

Council of Ministers of Education, Canada
Explore and Destination Clic
(formerly known as the Summer Language Bursary Program and Programme de bourses d'été pour francophones hors Québec)

**2005–06 ANNUAL REPORT
(SPRING AND SUMMER 2005)**

explore



TABLE OF CONTENTS

ORGANIZATION AND GENERAL ADMINISTRATION	1
OVERVIEW OF EXPLORE AND DESTINATION CLIC	1
ADMINISTRATION OF EXPLORE AND DESTINATION CLIC	1
Pan-Canadian coordination	2
Provincial and territorial coordinators	2
ACCREDITED EDUCATIONAL INSTITUTIONS	2
PERSONNEL RESPONSIBILITIES FOR EXPLORE AND DESTINATION CLIC	3
Directors	3
Instructors	3
Monitors	4
PROVINCIAL AND TERRITORIAL COORDINATORS' MEETINGS	5
COURSE DIRECTORS' MEETING	5
FINANCIAL AND STATISTICAL DATA	6
FINANCIAL INFORMATION	6
Budget provisions	6
Administration	6
QUOTAS	7
Bursary quotas	7
Place quotas	8
2005–06 STATISTICS	9
Bursary recipients by home province or territory	9
Bursary recipients by host province.....	10
Applications	11
DISBURSEMENTS	12
Instructional materials	13
Withdrawals	13
Services cases including Supervision for 16- and 17-year-old students.....	13
Troubadours	14
EXPLORE AND DESTINATION CLIC STATISTICAL HISTORY	14

EVALUATION OF EXPLORE AND DESTINATION CLIC	15
EVALUATION BY PROVINCIAL AND TERRITORIAL COORDINATORS	15
EVALUATION BY COURSE DIRECTORS	15
Budget	15
Administrative initiatives	15
Withdrawals	15
Staffing	16
Breakdown of bursary	16
Use of second language	17
Placement of students	18
Evaluation procedures	18
Publicity	18
EVALUATION BY INSTRUCTORS	19
EVALUATION BY MONITORS	19
EVALUATION BY ESL AND FSL STUDENTS	20
Profile of ESL and FSL students	20
Program	20
EVALUATION BY FFL STUDENTS	20
Profile of FFL students	20
Program	20
CONCLUSION	20
APPENDICES	22

TABLES

Table 1 • Bursary quotas, 2005–06	8
Table 2 • Place quotas, 2005–06	8
Table 3 • Home province or territory of bursary recipients, 2005–06	9
Table 4 • Number of bursary recipients by host province, 2005–06	10
Table 5 • Applications per year, 2001–02 to 2005–06	11
Table 6 • Number of applications versus bursary recipients by home province or territory, 2005–06	12
Table 7 • Summary of disbursements by province, 2005–06	13
Table 8 • Troubadour expenses, 2005–06	14

GRAPHS

Graph 1 • Administration expenses, 2005–06	7
Graph 2 • Reasons for withdrawals, 2005–06	16
Graph 3 • Breakdown of bursary, 2005–06	17
Graph 4 • Means to publicize Explore and Destination Clic	19

ORGANIZATION AND GENERAL ADMINISTRATION

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

The objective of SLBP was to provide students with the opportunity to learn one of Canada's official languages as their second official language and to broaden their knowledge of the culture associated with it. PBEFHQ was established to provide francophone students living outside Quebec with the opportunity to increase their proficiency in their first language and broaden their knowledge and understanding of their own culture. Since 1999, both programs have accepted as participants students from across Canada who have completed at least grade 11 or Secondary V in Quebec.

OVERVIEW OF EXPLORE AND DESTINATION CLIC

In 2004, a marketing firm was contracted to develop a rejuvenating strategy for these programs that would help reach a larger public. As part of that strategy, the two programs underwent a name change — SLBP was reborn as Explore and PBEFHQ became Destination Clic.

Through these programs, bursaries are granted to students across Canada to enable them to enrol in five-week immersion courses in either French or English at accredited postsecondary institutions. A total of 219,374 students have participated in the programs from 1971 through 2005.

