and \$400 for the pan-Canadian training session.

In 2007-08, the remuneration of \$18,500 included travel and commuting allowances. Remuneration for language assistants and some allowances are taxable.

EXPENSES

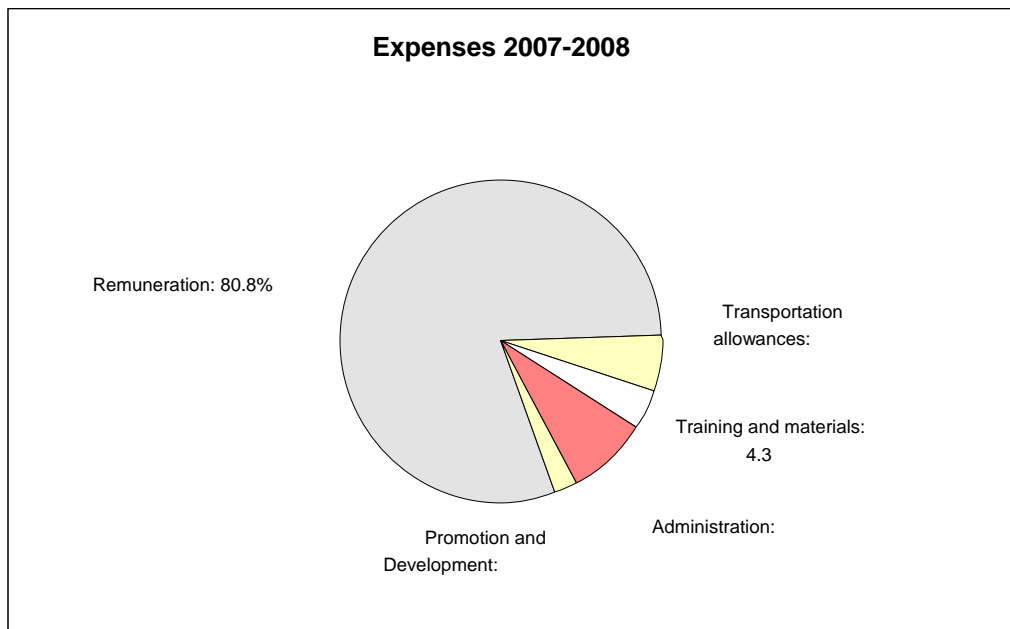
In 2007-08, total Accent and Odyssey expenses were \$9,235,338, or 82.95 per cent of the authorized amount. This amount includes goods and services tax (GST) refunds of \$50,022.

Note 5: Appendix 4 shows revenue and expenses as indicated on the duly audited financial statements for 2007-08 for the eight-month period ending March 31, 2008.

A total of \$8,517,881 was disbursed to the provinces and territories for Accent and Odyssey. Disbursements included payments for remuneration; transportation, which includes travel and commuting allowances; and the cost of training, materials, and advertising.

Note 6: Appendix 5 gives a summary of 2007-08 provincial and territorial disbursements for Accent and Odyssey.

Graph 1



Administration

In 2007-08, total Accent and Odyssey administrative expenses were \$743,329, or 8.0 per cent of overall expenses. Graph 1 presents administrative expenses as a proportion of overall expenses.

Remuneration

Provincial and territorial disbursements for remuneration and allowances totalled \$7,462,896, or 80.8 per cent of overall expenses.

Transportation allowances

Disbursements for transportation allowances totalled \$479,019, or 5.2 per cent of overall expenses. Transportation allowances were divided as follows: interprovincial travel, \$472,289; commuting, \$6,730.

Training and materials

Training and materials disbursements totalled \$399,015, representing 4.3 per cent of overall expenses.

Expenses for the pan-Canadian training session for full-time language assistants were \$167,923. Other training costs, amounting to \$231,092, were incurred for training sessions organized during the year by the provinces and territories.

Promotion

Expenditures to promote Accent and Odyssey totalled \$201,151, or 2.2 per cent of overall expenses. Promotion expenses are broken down as follows: touring allowances paid to promotion agents, \$172,824; disbursements to the provinces for advertising, \$28,327.

Note 7 : See Appendix 6 for the report on the 2007-08 Official Languages Programs Promotion Tour.

QUOTAS

Pan-Canadian quotas

In 2007-08, there were 917 language-assistant positions throughout Canada, including positions created as a result of provincial and territorial transfers to Accent and Odyssey.

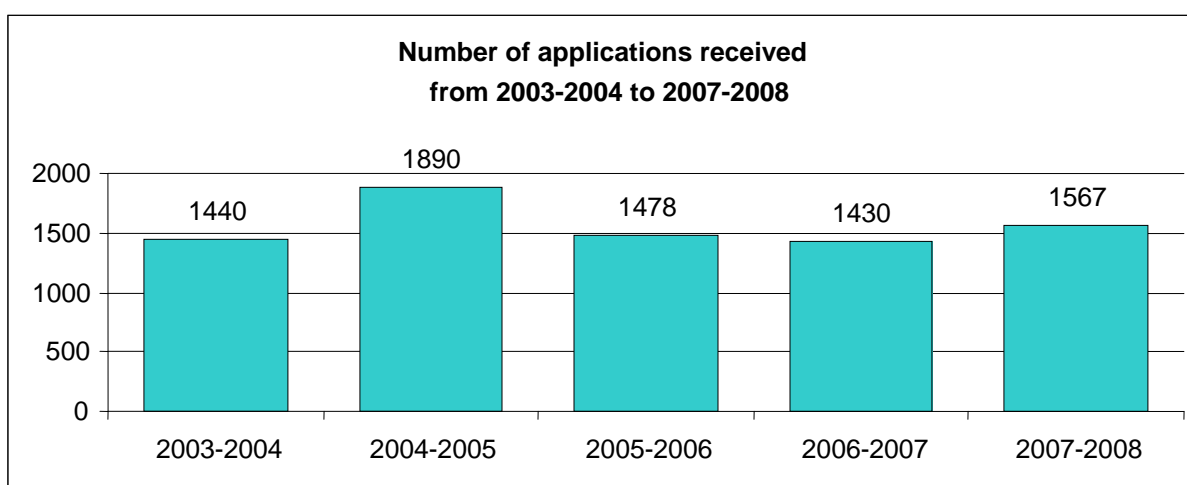
Note 8: See Appendix 7 for the 2007-08 Accent and Odyssey language-assistant quotas, including transfers.

STATISTICAL DATA

Applications

Graph 2 illustrates the number of applications received over the last five years.

Graph 2



Statistical portrait of Accent and Odyssey 2007-08

A total of 830 language assistants participated in the program in 2007-08. This figure includes withdrawals and replacements. For a complete picture, see Appendices 8, 9, and 10.

Note 9: See Appendices 8 and 9 for a pan-Canadian statistical portrait of Accent and Odyssey 2007-08, and Appendices 9A to 9M for the statistical portraits of individual provinces and territories.

Note 10: See Appendix 10 for a table giving part-time and full-time participation by home province or territory and by host province or territory for all language assistants who worked at some time during 2007-08.

Language assistants

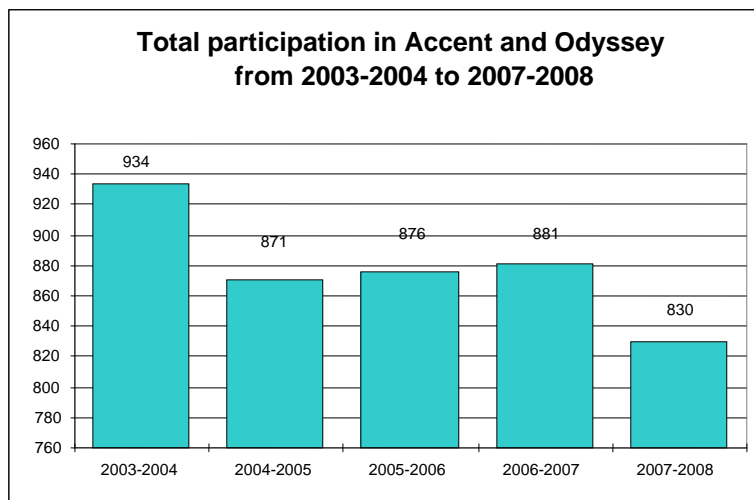
A total of 311 Accent language assistants and 115 Odyssey language assistants were hired within their home province or territory in 2007-08.

Note 11: See Appendix 10 (shaded diagonal line) for the number of Accent and Odyssey language assistants hired in 2007-08.

Statistical overview

Graph 3 illustrates the total number of participants over the last five years, including withdrawals and replacements.

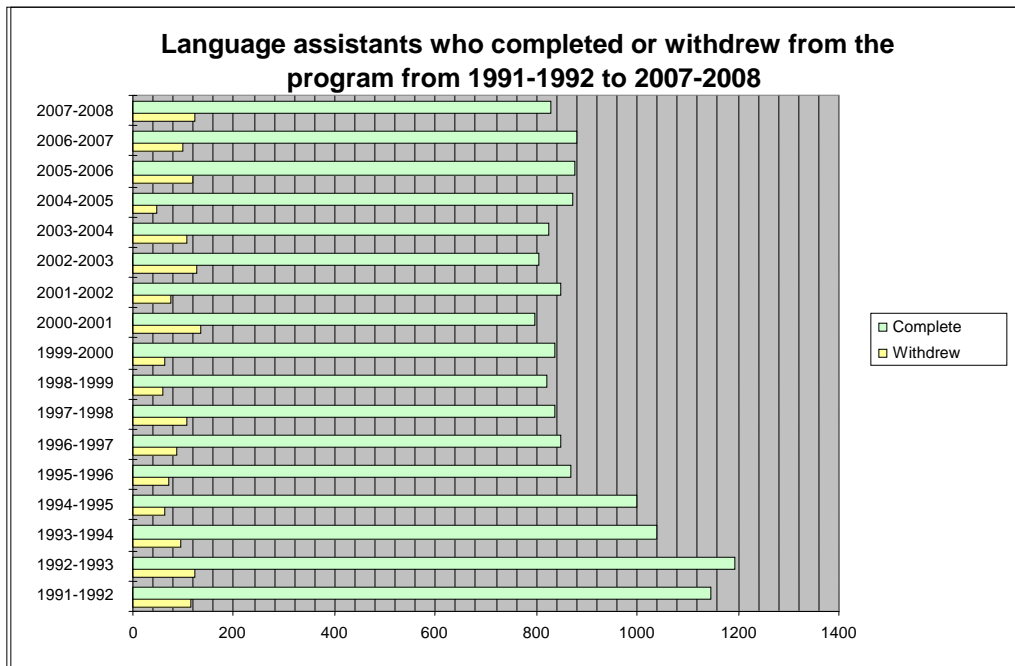
Graph 3



Accent and Odyssey statistical history

Graph 4 gives a statistical history of the Accent and Odyssey language-assistant programs from 1991-92 to 2007-08.

Graph 4



Statistical data from 1991-92 to 2007-08 were collected by CMEC.

PROGRAM EVALUATION

Every year, CMEC retains an independent consultant to compile and analyze the responses to questionnaires filled out by language assistants, supervisors, and the teachers who worked with language assistants. This ensures an objective analysis of the statistics produced from these questionnaires.

EVALUATION BY LANGUAGE ASSISTANTS

Language assistants who completed the 2007-08 year were asked to fill out an evaluation questionnaire. A total of 420 language assistants completed the questionnaire.

The questionnaire for language assistants included questions about:

- experience and training
- activities and duties
- recruitment
- employment
- evaluation of the Accent and Odyssey programs

Evaluation of duties

Language assistants also had to indicate in the questionnaire the amount of time they devoted to the following activities:

- guiding oral activities of students (discussions, singing, reading, etc.)
- guiding writing activities (helping students to write compositions, essays, homework, etc.)
- preparing school activities (cutting and pasting, library research, preparing audio tapes, etc.)
- engaging in various activities other than those mentioned above

Note 12: Appendix 11 gives the results of the questionnaire for language assistants hired during 2007-08.

EVALUATION BY TEACHERS

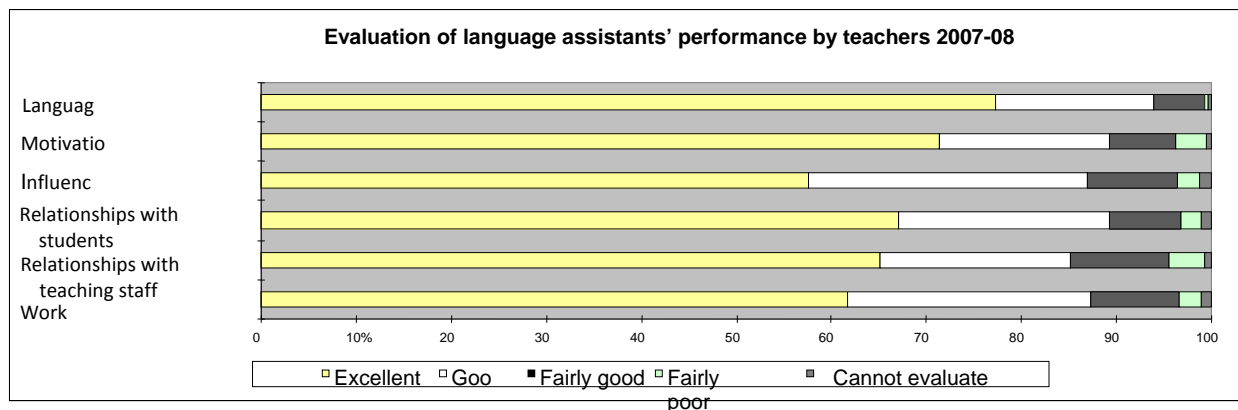
In 2007-08, teachers completed and returned 684 questionnaires.

Evaluation of duties

Teachers had to indicate how much time the language assistants spent with teaching staff guiding oral and written activities, preparing school activities, and engaging in various other activities (examples are given in the section on evaluation of duties for language assistants).

Graph 5 presents the results of teachers' evaluation of the language assistants' work.

Graph 5



Legend: Language: has the appropriate command of the spoken language to be taught to students;
 Motivation: contributes to the students' development of their spoken language;
 Influence: develops a positive attitude toward the culture.

Relationships with students: has good relationships with students;
 Relationships with teaching staff: has good relationships with the school's teaching staff;
 Work: is capable of carrying out assigned tasks.

Note 13: Appendix 12 gives the results of the questionnaire for teachers for 2007-08.

EVALUATION BY SUPERVISORS

An evaluation questionnaire was distributed to all supervisors. In 2007-08, a total of 167 supervisors completed and returned the questionnaire.

Most educational institutions had a part-time or a full-time language assistant. The educational institutions that hosted the part-time assistants had the services of more than one language assistant, whereas those that hosted full-time assistants had only one.

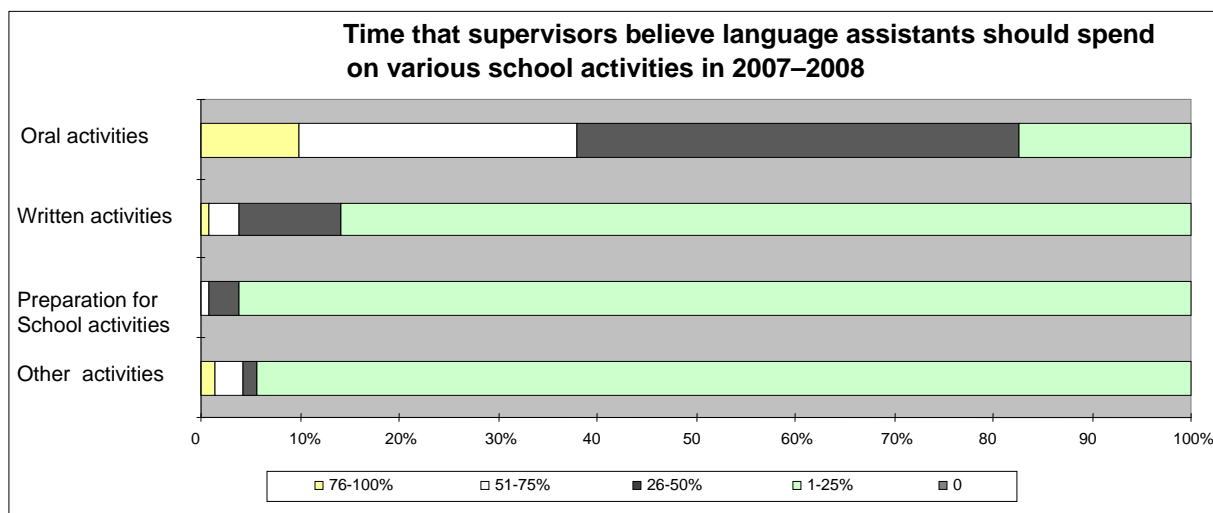
Evaluation of duties

The supervisors had to indicate how much time, in their opinion, language assistants should devote to the following activities:

- Helping teaching staff with oral activities that help students to learn the language and to become familiar with the culture that it represents;
- Helping teaching staff with written activities that help students to learn the language and become familiar with the culture that it represents;
- Preparing school activities (cutting and pasting, library research, preparing audio tapes, etc.);
- Engaging in various activities other than those mentioned above.

Graph 6 summarizes the supervisors' responses.

Graph 6



Note 14: Appendix 13 presents the complete results of the survey conducted with supervisors for 2007-08.

Note 15: See Appendix 14 for the summary of responses to the Questionnaire for Coordinators, 2007-08.

CONCLUSION

Generally speaking, the Accent and Odyssey language-assistant programs went very well in 2007-2008. The rate of satisfaction with the programs was very high among both language assistants and teachers. These results remind us that the programs are an essential vehicle for language and culture, and they demonstrate the positive impact of the programs on their students.

**ACCENT AND ODYSSEY DOCUMENTS
2007-08**

Materials for local coordinators, teachers, and language assistants:

- Publicity brochures for Accent and Odyssey
- *Odyssey – An experience you own! – Administrative and Financial Guide*
- *Accent – A job that says it all! – Administrative and Financial Guide*
- Provincial and territorial guides (where applicable)
- Accent and Odyssey Web site
- Activity manuals – *Discovering English* or *Le français à découvrir* (for language assistants only)
- Activity manual – *Semer, cultiver, récolter* (for language assistants only).

