

Council of Ministers of Education, Canada
OFFICIAL-LANGUAGE MONITOR PROGRAM

2004–05 OLMP ANNUAL REPORT



TABLE OF CONTENTS

INTRODUCTION	1
Overview of the Program	2
ADMINISTRATION	3
National coordination.....	4
Coordinators	4
Supervisors.....	4
Teachers.....	4
Language assistants.....	5
Selection of Language Assistants.....	5
Pan-Canadian Training Session for Odyssey Language Assistants.....	5
Coordinators' Meetings	6
FINANCIAL AND STATISTICAL DATA	7
Budget.....	7
The Accent program	7
The Odyssey program	7
Expenses.....	7
Administration.....	8
Remuneration and allowances.....	9
Transportation.....	9
Training and materials.....	9
Quotas	9
National quota assignments	9
Statistical Data.....	9
Applications.....	9
Statistical portrait of the 2004–05 OLMP.....	10
Intraprovincial language assistants	10
Statistical overview.....	10
OLMP statistical history	11
PROGRAM EVALUATION	12
Evaluation by Language Assistants	12
Evaluation of duties	12
Evaluation by Teachers	12
Evaluation of duties	12
Evaluation by Supervisors	13
Evaluation of duties	13
CONCLUSION	14
APPENDICES	15

GRAPHS

Graph 1	Total Expenses, 2004–05	8
Graph 2	Comparative Table of Promotion and Development of Projects and Administrative Expenses, 2002–03 to 2004–05	8
Graph 3	Applications, 2000–01 to 2004–05	10
Graph 4	Total OLMP Participation, 2000–01 to 2004–05	11
Graph 5	Monitors who finished program and total withdrawals from 1988–89 to 2004–05	11
Graph 6	Teachers’ Ratings of Language Assistants’ Performance, 2004–05	13
Graph 7	Time language assistant should spend with teacher according to the supervisors	14

APPENDICES

APPENDIX 1	OLMP MATERIALS, 2004–05
APPENDIX 2	OLMP COORDINATORS, 2004–05
APPENDIX 3	REPORT ON THE 2004 OLMP PAN-CANADIAN TRAINING SESSION
APPENDIX 4	STATEMENT OF REVENUE AND EXPENSES, OLMP 2004–05
APPENDIX 5	OLMP SCHEDULE OF DISBURSEMENTS, 2004–05
APPENDIX 6	OLMP PART-TIME AND FULL-TIME QUOTAS, 2004–05
APPENDIX 7	OLMP STATISTICAL PORTRAIT: PAN-CANADIAN, 2004–05
APPENDIX 8A–8M	OLMP STATISTICAL PORTRAIT: PROVINCES AND TERRITORIES, 2004–05
APPENDIX 9	OLMP LANGUAGE ASSISTANT PARTICIPATION THROUGHOUT THE YEAR BY HOME PROVINCE OR TERRITORY AND BY HOST PROVINCE OR TERRITORY (INCLUDING WITHDRAWALS AND REPLACEMENTS), 2004–05
APPENDIX 10	QUESTIONNAIRE FOR LANGUAGE ASSISTANTS, 2004–05
APPENDIX 11	QUESTIONNAIRE FOR TEACHERS, 2004–05
APPENDIX 12	QUESTIONNAIRE FOR SUPERVISORS, 2004–05
APPENDIX 13	QUESTIONNAIRE FOR PROVINCIAL/TERRITORIAL COORDINATORS, 2004–05
APPENDIX 14	REPORT AND RECOMMENDATIONS ON PROMOTION STRATEGIES FOR ACCENT, DESTINATION CLIC, EXPLORE, AND ODYSSEY, January 2005

INTRODUCTION

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 Official-Language Monitor Program (OLMP), established in 1973, is an example of this collaboration and, as such, contributes to the attainment of CMEC's goals.

The aim of OLMP has been to promote both official languages and their respective cultures by encouraging young Canadians across the country to share their language and culture with students in another region of the country. With the goal of promoting Canada's two official languages, the educational institutions that have participated in the program have received the services of these students as native speakers who assisted classroom teachers by providing additional activities in oral language and cultural awareness.

The Department of Canadian Heritage provides federal funds for the program, and the administration costs are assumed by the provinces and the territories. The total budget is specified in the agreement under the federal-provincial protocol, which establishes quotas, language assistants' remuneration, moving allowances, transportation allowances, training, and materials.