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

ADMINISTRATION OF EXPLORE AND DESTINATION CLIC

Provisional arrangements between the Department of Canadian Heritage and CCMEC were signed on March 21, 2005. These arrangements provide for 1.8 million additional dollars for the programs. The terms and conditions of the provisional arrangements are similar to those contained in the previous agreement.

A new four-year Official Languages in Education Protocol (OLEP) was signed by the then CMEC Chair, the Honourable Tom Hedderson, with the then Honourable Liza Frulla, Minister of Canadian Heritage on November 3, 2005.

Pan-Canadian coordination

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

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

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

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

Note 2: See Appendix 2 for information on these visits to educational institutions.

During the 2005–06 fiscal year, Mr. Boyd Pelley held the position of director of Official-Languages Programs; Ms. Antonella Manca-Mangoff was the national coordinator; and Ms. Chantal Castel-Branco held the position of assistant national coordinator.

Provincial and territorial coordinators

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

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

ACCREDITED EDUCATIONAL INSTITUTIONS

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

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

In 2005–06, there were 40 accredited educational institutions across Canada offering English second language (ESL) courses, French second language (FSL) courses, and French first language (FFL) courses. Some of them offered more than one course.

Note 5: The letters FSL, ESL, and FFL are used throughout this report to designate the three types of courses offered under the auspices of Explore and Destination Clic.

Of the 66 language courses offered, 28 took place in the spring session (from beginning of May to end of June) and 38 in summer (beginning mid-June and ending in August).

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

PERSONNEL RESPONSIBILITIES FOR EXPLORE AND DESTINATION CLIC

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

Directors

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

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

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

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

Instructors

In some educational institutions, there is a coordinator of instruction who provides leadership for class instructors. The coordinator's responsibilities include planning course

content, developing materials, ordering books, films, and other materials, selecting reading texts and preparing questions to accompany them, supervising the daily work of instructors, and overseeing examinations. They also arrange and conduct regularly scheduled meetings for teaching staff, organize and supervise placement testing and final student evaluation, and prepare programs for use in the language laboratory. In a few cases, they do some teaching part-time.

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

Monitors

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

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

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

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

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

PROVINCIAL AND TERRITORIAL COORDINATORS' MEETINGS

As is the case every year, the OLP sector organized two meetings with provincial and territorial coordinators and Canadian Heritage, chaired by the national coordinator. The first was held in Halifax on January 28, 2005. A second meeting was held in Quebec City on August 27, 2005.

COURSE DIRECTORS' MEETING

The course directors met in Halifax from January 28 to January 30, 2005. In coordination with the OLP sector, Dr. Anna Marie Robinson of University of New Brunswick had agreed to organize and coordinate workshops at the course directors' meeting. The OLP sector also organized plenary sessions dealing with administrative directives. In addition, by consensus of the course directors, the OLP sector invited Karen Crombie, Legal Counsel at Dalhousie University, to make a presentation on the topic "Explore and Destination Clic: Risky Business? Tips on Identifying and Managing Legal Risk."

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

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

Note 7: See Appendix 6 for the program of the Course Directors' Annual Meeting, January 28–30, 2005.

FINANCIAL AND STATISTICAL DATA

FINANCIAL INFORMATION

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

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

Students must pay a non-reimbursable deposit of \$150, pay the cost of exceptional excursions, and supply their own pocket money. Travel costs to the educational institution are not covered for ESL and FSL students. However, FFL students receive a travel allowance for approximately one-half of their travel costs to the institution they attend.

Budget provisions

The Department of Canadian Heritage provided \$15,198,650 to CMEC under the provisional arrangements for the 2005–06 for the Explore and Destination Clic budget. This amount (which includes the 1.8 million additional dollars and the transfers from the provinces and territories) covered the cost of the bursary awards and other expenses associated with the programs.

Note 8: See Appendix 7 for the audited Statement of Revenue and Expenses for the 2005 Explore and Destination Clic programs. This appendix should be used as a reference for all financial information presented in this report.

In addition to the amount received from the Department of Canadian Heritage, CMEC added the direct transfer from British Columbia of \$35,500 for 19 Explore places in Quebec for 16- and 17-year-olds to the 2005–06 budget.