**ACCENT AND ODYSSEY COORDINATORS
2007-08**

Province or Territory	Coordinator
British Columbia	Mr. Gilbert Verrier
Alberta	Ms. Carole Pelé
Saskatchewan	Mr. Mario Rainville
Manitoba	Ms. Michelle Landry
Ontario	Ms. Lina Di Carlo
Quebec	Mr. Marc Champeau
New Brunswick (FSL)	Mr. David Macfarlane
Nouveau-Brunswick (ESL and FFL)	Ms. Colombe Poirier
Nova Scotia	Mr. Mark Bannerman
Prince Edward Island	Ms. Lucille Fontaine
Newfoundland and Labrador	Ms. Renée Keough
Yukon	Mr. Gilbert Lamarche
Northwest Territories	Ms. Raymonde Laberge
Nunavut	Ms. Manon Beaulieu

Report on the Odyssey Pan-Canadian Training Session 2007 August 24 to 26, 2007

Every year, the Odyssey program organizes a Pan-Canadian training session for full-time language assistants. This session is designed to help new language assistants become familiar with the theoretical and practical aspects of their responsibilities, have the opportunity to meet the coordinator of their host jurisdiction, and get to know other language assistants from all parts of Canada.

The Odyssey Pan-Canadian Training Session 2007, organized for full-time language assistants, was held at the Hôtel Gouverneur in Sainte-Foy, Quebec, from August 24 to 26, 2007. Sessions have been held at this venue since 1999.

Expenses incurred for accommodation, meals, meeting rooms, rental of audiovisual equipment, and various services amounted to \$167,923. Table 1 shows the costs over the last four years.

Table 1

Cost of the pan-Canadian training session and average cost per language assistant for accommodation, meals, meeting rooms, rental of audiovisual equipment, and various services ¹				
	2004	2005	2006	2007
Cost of the session	\$87,029	\$83,331	\$152,469	\$147,434
Number of language assistants	190	180	233	240
Cost per language assistant	\$458	\$463	\$654	\$614

¹ This table does not include travel expenses and fees for workshop facilitators.

Participation

This year, 269 language assistants were enrolled in the training session. Table 2 indicates participation in the session by host jurisdiction.

Table 2

Number of participants in the pan-Canadian training session by host jurisdiction		
	<i>Number of participants</i>	<i>Percentage (%)</i>
British Columbia	23	8.6
Alberta	20	7.4
Saskatchewan	21	7.8
Manitoba	8	3.0
Ontario	35	13.0
Quebec	66	24.5
New Brunswick	28	10.4
Nova Scotia	13	4.8
Prince Edward Island	6	2.2
Newfoundland and Labrador	11	4.1
Yukon	1	0.4
Northwest Territories	6	2.2
Nunavut	2	0.7
Absences	29	10.8

*Note: Percentages have been rounded, and the totals may not equal 100 per cent.

Degree of satisfaction with the organization of the training session

Language assistants completed an evaluation questionnaire at the conclusion of the training session. The questionnaire consisted of multiple-choice questions and also included space for comments. The following table gives an indication of how satisfied the language assistants were with various aspects of the training session organization.

Table 3

Satisfaction of language assistants with the training session					
	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Fairly satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
General organization of the session	56%	36%	7%	1%	-
Welcome and registration	62%	29%	8%	1%	-
Accommodation	69%	25%	5%	2%	-
Meals	58%	27%	13%	1%	2%
Hotel staff	68%	25%	6%	2%	-
CMEC staff	78%	18%	2%	-	-
“Ice-breaking” activity	51%	32%	13%	3%	1%
General workshop (FFL)	56%	42%	2%	-	-
General workshop (FSL)	46%	42%	12%	1%	-
General workshop (ESL)	45%	45%	8%	3%	-
Thematic workshops :					
Improvisation (FSL)	70%	27%	2%	2%	-
Games and book reports (FSL)	70%	23%	5%	-	-
Theatre (FFL)	72%	25%	3%	-	-
Use of cultural resources (ESL)	41%	30%	18%	11%	-
Video production (ESL)	24%	33%	37%	7%	-
Duration of the session (FSL and FFL)	49%	32%	15%	3%	-
Duration of the session (ESL)	26%	48%	22%	5%	-

Evaluation of satisfaction

The following analysis is based on the comments contained in Sections 1 and 5 of the questionnaire, in which participants could provide comments and suggestions about the training they had received. As these comments address the same concerns, the two sections were combined. A total of 203 participants provided comments or suggestions.

Generally speaking, the respondents were satisfied with the training. Many said that it had been relevant and useful, that it had motivated them (33), and that the climate, organization, and people had made it a highly positive experience (63). Another 11 respondents said they felt better prepared and less apprehensive about their new duties.

Fifteen respondents had critical things to say about the length of the training and the time of year at which it was held. Of these, 11 language assistants said that they would have liked the training to have been given earlier in the summer to give them more time to prepare before the start of the school year, and another four (4) said that the training should continue somewhat longer. In addition, six (6) respondents said that the days were too demanding and intensive, and the breaks too short.

Some respondents (15) made comments about the resources and the content of the workshops throughout the training. Nine (9) participants found them rewarding and excellent, and six (6) others added that the resources at these workshops were invaluable and appreciated. Four (4) respondents said that they would have liked to have been able to choose the workshops to suit their own interests, and nine (9) others said that some workshops had been repetitive. Two (2) respondents suggested that this problem could be remedied by preventing participants from attending two different workshops given by the same facilitator. Five (5) participants said they were impressed with the ice-breaking activity, whereas two (2) found it too long. Four (4) respondents would have preferred fewer handouts, thereby reducing the quantity of materials in an effort to be more environmentally conscious. Fourteen (14) respondents said that they would have liked to have received more information before the training, particularly information about how to contact the provincial coordinator, steps to take with the principal of the school, how to find accommodation, car insurance, etc. Four (4) out of these 14 said that they would have liked to have received the "*Le Français à découvrir*" before the training, and another suggested that the "*Le Français à découvrir*" be posted on the program's Web site.

Respondents had comments about the facilitators, CMEC staff, and the people they met during the training. Fourteen (14) respondents found the facilitators to be excellent, inspirational, professional, and passionate. Nine (9) respondents said that they were happy to have met the experienced language assistants from their province. Two (2) respondents mentioned how kind CMEC staff had been. In addition, two (2) participants said that they would have liked to have been able to spend more time with the provincial coordinator, or that they would have appreciated the coordinator being more available — by providing a common facility for all the coordinators.

Several respondents (25) made comments about accommodation, meals, and hotel service. Nine (9) respondents mentioned that the food was very good, and one appreciated the fact that there was a vegetarian option available at every meal. On the other hand, two (2) respondents complained that there had not always been enough food for vegetarians, and that they had had to go elsewhere to eat. Still on the topic of meals, two (2) respondents with food allergies said that it had been difficult to obtain information about what was in their meals. Nine (9) respondents reported being very satisfied with their room and with the service. One (1) respondent said that hotel staff had been pleasant, whereas two (2) were less enthusiastic about hotel reception staff.

Evaluation of the meeting with the coordinator of the host province or territory

Language assistants met with the coordinator of their host province or territory, who gave them further details about their new responsibilities and about the province or territory where they would be living.

Language assistants were asked to indicate how satisfied they were with the meeting with the coordinator from their host province or territory. Table 4 shows their responses.

Table 4

Degree of satisfaction of language assistants with the meeting with the coordinator from their host province or territory					
	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Fairly satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
FSL, FFL	75%	20%	5%	-	-
ESL	51%	39%	8%	2%	-

A total of 81 respondents made comments concerning their level of satisfaction with their meeting with their provincial or territorial coordinator. Several respondents said that they were pleased with the meeting (12), that it had been pleasant (3), worthwhile (3), and, particularly, reassuring (11). Only two (2) respondents indicated that they had found the meeting long, since most of the information provided was already in the guide. As for the provincial coordinators, respondents found them pleasant (13), welcoming (9), available (5), reassuring (9), and well-organized (3). The respondents described the information provided at this meeting as useful (9) and clearly explained (5). Fifteen (15) respondents mentioned that the coordinator had answered all their questions. Two (2) respondents said that following the meeting, they had a better idea of what their future work at the school consisted of, and three (3) others said they left the meeting with a good idea of what the host province was like, both geographically and culturally. On the other hand, two (2) respondents said they would have liked more information about the host province and the tourism activities available. Another (1) reported not having been given enough information, particularly about administrative matters (method of payment, classroom interventions, arrival at the school).

Evaluation of experienced language assistants

Experienced assistants from each province and territory were invited to attend the training session in order to share their experiences with the new assistants. Coordinators invited a language assistant who had worked in their province or territory the previous year. These experienced assistants participated actively in the meeting with the coordinators. They made presentations, answered participants' questions, and addressed their concerns. The following table indicates how the language assistants evaluated the contribution of these experienced assistants.

Table 5

Evaluation of the contribution of experienced assistants					
	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Fairly satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
FSL, FFL	49%	35%	11%	3%	2%
ESL	40%	40%	19%	2%	-

A total of 77 respondents commented on their meeting with the experienced language assistants from their jurisdiction. Fifty-eight (58) of these respondents made positive comments about their meeting with the experienced assistant. Six (6) respondents said they had appreciated this meeting. Eight (8) found that the experienced assistant had answered their questions and shared their own experience, and that this had been reassuring. Two (2) others said that the meeting gave them a better idea of what they could expect. Twenty-one (21) respondents found these assistants to be inspiring, entertaining, and good communicators, and 20 more appreciated the relevant information and advice they had received.

On the other hand, seven (7) respondents made negative comments about this. Two (2) of them found the meeting too long, while two (2) others said they had not had enough time to ask all their questions. Some (6) said that they had not met the experienced language assistant, and two (2) said that they had been absent on the day of the meeting. Five (5) respondents would have liked the experienced assistant to share more of his or her experience and to have provided full details, while another would have liked the assistant to speak more about the challenges to be expected in the work.

Evaluation of workshop facilitators

The training session consists of a series of workshops run by language teaching professionals. For the second year in a row, the workshops were designed to present specific content at every educational level: primary, secondary, and college. The language assistants benefited from the combined talent of 13 facilitators, who presented workshops on French as a first language (FFL), French as a second language (FSL), and English as a second language (ESL).

Ability of language assistants to assume their duties

The objective of the training session is to prepare participants for their new duties as language assistants. Table 6 indicates to what extent the language assistants felt prepared after taking the training session.

Table 6

Degree of preparation of language assistants after the training session			
	<i>High</i>	<i>Moderate</i>	<i>Low</i>
FSL, FFL	84%	16%	0%
ESL	53%	44%	3%

A total of 130 participants commented on their degree of preparation. Most of the comments received were very positive. In fact, 16 respondents said that the training had properly prepared them to take up their role as language assistants, and 39 others said that they felt very well-prepared as a result of the advice and ideas for activities suggested by the various workshop facilitators, as well as tips on how to interact with the students and transmit knowledge to them. Several comments (18) suggest that the training session was a success in providing a clear vision of the role of language assistants, and of their tasks. Fourteen (14) respondents said they were very eager to begin assuming their new duties, and eighteen (18) others said that the training had reassured them. Three (3) respondents said they felt fully ready, even though they were not yet totally familiar with the level of the students they would be teaching.

Of course, not all respondents reported feeling fully prepared to assume their new duties following the training. Some (7) said they were rather nervous about the idea of being in a classroom, and others (3) said they were terrified; however, several (16) said they were fearful because they had not received all the information they might have concerning their assignment. One (1) respondent said he was very stressed out because of accommodation. Ten (10) respondents said they would only know whether they were

ready once they were on site. Finally, three (3) participants said that the workshop facilitators had demonstrated so much expertise during the training that they felt rather anxious about their own performance in the classroom.

Comments on the new *Odyssey Administrative and Financial Guide*

This year, the language assistants received a new administrative and financial guide. This guide has been revised to reflect the most recent changes made to the program and to make it more attractive. The language assistants were asked to comment on the new *Odyssey Administrative and Financial Guide*.

Of the 73 respondents who commented on the new guide, 23 said they had not had enough time to read the guide, and seven (7) more said that they would have liked to have received it earlier. Twenty-eight (28) respondents said the guide was clear, well-designed, easy to read, and complete, and six (6) others said it was very useful and helpful. Four (4) respondents would have liked to have had more information about dental and health coverage, as well as taxes. One (1) respondent said that the information in the guide about accommodation contradicted what they had been told during the training. Two (2) respondents commented that the card was too small, and another (1) mentioned that the table showing the breakdown of allowances was not clear. In connection with allowances and salaries, four (4) respondents said that salaries were inadequate, or that they had to be adjusted for the host province, or again that the program could have provided allowances to move to the host province.

ACCENT AND ODYSSEY 2007-08
STATEMENT OF REVENUE AND EXPENSES
FOR 12 MONTHS ENDED 31/03/2008

(final)

	BUDGET	CURRENT YEAR	VARIANCE
REVENUE			
CANADIAN HERITAGE	11,358,420	8,152,189	-2,206,231
TOTAL REVENUE	11,358,420	8,152,189	-2,206,231
EXPENSES			
REMUNERATION	8,837,615	7,462,896	1,374,719
TRANSPORTATION			
TRAVEL	789,785	472,289	317,496
COMMUTING	26,387	8,730	19,657
TRAINING SESSIONS	395,118	399,015	-3,897
	10,048,905	8,340,930	1,707,975
PROMOTION AND DEVELOPMENT			
PROMOTION - CMEC	210,000	148,624	61,376
PROMOTION - JURISDICTIONS	30,000	28,327	1,673
DATABASE	200,000	21,062	178,938
TEACHERS GUIDELINES	500	0	500
WEB SITES	20,000	3,138	16,862
	480,500	201,151	259,349
ADMINISTRATION			
GENERAL ADMINISTRATION			
EVALUATION QUESTIONNAIRES	8,000	3,658	4,344
ADMINISTRATIVE & FINANCIAL GUIDE	45,000	41,077	3,923
ACTIVITY MANUALS	0	68,195	-68,195
INTERVIEW REPORTS	3,000	2,343	658
CERTIFICATES	1,000	11	989
WRITING OF ANNUAL REPORT	4,000	0	4,000
INFORMATION TECHNOLOGY	15,000	38,762	-23,762
TRAVEL & MEETING EXPENSES	60,000	40,475	19,525
SUB COMMITTEE MEETINGS	15,000	8,569	6,431
CONTRACTUAL PROF. SERVICES	1,000	882	118
AUDIT	4,500	4,410	90
LEGAL	1,000	2,370	-1,370
SUB-TOTAL	157,500	210,750	-53,250
CMEC RECOVERIES AND DIRECT EXPENSES			
SALARIES & CONTRACTUAL FEES	354,438	349,743	4,695
EMPLOYEE BENEFITS	98,625	91,495	7,130
RENT HYDRO AND INSURANCE	44,676	42,763	1,913
POSTAGE	5,840	6,080	-240
TELEPHONE AND FAX	6,320	10,205	-3,885
OFFICE SUPPLIES & MISC. EXP.	11,480	14,675	-3,195
DUPLICATION AND PRINTING	3,000	2,261	739
INFORMATION TECHNOLOGY	10,800	10,981	-181
EQUIPMENT EXPENSES	1,800	4,376	-2,576
SUB-TOTAL	538,979	532,579	4,400
TOTAL ADMINISTRATION	694,479	743,329	-48,850
GST REFUND	-70,000	-50,022	-19,978
TOTAL EXPENSES	11,133,884	9,235,388	1,898,496
UNEXPENDED BALANCE	224,536	-83,189	307,735

ACCENT ET ODYSSEE 2007-2008
ÉTAT DU REVENU ET DES DÉPENSES
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
(final)

	BUDGET	ACTUEL	ÉCART
REVENU			
PATRIMOINE CANADIEN	11 358 420	9 152 189	-2,206,231
REVENU TOTAL	11 358 420	9 152 189	-2 206 231
DÉPENSES			
RÉMUNÉRATION	8 837 615	7 482 898	1,374,719
TRANSPORT			
INDEMNITÉ DE VOYAGE	789 785	472 289	317,496
DÉPLACEMENTS QUOTIDIENS	26 387	8 730	19,657
SÉSSIONS DE FORMATION	395 118	399 015	-3,897
	10 048 905	8 340 930	1 707 975
PROMOTION ET DÉVELOPPEMENT			
PROMOTION - CMEC	210 000	148 624	61,376
PROMOTION - INSTANCES	30 000	28 327	1,673
BASE DE DONNÉES	200 000	21 082	178,938
DIRECTIVES DES ENSEIGNANTS	500	0	500
SITES WEB	20,000	3,138	16,862
	460 500	201 151	259 349
ADMINISTRATION			
ADMINISTRATION GÉNÉRALE			
QUESTIONNAIRES D'ÉVALUATION	8 000	3 656	4,344
GUIDE ADMINISTRATIF ET FINANCIER	45 000	41 077	3,923
MANUELS D'ACTIVITÉS	0	68 195	-68,195
RAPPORTS D'ENTREVUE	3 000	2 343	658
CERTIFICATS	1 000	11	989
RÉDACTION DU RAPPORT ANNUEL	4 000	0	4,000
TECHNOLOGIE DE L'INFORMATION	15 000	38 762	-23,762
FRAIS DE VOYAGE ET RÉUNIONS	60 000	40 475	19,525
RÉUNIONS DU SOUS-COMITÉ	15 000	8 569	6,431
SERVICES PROFESSIONNELS CONTR.	1 000	882	118
FRAIS DE VÉRIFICATION	4 500	4 410	90
FRAIS JURIDIQUES	1 000	2 370	-1,370
TOTAL PARTIEL	157 500	210 750	- 53 250
RECouvreMENT DU CMEC ET FRAIS DIRECTS			
SALAIRES ET CONTRATS	354 438	349 743	4,695
AVANTAGES SOCIAUX	98 625	91 495	7,130
LOYER, ÉLECTRICITÉ ET ASSURANCE	44 676	42 763	1,913
FRAIS POSTAUX	5 840	6 080	-240
TÉLÉPHONE ET TÉLÉCOPIEUR	6 320	10 205	-3,885
FRAIS DE BUREAU ET GÉNÉRAUX	11 480	14 675	-3,195
REPRODUCTION ET IMPRESSION	3 000	2 261	739
TECHNOLOGIE DE L'INFORMATION	10 800	10 981	-181
FRAIS DE MATÉRIEL	1 800	4 376	-2,576
TOTAL PARTIEL	536 979	532 579	4 400
TOTAL ADMINISTRATION	694 479	743 329	- 48 850
REMBOURSEMENT DE LA TPS	- 70 000	- 50 022	- 19 978
TOTAL DES DÉPENSES	11 133 884	9 236 388	1 898 496
SOLDE NON DÉPENSÉ	224 536	- 83 199	307 735