Provisional agreements for 2004–05 between the Department of Canadian Heritage and The Corporation of the Council of Ministers of Education, Canada (CCMEC) were signed on November 12, 2004. These agreements provide for 1.7 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 then CMEC Chair, the Honourable Tom Hedderson, and by then Minister of Canadian Heritage, the Honourable Liza Frulla, on November 2, 2005.

OVERVIEW OF THE PROGRAM

CMEC's Official-Languages Programs (OLP) team coordinates the program at the pan-Canadian level. In 2004, CMEC contracted a marketing firm to develop a rejuvenating strategy for all their programs with the goal of reaching a larger public. As part of that strategy, OLMP underwent a name change — the program for part-time monitors was reborn in the summer of 2005 as **Accent** and the program for full-time monitors became **Odyssey** for 2005–06. Further in the same year, the term “monitor” in English was changed to “language assistant.” And the term « moniteur » in French was changed to « moniteur de langues ».

The new program names became official in 2005-06. However, the team had already started in 2004-05 to refer to the programs new names during speeches and in written documents, such as the questionnaires. Therefore, within this report both terms are used.

Students are assigned a position to work as second-language assistants or French minority-language assistants on either a part-time (Accent) or a full-time (Odyssey) basis. They have the opportunity to improve their proficiency in their second language, to have a better understanding of the culture of the second-language group, and to heighten their awareness of the cultural diversity of Canada. They also have an opportunity to share their language and culture with second-language students, or with French minority-language students, in different regions of Canada.

ADMINISTRATION

The following table describes briefly the roles involved in administering the program.

OLMP ADMINISTRATION, 2004–05

<p>Department of Canadian Heritage Role: provides funding</p>
<p>National coordinator Council of Ministers of Education, Canada Role: administers the program at the national level</p>
<p>Coordinators (formerly provincial/territorial coordinators) Role: administer the program at the provincial or territorial level</p>
<p>Supervisors (formerly local coordinators) Role: administer the program at the local level for educational institutions and school boards</p>
<p>Teachers and instructors (formerly teachers/professors) Role: provide direction to and support the language assistants in educational institutions</p>
<p>Language assistants (formerly monitors) Role: help students with the spoken language and cultural awareness through supplementary activities conducted under the supervision of teachers</p>

NATIONAL COORDINATION

The national coordinator, employed by CMEC, is responsible for the management of the program in conjunction with coordinators. The national coordinator reports to the Director of Official-Languages Programs at CMEC.

In addition to ensuring the smooth running of OLMP across the country, the national coordinator is responsible for the implementation of various projects that contribute to the proper management of the other programs. In consultation with coordinators, she defines the administrative processes and rules governing the operation of OLMP, and closely supervises the implementation of the program in educational institutions.

In addition, under the national coordinator's supervision, the OLP team prepares all the documents intended for supervisors, instructors, and language assistants. The national coordinator also supervises the preparation of financial reports and assessments pertaining to OLMP. These are sent to the Department of Canadian Heritage and to coordinators.

Note 1: See Appendix 1 for the list of OLMP materials.

During the 2004–05 fiscal year, Mr. Boyd Pelley was the Director of Official-Languages Programs, Ms. Antonella Manca-Mangoff held the position of National Coordinator, and Ms. Chantal Castel-Branco the position of Assistant National Coordinator.

COORDINATORS

Coordinators are responsible for administering the program in their respective province or territory. This includes publicizing the program, recruiting and placing language assistants, and maintaining communication with the national coordinator, supervisors, institutions, school boards, teachers, and language assistants.

Note 2: See Appendix 2 for a list of OLMP coordinators.

SUPERVISORS

The supervisor introduces the language assistants to the school board and community. He or she maintains contact with them during the year. The school board or institution to which the language assistant is assigned is considered the employer. Supervisors also handle most employment issues, such as holiday dates, compensation due to illness, dismissal, and the like.

TEACHERS

The language assistants work under the direction of teachers. Teachers provide guidance to them in the selection of activities that they might initiate, while at the same time leaving to them the possibility of developing new activities. Teachers familiarize them with the language program in their institution and inform them of the different activities organized around language learning.