For 2005-06, bursary quotas for both second- and first-language programs were set at 7,892, including 400 bursaries for which Quebec transferred \$710,000 (more details in the quotas section below). The value of the bursary was set at \$1,775.

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

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

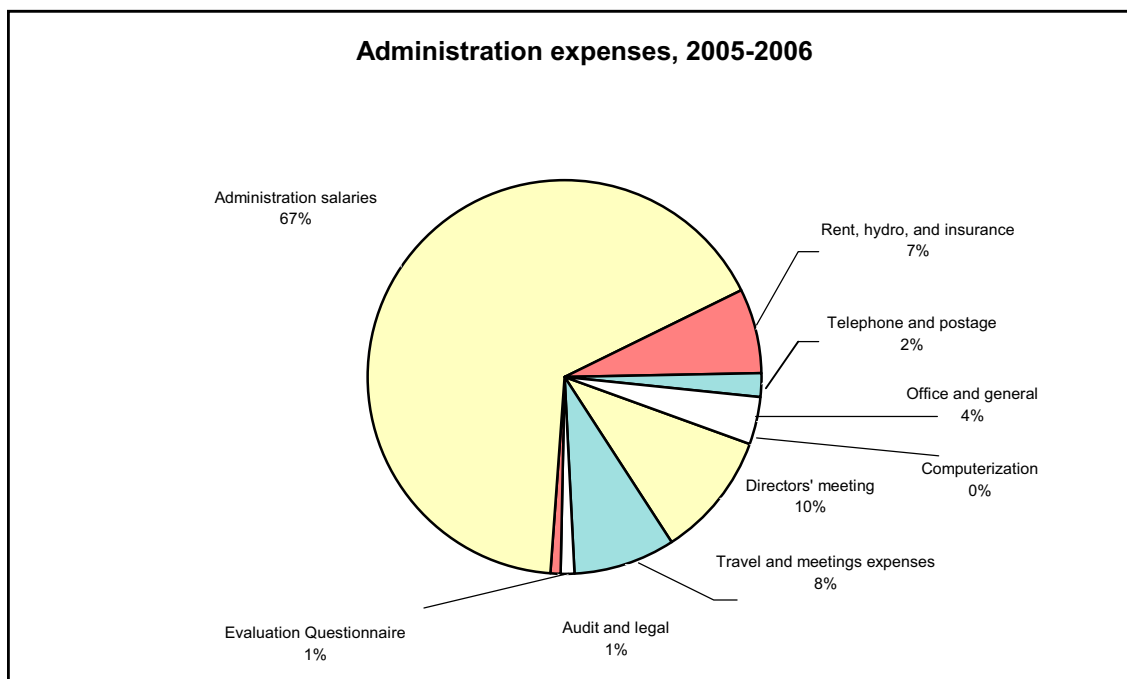
Administration

The 2005–06 provisional arrangements between the Department of Canadian Heritage and CCMEC provided a budget of \$672,200 (excluding \$ 7,500 for the GST) to cover the

general administration expenses associated with the program. The expenses totaled \$638,108 (excluding \$12,108 for the GST). A breakdown is provided in Graph 1.

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

Graph 1



Note 11: GST rebate of \$12,108 is not reflected in Graph 1.

QUOTAS

Bursary quotas

From a total of 7,892 bursaries, 7,208 were distributed across Canada, which represents 91 per cent of the total of bursary quotas. The quota for each province and territory is presented in Table 1.

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

Due to the postsecondary students' strike in Quebec in May 2005, special measures were taken to lessen the impact on institutions offering ESL courses.

CMEC, with the agreement of Canadian Heritage, compensated educational institutions affected by the strike to the maximum amount of 25 per cent of the total bursary, or \$443.75, for each ESL place, up to the total quota of places (spring) upon receiving a letter or message detailing the losses incurred by the lack of ESL students.

Overall, the educational institutions offering ESL were 320 bursary students under quota for the spring sessions.