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSÉE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
(final)

REMUNERATION/RÉMUNÉRATION

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
BRITISH COLUMBIA/COLOMBIE-BRITANNIQUE	751,033	655,677	95,356
ALBERTA	557,907	513,215	44,692
SASKATCHEWAN	598,958	540,035	58,923
MANITOBA	404,304	263,322	140,982
ONTARIO	2,503,809	2,051,063	452,746
QUEBEC/QUÉBEC	1,862,073	1,614,956	247,117
NEW BRUNSWICK/NOUVEAU-BRUNSWICK (A)	241,889	177,644	64,245
NEW BRUNSWICK/NOUVEAU-BRUNSWICK (F)	612,595	547,328	65,267
NOVA SCOTIA/NOUVELLE-ÉCOSSE	341,793	293,353	48,440
PRINCE EDWARD ISLAND/ÎLE-DU-PRINCE-ÉDOUARD	269,506	257,889	11,507
NEWFOUNDLAND AND LABRADOR/TERRE-NEUVE-ET-LABRADOR	312,264	188,421	123,843
YUKON	201,994	199,431	2,563
NORTHWEST TERRITORIES/TERRITOIRES DU NORD-OUEST	124,455	125,067	-612
NUNAVUT	55,034	35,385	19,649
UNALLOCATED/NON RÉPARTI	1	0	1
	8,837,615	7,462,896	1,374,719

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSÉE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
(final)

TRAVEL/INDEMNITÉ DE VOYAGE

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
BRITISH COLUMBIA/COLOMBIE-BRITANNIQUE	58,800	66,800	-8,000
ALBERTA	49,200	42,525	6,675
SASKATCHEWAN	45,000	37,650	7,350
MANITOBA	34,500	14,025	20,475
ONTARIO	261,000	50,075	210,925
QUEBEC/QUÉBEC	155,700	142,525	13,175
NEW BRUNSWICK/NOUVEAU-BRUNSWICK (A)	20,700	7,875	12,825
NEW BRUNSWICK/NOUVEAU-BRUNSWICK (F)	42,900	20,300	22,600
NOVA SCOTIA/NOUVELLE-ÉCOSSE	25,800	11,939	13,861
PRINCE EDWARD ISLAND/ÎLE-DU-PRINCE-ÉDOUARD	18,900	7,500	11,400
NEWFOUNDLAND AND LABRADOR/TERRE-NEUVE-ET-LABRADOR	21,000	14,675	6,325
YUKON	13,500	26,200	-12,700
NORTHWEST TERRITORIES/TERRITOIRES DU NORD-OUEST	8,100	23,900	-15,800
NUNAVUT	3,600	6,300	-2,700
UNALLOCATED/NON RÉPARTI	31,085	0	31,085
	<u>789,785</u>	<u>472,289</u>	<u>317,496</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSSEE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
(final)

COMMUTING/DÉPLACEMENTS QUOTIDIENS

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
BRITISH COLUMBIA/COLOMBIE-BRITANNIQUE	0	0	0
ALBERTA	0	4,980	-4,980
SASKATCHEWAN	0	0	0
MANITOBA	0	640	-640
ONTARIO	4,782	1,110	3,672
QUEBEC/QUÉBEC	0	0	0
NEW BRUNSWICK/NOUVEAU-BRUNSWICK (A)	0	0	0
NEW BRUNSWICK/NOUVEAU-BRUNSWICK (F)	0	0	0
NOVA SCOTIA/NOUVELLE-ÉCOSSE	0	0	0
PRINCE EDWARD ISLAND/ÎLE-DU-PRINCE-ÉDOUARD	0	0	0
NEWFOUNDLAND AND LABRADOR/TERRE-NEUVE-ET-LABRADOR	0	0	0
YUKON	0	0	0
NORTHWEST TERRITORIES/TERRITOIRES DU NORD-OUEST	0	0	0
NUNAVUT	0	0	0
UNALLOCATED/NON RÉPARTI	21,805	0	21,805
	<u>26,387</u>	<u>6,730</u>	<u>19,657</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSÉE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

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POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
(final)

TRAINING SESSIONS/SESSIONS DE FORMATION

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
BRITISH COLUMBIA/COLOMBIE-BRITANNIQUE	18,510	11,584	6,926
ALBERTA	13,488	13,804	-316
SASKATCHEWAN	14,706	15,102	-396
MANITOBA	9,858	12,998	-3,140
ONTARIO	58,824	62,548	-3,724
QUEBEC/QUÉBEC	45,118	57,150	-12,032
NEW BRUNSWICK/NOUVEAU-BRUNSWICK (A)	5,880	4,460	1,430
NEW BRUNSWICK/NOUVEAU-BRUNSWICK (F)	15,228	10,010	5,218
NOVA SCOTIA/NOUVELLE-ÉCOSSE	8,662	8,625	37
PRINCE EDWARD ISLAND/ÎLE-DU-PRINCE-ÉDOUARD	6,668	7,816	-1,148
NEWFOUNDLAND AND LABRADOR/TERRE-NEUVE-ET-LABRADOR	7,834	16,150	-8,316
YUKON	5,042	4,408	634
NORTHWEST TERRITORIES/TERRITOIRES DU NORD-OUEST	3,150	3,150	0
NUNAVUT	1,350	3,297	-1,947
UNALLOCATED/NON RÉPARTI	0	0	0
	214,318	231,092	-16,774
PAN-CANADIAN TRAINING SESSION/ STAGE DE FORMATION PANCANADIEN	180,800	167,923	12,877
	395,118	399,015	-3,897

ACCENT ET ODYSÉE 2007-2008
ACCENT AND ODYSSEY 2007-08

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008

(final)

PROMOTION

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
<u>CMEC (Promotion)</u>			
PROMOTION AGENTS/AGENTS DE PROMOTION			
BRITISH COLUMBIA/COLOMBIE-BRITANNIQUE	6,000	4,465	1,535
ALBERTA	6,000	4,507	1,493
SASKATCHEWAN	6,000	2,742	3,258
MANITOBA	6,000	1,436	4,564
ONTARIO	12,000	9,444	2,556
QUEBEC/QUÉBEC	12,000	16,294	-4,294
NEW BRUNSWICK/NOUVEAU-BRUNSWICK (A)	6,000	1,864	4,136
NEW BRUNSWICK/NOUVEAU-BRUNSWICK (F)	6,000	1,864	4,136
NOVA SCOTIA/NOUVELLE-ÉCOSSE	6,000	3,946	2,054
PRINCE EDWARD ISLAND/ÎLE-DU-PRINCE-ÉDOUARD	6,000	0	6,000
NEWFOUNDLAND AND LABRADOR/TERRE-NEUVE-ET-LABRADOR	6,000	0	6,000
YUKON	6,000	149	5,851
NORTHWEST TERRITORIES/TERRITOIRES DU NORD-OUEST	6,000	2,330	3,670
NUNAVUT	6,000	0	6,000
CMEC (including agents/comprenant les agents)	114,000	99,582	14,418
TOTAL PROMOTION AGENTS & CMEC/AGENTS DE PROMOTION ET CMEC	210,000	148,624	61,376
ODYSSEY PUBLICITY BLITZ/BLITZ PUBLICITAIRE ODYSÉE	0	0	0
BUSINESS CARDS FOR AGENTS/CARTES D'AFFAIRE POUR AGENTS	0	0	0
LAPTOPS FOR AGENTS/PORTABLES POUR AGENTS	0	0	0
CELLULAR PHONES FOR AGENTS/CELLULAIRES POUR AGENTS	0	0	0
FINAL REPORT FOR AGENTS/RAPPORT FINAL DES AGENTS	0	0	0
TOTAL CMEC	0	0	0
	<u>210,000</u>	<u>148,624</u>	<u>61,376</u>
<u>JURISDICTIONS (Publicity/INSTANCES (Publicité))</u>	0	0	0
BRITISH COLUMBIA/COLOMBIE-BRITANNIQUE	0	0	0
ALBERTA	0	0	0
SASKATCHEWAN	0	2,356	-2,356
MANITOBA	0	0	0
ONTARIO	0	6,464	-6,464
QUEBEC/QUÉBEC	0	18,852	-18,852
NEW BRUNSWICK/NOUVEAU-BRUNSWICK (A)	0	0	0
NEW BRUNSWICK/NOUVEAU-BRUNSWICK (F)	0	0	0
NOVA SCOTIA/NOUVELLE-ÉCOSSE	0	656	-656
PRINCE EDWARD ISLAND/ÎLE-DU-PRINCE-ÉDOUARD	0	0	0
NEWFOUNDLAND AND LABRADOR/TERRE-NEUVE-ET-LABRADOR	0	0	0
YUKON	0	0	0
NORTHWEST TERRITORIES/TERRITOIRES DU NORD-OUEST	0	0	0
NUNAVUT	0	0	0
UNALLOCATED/NON-RÉPARTIES	30,000	0	30,000
TOTAL JURISDICTIONS/INSTANCES	30,000	28,327	1,673
TOTAL PROMOTION	<u>240,000</u>	<u>176,951</u>	<u>63,049</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSSEE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
(final)

BRITISH COLUMBIA/COLOMBIE-BRITANNIQUE

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
REMUNERATION/RÉMUNÉRATION	751,033	655,677	95,356
TRAVEL/INDEMNITÉ DE VOYAGE	58,800	66,800	-8,000
COMMUTING/DÉPLACEMENTS QUOTIDIENS	0	0	0
TRAINING SESSIONS/SESSIONS DE FORMATION	18,510	11,584	6,926
PROMOTION AGENTS/AGENTS DE PROMOTION	6,000	4,465	1,535
PROMOTION PUBLICITY/PUBLICITÉ	0	0	0
	<u>834,343</u>	<u>738,526</u>	<u>95,817</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSSEE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
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(final)

ALBERTA

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
REMUNERATION/RÉMUNÉRATION	557,907	513,215	44,692
TRAVEL/INDEMNITÉ DE VOYAGE	49,200	42,525	6,675
COMMUTING/DÉPLACEMENTS QUOTIDIENS	0	4,980	-4,980
TRAINING SESSIONS/SESSIONS DE FORMATION	13,488	13,804	-316
PROMOTION AGENTS/AGENTS DE PROMOTION	6,000	4,507	1,493
PROMOTION PUBLICITY/PUBLICITÉ	0	0	0
	<u>628,595</u>	<u>579,031</u>	<u>47,564</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSSEE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

POUR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
(final)

SASKATCHEWAN

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
REMUNERATION/RÉMUNÉRATION	588,958	540,035	58,923
TRAVEL/INDEMNITÉ DE VOYAGE	45,000	37,650	7,350
COMMUTING/DÉPLACEMENTS QUOTIDIENS	0	0	0
TRAINING SESSIONS/SESSIONS DE FORMATION	14,706	15,102	-396
PROMOTION AGENTS/AGENTS DE PROMOTION	6,000	2,742	3,258
PROMOTION PUBLICITY/PUBLICITÉ	0	2,358	-2,358
	<u>654,664</u>	<u>597,884</u>	<u>66,780</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSSEE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
(final)

MANITOBA

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
REMUNERATION/RÉMUNÉRATION	404,304	263,322	140,982
TRAVEL/INDEMNITÉ DE VOYAGE	34,500	14,025	20,475
COMMUTING/DÉPLACEMENTS QUOTIDIENS	0	640	-640
TRAINING SESSIONS/SESSIONS DE FORMATION	9,858	12,998	-3,140
PROMOTION AGENTS/AGENTS DE PROMOTION	6,000	1,435	4,564
PROMOTION PUBLICITY/PUBLICITÉ	0	0	0
	<u>454,662</u>	<u>292,422</u>	<u>162,240</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSSEE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
(final)

ONTARIO

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
REMUNERATION/RÉMUNÉRATION	2,503,809	2,051,063	452,746
TRAVEL/INDEMNITÉ DE VOYAGE	261,000	50,075	210,925
COMMUTING/DÉPLACEMENTS QUOTIDIENS	4,782	1,110	3,672
TRAINING SESSIONS/SESSIONS DE FORMATION	58,824	62,548	-3,724
PROMOTION AGENTS/AGENTS DE PROMOTION	12,000	9,444	2,556
PROMOTION PUBLICITY/PUBLICITÉ	0	6,464	-6,464
	<u>2,840,415</u>	<u>2,180,704</u>	<u>659,711</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSSEE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
(final)

QUEBEC/QUÉBEC

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
REMUNERATION/RÉMUNÉRATION	1,862,073	1,614,958	247,117
TRAVEL/INDEMNITÉ DE VOYAGE	155,700	142,525	13,175
COMMUTING/DÉPLACEMENTS QUOTIDIENS	0	0	0
TRAINING SESSIONS/SESSIONS DE FORMATION	45,118	57,150	-12,032
PROMOTION AGENTS/AGENTS DE PROMOTION	12,000	16,294	-4,294
PROMOTION PUBLICITY/PUBLICITÉ	0	18,852	-18,852
	<u>2,074,891</u>	<u>1,849,777</u>	<u>225,114</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSSEE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008

(final)

NEW BRUNSWICK/NOUVEAU-BRUNSWICK (A)

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
REMUNERATION/RÉMUNÉRATION	241,889	177,644	64,245
TRAVEL/INDEMNITÉ DE VOYAGE	20,700	7,875	12,825
COMMUTING/DÉPLACEMENTS QUOTIDIENS	0	0	0
TRAINING SESSIONS/SESSIONS DE FORMATION	5,880	4,450	1,430
PROMOTION AGENTS/AGENTS DE PROMOTION	6,000	1,864	4,136
PROMOTION PUBLICITY/PUBLICITÉ	0	0	0
	<u>274,469</u>	<u>191,834</u>	<u>82,635</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSSEE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
(final)

NEW BRUNSWICK/NOUVEAU-BRUNSWICK (F)

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
REMUNERATION/RÉMUNÉRATION	612,595	547,328	65,267
TRAVEL/INDEMNITÉ DE VOYAGE	42,900	20,300	22,600
COMMUTING/DÉPLACEMENTS QUOTIDIENS	0	0	0
TRAINING SESSIONS/SESSIONS DE FORMATION	15,228	10,010	5,218
PROMOTION AGENTS/AGENTS DE PROMOTION	6,000	1,864	4,136
PROMOTION PUBLICITY/PUBLICITÉ	0	0	0
	<u>676,723</u>	<u>579,503</u>	<u>97,220</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSÉE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
(final)

NOVA SCOTIA/NOUVELLE-ÉCOSSE

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
REMUNERATION/RÉMUNÉRATION	341,793	293,353	48,440
TRAVEL/INDEMNITÉ DE VOYAGE	25,800	11,939	13,861
COMMUTING/DÉPLACEMENTS QUOTIDIENS	0	0	0
TRAINING SESSIONS/SESSIONS DE FORMATION	8,662	8,625	37
PROMOTION AGENTS/AGENTS DE PROMOTION	8,000	3,946	2,054
PROMOTION PUBLICITY/PUBLICITÉ	0	556	-556
	<u>382,255</u>	<u>318,519</u>	<u>63,736</u>

ACCENT AND ODYSSEY 2007-08
 ACCENT ET ODYSÉE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
 POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
 (final)

PRINCE EDWARD ISLAND/ÎLE-DU-PRINCE-ÉDOUARD

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
REMUNERATION/RÉMUNÉRATION	269,506	257,999	11,507
TRAVEL/INDEMNITÉ DE VOYAGE	18,900	7,500	11,400
COMMUTING/DÉPLACEMENTS QUOTIDIENS	0	0	0
TRAINING SESSIONS/SESSIONS DE FORMATION	6,668	7,816	-1,148
PROMOTION AGENTS/AGENTS DE PROMOTION	6,000	0	6,000
PROMOTION PUBLICITY/PUBLICITÉ	0	0	0
	<u>301,074</u>	<u>273,315</u>	<u>27,759</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSSEE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
(final)

NEWFOUNDLAND AND LABRADOR/TERRE-NEUVE-ET-LABRADOR

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
REMUNERATION/RÉMUNÉRATION	312,264	188,421	123,843
TRAVEL/INDEMNITÉ DE VOYAGE	21,000	14,675	6,325
COMMUTING/DÉPLACEMENTS QUOTIDIENS	0	0	0
TRAINING SESSIONS/SESSIONS DE FORMATION	7,834	16,150	-8,316
PROMOTION AGENTS/AGENTS DE PROMOTION	6,000	0	6,000
PROMOTION PUBLICITY/PUBLICITÉ	0	0	0
	<u>347,098</u>	<u>219,245</u>	<u>127,853</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSSEE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008

(final)

YUKON

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
REMUNERATION/RÉMUNÉRATION	201,994	199,431	2,563
TRAVEL/INDÉMNITÉ DE VOYAGE	13,500	26,200	-12,700
COMMUTING/DÉPLACEMENTS QUOTIDIENS	0	0	0
TRAINING SESSIONS/SESSIONS DE FORMATION	5,042	4,408	0
PROMOTION AGENTS/AGENTS DE PROMOTION	6,000	149	5,851
PROMOTION PUBLICITY/PUBLICITÉ	0	0	0
	<u>226,536</u>	<u>230,188</u>	<u>-3,652</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSÉE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008
(final)