LANGUAGE ASSISTANTS

The language assistants complement teachers through supplementary **non-teaching** activities. They help students learn their second language or, for French minority-language education, enhance their first language. They work in close cooperation with the teacher to prepare activities that focus on the oral and cultural aspects of the language.

They serve as French- or English-language assistants in institutions where French or English is taught as a second language. Minority-language assistants serve as French language assistants where French is the language of instruction, and assist students in gaining greater knowledge of the language and related culture. They may participate in the program on a full-time (Odyssey) or part-time (Accent) basis.

The Accent program is intended for full-time postsecondary students. These students generally work as a language assistant for 8 hours per week in a jurisdiction (other than their home province or territory) where they attend a postsecondary institution. They work from September to April and receive \$4,000 for the eight months as well as one return trip from their home province or territory to their host jurisdiction. They may also receive a commuting allowance established by the provincial or territorial coordinator.

Participants in the Odyssey program work 25 hours per week in rural or semi-urban areas. They work from September to May and receive \$13,625 for the nine months. As well, they receive a commuting allowance, two return trips from their home province or territory to their host jurisdiction, and an allowance to help defray relocation costs. They also attend the Pan-Canadian Training Session.

Selection of Language Assistants

The selection process for 2004–05 took place in late April 2004. Coordinators first conducted interviews of candidates in their jurisdiction, and then followed up with an exchange of evaluation files and information with the coordinators in the other provinces and territories. Lastly, the host jurisdiction's coordinator made a final selection of candidates, after which the candidates were informed that they had been selected for the program.

Pan-Canadian Training Session for Odyssey Language Assistants

CMEC sponsors a pan-Canadian training session for all first-year, full-time language assistants. The aim of the session is to train them in the various aspects of their work. They attend workshops on the preparation and presentation of classroom activities, and they meet their host provincial or territorial coordinator, a representative of the Department of Canadian Heritage, and CMEC staff. They also receive practical advice from second-year language assistants.

The 2004–05 session was held at the Hôtel Gouverneur in Sainte-Foy, Quebec, August 27–29, 2004. A total of 188 full-time language assistants participated in this training session. Of those who attended, 121 (64 per cent) were language assistants in French as a second language (FSL) or French as a first language (FFL), and 67 (36 per cent) were in English as a second language (ESL).

Note 3: Percentages in this report may not equal 100 per cent because of rounding. The abbreviations FSL, FFL, and ESL are used throughout this report to designate the three language programs offered.

A number of workshops were offered to FSL, FFL, and ESL language assistants. Overall, participants felt that the training session had helped them prepare for their assignments.

Note 4: See Appendix 3 for the Report on the 2004-05 OLMP Pan-Canadian Training Session.

COORDINATORS' MEETINGS

Coordinators held two meetings in 2004. Representatives from Canadian Heritage and members of the OLP unit at CMEC participated in these meetings, chaired by the national coordinator. The first meeting was held on August 26, 2004, in Quebec. During this meeting, the members adopted a proposal to increase the full-time language assistant's remuneration to \$13,625 per year. This increase was made possible by transferring to the 2004–05 budget a portion of the 2003–04 surplus, with the approval of Canadian Heritage. The second meeting took place on January 22, 2005, in Halifax, Nova Scotia.

Subcommittee members met three times in the fall of 2004 to discuss several items related to the administration of the program. They also reviewed and revised the *Administrative and Financial Guide* for the OLMP program, dividing it into two separate administrative guides — one for Accent and one for Odyssey — for the 2005–06 year; as well they completely revised the interview report and its guidelines. During these meetings, subcommittee members also decided to create a participation certificate for both OLMP 2004–05 and its newly named parts, Accent and Odyssey.

Several improvements were made at the budgetary level, thanks to the renewal of the additional \$1.7 million allocated by the Department of Canadian Heritage. The activity manual for ESL language assistants (*Discovering English*) and the one for FSL language assistants (*Le français à découvrir*) were both revised and redesigned. Furthermore, a new activity manual for FFL language assistants, *Semer, cultiver, récolter*, was developed.

FINANCIAL AND STATISTICAL DATA

BUDGET

The 2004–05 OLMP agreement between the Department of Canadian Heritage and CCMEC provided for a total OLMP budget of \$9,430,300, which covers remuneration for language assistants, moving allowances, transportation allowances, training, and the costs of materials. This amount also includes money transferred by the provinces and territories from their bilateral agreements under the OLEP into the OLMP budget to provide for additional language assistant positions. Language assistants are responsible for their own housing and pocket money.