Table 1

Bursary quotas, 2005–06		
Province or territory	2005–06 quota	% of total
British Columbia	560	7.1
Alberta	531	6.7
Saskatchewan	273	3.5
Manitoba	294	3.7
Ontario	1,786	22.6
Quebec	3,441	43.6
New Brunswick	325	4.1
Nova Scotia	381	4.8
Prince Edward Island	80	1.0
Newfoundland and Labrador	184	2.4
Yukon	14	0.2
Northwest Territories	13	0.2
Nunavut	10	0.1
Total	7,892	100.0

Place quotas

Provincial educational institutions were allocated bursary recipients based on quotas established by the national coordinator. Table 2 illustrates the distribution of places for ESL, FSL, and FFL courses for the 2005–06 program.

Table 2

Place quotas, 2005–06								
Province	FSL places	% of FSL total	ESL places	% of ESL total	FFL places	% of FFL total	Total places	% of total
British Columbia	122	2.9	400	11.9	0	0.0	522	6.6
Alberta	173	4.1	202	6.0	0	0.0	375	4.8
Saskatchewan	68	1.6	135	4.0	0	0.0	203	2.6
Manitoba	66	1.5	299	8.9	0	0.0	365	4.6
Ontario	585	13.7	834	24.9	58	21.0	1,477	18.7
Quebec	2,842	66.7	736	22.0	148	53.6	3,726	47.2
New Brunswick	88	2.1	332	9.9	70	25.4	490	6.2
Nova Scotia	320	7.5	192	5.7	0	0.0	512	6.5
Prince Edward Island	0	0.0	161	4.8	0	0.0	161	2.0
Newfoundland and Labrador	0	0.0	61	1.8	0	0.0	61	0.8
Total	4,264	100.0	3,352	100.0	276	100.0	7,892	100.0

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

2005–06 STATISTICS

Bursary recipients by home province or territory

In 2005–06, 4,291 bursaries were awarded to students (including withdrawals) to study French as a second language, 2,781 to study English as a second language, and 136 to study French as a first language. Table 3 shows the home province or territory of bursary recipients.

Note 13: See Appendix 8 for the Explore and Destination Clic Table of Statistics for 2005.

Table 3

Home province or territory of bursary recipients, 2005–06								
Home province or territory	FFL program		FSL program		ESL program		Total	Total bursaries awarded
	C*	W**	C	W	C	W		
	#	#	#	#	#	#	#	%
British Columbia	10	0	639	18	0	0	667	10.1
Alberta	6	0	641	30	0	0	677	9.4
Saskatchewan	17	0	206	14	0	0	237	3.3
Manitoba	11	1	232	10	1	0	255	3.5
Ontario	24	0	1,500	65	9	0	1,598	22.2
Quebec	0	0	242	11	2,542	186	2,981	40.5
New Brunswick	61	1	95	6	40	3	206	2.9
Nova Scotia	4	0	296	16	0	0	316	4.4
Prince Edward Island	0	0	59	0	0	0	59	0.8
Newfoundland and Labrador	0	0	169	14	0	0	183	2.5
Yukon	1	0	17	0	0	0	18	0.2
Northwest Territories	0	0	11	0	0	0	11	0.2
Nunavut	0	0	0	0	0	0	0	0.0
Subtotal	134	2	4,107	184	2,592	189	7,208	100.0
Total	136		4,291		2,781		7,208	100.0

* C represents completions

** W represents withdrawals

Bursary recipients by host province

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

Table 4

Number of bursary recipients by host province, 2005–06								
Host province	FFL program		FSL program		ESL program		Total	Total bursaries awarded
	C*	W**	C	W	C	W		
	#	#	#	#	#	#	#	%
British Columbia	0	0	112	2	358	11	483	6.7
Alberta	0	0	131	18	172	9	330	4.6
Saskatchewan	0	0	116	6	63	0	185	2.6
Manitoba	0	0	58	5	240	12	315	4.3
Ontario	44	2	560	22	625	58	1,311	18.2
Quebec	39	0	2,779	109	459	50	3,436	47.7
New Brunswick	51	0	79	4	280	27	441	6.1
Nova Scotia	0	0	272	18	193	8	491	6.8
Prince Edward Island	0	0	0	0	144	13	157	2.2
Newfoundland and Labrador	0	0	0	0	58	1	59	0.8
Subtotal	134	2	4,107	184	2,592	189	7,208	100.0
Total	136		4,291		2,781		7,208	100.0

* C represents completions.