NORTHWEST TERRITORIES/TERRITOIRES DU NORD-OUEST

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
REMUNERATION/RÉMUNÉRATION	124,455	125,067	-812
TRAVEL/INDEMNITÉ DE VOYAGE	8,100	23,900	-15,800
COMMUTING/DÉPLACEMENTS QUOTIDIENS	0	0	0
TRAINING SESSIONS/SESSIONS DE FORMATION	3,150	3,150	0
PROMOTION AGENTS/AGENTS DE PROMOTION	8,000	2,330	3,670
PROMOTION PUBLICITY/PUBLICITÉ	0	0	0
	<u>141,705</u>	<u>154,447</u>	<u>-12,742</u>

ACCENT AND ODYSSEY 2007-08
ACCENT ET ODYSÉE 2007-2008

SCHEDULE OF DISBURSEMENTS/LISTE DES DÉPENSES

FOR 12 MONTHS ENDED 31/03/2008
POUR LES 12 MOIS SE TERMINANT LE 31/03/2008

(final)

NUNAVUT

	BUDGET	EXPENSES/ DÉPENSES	VARIANCE/ ÉCART
REMUNERATION/RÉMUNÉRATION	55,034	35,385	19,649
TRAVEL/INDEMNITÉ DE VOYAGE	3,600	6,300	-2,700
COMMUTING/DÉPLACEMENTS QUOTIDIENS	0	0	0
TRAINING SESSIONS/SESSIONS DE FORMATION	1,350	3,297	-1,947
PROMOTION AGENTS/AGENTS DE PROMOTION	6,000	0	6,000
PROMOTION PUBLICITY/PUBLICITÉ	0	0	0
	<u>65,984</u>	<u>44,982</u>	<u>21,002</u>

**ACCENT AND ODYSSEY SCHEDULE OF DISBURSEMENTS
2007-08**

Province/Territory	Remuneration and Allowances		Transportation				Training		Publicity		Total	
	Remuneration		Travel allowance		Commuting allowance		Budget	Actual	Budget	Actual	Budget	Actual
	Budget	Actual	Budget	Actual	Budget	Actual						
British Columbia	751,033	655,677	58,800	66,800	0	0	18,510	11,584	0		828,343	734,061
Alberta	557,907	513,215	49,200	42,525	0	4,980	13,488	13,804	0	0	620,595	574,524
Saskatchewan	598,958	540,035	45,000	37,650	0	0	14,706	15,102	0	0	658,664	592,787
Manitoba	404,304	263,322	34,500	14,025	0	640	9,858	12,998	0	2,356	448,662	293,341
Ontario	2,503,809	2,051,063	261,000	50,075	4,782	1,110	58,824	62,548	0	0	2,828,415	2,164,796
Quebec	1,862,073	1,614,956	155,700	142,525	0	0	45,118	57,150	0	6,464	2,062,891	1,821,095
New Brunswick	854,484	724,972	63,600	28,175	0	0	21,108	14,460	0	18,852	939,192	786,459
Nova Scotia	341,793	293,353	25,800	11,939	0	0	8,662	8,625	0	0	376,255	313,917
Prince Edward Island	269,506	257,999	18,900	7,500	0	0	6,668	7,816	0	655	295,074	273,970
Newfoundland and Labrador	312,264	188,421	21,000	14,675	0	0	7,834	16,150	0	0	341,098	219,246
Yukon	201,994	199,431	13,500	26,200	0	0	5,042	4,408	0	0	220,536	230,039
Northwest Territories	124,455	125,067	8,100	23,900	0	0	3,150	3,150	0	0	135,705	152,117
Nunavut	55,034	35,385	3,600	6,300	0	0	1,350	3,297		0	59,984	44,982
CMEC	0	0	0	0	0	0	180,800	167,923	210,000	0	390,800	167,923
Unallocated	1	0	31,085	0	21,605	0	0		30,000	148,624	82,691	148,624
Total	\$ 8,837,615.00	\$ 7,462,896.00	\$ 789,785.00	\$ 472,289.00	\$ 26,387.00	\$ 6,730.00	\$ 395,118.00	\$ 399,015.00	\$ 240,000.00	\$ 176,951.00	\$ 10,288,905.00	\$ 8,517,881.00

Notes

\$8,340,930 (disbursements to institutions) + \$743,329 (administrative costs) + \$201,151 (promotion) - \$50,022 (GST rebate) = \$9,235,388 (total expenses for 2007-2008).

The CMEC training amount is for the pan-Canadian training session in Quebec City, and the amount assigned to CMEC for the promotion was used to cover expenses related to promotional tours.

Year ended March 31, 2008.



cmec

Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)

Report on the 2007-08 Official Languages Programs Promotion Tour

Promotion agents

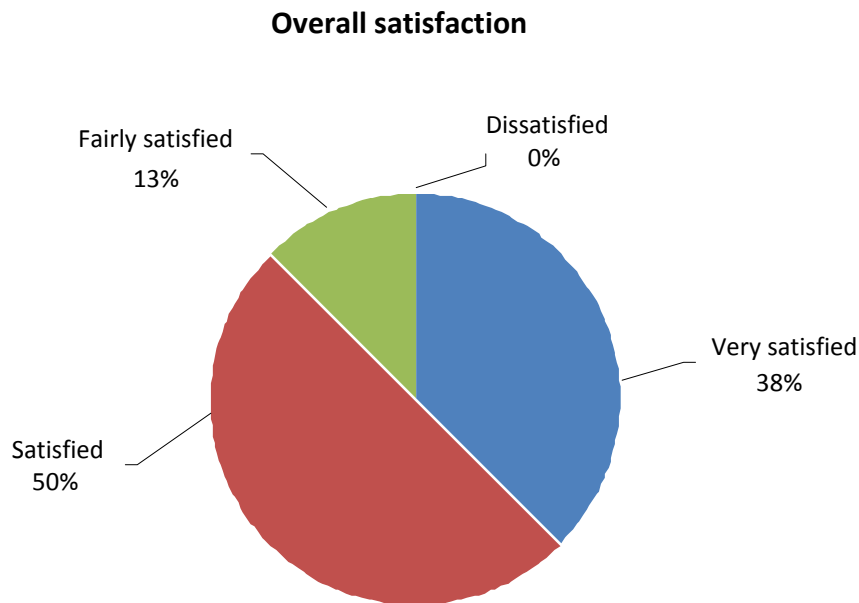
For two years now, promotion agents have been travelling across the country to make people aware of the various CMEC official languages programs, including Accent and Odyssey. These promotion agents are very often people who have participated in one or another of the CMEC programs and who are able to report on how effective they are.

A teleconference held on April 12, 2007, enabled all the promotion agents to discuss which methods of promotion were most effective. It was agreed that Web sites and the promotion officers themselves are the most useful in familiarizing people with Accent and Odyssey.

Overall satisfaction

In general, respondents were satisfied with their promotion-tour experience. The percentage of agents who indicated being very satisfied with their experience declined from a high of 67% in 2006-07 to only 38% in 2007-08.

The following graph indicates the level of overall satisfaction reported by the promotion agents.



Major obstacles

As in 2006-07, the two major obstacles to the success of the promotion tour were identified as the slow — or lack of — response from a number of contact persons at some institutions, and the weather. The use of the PowerPoint presentation and the inability to customize the

presentation to specific schools were also indicated as obstacles to the presentation of the programs to some groups.

Suggestions for improvement

Promotion agents recommended that the dates for the Odyssey and Accent promotion tour be officially pushed back, and that promotion agents be people who have worked for a full year as language assistants.

ODYSSEY AND ACCENT
Base quota and transfers 2007-08

	Base quota		Transfers 2007-2008		Quota and tranfers	
	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time
British Columbia	30	35	0	0	30	35
Alberta	39	22	0	0	39	22
Saskatchewan	17	27	1	2	18	29
Manitoba	24	17	0	0	24	17
Ontario	289	67	8	3	297	70
Quebec	104	47	0	32	104	79
New Brunswick (ENG)	15	10	0	0	15	10
New Brunswick (FRE)	9	32	0	0	9	32
Nova Scotia	10	15	1	2	11	17
Prince Edward Island	4	13	0	1	4	14
Newfoundland and Labrador	2	17	0	0	2	17
Yukon	1	8	0	3	1	11
Northwest Territories	0	7	0	0	0	7
Nunavut	0	3	0	0	0	3
TOTAL	544	320	10	43	554	363

ODYSSEY AND ACCENT
Base quota and transfers 2007-08

	Base quota		Transfers 2007-2008		Quota and tranfers	
	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time
British Columbia	30	35	0	0	30	35
Alberta	39	22	0	0	39	22
Saskatchewan	17	27	1	2	18	29
Manitoba	24	17	0	0	24	17
Ontario	289	67	8	3	297	70
Quebec	104	47	0	32	104	79
New Brunswick (ENG)	15	10	0	0	15	10
New Brunswick (FRE)	9	32	0	0	9	32
Nova Scotia	10	15	1	2	11	17
Prince Edward Island	4	13	0	1	4	14
Newfoundland and Labrador	2	17	0	0	2	17
Yukon	1	8	0	3	1	11
Northwest Territories	0	7	0	0	0	7
Nunavut	0	3	0	0	0	3
TOTAL	544	320	10	43	554	363

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: PAN-CANADIAN
2007-2008**
Language assistants who worked in 2007-2008, by home jurisdiction

Pan-Canadian	Part-time			Full-time			Total
	FSL	FFL	ALS	FSL	FFL	ALS	
Language assistants who worked in 2007-2008 by home jurisdiction							
British Columbia	12	2	23	4	8	14	63
Alberta	10	6	9	9	0	7	41
Saskatchewan	12	0	6	7	6	4	35
Manitoba	18	2	5	3	0	1	29
Ontario	160	59	14	10	33	33	309
Quebec	45	16	12	120	53	10	256
New Brunswick	9	5	0	0	15	3	32
Nova Scotia	11	4	4	1	1	7	28
Prince Edward Island	7	3	0	8	1	1	20
Newfoundland and Labrador	0	0	1	2	1	4	8
Yukon	2	0	1	4	1	1	9
Northwest Territories	0	0	0	0	0	0	0
Nunavut	0	0	0	0	0	0	0
Total	286	97	75	168	119	85	830

N.B. See also Appendix 10.

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: PAN-CANADIAN
2007-08**

Language assistants who worked in 2007-08, by home jurisdiction

Pan-Canadian	Part-time			Full-time			Total
	FSL	FFL	ALS	FSL	FFL	ALS	

Analysis							
Number of language assistants who started in September 2007 (from Sept. 1 to 30, 2007)	253	90	70	146	108	79	746
Withdrawal before Dec. 31, 2007	20	5	7	13	7	5	57
Number of language assistants who completed their mandate							
Part-time working in April 2008	0	0	0		0	0	0
Part-time working in April 2008	244	90	62	142	104	66	708

Language assistants who worked in 2007-08 by host jurisdiction							
British Columbia	11	2	0	28	13	0	54
Alberta	17	3	0	24	4	0	48
Saskatchewan	12	0	0	21	13	0	46
Manitoba	20	2	0	7	3	0	32
Ontario	184	73	7	24	51	0	339
Quebec	15	0	68	0	0	76	159
New Brunswick	11	9	0	10	22	9	61
Nova Scotia	11	7	0	12	5	0	35
Prince Edward Island	4	1	0	12	3	0	20
Newfoundland and Labrador	1	0	0	10	3	0	14
Yukon	0	0	0	12	1	0	13
Northwest Territories	0	0	0	6	1	0	7
Nunavut	0	0	0	2	0	0	2
Total	286	97	75	168	119	85	830

N.B. See also Appendix 10.

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: BRITISH COLUMBIA
2007-08**

British Columbia	Part-time			Full-time			Total
	FSL	FFL	ESL	FSL	FFL	ESL	

Analysis							
Number of language assistants who started in September 2007 (from Sept. 1 to 30, 2007)	8	2	0	22	10	0	42
Withdrawal before Dec. 31, 2007	0	0	0	3	0	0	3
Number of language assistants who completed their mandate							
Part-time working in April 2008	0	0	0	0	0	0	0
Full-time working in May 2008	9	2	0	21	12	0	44

Language assistants who worked in 2007-2008 in British Columbia from:							
British Columbia	6	1	0	4	7	0	18
Alberta	0	0	0	0	0	0	0
Saskatchewan	0	0	0	0	0	0	0
Manitoba	0	0	0	0	0	0	0
Ontario	1	0	0	0	0	0	1
Quebec	3	1	0	23	6	0	33
New Brunswick	0	0	0	0	0	0	0
Nova Scotia	0	0	0	0	0	0	0
Prince Edward Island	0	0	0	1	0	0	1
Newfoundland and Labrador	0	0	0	0	0	0	0
Yukon	1	0	0	0	0	0	1
Northwest Territories	0	0	0	0	0	0	0
Nunavut	0	0	0	0	0	0	0
Total	11	2	0	28	13	0	54

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: ALBERTA
2007-08**

Alberta	Part-time			Full-time			Total
	FSL	FFL	ESL	FSL	FFL	ESL	

Analysis							
Number of language assistants who started in September 2007 (from Sept. 1 to 30, 2007)	12	3	0	22	4	0	41
Withdrawal before Dec. 31, 2007	1	0	0	1	0	0	2
Number of language assistants who completed their mandate							
Part-time working in April 2008	0	0	0	0	0	0	
Full-time working in May 2008	14	3	0	20	4	0	41

Language assistants who worked in 2007-2008 in Alberta from:							
British Columbia	4	0	0	0	0	0	4
Alberta	8	3	0	9	0	0	20
Saskatchewan	1	0	0	0	0	0	1
Manitoba	0	0	0	0	0	0	0
Ontario	0	0	0	0	0	0	0
Quebec	4	0	0	15	4	0	23
New Brunswick	0	0	0	0	0	0	0
Nova Scotia	0	0	0	0	0	0	0
Prince Edward Island	0	0	0	0	0	0	0
Newfoundland and Labrador	0	0	0	0	0	0	0
Yukon	0	0	0	0	0	0	0
Northwest Territories	0	0	0	0	0	0	0
Nunavut	0	0	0	0	0	0	0
Total	17	3	0	24	4	0	48

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: SASKATCHEWAN
2007-08**

Saskatchewan	Part-time			Full-time			Total
	FSL	FFL	ESL	FSL	FFL	ESL	

Analysis							
Number of language assistants who started in September 2007 (from Sept. 1 to 30, 2007)	12	0	0	18	12	0	42
Withdrawal before Dec. 31, 2007	1	0	0	1	2	0	4
Number of language assistants who completed their mandate							
Part-time working in April 2008	0	0	0	0	0	0	0
Full-time working in May 2008	8	0	0	17	9	0	34

Language assistants who worked in 2007-2008 in Saskatchewan from:							
British Columbia	0	0	0	0	0	0	0
Alberta	0	0	0	0	0	0	0
Saskatchewan	10	0	0	7	7	0	24
Manitoba	0	0	0	0	0	0	0
Ontario	0	0	0	0	0	0	0
Quebec	1	0	0	14	6	0	21
New Brunswick	0	0	0	0	0	0	0
Nova Scotia	0	0	0	0	0	0	0
Prince Edward Island	0	0	0	0	0	0	0
Newfoundland and Labrador	0	0	0	0	0	0	0
Yukon	1	0	0	0	0	0	1
Northwest Territories	0	0	0	0	0	0	0
Nunavut	0	0	0	0	0	0	0
Total	12	0	0	21	13	0	46

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: MANITOBA
2007-08**

Manitoba	Part-time			Full-time			Total
	FSL	FFL	ESL	FSL	FFL	ESL	

Analysis							
Number of language assistants who started in September 2007 (from Sept. 1 to 30, 2007)	19	2	0	6	3	0	30
Withdrawal before Dec. 31, 2007	1	0	0	0	0	0	1
Number of language assistants who completed their mandate							
Part-time working in April 2008	0	0	0	0	0	0	0
Full-time working in May 2008	16	2	0	7	3	0	28

Language assistants who worked in 2007-2008 in Manitoba from:							
British Columbia	0	0	0	0	0	0	0
Alberta	0	0	0	0	0	0	0
Saskatchewan	0	0	0	0	0	0	0
Manitoba	17	2	0	3	0	0	22
Ontario	0	0	0	0	0	0	0
Quebec	2	0	0	4	3	0	9
New Brunswick	1	0	0	0	0	0	1
Nova Scotia	0	0	0	0	0	0	0
Prince Edward Island	0	0	0	0	0	0	0
Newfoundland and Labrador	0	0	0	0	0	0	0
Yukon	0	0	0	0	0	0	0
Northwest Territories	0	0	0	0	0	0	0
Nunavut	0	0	0	0	0	0	0
Total	20	2	0	7	3	0	32

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: ONTARIO
2007-08**

Ontario	Part-time			Full-time			Total
	FSL	FFL	ESL	FSL	FFL	ESL	

Analysis							
Number of language assistants who started in September 2007 (from Sept. 1 to 30, 2007)	161	67	6	21	47	0	302
Withdrawal before Dec. 31, 2007	15	2	0	0	4	0	21
Number of language assistants who completed their mandate							
Part-time working in April 2008	0	0	0	0	0	0	0
Full-time working in May 2008	162	69	7	21	46	0	305

Language assistants who worked in 2007-2008 in Ontario from:							
British Columbia	2	1	2	0	1	0	6
Alberta	1	2	3	0	0	0	6
Saskatchewan	0	0	0	0	0	0	0
Manitoba	0	0	1	0	0	0	1
Ontario	156	58	0	9	30	0	253
Quebec	21	11	0	14	19	0	65
New Brunswick	1	0	0	0	1	0	2
Nova Scotia	3	0	1	1	0	0	5
Prince Edward Island	0	1	0	0	0	0	1
Newfoundland and Labrador	0	0	0	0	0	0	0
Yukon	0	0	0	0	0	0	0
Northwest Territories	0	0	0	0	0	0	0
Nunavut	0	0	0	0	0	0	0
Total	184	73	7	24	51	0	339