The Accent program

The OLMP agreement between the federal government and CCMEC provided for the following contributions:

- remuneration of \$4,000 based on eight months and eight hours of work per week
- one trip to and from the host province or territory
- a commuting allowance — \$80 on average — per part-time language assistant
- a training allowance of \$92

The Odyssey program

The agreement also made provision for the following:

- remuneration of \$13,625 based on nine months and 25 hours of work per week
- two trips to and from the host province or territory (beginning- and end-of-year trip and a mid-year trip)
- up to \$990 for a commuting allowance
- approximately \$655 for a moving allowance
- a training allowance of approximately \$850 for each full-time language assistant, of which \$450 is for provincial or territorial training sessions

The remuneration and some allowances are considered taxable income.

EXPENSES

Expenses for the 2004–05 OLMP amounted to \$7,864,982 or 83 per cent of the authorized funds. This amount includes a refund of \$95,667 for the goods and services tax (GST).

Note 5: See Appendix 4 for the Statement of Revenue and Expenses, OLMP 2004–05, which has been audited.

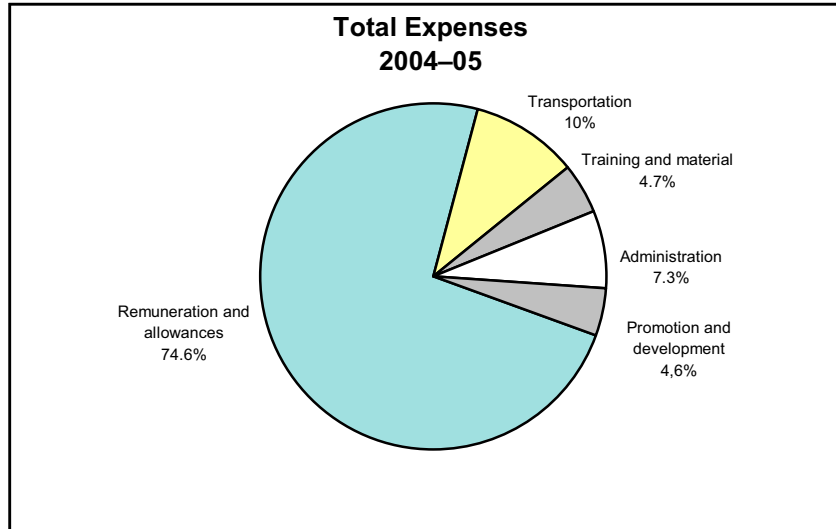
Monies disbursed to the provinces and territories totalled \$6,910,847. Disbursements included payments for remuneration and allowances, transportation allowances, training and materials, and publicity expenses.

Note 6: See Appendix 5 for the OLMP Schedule of Disbursements, 2004–05, by province and territory.