** W represents withdrawals.

Applications

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

Table 5

Applications per year, 2001–02 to 2005–06					
	2001–02	2002–03	2003–04	2004–05	2005–06
British Columbia	1,144	1,347	1,114	808	1,407
Alberta	789	773	668	950	959
Saskatchewan	408	288	327	347	325
Manitoba	450	381	322	389	421
Ontario	2,478	1,669	2,016	3,550	5,000
Quebec	5,835	5,354	4,005	5,148	4,560
New Brunswick	308	354	194	253	258
Nova Scotia	510	454	400	578	535
Prince Edward Island	47	50	32	55	74
Newfoundland and Labrador	359	452	242	352	292
Yukon	11	16	15	20	18
Northwest Territories	4	8	7	11	24
Nunavut	0	6	2	0	0
Total	12,343	11,152	9,344	12,461	13,873

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

Table 6

Number of applications versus bursary recipients by home province or territory, 2005–06			
Home province or territory	Number of applications	Number of bursary recipients	Applicants who received a bursary
	#	#	%
British Columbia	1,407	731	52
Alberta	959	677	71
Saskatchewan	325	237	73
Manitoba	421	255	61
Ontario	5,000	1,597	32
Quebec	4,560	2,918	64
New Brunswick	258	206	80
Nova Scotia	535	316	59
Prince Edward Island	74	59	80
Newfoundland and Labrador	292	183	63
Yukon	18	18	100
Northwest Territories	24	11	46
Nunavut	0	0	0
Total	13,873	7,208	52.0

DISBURSEMENTS

The disbursements by province and by educational institution show that a total of \$13,268,491 was paid to educational institutions for Explore and Destination Clic bursaries, transportation costs for Destination Clic students, funding for special-needs students, troubadour expenses, and instructional materials.

Due to the student strike in Quebec, CMEC spent an additional \$44,000 for the printing of extra brochures.

Note 14: See Appendix 9 for the 2005 Explore and Destination Clic disbursements by province and by institution.

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

Table 7

Summary of disbursements by province, 2005–06		
Host province	Total disbursements in \$	Percentage of total
British Columbia	894,728	6.8
Alberta	598,899	4.5
Saskatchewan	344,069	2.6
Manitoba	589,181	4.4
Ontario	2,427,930	18.3
Quebec	6,315,928	47.6
New Brunswick	820,230	6.2
Nova Scotia	887,065	6.7
Prince Edward Island	282,360	2.1
Newfoundland and Labrador	108,101	0.8
Total	13,268,491	100.0

Instructional Materials

The Department of Canadian Heritage authorized, on an exceptional basis for 2005–06, an additional amount of \$40 per bursary recipient, which was paid to educational institutions for the purchase of compulsory instructional materials. A total of \$288,320 was disbursed to institutions for these materials.

Withdrawals

When a student withdraws from the program within the first three weeks, the educational institution receives 80 per cent of the bursary (i.e., \$1,420). After the first three weeks, the institution receives 100 per cent of the bursary (i.e., \$1,775).

Services cases including Supervision for 16- and 17-year-old students

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

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

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

A total of \$60,463 was disbursed in 2005–06 to cover services for special cases.

Troubadours

In order to enrich the cultural component of Explore and Destination Clic, the educational institutions were eligible to receive up to \$600 per course to hire artists and other performers.

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

Table 8

Troubadour expenses, 2005–06		
Province	Amount of disbursement in \$	Percentage of total
British Columbia	4,593	14.4
Alberta	2,700	8.4
Saskatchewan	1,800	5.6
Manitoba	2,108	6.6
Ontario	6,563	20.5
Quebec	9,375	29.4
New Brunswick	2,400	7.5
Nova Scotia	1,200	3.8
Prince Edward Island	600	1.9
Newfoundland and Labrador	600	1.9
Total	31,939	100.0

EXPLORE AND DESTINATION CLIC STATISTICAL HISTORY

Over its 34 years in existence, SLBP and PBEFHQ, now called Explore and Destination Clic, have offered second-language and first-language programs to Canadians.