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: QUEBEC
2007-08**

Quebec	Part-time			Full-time			Total
	FSL	FFL	ESL	FSL	FFL	ESL	

Analysis							
Number of language assistants who started in September 2007 (from Sept. 1 to 30, 2007)	15	0	64	0	0	71	150
Withdrawal before Dec. 31, 2007	1	0	7	0	0	4	12
Number of language assistants who completed their mandate							
Part-time working in April 2008	0	0	0	0	0	0	0
Full-time working in May 2008	11	0	57	0	0	63	131

Language assistants who worked in 2007-2008 in Quebec from:							
British Columbia	0	0	21	0	0	13	34
Alberta	0	0	6	0	0	5	11
Saskatchewan	1	0	6	0	0	3	10
Manitoba	1	0	4	0	0	1	6
Ontario	2	0	14	0	0	29	45
Quebec	11	0	12	0	0	10	33
New Brunswick	0	0	0	0	0	3	3
Nova Scotia	0	0	3	0	0	7	10
Prince Edward Island	0	0	0	0	0	1	1
Newfoundland and Labrador	0	0	1	0	0	3	4
Yukon	0	0	1	0	0	1	2
Northwest Territories	0	0	0	0	0	0	0
Nunavut	0	0	0	0	0	0	0
Total	15	0	68	0	0	76	159

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: NEW BRUNSWICK
2007-08**

New Brunswick	Part-time			Full-time			Total
	FSL	FFL	ESL	FSL	FFL	ESL	

Analysis							
Number of language assistants who started in September 2007 (from Sept. 1 to 30, 2007)	11	8	0	10	21	8	58
Withdrawal before Dec. 31, 2007	1	2	0	1	1	1	6
Number of language assistants who completed their mandate							
Part-time working in April 2008	0	0	0	0	0	0	0
Full-time working in May 2008	10	7	0	9	20	4	50

Language assistants who worked in 2007-2008 in New Brunswick from:							
British Columbia	0	0	0	0	0	1	1
Alberta	1	1	0	0	0	2	4
Saskatchewan	0	0	0	0	0	1	1
Manitoba	0	0	0	0	0	0	0
Ontario	0	1	0	0	1	4	6
Quebec	2	2	0	10	9	0	23
New Brunswick	6	5	0	0	12	0	23
Nova Scotia	1	0	0	0	0	0	1
Prince Edward Island	1	0	0	0	0	0	1
Newfoundland and Labrador	0	0	0	0	0	1	1
Yukon	0	0	0	0	0	0	0
Northwest Territories	0	0	0	0	0	0	0
Nunavut	0	0	0	0	0	0	0
Total	11	9	0	10	22	9	61

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: NOVA SCOTIA
2007-08**

Nova Scotia	Part-time			Full-time			Total
	FSL	FFL	ESL	FSL	FFL	ESL	

Analysis							
Number of language assistants who started in September 2007 (from Sept. 1 to 30, 2007)	10	7	0	11	3	0	31
Withdrawal before Dec. 31, 2007	0	1	0	3	0	0	4
Number of language assistants who completed their mandate							
Part-time working in April 2008	0	0	0	0	0	0	0
Full-time working in May 2008	11	6	0	9	5	0	31

Language assistants who worked in 2007-2008 in Nova Scotia from:							
British Columbia	0	0	0	0	0	0	0
Alberta	0	0	0	0	0	0	0
Saskatchewan	0	0	0	0	0	0	0
Manitoba	0	0	0	0	0	0	0
Ontario	2	0	0	1	0	0	3
Quebec	1	2	0	11	2	0	16
New Brunswick	0	0	0	0	2	0	2
Nova Scotia	7	4	0	0	1	0	12
Prince Edward Island	1	1	0	0	0	0	2
Newfoundland and Labrador	0	0	0	0	0	0	0
Yukon	0	0	0	0	0	0	0
Northwest Territories	0	0	0	0	0	0	0
Nunavut	0	0	0	0	0	0	0
Total	11	7	0	12	5	0	35

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: PRINCE EDWARD ISLAND
2007-08**

Prince Edward Island	Part-time			Full-time			Total
	FSL	FFL	ESL	FSL	FFL	ESL	

Analysis							
Number of language assistants who started in September 2007 (from Sept. 1 to 30, 2007)	3	1	0	10	3	0	17
Withdrawal before Dec. 31, 2007	1	0	0	1	0	0	2
Number of language assistants who completed their mandate							
Part-time working in April 2008	0	0	0	0	0	0	0
Full-time working in May 2008	3	1	0	11	3	0	18

Language assistants who worked in 2007-2008 in Prince Edward Island from:							
British Columbia	0	0	0	0	0	0	0
Alberta	0	0	0	0	0	0	0
Saskatchewan	0	0	0	0	0	0	0
Manitoba	0	0	0	0	0	0	0
Ontario	0	0	0	0	0	0	0
Quebec	0	0	0	5	2	0	7
New Brunswick	0	0	0	0	0	0	0
Nova Scotia	0	0	0	0	0	0	0
Prince Edward Island	4	1	0	7	1	0	13
Newfoundland and Labrador	0	0	0	0	0	0	0
Yukon	0	0	0	0	0	0	0
Northwest Territories	0	0	0	0	0	0	0
Nunavut	0	0	0	0	0	0	0
Total	4	1	0	12	3	0	20

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: NEWFOUNDLAND AND LABRADOR
2007-08**

Newfoundland and Labrador	Part-time			Full-time			Total
	FSL	FFL	ESL	FSL	FFL	ESL	

Analysis							
Number of language assistants who started in September 2007 (from Sept. 1 to 30, 2007)	1	0	0	9	3	0	13
Withdrawal before Dec. 31, 2007	0	0	0	2	0	0	2
Number of language assistants who completed their mandate							
Part-time working in April 2008	0	0	0	0	0	0	0
Full-time working in May 2008	0	0	0	8	2	0	10

Language assistants who worked in 2007-2008 in Newfoundland and Labrador from:							
British Columbia	0	0	0	0	0	0	0
Alberta	0	0	0	0	0	0	0
Saskatchewan	0	0	0	0	0	0	0
Manitoba	0	0	0	0	0	0	0
Ontario	0	0	0	0	0	0	0
Quebec	0	0	0	8	2	0	10
New Brunswick	1	0	0	0	0	0	1
Nova Scotia	0	0	0	0	0	0	0
Prince Edward Island	0	0	0	0	0	0	0
Newfoundland and Labrador	0	0	0	2	1	0	3
Yukon	0	0	0	0	0	0	0
Northwest Territories	0	0	0	0	0	0	0
Nunavut	0	0	0	0	0	0	0
Total	1	0	0	10	3	0	14

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: YUKON
2007-08**

Yukon	Part-time			Full-time			Total
	FSL	FFL	ESL	FSL	FFL	ESL	

Analysis							
Number of language assistants who started in September 2007 (from Sept. 1 to 30, 2007)	0	0	0	9	1	0	10
Withdrawal before Dec. 31, 2007	0	0	0	1	0	0	1
Number of language assistants who completed their mandate							
Part-time working in April 2008	0	0	0	0	0	0	0
Full-time working in May 2008	0	0	0	10	1	0	11

Language assistants who worked in 2007-2008 in Yukon from:							
British Columbia	0	0	0	0	0	0	0
Alberta	0	0	0	0	0	0	0
Saskatchewan	0	0	0	0	0	0	0
Manitoba	0	0	0	0	0	0	0
Ontario	0	0	0	0	0	0	0
Quebec	0	0	0	8	0	0	8
New Brunswick	0	0	0	0	0	0	0
Nova Scotia	0	0	0	0	0	0	0
Prince Edward Island	0	0	0	0	0	0	0
Newfoundland and Labrador	0	0	0	0	0	0	0
Yukon	0	0	0	4	1	0	5
Northwest Territories	0	0	0	0	0	0	0
Nunavut	0	0	0	0	0	0	0
Total	0	0	0	12	1	0	13

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: NORTHWEST TERRITORIES
2007-08**

Northwest Territories	Part-time			Full-time			Total
	FSL	FFL	ESL	FSL	FFL	ESL	

Analysis							
Number of language assistants who started in September 2007 (from Sept. 1 to 30, 2007)	0	0	0	6	1	0	7
Withdrawal before Dec. 31, 2007	0	0	0	0	0	0	0
Number of language assistants who completed their mandate							
Part-time working in April 2008	0	0	0	0	0	0	0
Full-time working in May 2008	0	0	0	6	1	0	7

Language assistants who worked in 2007-2008 in the Northwest Territories from:							
British Columbia	0	0	0	0	0	0	0
Alberta	0	0	0	0	0	0	0
Saskatchewan	0	0	0	0	0	0	0
Manitoba	0	0	0	0	0	0	0
Ontario	0	0	0	0	1	0	1
Quebec	0	0	0	6	0	0	6
New Brunswick	0	0	0	0	0	0	0
Nova Scotia	0	0	0	0	0	0	0
Prince Edward Island	0	0	0	0	0	0	0
Newfoundland and Labrador	0	0	0	0	0	0	0
Yukon	0	0	0	0	0	0	0
Northwest Territories	0	0	0	0	0	0	0
Nunavut	0	0	0	0	0	0	0
Total	0	0	0	6	1	0	7

**ACCENT AND ODYSSEY STATISTICAL PORTRAIT: NUNAVUT
2007-08**

Nunavut	Part-time			Full-time			Total
	FSL	FFL	ESL	FSL	FFL	ESL	

Analysis							
Number of language assistants who started in September 2007 (from Sept. 1 to 30, 2007)	0	0	0	2	0	0	2
Withdrawal before Dec. 31, 2007	0	0	0	0	0	0	0
Number of language assistants who completed their mandate							
Part-time working in April 2008	0	0	0	0	0	0	0
Full-time working in May 2008	0	0	0	2	0	0	2

Language assistants who worked in 2007-2008 in Nunavut from:							
British Columbia	0	0	0	0	0	0	0
Alberta	0	0	0	0	0	0	0
Saskatchewan	0	0	0	0	0	0	0
Manitoba	0	0	0	0	0	0	0
Ontario	0	0	0	0	0	0	0
Quebec	0	0	0	2	0	0	2
New Brunswick	0	0	0	0	0	0	0
Nova Scotia	0	0	0	0	0	0	0
Prince Edward Island	0	0	0	0	0	0	0
Newfoundland and Labrador	0	0	0	0	0	0	0
Yukon	0	0	0	0	0	0	0
Northwest Territories	0	0	0	0	0	0	0
Nunavut	0	0	0	0	0	0	0
Total	0	0	0	2	0	0	2

**ACCENT AND ODYSSEY
LANGUAGE ASSISTANT PARTICIPATION THROUGHOUT THE YEAR, BY HOME PROVINCE OR TERRITORY
AND BY HOME PROVINCE OR TERRITORY (INCLUDING WITHDRAWALS AND REPLACEMENTS)
2007-08**

		Home Province or Territory																												Subtotal	Total
		BC		AB		SK		MB		ON		QC		NB		NS		PE		NL		YK		NT		NU					
		PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT				
Home Province or Territory	BC	PT	7		4		0		0		5		21		0		0		0		0		0		0		0		37	0	63
		FT		11		0		0		0		1		13		1		0		0		0		0		0		0		0	26
	AB	PT	0		11		0		0		6		6		2		0		0		0		0		0		0		25	0	41
		FT		0		9		0		0	0		5		2		0		0		0		0		0		0		0	16	
	SK	PT	0		1		10		0		0		7		0		0		0		0		0		0		0		18	0	36
		FT		0		0		14		0		0	3		1		0		0		0		0		0		0		0	18	
	MB	PT	0		0		0		19		1		5		0		0		0		0		0		0		0		25	0	29
		FT		0		0		0		3		0	1		0		0		0		0		0		0		0		0	4	
	ON	PT	1		0		0		0		214		16		1		2		0		0		0		0		0		234	0	309
		FT		0		0		0		0		39		29		5		1		0		0		0		1		0	75		
	QC	PT	4		4		1		2		32		23		4		3		0		0		0		0		0		73	0	256
		FT		29		19		20		7		33		10		19		13		7		10		8		6		2	183		
	NB	PT	0		0		0		1		1		0		11		0		0		1		0		0		0		14	0	32
		FT		0		0		0		0		1		3		12		2		0		0		0		0		0	18		
	NS	PT	0		0		0		0		4		3		1		11		0		0		0		0		0		19	0	28
		FT		0		0		0		0		1		7		0		1		0		0		0		0		0	9		
	PE	PT	0		0		0		0		1		0		1		2		5		0		0		0		0		9	0	19
		FT		1		0		0		0		0		1		0		0		8		0		0		0		0	10		
	NL	PT	0		0		0		0		0		1		0		0		0		0		0		0		0		1	0	8
		FT		0		0		0		0		0		3		1		0		0		3		0		0		0	7		
	YK	PT	1		0		1		0		0		1		0		0		0		0		0		0		0		3	0	9
		FT		0		0		0		0		0		1		0		0		0		0		0		5		0	6		
	NT	PT	0		0		0		0		0		0		0		0		0		0		0		0		0		0	0	0
		FT		0		0		0		0		0		0		0		0		0		0		0		0		0	0		
	NU	PT	0		0		0		0		0		0		0		0		0		0		0		0		0		0	0	0
		FT		0		0		0		0		0		0		0		0		0		0		0		0		0	0		
	Total partiel	PT	13	0	20	0	12	0	22	0	264	0	83	0	20	0	18	0	5	0	1	0	0	0	0	0	0	0	458	0	
		FT	0	41	0	28	0	34	0	10	0	75	0	76	0	41	0	17	0	15	0	13	0	13	0	7	0	2	372		
Total		54		48		46		32		339		159		61		35		20		14		13		7		2		830			

Language assistants Part-time : 311 Full-time : 115



Year: 2007-2008

QUESTIONNAIRE FOR LANGUAGE ASSISTANTS

Instructions

This questionnaire is designed to assist in evaluating Accent/Odyssey. Your responses are confidential. Results will be reported in summary form only, and no individual or institution will be identified.

You may complete the questionnaire in either English or French. Please return it to your supervisor or coordinator.

Please answer each question by circling the best response or filling in the blanks. Space is provided at the end for any other comments you may wish to make.

Français au verso

Part 1 Background

1. Did you work as a full-time or part-time language assistant?

full-time (Odyssey).....	48.8%
part-time (Accent).....	51.2%

2. Which type of language setting did you work in?

French, first language (FFL).....	30.5%
French, second language (FSL, including French immersion).....	54.1%
English, second language (ESL)	12.3%
FLP and FSL.....	3.1%

3. What is your first language?

English.....	26.1%
French	68.3%
other.....	5.5%

4. At which level(s) of the education system did you work?
(Please circle all that apply. If local terminology differs, please think of the closest equivalents to the categories below.)

primary (K–3)	62.0%
elementary (grades 4–6).....	14.2%
intermediate (grades 7–9)	13.0%
senior secondary.....	3.4%
postsecondary.....	7.5%

5. How many different schools did you work in?

one	82.5%
two	11.5%
three.....	4.5%
more than three.....	1.4%

6. How many different teachers did you work with directly (in their classroom)?

one	10.4%
two	11.1%
three to five.....	34.2%
more than five.....	39.0%
none	5.3%

7. To which age group do you belong?

18 years or less.....	1.4%
19–24	60.1%
25–29	14.4%
30–39	12.0%
40 or more	12.0%

8. What is the highest level of education you have completed?

one or two years of university or college or cégep	29.0%
three or four years of university or college or cégep	37.9%
university graduate	29.7%
other.....	3.4%

9. What is your home province or territory and the province or territory where you are working as a language assistant?

	Home	Work
British Columbia	5.5%	3.6%
Alberta	4.6%	6.6%
Saskatchewan	3.6%	5.3%
Manitoba	2.9%	4.1%
Ontario	38.7%	50.5%
Quebec	34.9%	14.3%
New Brunswick	2.9%	3.9%
Nova Scotia	2.9%	2.7%
Prince Edward Island	2.2%	2.4%
Newfoundland and Labrador	0.7%	2.2%
Yukon	0.7%	2.4%
Northwest Territories	0.5%	1.5%
Nunavut	0%	0.5%

10. We want to provide a fair standard of living for Accent/Odyssey participants. Your answers to the following questions will guide our assessment of costs.

(a) Approximate monthly expenses during Accent/Odyssey for

	Less than \$100	\$100–299	\$300–499	\$500 and over
rent (including heat, utilities, and telephone)	3.4%	5.5%	39.4%	51.7%
food	6.5%	64.3%	24.4%	4.8%
public transportation	79.5%	16.7%	2.7%	1.1%
private vehicle (including insurance, gas, etc.)	12.6%	56.9%	21.3%	9.2%

total	2.2%	4.1%	8.2%	85.5%
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(b) Were you the only tenant in your dwelling?

yes16.5%
no83.5%

(c) Did you work at another job during Accent/Odyssey?

yes40.7%
no59.3%

11. **This question is for the part-time (Accent) language assistants.**

In what type of postsecondary program were you enrolled this year?

arts53.0%
science.....13.8%
education13.4%
other.....19.8%

12. For how many school years did you participate in the program that preceded Accent/Odyssey (the Official-Language Monitor Program)?

one69.2%
two17.6%
three.....7.9%
four.....2.9%
five or more.....2.5%

Part 2 Activities and Functions of Language Assistants

The next set of questions has to do with the time spent on various activities and the size of the student groups with whom you worked. Please estimate the times in percentages, as closely as possible, and ensure that the totals add up to 100%.