Administration

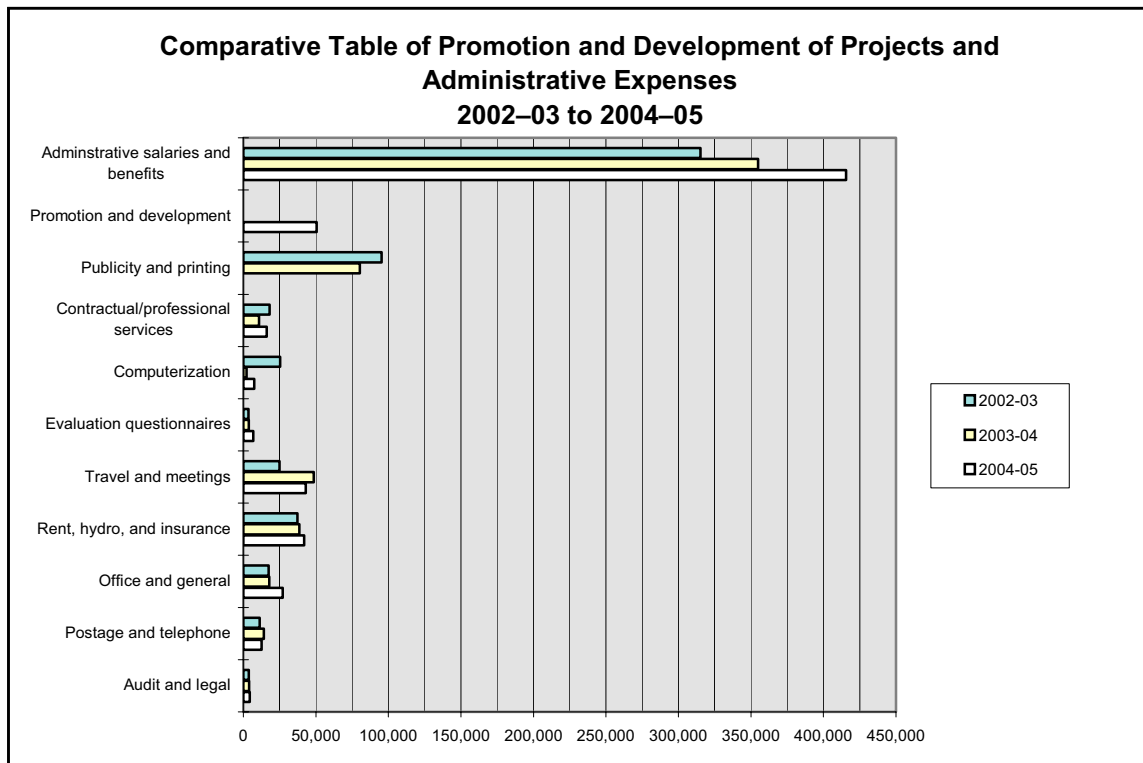
In 2004–05, total OLMP administrative expenses amounted to \$575,136 or 7.3 per cent of total expenses. Graph 1 displays the distribution of administrative expenses as a percentage of total expenses.

Graph 1



Administrative expenses for the years 2002–03 to 2004–05 are compared in Graph 2.

Graph 2



Note 7: The category Promotion and development of projects is new for 2004–05.

Remuneration and allowances

Provincial and territorial disbursements for remuneration and allowances totalled \$5,870,494. Remuneration and allowances included monitors'/language assistants' remuneration of \$5,735,832 and moving expenses of \$134,662. Remuneration and allowances disbursements accounted for 75 per cent of total expenses.

Transportation

Total disbursements for transportation were \$787,317 or 10 per cent of total expenses. Transportation costs were divided as follows: travel costs of \$468,194 and commuting expenses of \$319,123.

Training and materials

Training and materials disbursements totalled \$369,670 and represented 5 per cent of total expenses.

Expenses for the Pan-Canadian Training Session were \$167,197. Other training costs of \$202,472 were incurred for training sessions held throughout the year at the provincial or territorial level.

QUOTAS

National quota assignments

The total number of positions assigned across Canada, including positions created as the result of provincial and territorial transfers into the program, was 856.

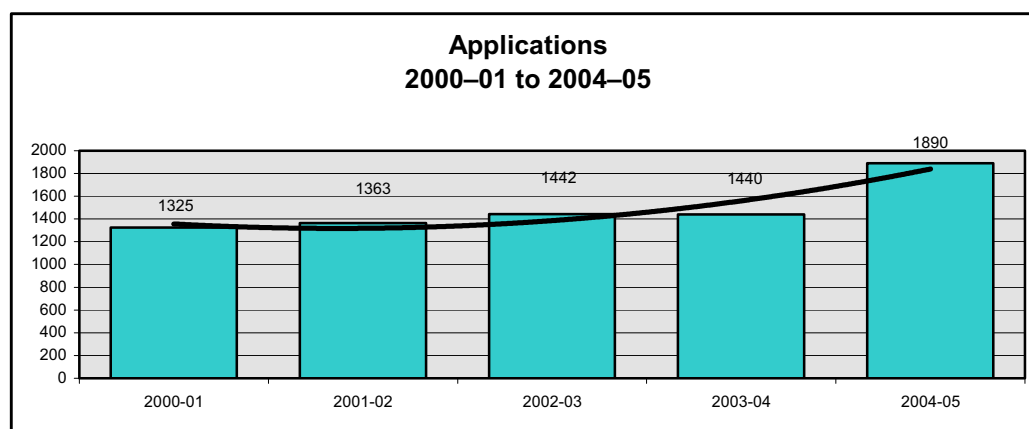
Note 8: See Appendix 6 for OLMP Part-Time and Full-Time Quotas, including transfers, for 2004–05.