Note 15: Appendix 10 shows that when SLBP and PBEFHQ were implemented in 1971–72, the bursary quota was 2,500. This figure was 7,892 in 2005–06.

Note 16: Appendix 11 illustrates the number of bursaries awarded to students taking FSL/FLL courses or ESL courses.

EVALUATION OF EXPLORE AND DESTINATION CLIC

EVALUATION BY PROVINCIAL AND TERRITORIAL COORDINATORS

According to the responses of the provincial and territorial coordinators who completed the evaluation questionnaires on Explore and Destination Clic for 2005, the program was a great success.

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

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

EVALUATION BY COURSE DIRECTORS

The following is a summary of the evaluation questionnaires completed by Explore and Destination Clic course directors, who found the programs to be an effective means of promoting official-language acquisition. On the whole, they were very satisfied with its performance at their institution in 2005.

Budget

This year, no course director commented about a budgetary deficit. However, three directors mentioned that they experienced some monetary issues related to the increase in meal, housing, and transportation expenses. One director reported that he had to fulfil the roles of both coordinator of instructors and course director in order to cover expenses, and three directors indicated that their quota was never met because of the student strike in Quebec.

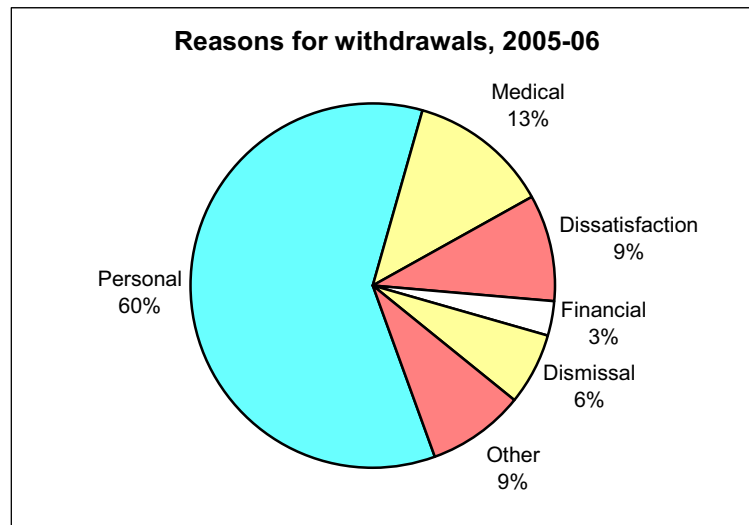
Administrative initiatives

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

Withdrawals

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

Graph 2



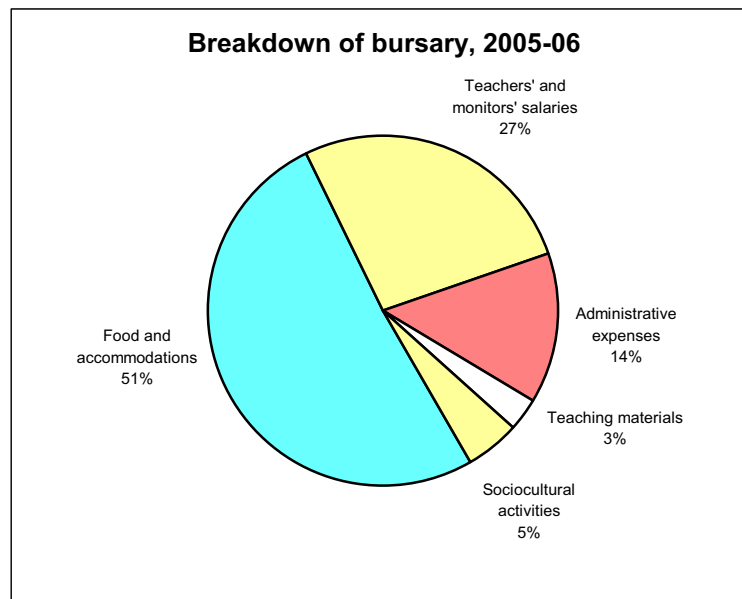
Staffing

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

Breakdown of bursary

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

Graph 3



Use of second language

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

Many programs (81 per cent) operated on a version of the pledge system whereby the student signs a contract stating that he or she will adhere to the rules and regulations of Explore and Destination Clic. Some (41 per cent) coupled it with a dismissal policy, whereby the student can receive up to three warnings for speaking his or her mother tongue; on the third warning, the student can be dismissed from the program. In some educational institutions, the family with whom the student resides is encouraged to participate in the evaluation process.