13. In an average work week, what percentage of your time did you spend on each of the following activities?

	0%	1-25%	26-50%	51-75%	76-100%
guiding oral language development with students (e.g., discussions, reading, songs)	0%	0%	49.6%	43.7%	6.7%
guiding cultural activities (e.g., music, drama, dance)	0%	83.6%	14.5%	1.6%	0.3%
guiding written activities with students (e.g., helping with written homework or with writing essays)	0%	70.9%	26.2%	2.1%	0.8%
planning and preparing for your work with students (e.g., preparing materials, library research, Internet searches)	0%	89.4%	9.5%	0.8%	0.3%
planning and preparing work with the teacher (e.g., preparing material with the teacher for use in class)	0%	97.7%	1.6%	0.4%	0.3%
other activities	0%	87.0%	9.8%	2.8%	0.4%

14. In an average work week, what percentage of your time did you spend with groups of the following size?

	0%	1-25%	26-50%	51-75%	76-100%
a whole class	0%	44.6%	23.2%	16.3%	15.9%
large groups but smaller than a whole class (i.e., five or more students)	0%	58.0%	25.1%	9.3%	7.6%
small groups (e.g., more than one but fewer than five students)	0%	0%	28.8%	65.4%	5.8%
one student	0%	70.7%	19.1%	6.3%	3.9%

15. Looking at more specific examples of activities, how often did you engage in each of the following activities?

	A few times a year or less	A few times a month	A few times a week	Almost every day
(a) reading to students	19.5%	35.3%	27.6%	17.5%
(b) listening to students read	8.4%	22.5%	33.3%	35.7%
(c) singing songs or reciting poems or rhymes	39.4%	35.7%	18.1%	6.8%
(d) discussions on the topic of the lesson	16.3%	30.1%	31.8%	21.8%
(e) discussions on topics other than the lesson	14.5%	28.8%	35.6%	21.1%
(f) informal conversations with students (outside the classroom)	16.7%	18.1%	23.8%	41.4%
(g) preparing newsletters, radio programs, videos, etc.	72.0%	17.4%	7.7%	3.0%
(h) discussing aspects of french/english culture from your own experience	14.6%	37.2%	33.8%	14.4%
(i) working with clubs, cultural groups, sports teams or other extracurricular activities	59.2%	18.6%	14.1%	8.2%
(j) taking part in francophone/anglophone cultural events with your students outside of school	69.8%	23.3%	4.5%	2.5%
(k) doing things that you felt were outside the normal work of a language assistant	50.3%	28.8%	14.6%	6.3%

Part 3 Recruitment

16. How did you first hear about Accent/Odyssey?

brochures/posters/teasers	10.5%
former language assistant	28.2%
friend or relative (not a former language assistant).....	21.0%
promotion agents	12.2%
Accent/Odyssey Web sites	7.6%
other Web sites.....	2.9%
local newspaper or magazine	1.9%
school newspaper	0.7%
Television or radio	0%
other.....	13.1%
not sure/don't remember.....	1.2%

17. In your judgment, how useful is each of the following resources for possible recruitment of new language assistants?

	Not at all useful	Somewhat useful	Very useful
promotion agents	2.7%	15.5%	81.9%
brochures/posters/teasers	13.2%	45.6%	41.1%
Accent/Odyssey Web sites	5.4%	47.8%	46.8%
other Web sites	4.6%	37.2%	58.2%
media information kit on Accent/Odyssey	33.5%	48.2%	18.3%
local newspaper or magazine advertisements	15.6%	54.4%	30.0%
school newspaper advertisements	14.6%	46.9%	38.0%
television or radio advertisements	7.4%	37.0%	55.6%
visits to institutions	19.1%	43.1%	37.9%
public relations (interviews, press releases, etc.)	6.2%	33.9%	59.9%
word of mouth (friends, relatives)	19.9%	56.4%	23.7%
former assistants	1.9%	20.1%	78.0%

18. If you are eligible, would you consider working another year as a language assistant?

yes, definitely67.1%
 possibly20.5%
 only if nothing else is available7.4%
 no, definitely not.....5.0%

19. Would you recommend Accent/Odyssey to your friends?

yes, definitely92.6%
 probably6.7%
 no, definitely not.....0.7%

Part 4 Employment

20. Which language was used most outside the school in the community in which you were located?

English73.1%
 French26.0%
 other (e.g., Aboriginal language)1.0%

21. In your day-to-day activities outside your work, which language did **you** use most of the time during the past year?
- English57.5%
 French42.5%
 other.....0%
22. To what extent did your experience this year contribute to your own second-language development?
- a great deal41.7%
 somewhat26.6%
 slightly15.1%
 not at all16.6%
23. To what extent do you feel that improving your second-language skills should be an important goal of the program?
- very important47.5%
 somewhat important34.1%
 not at all important18.4%
24. How difficult was it to find accommodation in the community where you worked?
- very difficult6.6%
 difficult14.4%
 easy41.4%
 very easy37.6%
25. How much help in finding accommodation did you receive from the staff in your school or at the school board?
- a great deal24.5%
 some.....9.7%
 little8.8%
 none at all57.1%
26. Was the number of teachers with whom you were assigned to work...
- too high?11.7%
 about right?.....84.9%
 too low?3.4%

27. Was the number of students with whom you were assigned to work...
- | | |
|-------------------|-------|
| too high? | 11.5% |
| about right?..... | 84.9% |
| too low? | 3.6% |
28. Aside from the teacher(s) with whom you worked directly, who was mainly responsible for coordinating your work or to whom could you turn to solve work-related problems? (Please circle only one response.)
- | | |
|--|-------|
| the school principal..... | 32.9% |
| a supervisor within the school (e.g., a department head) | 7.7% |
| a designated teacher | 30.5% |
| the supervisor | 9.8% |
| the coordinator | 10.8% |
| other..... | 5.0% |
| no one | 3.4% |
29. How much work-related contact have you had with the supervisor in your area this year?
- | | |
|---------------------------------|-------|
| rarely or never | 38.8% |
| a few times a month | 30.8% |
| a few times a week | 12.1% |
| almost every day..... | 16.3% |
| no supervisor in the area | 1.9% |
30. How much work-related contact have you had with the coordinator in your area this year?
- | | |
|---------------------------|-------|
| rarely or never | 68.5% |
| a few times a month | 27.0% |
| a few times a week | 3.0% |
| almost every day..... | 1.5% |
31. Did you have an orientation session at the beginning of the school year to familiarize you with the school and staff?
- | | |
|-----------|-------|
| yes | 59.5% |
| no | 40.5% |

32. In your view, is there a need for an orientation session in the school?
- | | |
|------------------------|-------|
| yes, a great need..... | 46.3% |
| yes, some need | 41.3% |
| no need | 12.4% |
33. Were you required to work more hours per week than your regular hours (i.e., 25 hours full-time and 8 hours part-time)?
- | | |
|---------------------------|-------|
| yes, quite regularly..... | 8.6% |
| yes, occasionally..... | 32.9% |
| no | 58.5% |
34. How were extra hours compensated?
- | | |
|---|-------|
| time off on other days during the year..... | 42.3% |
| time off at the end of the year | 4.6% |
| extra pay | 8.1% |
| not at all | 45.1% |
35. On how many different occasions did you attend training or orientation sessions within the province/territory?
- | | |
|--------------------|-------|
| none | 17.4% |
| one | 40.8% |
| two | 34.6% |
| three or more..... | 7.2% |
36. How many **days** of training or orientation **in total** did you have within the province/territory?
- | | |
|--------------------|-------|
| none | 17.1% |
| one | 27.9% |
| two | 28.9% |
| three or more..... | 26.2% |
37. In your view, is there a need for such sessions?
- | | |
|------------------------|-------|
| yes, a great need..... | 53.6% |
| yes, some need | 36.2% |
| no need | 10.2% |
38. Did you do any other work for pay during the year with the school board or school(s) to which you were assigned?
- | | |
|-----------|-------|
| yes | 25.0% |
| no | 75.0% |

39. Did you do any other work for pay during the year outside your schools or school board?

yes39.2%
no60.8%

Part 5 Ratings

40. Please rate the following aspects of Accent/Odyssey, using the scale given.

	excellent	good	fair	poor	cannot evaluate
a) the fit between the job description and the actual activities you were asked to do	29.1%	40.1%	26.4%	4.1%	0.2%
b) the school(s) in which you were placed	62.4%	28.2%	7.4%	1.7%	0.2%
c) orientation to the school at the beginning of the year	27.3%	31.7%	22.3%	7.7%	11.0%
d) your relationship with the teachers with whom you worked	68.7%	23.0%	7.9%	0.2%	0.2%
e) your relationship with other members of the school staff	51.1%	30.3%	14.1%	3.1%	1.4%
f) how well you were accepted by the school staff	53.7%	28.6%	15.0%	1.9%	0.7%
g) how well you were accepted by the students	69.2%	25.1%	5.0%	0.7%	0%
h) the impact you believe you had on the language development of students	33.8%	53.8%	11.7%	0.5%	0.2%
i) the impact you believe you had on increasing student awareness of your culture	24.3%	40.0%	29.5%	4.0%	2.1%
j) your level of remuneration	24.9%	41.4%	24.4%	6.4%	3.0%
k) the travel allowance between home and host jurisdiction	22.6%	21.9%	15.3%	6.1%	34.1%
l) the work space available to you	30.7%	27.8%	22.3%	17.0%	2.2%
m) the materials available to do your work (full-time language assistants only)	35.2%	33.3%	23.9%	6.7%	1.0%
n) your relationship with your supervisor	53.7%	30.4%	9.4%	3.1%	3.4%
o) your relationship with your coordinator	45.9%	29.4%	13.3%	2.7%	8.7%
p) the pan-Canadian training session (full-time language assistants only)	22.6%	19.6%	7.3%	0.6%	49.9%
q) the provincial/territorial training sessions	29.6%	33.1%	16.3%	3.0%	18.0%
r) your overall workload	33.4%	47.4%	16.3%	1.4%	1.4%
s) your day-to-day work schedule	36.6%	46.2%	14.4%	1.2%	1.7%
t) Accent/Odyssey Web site	22.6%	45.5%	14.8%	2.4%	14.6%
u) the activities manual <i>Discovering English</i>	6.6%	13.4%	6.6%	2.3%	71.2%
v) the activities manual <i>Le français à découvrir</i>	21.1%	31.1%	20.1%	2.5%	25.3%
w) the activities manual <i>Semer, cultiver, récolter</i>	16.7%	20.7%	16.2%	3.2%	43.2%
x) the <i>Administrative and Financial Guide</i> for language assistants, teachers, and supervisors	25.7%	41.1%	21.9%	1.0%	10.2%
y) your overall satisfaction with Accent/Odyssey	52.0%	39.0%	7.7%	1.2%	0%

41. Activities manuals

(a) Did you use the manual *Discovering English, Le français à découvrir, or Semer, cultiver, récolter*?

yes 77.2%
no 22.8%

(b) If so, what proportion reflects your usage?

0–25% 59.2%
26–50% 27.8%
51–75% 10.2%
76–100% 2.8%

(c) Were the contents in the manual interesting?

yes 89.4%
no 10.6%

(d) Did you find the activities suited to each educational level with which you worked?

yes 64.6%
no 35.4%

42. Have you heard of the following official-language programs

(a) Explore

yes 61.6%
no 38.4%

(b) Destination Clic

yes 28.8%
no 71.2%

For more information about our official-languages programs, visit our Web site at www.cmec.ca/olp.

Part 6 Observations

Of the 420 language assistants who completed the questionnaire, 278 added comments or suggestions. These are presented below, by category, with an indication in parentheses of how many times they occurred.

Working conditions

Integration

- I was well accepted and supervised by school staff. (17)
- The students and teachers accepted me very well and were very kind. (18)
- I was able to develop excellent relationships with the teachers. (4)
- A principal had me visit all the institutions where I was to work. (12)
- I got the impression that I was disturbing the teachers and was a burden to them. (3)
- I found it very difficult to integrate by mid-term. (2)

Working environment

- I would have liked to have a working space at the school. (5)
- I would have liked to have a place where I could display materials and have the students listen to music in French. (5)
- I had to meet the students in the corridor. (3)
- I met the students in the audio-visual equipment storage area. (1)
- I met the students in the library, a place where people are expected to be quiet. (1)
- As there was no room available, I had to handle the whole class. (1)

Work schedule

- I liked the flexible timetable. (3)
- I would have liked to work more hours. (3)
- I worked more hours than expected. (4)
- The program should continue until the end of the school year. (9)
- It is difficult to administer the high school timetable, as it is designed to cover more than five days. (2)

Workload

- I was assigned too many students and too many classes. (4)
- I liked working in several different classrooms. (1)

Support

- The coordinator/supervisor did not provide enough support/communication. (15)
- The supervisor/coordinator did excellent work. (2)

Role of the language assistant

- The teachers were not well informed about the role of the language assistants. (28)
- There should be an information session for teachers and school boards at the beginning of the year. (4)
- I had to perform duties that were not part of the regular duties of a language assistant:
 - I worked mainly as a teacher's assistant. (8)
 - I did not have many opportunities to present activities. (4)
 - I worked as a tutor. (2)
 - I was a teacher's assistant in Kindergarten. (1)
 - I was "used" as a disciplinarian. (1)

Remuneration

Salary

- The salary was satisfactory. (2)
- If the salary were better, I would make this my occupation! (2)
- The salary needs to be increased (5)
 - to compensate for the increase in gasoline prices; (3)
 - living expenses in the Yukon are very high; (5)
 - the salary should vary from province to province. (5)
- People should be paid every two weeks. (1)
- The amount of time before the first paycheque should be shorter. (2)

Allowances

- Allowances do not cover actual costs, particularly transportation — airline tickets are exorbitant during holidays. (6)
- Travel expenses should be covered for training in January. (2)

Other

- Suggestion: set aside a small fund so that language assistants can treat themselves or rent DVDs. (2)
- Preparation time should take into account the number of groups assigned to us. (3)

Thank you for having taken the time to complete this questionnaire.



Year: 2007-2008

QUESTIONNAIRE FOR TEACHERS

Instructions

This questionnaire is designed to assist in evaluating Accent/Odyssey. Your responses are confidential. Results will be reported in summary form only, and no individual or institution will be identified.

You may complete the questionnaire in either English or French. Please return it to your supervisor or coordinator.

Please answer each question by circling the best response or filling in the blanks. Space is provided at the end for any other comments you may wish to make.

Français au verso

Part 1 Background

1. In which type of language setting are you working this year?

French, first language (FFL).....	28.0%
French, second language (FSL, including French immersion).....	56.4%
English, second language (ESL)	14.3%
FFL and FSL.....	1.3%

2. What is your first language?

English	37.0%
French	59.2%
other.....	3.8%

3. At which level(s) of the education system do you work?
(Please circle all that apply. If local terminology differs, please think of the closest equivalents to the categories below.)

primary (K–3)	49.3%
elementary (grades 4–6).....	19.9%
intermediate (grades 7–9)	17.7%
senior secondary.....	5.7%
postsecondary.....	7.3%

4. In which province or territory did you work?

British Columbia.....	12.2%
Alberta.....	9.8%
Saskatchewan	4.4%
Manitoba.....	11.7%
Ontario	27.4%
Quebec	18.3%
New Brunswick.....	6.2%
Nova Scotia	1.3%
Prince Edward Island.....	2.8%
Newfoundland and Labrador	2.6%
Yukon	2.1%
Northwest Territories	0.9%
Nunavut.....	0.3%

5. For how many school years have you worked with a language assistant?

one24.4%
 two16.3%
 three.....10.5%
 four.....5.9%
 five or more.....42.5%

Part 2 Activities and Functions of Language Assistants

The next set of questions has to do with the time your language assistant spent on various activities for you and your class, the size of the student groups with whom he/she worked, and other aspects of the language assistant’s work. Please estimate times in percentages, as closely as possible, and ensure that the totals add up to 100%.

6. In an average workweek, what percentage of the language assistant’s time was spent on each of the following activities?

	0%	1–25%	26–50%	51–75%	76–100%
guiding oral language development with students (e.g., discussions, reading, songs)	0%	21.4%	37.5%	21.6%	19.5%
guiding cultural activities (e.g., music, drama, dance)	0%	75.0%	21.2%	2.4%	1.4%
guiding written activities with students (e.g., helping write essays, written homework)	0%	76.5%	19.5%	2.5%	1.5%
planning and preparing for their work with students (e.g., preparing materials, library research, Internet searches)	0%	90.2%	8.6%	0.5%	0.7%
planning and preparing work with the teacher (e.g., preparing materials with the teacher for use in class)	0%	94.9%	3.4%	0.9%	0.8%
other activities	0%	84.7%	11.3%	1.7%	2.3%

7. In an average workweek, what percentage of time did your language assistant spend with groups of the following size?

	0%	1–25%	26–50%	51–75%	76–100%
a whole class	0%	42.2%	23.6%	13.7%	20.5%
large groups but less than a whole class (i.e., five or more students)	0%	48.0%	30.1%	6.7%	15.2%
small groups (more than one but fewer than five students)	0%	41.5%	31.9%	9.0%	17.6%
one student	0%	65.0%	19.6%	6.8%	8.6%

8. Looking at more specific examples of activities, how often did your language assistant engage in each of the following activities?