STATISTICAL DATA

Applications

Graph 3 illustrates the total number of applications received across Canada since 2000–01.

Graph 3



Statistical portrait of the 2004–05 OLMP

A total of 871 students worked some time during 2004–05 as monitors, now called language assistants. This figure includes withdrawals and replacements. For a complete picture, see appendices 7, 8, and 9.

Note 9: See Appendix 7 and Appendix 8 for the OLMP Statistical Portrait, Pan-Canadian, 2004–05, and appendices 8A to 8M for statistical portraits of each province and territory.

Note 10: See Appendix 9 for a table presenting part-time and full-time participation by home province or territory and host province or territory for all monitors/language assistants who worked at some time during the 2004–05 year.

Intraprovincial language assistants

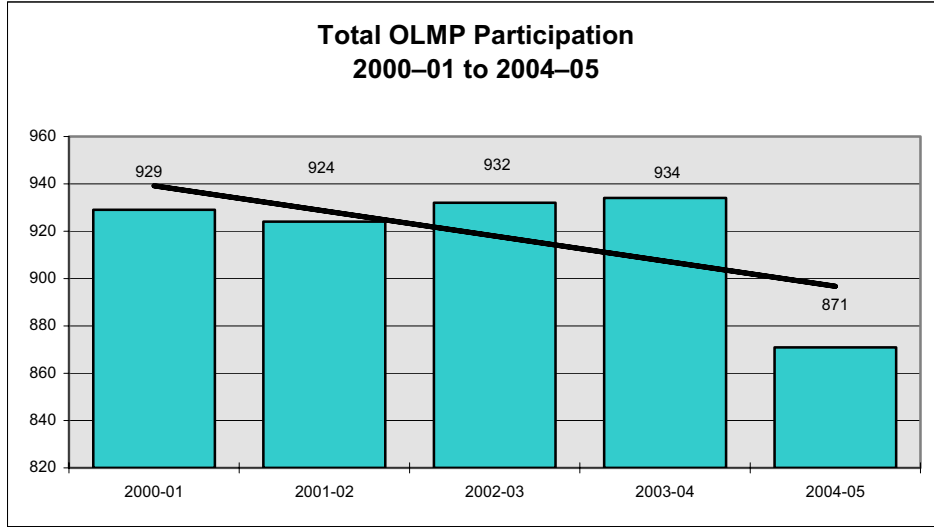
A total of 368 part-time monitors/language assistants and 98 full-time ones were hired from within their home province or territory during the 2004–05 OLMP year.

Note 11: See Appendix 9 (shaded diagonal line) for the number of intraprovincial full-time and part-time monitors hired during the 2004–05 program year.

Statistical overview

The figures in Graph 4 reflect the total number of participants in each academic year for the past five years, including withdrawals and replacements.