Contrary to previous years no director reported employing a demerit system to encourage students to speak or write the target language. All methods include positive reinforcement:

- Merit system: According to this method, points are awarded to students who make an effort to speak the target language at times when control is difficult. Points can be used to purchase items at an auction at the end of the program, to participate in optional excursions whose cost is not covered by the educational institutions, or to receive prizes.
- Mixed system: According to this method, blue cards reward target language; red cards caution those not using the target language. Prizes are awarded by a draw from the blue card box. All staff may issue red and blue cards.
- Other systems: Some institutions noted that positive reinforcement from staff helped in encouraging students to speak or write the target language. Some other institutions noted that it paired students who did not speak the same first language in order to encourage them to remain in the target language.

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

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

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

Placement of students

Respondents stated that approximately 34 per cent of participants followed a beginner-level program. The intermediate-level program was offered to about 42 per cent of participants. The advanced-level program comprised about 24 per cent of participants.

Evaluation procedures

All course directors administered a pre-program evaluation of the student's language ability before the course began. Class groups were organized according to the results from the pre-program evaluation. The following list includes most of the pre-program tests used: CMEC-Michel Laurier, Michigan, CREDIF, CELT, McGraw-Hill, Pimsleur, SLEP, ELSA, STEL, Test Laval, ELI, CanTEST, and federal government tests. Some educational institutions administered the same tests at the end of the course as a basis for a final evaluation of students' progress.

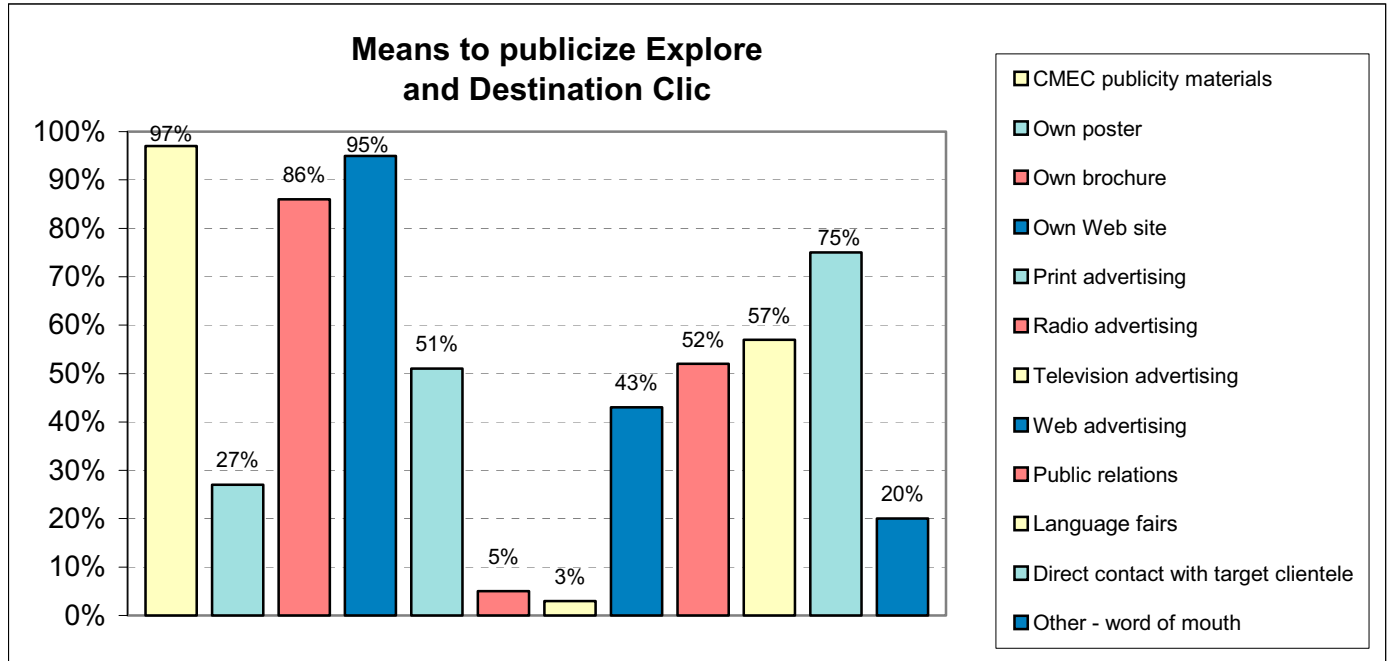
In addition to the pre- and post-program evaluation, the majority of institutions conducted an ongoing evaluation of students during the five-week course and provided regular feedback to the student on his or her progress.