	A few times a year or less	A few times a month	A few times a week	Almost everyday
(a) reading to students	30.8%	34.9%	21.6%	12.8%
(b) listening to students read	22.5%	30.1%	25.5%	21.9%
(c) singing songs or reciting poems or rhymes	41.9%	32.7%	21.3%	4.2%
(d) discussions on topics of the lesson	19.4%	29.8%	35.7%	15.1%
(e) discussions on topics other than the lesson	22.9%	30.4%	33.9%	12.8%
(f) informal conversations with students (outside the classroom)	18.8%	18.4%	27.0%	35.8%
(g) preparing newsletters, radio programs, videos, etc.	72.1%	16.2%	8.2%	3.6%
(h) discussing aspects of French/English culture from his/her own experience	28.2%	35.0%	23.5%	13.2%
(i) working with clubs, cultural groups, or sports teams or other extracurricular activities	59.4%	18.7%	13.3%	8.5%
(j) taking part in Francophone/Anglophone cultural events with students outside the school	70.5%	18.3%	7.8%	3.4%

9. How many teachers did the language assistant work with in your school?

one	10.9%
two	10.1%
three to five.....	35.6%
more than five.....	42.6%
none	0.9%

10. On average, how many hours per week was the language assistant available to work with you?

- | | | |
|--|-------------------|-------|
| | fewer than 5..... | 45.7% |
| | 5-9 | 31.4% |
| | 10-14 | 8.1% |
| | 15-19 | 4.9% |
| | 20 or more | 9.9% |
11. Other than the individual teachers to whom the language assistant is assigned, who assumes responsibility for supervising or coordinating the work of the language assistant in the school?
- | | | |
|--|--|-------|
| | the school principal..... | 38.4% |
| | a supervisor within the school (e.g., a department head) | 9.4% |
| | a designated teacher | 28.6% |
| | the supervisor | 3.3% |
| | the coordinator | 9.7% |
| | other..... | 2.7% |
| | no one | 8.0% |
12. How much contact have you had with the supervisor in your area this year concerning the work of the language assistant?
- | | | |
|--|---------------------------------|-------|
| | a few times a year..... | 54.6% |
| | a few times a month | 16.8% |
| | a few times a week | 11.3% |
| | no supervisor in the area | 17.3% |
13. How much contact have you had with the coordinator in your area this year concerning the work of the language assistant?
- | | | |
|--|---------------------------|-------|
| | a few times a year | 89.3% |
| | a few times a month | 6.6% |
| | a few times a week | 4.1% |
14. Was your language assistant required to work more hours per week than his or her regular hours (i.e., 25 hours full-time and 8 hours part-time)?
- | | | |
|--|------------------------|-------|
| | yes, regularly..... | 3.7% |
| | yes, occasionally..... | 21.4% |
| | no | 74.9% |

15. How were any extra hours compensated?
- | | |
|---|-------|
| time off on other days during the year..... | 32.9% |
| time off at the end of the year | 3.7% |
| extra pay | 2.8% |
| not at all | 60.6% |
16. Did you feel that there was any discrepancy between the kinds of activities the language assistant was able to do and the free range you would have preferred the language assistant have?
- | | |
|---------------------|-------|
| a great deal | 5.8% |
| some..... | 19.8% |
| little or none..... | 74.4% |
17. To what extent do you feel your language assistant improved his/her second-language skills during the year?
- | | |
|--------------------|-------|
| a great deal | 34.7% |
| somewhat | 37.5% |
| slightly..... | 17.0% |
| not at all | 10.9% |
18. To what extent do you feel that improving the second-language skills of the language assistant should be an important goal of the program?
- | | |
|----------------------------|-------|
| very important | 35.0% |
| somewhat important | 46.8% |
| not at all important | 18.1% |

Part 3 Employment

19. How often did your language assistant express concerns to you about the following issues?

	rarely or never	a few times a month	a few times a week	almost every day
acceptance by the school staff	89.5%	7.4%	2.3%	0.9%
pan-Canadian training session	95.7%	3.7%	0.5%	0.2%
provincial/territorial training sessions	91.8%	7.8%	0.5%	0%
relationships with school staff	80.9%	15.8%	2.0%	1.4%
acceptance in the community	86.8%	10.2%	2.1%	0.9%
accommodations	86.8%	11.0%	1.7%	0.5%
overall workload	79.8%	16.8%	2.6%	0.8%
specific assignments or activities	66.0%	24.5%	7.2%	2.3%
pay levels	92.8%	6.2%	0.9%	0%
allowances (e.g., moving, travel, commuting)	95.7%	3.7%	0.6%	0%
the fit between the job description and the actual activities the language assistant was asked to do	87.2%	10.3%	1.5%	0.9%
work space	86.6%	11.2%	1.7%	0.6%
materials	79.8%	16.4%	2.6%	1.2%
relationships with students	63.6%	24.2%	9.2%	2.9%
day-to-day work schedule	70.6%	22.8%	4.6%	2.0%
work schedule over the whole year (e.g., beginning and end dates, holiday schedule)	73.2%	22.5%	2.9%	1.4%
overall role of language assistant	81.1%	16.3%	1.7%	0.9%

Part 4 Ratings

20. Please rate your votre language assistant on the following attributes, using the scale provided.

	excellent	good	fair	poor	cannot evaluate
a) ability to develop the work assigned	61.7%	25.7%	9.3%	2.4%	1.0%
b) ability to develop independent ideas and activities	62.6%	17.8%	11.5%	5.3%	2.8%
c) scope of work the language assistant was capable of performing	57.9%	25.5%	11.0%	3.7%	1.9%
d) scope or work the language assistant was willing to do	62.6%	21.7%	9.5%	4.5%	1.8%
e) relationship with students	67.0%	22.2%	7.5%	2.3%	1.0%
f) competence in the language in which he/she was expected to work at the school	77.2%	16.8%	5.2%	0.4%	0.4%
g) contribution to student oral language development	57.6%	29.3%	9.6%	2.2%	1.3%
h) contribution to student written language development	35.4%	28.8%	15.1%	4.0%	16.7%
i) contribution to student cultural development	37.7%	30.0%	17.2%	4.9%	10.2%
j) relationships with teachers	65.0%	20.1%	10.4%	3.7%	0.7%
k) overall work ethic	66.7%	19.6%	9.0%	4.6%	0.1%
l) attendance	68.6%	17.6%	9.8%	3.3%	0.7%
m) motivation to help students	71.3%	17.9%	7.1%	3.1%	0.6%
n) overall value to the teacher	61.8%	22.5%	10.7%	4.0%	1.0%
o) developing a positive attitude toward French/English language	73.9%	19.0%	4.3%	1.0%	1.8%
p) developing a positive attitude toward French/English culture	67.9%	20.7%	6.5%	0.7%	4.2%

21. Please rate the following items (from your own perspective, not that of the language assistant).

	excellent	good	fair	poor	cannot evaluate
a) the Accent/Odyssey Web sites	6.3%	14.5%	2.0%	0.3%	76.9%
b) activities manual <i>Discovering English</i>	2.1%	6.5%	1.9%	0.2%	89.3%
c) activities manual <i>Le français à découvrir</i>	3.8%	10.4%	2.5%	0.6%	82.6%
d) activities manual <i>Semer, cultiver, récolter</i>	3.1%	8.0%	1.9%	0.3%	86.6%
e) the <i>Administrative and Financial Guide</i> for language assistants, teachers, and supervisors	5.7%	13.6%	4.6%	0.5%	75.6%
f) the number of hours the language assistant is available to you	24.7%	43.5%	25.0%	6.8%	0%
g) your overall satisfaction with Accent/Odyssey	34.1%	32.1%	10.4%	2.3%	21.1%

22. Have you heard of the following official-languages programs:

(a) Explore

yes 22.8%
no..... 77.2%

(b) Destination Clic

yes 14.1%
no..... 85.9%

For more information about our official-languages programs, visit our Web site at www.cmec.ca/olp.

Part 5 Comments

Of the 684 teachers who completed the questionnaire, 366 added comments. These are presented below, with an indication in parentheses of the number of times each comment occurred.

Working conditions

Teachers should have more contact with the supervisor. (16)

Too many classes were assigned to the language assistant. (6)

The program should continue to the end of the school year. (6)

The language assistant was often absent/did not call in to report absence. (11)

We had timetable conflicts — university course timetable that changed in mid-year, mid-examinations. (9)

The language assistant left us during the year. (5)

Role of the language assistant

Teachers should receive more information about the role of the language assistant and the program in general — perhaps a kit or a video. (9)

The role of the language assistant is very important and is a real asset to the school. (25)

Once a week is not enough to have a real impact. (10)

Performance of the language assistant

The language assistant did an excellent job. (57)

The language assistant was responsible, competent, dynamic, creative, motivated, and well prepared. (42)

The language assistant presented cultural activities that were of interest to the students. (22)

The students appreciated the language assistant. (44)

The language assistant helped me by dealing with exceptional students, and by organizing things and preparing activities. (7)

The language assistant should have presented more cultural activities and fewer games. (3)

The language assistant was rather passive, poorly organized and poorly prepared. (12)

The language assistant integrated well with the school staff. (16)

Our language assistant was rather introverted and shy. (4)

The language assistant needed a great deal of help to prepare his activities. (5)

Remuneration

The salary of the language assistants should be increased. (5)

Travel expenses for language assistants who need to travel from one school to another in a rural environment should be increased. (3)

In rural areas, a car is absolutely essential. It is not up to the teacher to drive the language assistant from one location to another. (2)

Our language assistant did additional work for which pay was not received. (2)

Training

The program should provide more training (3), particularly in classroom management for full-time language assistants. (2)

More information should be provided about the issues and problems encountered in remote areas. (2)

The school boards should provide training on activity preparation by releasing a teacher from other duties. (3)

The language assistant had been very well trained for the tasks to be performed. (3)

Activities manual and resources

CMEC should provide more materials to language assistants, particularly for postsecondary students. (5)

At the end of the year, the language assistant should be encouraged to leave a logbook and activities for the next language assistant. (2)

Selection of language assistants

The written language skills of language assistants should be evaluated. (4)

Social skills and maturity should be taken into account. (9)

Those selected should have experience with children or genuine interest. (7)

General comments

Excellent program. (44)

Very good program for our minority community. (11)

I appreciated having a language assistant in my classroom. (27)

I can report that the students' performance improved, as did their motivation towards their second language. (33)

Fantastic experience. (13)

Bad experience. (9)

The questionnaire is difficult to complete, and some questions are too vague. (10)

A copy of the questionnaire should be handed out at the beginning of the year so that the teacher can be aware of what to look for. (2)

This program should be extended to all schools. (2)

There should be more promotion of the program in the universities. (3)

Time sheets should be handed out in September. (3)

Program

Increase the number of hours or the number of language assistants per school. (25)

We would like to have the same language assistant from year to year. (18)

I would like to have a language assistant every year. (14)

Thank you for having taken the time to complete this questionnaire.



Year: 2007-2008

QUESTIONNAIRE FOR SUPERVISORS

Instructions

This questionnaire is designed to assist in evaluating Accent/Odyssey. Your responses are confidential. Results will be reported in summary form only, and no individual or institution will be identified.

You may complete the questionnaire in either in English or French. Please return it to your coordinator.

Please answer each question by circling the best response or filling in the blanks. Space is provided at the end for any other comments you may wish to make.

(Français au verso)

Part 1 Background

1. Which province or territory do you work in?

British Columbia	9.6%
Alberta.....	15.6%
Saskatchewan	1.8%
Manitoba.....	6.0%
Ontario	25.7%
Quebec	24.6%
New Brunswick.....	6.0%
Nova Scotia	4.8%
Prince Edward Island.....	0%
Newfoundland and Labrador	2.4%
Yukon	0%
Northwest Territories	3.0%
Nunavut.....	0.6%

2. What type of organization do you work in?

3. What position do you occupy in your organization?

teacher	14.6%
head of department.....	7.3%
consultant	20.7%
school principal	16.5%
language coordinator.....	19.5%
director, superintendent, or equivalent.....	3.0%
assistant director, assistant superintendent, or equivalent.....	6.7%
other.....	11.6%

4. How many language assistants were assigned to you at the beginning of the year?

Part-time program (Accent)

	1	2-3	4-6	more than 6
French, first language (FFL)	50.0%	22.2%	11,1%	16.7%
French, second language (FSL, including French immersion)	39.5%	26.3%	10.5%	23.7%
English, second language (ESL)	12.5%	62.5%	12.5%	12.5%
FFL and FSL	100.0%	-	-	-

Full-time program (Odyssey)

	1	2-3	4-6	More than 6
French, first language (FFL)	56.0%	20.0%	20.0%	4.0%
French, second language (FSL, including French immersion)	74.4%	23.3%	2.3%	0%
English, second language (ESL)	44.8%	34.5%	17.3%	3.4%
FFL and FSL	33.3%	33.4%	33.3%	0%

5. How many years has your organization been involved in Accent/Odyssey or its predecessor?
 _____ years

1-2 years	3-5 years	6-10 years	11-15 years	more than 15 years
12.5%	11.7%	36.7%	21.9%	17.2%

6. Approximately how many working days do you spend in a year on administration of Accent/Odyssey?

1-2	19.2%
3-4	33.3%
5-9	24.4%
10-19	14.7%
20-29	3.8%
30 or more	4.5%

7. How many information or training sessions were held for **full-time language assistants** in your institution or school district during the past school year?

none	50.0%
one	23.4%
two	11.7%
three or more.....	14.8%

8. How many information or training sessions were held for **part-time language assistants** in your institution or school district during the past school year?

none	51.4%
one	31.5%
two	12.6%
three or more.....	4.5%

9. Does your organization wish to continue to be involved with Accent/Odyssey?

- yes, with the same number of language assistants.....54.0%
- yes, with more language assistants41.6%
- yes, with fewer language assistants1.9%
- no2.5%

If **No**, please explain briefly.

10. How many years have you been supervisor? _____ years

1–2 years	3–5 years	6–10 years	11–15 years	more than 15 years
44.4%	26.0%	20.7%	5.9%	3.0%

Part 2 Activities and Functions of Language Assistants

The next set of questions has to do with the time language assistants should spend on various activities and the size of the student groups with whom they worked. Please estimate the times in percentages, as closely as possible, and ensure that the totals add up to 100%.

11. In an average work week, what percentage of time do you think a language assistant **should** spend on each of the following activities?

	0%	1–25%	26–50%	51–75%	76–100%
guiding oral language development with students (e.g., discussions, reading, songs)	0%	17.4%	44.7%	28.0%	9.9%
guiding cultural activities (e.g., music, drama, dance)	0%	75.7%	22.2%	2.1%	0%
guiding written activities with students (e.g., helping write essays, written homework)	0%	85.8%	10.3%	3.1%	0.8%
planning and preparing for his or her work with students (e.g., preparing materials, library research, Internet searches)	0%	96.1%	3.1%	0.8%	0%
planning and preparing work with the teacher (e.g., preparing materials with the teacher for use in class)	0%	94.1%	4.2%	1.7%	0%
other activities	0%	94.4%	1.4%	2.8%	1.4%

12. In an average workweek, what percentage of time do you think a language assistant **should** spend with groups of the following size ?

	0%	1–25%	26–50%	51–75%	76–100%
a whole class	0%	64.5%	23.7%	8.2%	3.6%
large groups but less than a whole class (i.e., five or more students)	0%	44.7%	39.7%	8.5%	7.1%
small groups (more than one but fewer than five students)	0%	33.8%	35.9%	22.0%	8.3%
one student	0%	75.5%	13.2%	6.6%	4.7%

13. Looking at more specific examples of activities, how often do you think a language assistant **should** engage in each of the following activities?

	a few times a year or less	a few times a month	a few times a week	almost every day
(a) reading to students	18.7%	28.0%	34.0%	19.3%
(b) listening to students read	19.6%	24.2%	36.6%	19.6%
(c) singing songs or reciting poems or rhymes	18.2%	26.0%	36.4%	19.5%
(d) discussions on the topic of the lesson	5.0%	23.9%	42.8%	28.3%
(e) discussions on topics other than the lesson	7.6%	32.3%	39.2%	20.9%
(f) informal conversations with students (outside the classroom)	9.0%	14.7%	25.0%	51.3%
(g) preparing newsletters, radio programs, videos, etc.	54.6%	29.6%	11.2%	4.6%
(h) discussing aspects of French/English culture from his/her own experience	9.5%	30.4%	35.4%	24.7%
(i) working with clubs, cultural groups, sports teams or other extracurricular activities	32.3%	38.7%	21.9%	7.1%
(j) taking part in francophone/anglophone cultural events with students outside of school	57.0%	30.4%	10.8%	1.9%

Part 3 Recruitment

14. In your judgment, how useful is each of the following resources for possible recruitment of new language assistants?

	not at all useful	somewhat useful	very useful
brochures/posters/teasers	3.8%	51.3%	44.9%
Accent and Odyssey Web sites	2.5%	38.6%	58.9%
other Web sites	17.0%	59.9%	23.1%
media information kit on Accent/Odyssey	17.0%	59.9%	23.1%
local newspaper or magazine advertisements	13.0%	50.6%	36.4%
student newspaper advertisements	9.7%	44.5%	45.8%
television or radio advertisements	11.7%	51.7%	36.6%
visits to institutions	6.6%	35.8%	57.6%
public relations (interviews, press releases, etc.)	16.0%	54.2%	29.9%
word of mouth (friends, relatives)	1.3%	32.1%	66.7%
former language assistants	2.5%	27.8%	69.6%
promotion agents	13.1%	35.0%	51.9%

15. How important do you think each of the following is as a deterrent to the recruitment of language assistants?

	not at all important	somewhat important	very important
salaries	33.1%	35.0%	31.9%
working conditions	50.0%	22.8%	27.2%
community conditions	50.0%	22.8%	27.2%
moving to another jurisdiction	31.4%	41.7%	26.9%
isolation from one's own language and culture	32.5%	46.5%	21.0%
living conditions	33.1%	45.2%	21.7%
travel allowances	35.0%	42.0%	22.9%

16. To what extent do you feel that improving the second-language skills of the language assistants should be an important goal of the program?

very important 34.0%
 somewhat important 52.2%
 not at all important 13.8%

17. Do you have any other comments or suggestions on how to improve our ability to recruit language assistants?

Part 4 Employment

18. Generally speaking, how difficult was it for language assistants to find accommodation in the communities to which they were assigned?
- | | |
|----------------------|-------|
| very difficult | 6.3% |
| difficult | 25.7% |
| easy | 45.8% |
| very easy | 22.2% |
19. How much help was provided by your school or organization in finding accommodation for language assistants?
- | | |
|--------------------|-------|
| a great deal | 33.3% |
| some..... | 28.8% |
| little | 8.3% |
| none at all | 29.5% |
20. On average, how much contact did you have with each language assistant during the year (not including unusual or problem situations)
- | | |
|---------------------------|-------|
| rarely or never | 25.2% |
| a few times a month | 38.7% |
| a few times a week | 20.9% |
| almost every day..... | 15.3% |
21. Approximately how often did you encounter significant problems involving the work of language assistants that required your intervention?
- | | |
|---------------------------|-------|
| rarely or never | 81.0% |
| a few times a month | 15.3% |
| a few times a week | 2.5% |
| almost every day..... | 1.2% |
22. Approximately how much contact did you have with the coordinator in your area this year concerning the work of the language assistant (not applicable where coordinator acts as the supervisor)?
- | | |
|---------------------------|-------|
| rarely or never | 63.4% |
| a few times a month | 17.2% |
| a few times a week | 2.8% |
| almost every day..... | 0% |
| not applicable | 16.6% |