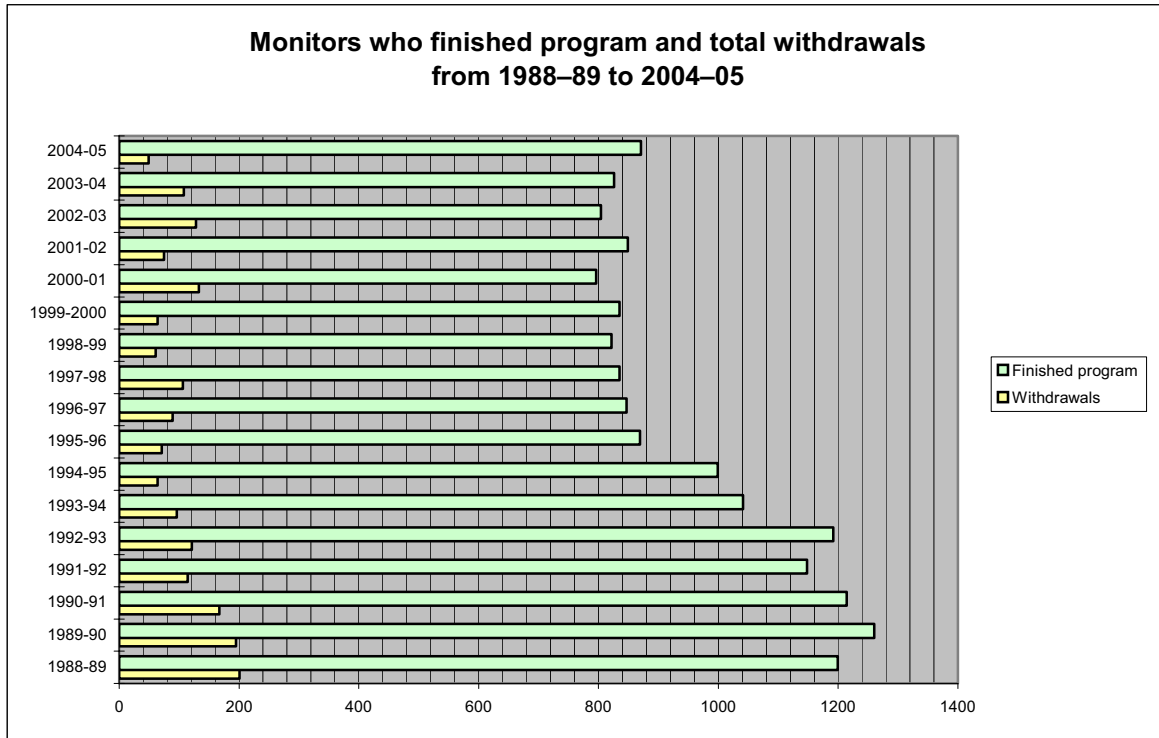
Graph 4



OLMP statistical history

Graph 5 provides an historical view of the program from 1988-89 to 2004-05.

Graph 5



Statistical data for 1988-89 to 2004-05 were collected by CMEC.

PROGRAM EVALUATION

Every year CMEC contracts an outside consultant to compile and analyze the responses of participants, using the questionnaires for monitors/language assistants, teachers, supervisors, and coordinators. This procedure ensures an independent analysis of the responses to the questionnaires and the creation of the statistical data.

EVALUATION BY LANGUAGE ASSISTANTS

All language assistants completing the 2004–05 OLMP were asked to fill out an evaluation questionnaire. A total of 469 completed it.

The questionnaire asked them extensive questions under the following headings:

- experience and training
- activities and functions
- recruitment
- their experience as a language assistant (employment)
- rating of the program
- comments

Evaluation of duties

Monitors/Language assistants were also asked to indicate how much time they spent on the following activities:

- guiding oral activities with students (e.g., discussions, songs, reading)
- guiding written activities with students (e.g., helping students write compositions, essays, homework)
- preparing activities for students at school (e.g., cutting and pasting activities, research at the library, preparing audio-tapes)
- doing things other than those mentioned above

Note 12: See Appendix 10 for the results of responses to the Questionnaire for Language Assistants, 2004–05.

EVALUATION BY TEACHERS

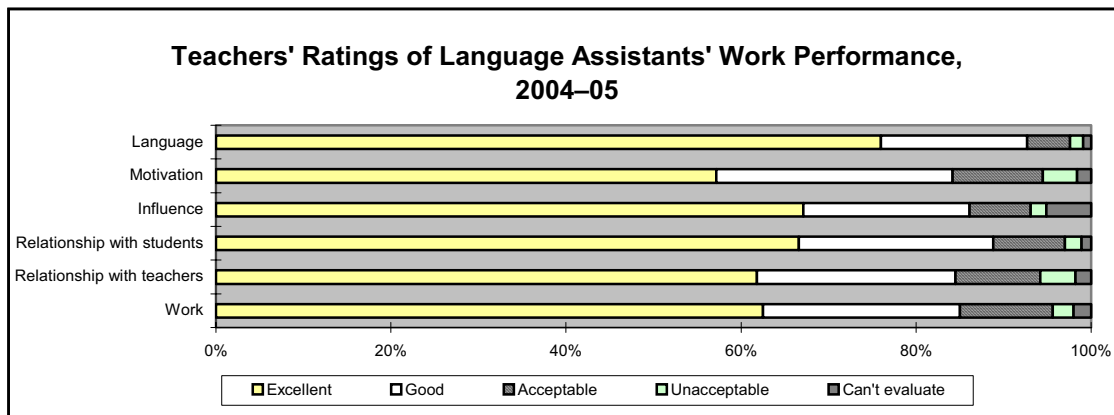
For 2004–05, a total of 869 teachers completed and returned the questionnaire.