Most programs assigned daily homework, required daily journal entries, gave weekly quizzes, and requested oral and written assignments.

Publicity

In addition to CMEC's national publicity items (poster and brochure), course directors used several other means, as presented in Graph 4, to publicize Explore and Destination Clic.

Graph 4



EVALUATION BY INSTRUCTORS

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

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

Note 17: See Appendix 12 for the results of the 2005-06 Questionnaire for Instructors.

EVALUATION BY MONITORS

Monitors were asked to evaluate their participation in the program.

A total of 45 per cent of the monitors indicated they spent over 40 hours per week with students; 26 per cent spent between 31 and 40 hours; 13 per cent noted between 21 and 30 hours; finally, 16 per cent indicated they spent between 0 and 20 hours per week with students.

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

Note 18: See Appendix 13 for the results of the 2005-06 Questionnaire for Monitors.

EVALUATION BY ESL AND FSL STUDENTS

Profile of ESL and FSL students

A total of 5,850 ESL and FSL bursary recipients who participated in Explore (81 per cent) completed and returned the questionnaire. Of these respondents, 60 per cent had attended French courses, and 40 per cent English courses; 71 per cent were female and 29 per cent male.

Program

Students were asked to rate Explore on several criteria. A high level of satisfaction was expressed in the following categories: opportunity to speak the language in class (82 per cent); opportunity to speak outside the class (56 per cent); and to meet and make friends with people using the target language (52 per cent).

Note 19: See Appendix 14 for the results of the 2005–06 Explore Questionnaire for ESL and FSL Bursary Recipients.

EVALUATION BY FFL STUDENTS

Profile of FFL students

A total of 127, or 93 per cent, of FFL participants completed and returned the questionnaire.

Approximately 75 per cent of these respondents were between 16 and 18 years of age; 14 per cent were between 19 and 21; and 11 per cent were 22 and older.

Of these respondents, 69 per cent were female and 31 per cent male.

Program

Students rated the program according to several criteria. A high level of satisfaction was expressed in the following categories: opportunity to speak the language in class (48 per cent); opportunity to speak outside the class (51 per cent); opportunity to write in the language (57 per cent); opportunity to learn the language and culture of the people (50 per cent); and opportunity to meet and make friends (69 per cent).

Note 20: See Appendix 15 for the results of the 2005–06 Destination Clic Questionnaire à l'intention des boursiers de FLP.

CONCLUSION

The change of the names in 2005 was a turning point in the history of the programs. In addition, among the initiatives taken to rejuvenate the programs' image and to reach more students, the decision to hire promotion agents was significant.

Note 21: See Appendix 16 for the Report and Recommendations on Promotion Strategies for Accent, Destination Clic, Explore, and Odyssey.

With the addition of \$1.8 million to the bursary programs from the Department of Canadian Heritage, 24 additional bursaries were created, for a total of 7,892, and a sum of \$40 per bursary recipient was allocated to institutions to acquire and develop instructional materials.

CMEC was also able to implement special measures to lessen the impact of the postsecondary students' strike in Quebec in the spring of 2005 to those institutions offering ESL courses. CMEC spent \$44,000 to help those institutions who did not reach their quota due to a shortage of bursary recipients. Thanks to these funds, the program was a success, and the course directors were satisfied overall.