Part 5 Ratings

23. Please rate the following aspects of Accent/Odyssey, using the scale provided. In most cases, think about the situation that applies to the majority of language assistants, not about particular problem situations.

	excellent	good	fair	poor	cannot evaluate
a) eligibility criteria	25.3%	47.0%	11.4%	1.2%	15.1%
b) provincial/territorial selection criteria	20.0%	47.9%	12.1%	1.8%	18.2%
c) quality of the language assistants assigned to your region	48.8%	30.1%	17.5%	1.2	2.4%
d) language assistants' understanding of their role and duties	32.7%	44.2%	18.2%	3.6%	1.2%
e) teachers' understanding of the roles and duties of language assistants	24.4%	51.2%	18.9%	1.8%	3.7%
f) provincial/territorial training sessions for full-time language assistants	20.3%	35.0%	5.7%	1.3%	37.7%
g) provincial/territorial training sessions for part-time language assistants	15.0%	25.2%	6.8%	2.0%	51.0%
h) language assistants' relationship with the teachers they work with	42.4%	47.3%	7.9%	0.6%	1.8%
i) information available on the language assistant's role	38.8%	44.8%	13.3%	2.4%	0.6%
j) information available on the teacher's role	35.4%	45.7%	15.2%	2.4%	1.2%
k) information available on the supervisor's role	35.4%	43.3%	15.2%	4.3%	1.8%
l) information available on reimbursement procedures	27.8%	36.1%	16.5%	3.2%	16.5%
m) remuneration for full-time language assistants	11.6%	31.0%	21.3%	13.5%	22.6%
n) travel allowances for full-time language assistants	13.1%	28.1%	26.1%	5.9%	26.8%
o) remuneration for part-time language assistants	14.1%	23.9%	11.3%	3.5%	47.2%
p) travel allowances for part-time language assistants	15.6%	19.1%	14.2%	2.1%	48.9%
q) overall workload of language assistants	30.1%	47.2%	16.0%	1.8%	4.9%
r) the Accent/Odyssey Web site	23.0%	37.9%	12.4%	0.6%	26.1%
s) CMEC publicity material	14.3%	25.3%	13.6%	0.6%	46.1%
t) the activities manual <i>Discovering English</i>	9.3%	17.1%	9.3%	0.7%	63.6%
u) the activities manual <i>Le français à découvrir</i>	18.1%	21.5%	10.1%	2.0%	48.3%
v) the activities manual <i>Semer, cultiver, récolter</i>	12.9%	19.0%	9.5%	0.7%	57.8%
w) the <i>Administrative and Financial Guide</i> for language assistants, teachers, and supervisors	35.5%	36.8%	15.5%	0%	12.3%
x) the provincial/territorial language assistants' guide, if applicable	22.6%	21.2%	7.3%	0%	48.9%
y) your overall satisfaction with Accent/Odyssey	44.5%	44.5%	8.5%	0.6%	1.8%

Part 6 Comments

Of the 167 supervisors who completed the questionnaire, 78 added comments. These are presented below, with an indication in parentheses of the number of times they occurred.

Satisfaction

The program has a positive impact on our immersion/French language program. (5)

The program is beneficial to the students, teachers, and our community. (8)

Withdrawals were problematic. The students were disappointed when the language assistant left. (4)

The program helps us to recruit minority community French language teachers. (1)

Working conditions

CMEC should not assign more than two schools/ four classes to the same language assistant. (1)

It is not up to the principal or supervisor to find accommodation for the language assistant. (2)

Withdrawals during the year are a serious challenge; students become extremely disappointed when an assistant withdraws from the program. (2)

It can be a challenge for a language assistant to live in a very small rural community: the school should be in touch with the assistant before arrival to establish a relationship. (1)

The language assistant should obtain information about the community to which he or she has been assigned beforehand. (1)

Language assistants should be provided with more information about the host region or about the specifics of the working environment (e.g., split-grade classes). (2)

Role of the language assistant

Teachers and management should hold a meeting or receive training about the role of the language assistant. (1)

Performance of the language assistant

Students and teachers appreciated the work of the language assistant. (2)

The language assistants were excellent. (6)

Remuneration

Working conditions are satisfactory. (1)

The salary should vary as a function of the location. (3)

Travel allowances need to be increased for language assistants who have to travel a great distance. (1)

Training

I noticed a real improvement after the training that was given in January/February. (1)

I would have liked to have received training (role and responsibilities of the coordinator) as well as more information. (1)

Provide specific training on how to present games and activities in the classroom. (1)

Activities guide and resources

The guide is not applicable to the university environment. (1)

A guide specifically for high school would be useful. (1)

Recruitment and selection of language assistants

CMEC should select participants who have above-average language skills; the ability to write is also important. (5)

Social skills and maturity should be taken into account. (4)

The program should be promoted to the general public (TV, newspapers, radio) and to postsecondary institutions (student newspapers and radio stations, university Web sites, etc.). (3)

Send a copy of each language assistant's file/CV to the principal for information. (1)

We recruited the language assistants from our French-language camps. Former language assistants would make excellent recruitment officers. (1)

Enable graduates to return to serve in their own school. (1)

Allow students who are enrolled in the college educator program to apply. (1)

General comments

Excellent program. (9)

We had an excellent year. The language assistants were excellent. (6)

We did not have a good experience with our language assistants this year. (3)

Thanks to CMEC staff for their support. (1)

We would like to have language assistants in our schools every year, or we would like more language assistants. (9)

We would prefer to have full-time language assistants. (2)

We would like our language assistant to return for the third year in a row! (1)

It is very difficult to find accommodation in our community. A trip in July should be arranged to look for accommodation. (1)

Thank you for having taken the time to complete this questionnaire.



Year: 2007-2008

QUESTIONNAIRE FOR COORDINATORS

Instructions

This questionnaire is designed to assist in evaluating Accent/Odyssey. Your responses are confidential. Results will be reported in summary form only, and no individual or institution will be identified.

Please return the completed questionnaire to the Council of Ministers of Education, Canada.

Please answer each question by circling the best response or filling in the blanks. Space is provided at the end for any other comments you may wish to make.

Part 1 Background and Administration

	Total part-time	Total full-time
1. How many school boards or other institutions requested language assistants during the past year?	25	83
How many language assistants in total were required?	128	165
How many school boards or other institutions actually received language assistants during the past year?	49	67

2. Approximately how many working days do you spend in a year on administering Accent/Odyssey?

1 – 2.....	0%
3 – 4.....	0%
5 – 9.....	0%
10 – 19.....	0%
20 – 29.....	12.5%
30 or more	87.5%

3. Please estimate your provincial/territorial administrative costs for the year from August 1 to July 31 in the categories provided.

Category	Average amount in \$
Regular full-time and/or part-time personnel (including your own time)	\$
Contractual personnel	\$
Printing	\$
Office supplies	\$
Telephone, fax	\$
Postage	\$
Travel	\$
Other	\$
Total	\$

4. How many information or training sessions were held for **full-time** language assistants in your province/territory during the past school year?

none12.5%
 one37.5%
 two37.5%
 three or more12.5%

5. How many information or training sessions were held for **part-time** language assistants in your province/territory during the past school year?

none57.1%
 one28.6%
 two14.3%
 three or more.....0%

Part 2 Activities and Functions of Language Assistants

The next set of questions has to do with the time language assistants should spend on various activities and the size of the student groups with whom they worked. Please estimate the times in percentages, as closely as possible, and ensure that the totals add up to 100%.

6. In an average work week, what percentage of time do you think a language assistant **should** spend on each of the following activities?

	0%	1–25%	26–50%	51–75%	76–100%
guiding oral language development with students (e.g., discussions, reading, songs)	0%	14.3%	85.7%	0%	0%
guiding cultural activities (e.g., music, drama, dance)	0%	14.3%	85.7%	0%	0%
guiding written activities with students (e.g., helping write essays, written homework)	0%	100%	0%	0%	0%
planning and preparing student assignments (e.g., preparing materials, library research, Internet searches)	0%	100%	0%	0%	0%
planning and preparing work with the teacher (e.g., preparing materials with the teacher for use in class)	0%	100%	0%	0%	0%
other activities	0%	100%	0%	0%	0%

7. In an average work week, what percentage of time do you think a language assistant **should** spend with groups of the following size?

	0%	1–25%	26–50%	51–75%	76–100%
a whole class	0%	62.5%	25.0%	0%	12.5%
large groups but less than a whole class (i.e., five or more students)	0%	25%	50%	12.57%	12.5%
small groups (more than one but fewer than five students)	0%	62.5%	25.0%	12.5%	0%
one student	0%	100%	0%	0%	0%

8. Looking at more specific examples of activities, how often do you think a language assistant **should** engage in each of the following activities?

	A few times a year or less	A few times a months	A few times a week	Almost every day
(a) Reading to students	0%	57.1%	28.6%	14.3%
(b) Listening to students read	0%	42.9%	28.6%	28.6%
(c) Singing songs or reciting poems or rhymes	0%	14.3%	57.1%	28.6%
(d) Discussions on the topic of the lesson	0%	42.9%	57.1%	0%
(e) Discussions on topics other than the lesson	0%	57.1%	42.9%	0%
(f) Informal conversations with students (outside the classroom)	14.3%	14.3%	28.6%	42.8%
(g) Preparing newsletters, radio programs, videos, etc.	28.6%	57.1%	14.3%	0%
(h) Discussing aspects of French/English culture from his/her own experience	28.6%	14.3%	57.1%	0%
(i) Working with clubs, cultural groups, sports teams, or other extracurricular activities	14.3%	57.1%	28.6%	0%
(j) Taking part in francophone/anglophone cultural events with students outside of school	50%	33.3%	16.7%	0%

Part 3 Recruitment

9. Which of the following resources did you use to promote and publicize Accent/Odyssey in the past year? (Circle all that apply.)

promotion agents	75.0%
brochures/posters/teasers	100.0%
Accent and Odyssey Web site.....	87.5%
promotional e-mails.....	12.5%
other Web sites.....	12.5%
media information kit on Accent/Odyssey	12.5%
local newspaper or magazine advertisements	25.0%
student newspaper advertisements.....	25.0%
television or radio advertisements	25.0%
visits to institutions.....	62.5%
public relations (interviews, press releases, etc.).....	37.5%
word of mouth (friends, relatives).....	100.0%
former language assistants.....	62.5%
other (please specify)	12.5%

10. In your judgment, how useful is each of the following resources for possible recruitment of new language assistants?

	Not at all useful	Somewhat useful	Very useful
promotion agents	0%	12.5%	87.5%
brochures/posters/teasers	0%	12.5%	87.5%
accent and Odyssey Web site	0%	12.5%	87.5%
promotional e-mails	0%	60.0%	40.0%
other Web sites	0%	50.0%	50.0%
media information kit on Accent/Odyssey	16.7%	66.7%	16.7%
local newspaper or magazine advertisements	14.3%	71.4%	14.3%
student newspaper advertisements	0%	50.0%	50.0%
television or radio advertisements	16.7%	33.3%	50.0%
visits to institutions	0%	14.3%	85.7%
public relations (interviews, press releases etc.)	14.3%	57.1%	28.6%
word of mouth (friends, relatives)	0%	12.5%	87.5%
former language assistants promoting the program	0%	12.5%	87.5%
other (please specify)	100.0%	0%	0%

11. How important do you think each of the following is as a deterrent to the recruitment of language assistants?

	Not at all important	Somewhat important	Very important
salaries	12.5%	37.5%	50.0%
working conditions	50.0%	37.5%	12.5%
community conditions	25.0%	62.5%	12.5%
moving to another jurisdiction	62.5%	37.5%	0%
isolation from one's own language and culture	62.5%	37.5%	0%
living conditions	62.5%	12.5%	25.0%
travel allowances	12.5%	50.0%	37.5%

12. To what extent do you feel that improving the second-language skills of the language assistants should be an important goal of the program?

Very important.....50.0%
 Somewhat important.....37.5%
 Not at all important12.5%

13. Do you have any other comments or suggestions on how to improve our ability to recruit language assistants?

Part 4 Employment

14. Generally speaking, how difficult was it for language assistants to find accommodations in the communities to which they were assigned?

very difficult	12.5%
difficult	25.0%
easy	50.0%
very easy	12.5%

15. How much help was provided by the local or provincial/territorial authorities in finding accommodations for language assistants?

a great deal	50.0%
some.....	37.5%
little	0%
none at all	12.5%

16. On average, about how much contact did you have with each language assistant during the year? (Think here about the situation for most of the language assistants, not about unusual or problem situations.)

a few times a year	50.0%
a few times a month	50.0%
a few times a week	0%

17. About how much contact did you have with teachers or other school staff this year concerning the work of the language assistants?

a few times a year	83.3%
a few times a month	16.7%
a few times a week	0%

18. Approximately how much contact did you have with supervisors this year concerning the work of the language assistants?

a few times a year	66.7%
a few times a month	33.3%
a few times a week	0%

19. Approximately how often did you encounter significant problems involving the work of language assistants that required your intervention?

a few times a year	87.5%
a few times a month	12.5%
a few times a week	0%

Part 5 Ratings

20. Please rate the following aspects of Accent/Odyssey using the scale provided. In most cases, think about the situation that applies to the majority of language assistants, not about particular problem situations.

	Excellent	Good	Fair	Poor	Cannot evaluate
a) eligibility criteria	50.0%	37.5%	12.5%	0%	0%
b) provincial/territorial selection criteria	28.6%	57.1%	14.3%	0%	0%
c) quotas	0%	57.1%	42.9%	0%	0%
d) quality of the language assistants recruited	0%	71.4%	28.6%	0%	0%
e) language assistants' understanding of the role and duties of language assistants	0%	28.6%	42.9%	28.6%	0%
f) teachers' understanding of the role and duties of language assistants	0%	37.5%	50.0%	12.5%	0%
g) supervisors' understanding of the role and duties of language assistants	12.5%	62.5%	25.0%	0%	0%
h) pan-Canadian training session for full-time language assistants	50.0%	50.0%	0%	0%	0%
i) provincial/territorial training sessions for full-time language assistants	75.0%	25.0%	0%	0%	0%
j) provincial/territorial training sessions for part-time language assistants	28.6%	28.6%	14.3%	0%	28.6%
k) information available on the language assistant's role	37.5%	37.5%	25.0%	0%	0%
l) information available on the teacher's role	37.5%	12.5%	37.5%	12.5%	0%
m) information available on the supervisor's role	50.0%	12.5%	25.0%	12.5%	0%
n) information available on reimbursement procedures	37.5%	25.0%	25.0%	12.5%	0%
o) relationships between language assistants and teachers	0%	62.5%	37.5%	0%	0%
p) remuneration for full-time language assistants	0%	25.0%	25.0%	50.0%	0%
q) travel allowances for full-time language assistants	0%	12.5%	37.5%	50.0%	0%
r) pan-Canadian training session travel allowance for full-time language assistants	0%	12.5%	50.0%	37.5%	0%
s) provincial/territorial or local training session travel allowance for full-time language assistants	14.3%	42.9%	42.9%	0%	0%
t) remuneration for part-time language assistants	28.6%	28.6%	28.6%	0%	14.3%
u) travel allowances for part-time language assistants	0%	28.6%	28.6%	28.6%	14.3%
v) provincial/territorial or local training session travel allowance for part-time language assistants	14.3%	14.3%	28.6%	0%	42.9%
w) overall workload of language assistants	0%	50.0%	37.5%	0%	12.5%
x) the Accent/Odyssey Web site	25.0%	75.0%	0%	0%	0%
y) CMEC publicity material	37.5%	62.5%	0%	0%	0%
z) activities manual <i>Discovering English</i>	14.3%	42.9%	0%	0%	42.9%
aa) activities manual <i>Le français à découvrir</i>	37.5%	50.0%	12.5%	0%	0%
bb) activities manual <i>Semer, cultiver, récolter</i>	25.0%	50.0%	12.5%	0%	12.5%
cc) <i>Administrative and Financial Guide</i> for full-time language assistants, teachers and supervisors	14.3%	71.4%	14.3%	0%	0%
dd) <i>Administrative and Financial Guide</i> for part-time language assistants, teachers and supervisors	25.0%	50.0%	12.5%	0%	12.5%
ee) the federal-provincial agreement	12.5%	37.5%	25.0%	0%	25.5%
ff) coordinators' meetings	62.5%	37.5%	0%	0%	0%
gg) pan-Canadian coordination	50.0%	50.0%	0%	0%	0%
hh) your overall satisfaction with Accent/Odyssey	37.5%	62.5%	0%	0%	0%

Recruitment of language assistants

At the interviews, it is very important to inform potential applicants of the importance of setting an excellent example in terms of both oral and written language. We too often get applicants who cannot express themselves properly in the target language.

Advertise the program on major national networks and on television (youth programming). Offer a \$1,000 bonus to those who complete the program satisfactorily.

Recruitment is a challenge and the coordinator must spend a great deal of time on recruitment and on conducting interviews.

Recruitment what is currently being done (in the Yukon):

- telephone call to new teachers to inform them of the program's existence
- work together with various organizations: scouts, Canadian Parents for French, etc.
- symposia, conferences, etc.
- send a brochure to everyone who receives a grant from us.

Remuneration of language assistants

Remuneration is an issue, and travel allowances even more so. (3) Because certain jurisdictions are unable to meet their quotas (Newfoundland and Labrador), the time has perhaps come to reduce these quotas in order to increase pay and travel allowances.

Index pay to the cost of living.

Other comments

The administration guides should be ready in the spring so that we can send them to the language assistants as soon as they accept the grant. The school boards also need these guides to prepare their payment process.

It is difficult to retain language assistants for the full length of the program. They leave the program for valid reasons, such as obtaining a permanent job or illness in the family.

We would like to increase our quota of two regular assistants in order to meet the Dion report requirements. (Yukon)

The schools have been asking for the program to be spread over a period of 10 months.

Thank you for having taken the time to complete this questionnaire.