Evaluation of duties

Teachers were asked to indicate how much time the language assistant spent with the teacher guiding oral activities, guiding written activities, preparing activities for students at school, and doing other things (examples provided above, under Evaluation of duties).

Teachers' rating of language assistants' work performance is illustrated in Graph 6.

Graph 6



Legend: Language: speaking adequately the language he or she must share with students
 Motivation: motivating his or her students to do oral activities
 Influence: developing a positive attitude toward culture
 Relationship with students: establishing good relationships with students
 Relationship with teachers: establishing good relationships with the school's teachers
 Work: accomplishing the work assigned

Note 13: See Appendix 11 for the summary of results from the Questionnaire for Teachers, 2004-05.

EVALUATION BY SUPERVISORS

An evaluation questionnaire was distributed to all supervisors. For 2004-05, a total of 176 supervisors completed and returned the questionnaire.

The majority of institutions had one full- or part-time language assistant. Institutions that benefited from the services of part-time language assistants were more likely to have more than one, whereas institutions that benefited from the services of full-time language assistant usually had only one.

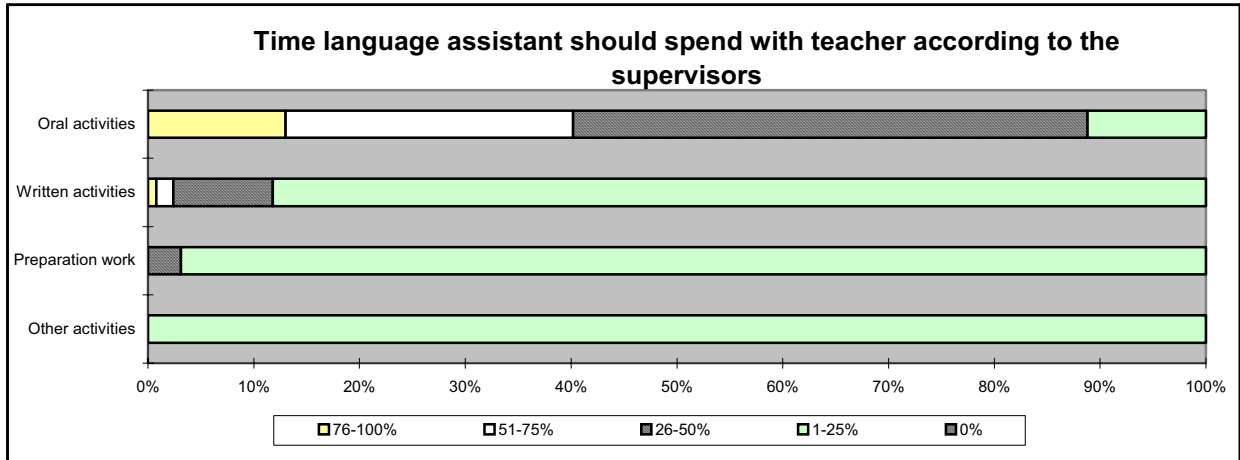
Evaluation of duties

Supervisors were also asked to indicate how much time they believed language assistants should spend on the following activities:

- providing support to the teacher in terms of oral activities that promote the learning of a language and its culture
- providing support to the teacher in terms of written activities that promote the learning of a language and its culture
- preparing activities with the teacher at school (e.g., cutting and pasting activities, doing research at the library, preparing audiotapes)
- doing things other than those mentioned above

Supervisors were asked to indicate how much time they thought a language assistant should spend with the teacher in guiding oral activities, guiding written activities, preparing activities for students at school, and doing other things (examples provided above, under Evaluation of duties by language assistants.). The results have been tabulated and are presented in Graph 7.

Graph 7



Note 14: See Appendix 12 for the summary of responses to the Questionnaire for Supervisors, 2004–05.

Note 15: See Appendix 13 for the summary of responses to the Questionnaire for Coordinators, 2004–05.

CONCLUSION

The 2004–05 OLMP was a fruitful year in terms of projects. The level of satisfaction regarding the program was very high among both the monitors/language assistants and the teachers. They reminded us that the program must be a vehicle to convey the culture associated with the language, and they witnessed the positive impact that the program had on their students.

Note 16: See Appendix 14 for the Report and Recommendations on Promotion Strategies for Accent, Destination Clic, Explore, and Odyssey.