

Council of Ministers of Education, Canada
Explore and Destination Clic

**ANNUAL REPORT 2007-2008
(SPRING AND SUMMER 2007)**

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
Course directors.....	3
Teachers and instructors	4
Monitors.....	4
PROVINCIAL AND TERRITORIAL COORDINATORS' MEETINGS.....	5
COURSE DIRECTORS' MEETING	5
FINANCIAL AND STATISTICAL DATA.....	5
FINANCIAL INFORMATION.....	6
Budget provisions	6
Administration	6
QUOTAS	7
Bursary quotas	7
Place quotas.....	8
2007-2008 STATISTICS	9
Bursary recipients by home province or territory	9
Bursary recipients by host province, 2007-2008	10
Applications.....	10
DISBURSEMENTS	11
Instructional materials.....	12
Withdrawals.....	12
Services to special-needs students.....	12
Sociocultural activities	13
STATISTICAL RETROSPECTIVE OF EXPLORE AND DESTINATION CLIC.....	13
PUBLICIZING EXPLORE AND DESTINATION CLIC.....	13
EVALUATION OF EXPLORE AND DESTINATION CLIC.....	14
EVALUATION BY PROVINCIAL AND TERRITORIAL COORDINATORS.....	14
EVALUATION BY COURSE DIRECTORS.....	14
Budget.....	14

Withdrawals	15
Staffing	15
Breakdown of bursaries	15
Use of second language	16
Placement of students	17
Evaluation procedures	17
Publicity.....	18
EVALUATION BY TEACHERS AND INSTRUCTORS	18
EVALUATION BY MONITORS	18
EVALUATION BY ESL AND FSL STUDENTS.....	19
Profile of ESL and FSL students	19
Program.....	19
EVALUATION BY FFL STUDENTS	19
Profile of FFL students	19
Program.....	20
CONCLUSION	20

TABLES

Table 1	• Bursary quotas, 2007-2008.....	8
Table 2	• Place quotas, 2007-2008.....	8
Table 3	• Bursary recipients by home province or territory, 2007-2008.....	9
Table 4	• Bursary recipients by host province, 2007-2008	10
Table 5	• Applications per year from 2003-2004 to 2007-08	10
Table 6	• Applications received compared to bursaries granted by home province or territory, 2007-2008.....	11
Table 7	• Summary of disbursements by province, 2007-08.....	12
Table 8	• Sociocultural activity expenses, 2007-2008.....	13

GRAPHS

Graph 1	• Administration expenses, 2007-2008.....	7
Graph 2	• Reasons for withdrawals, 2007-2008	15
Graph 3	• Breakdown of bursaries, 2007-2008.....	16
Graph 4	• Means of publicizing Explore and Destination Clic, 2007-2008	18

APPENDICES

APPENDIX 1	EXPLORE AND DESTINATION CLIC ADMINISTRATION, 2007-2008
APPENDIX 2	VISITS TO EDUCATIONAL INSTITUTIONS, 2007-2008
APPENDIX 3	PROVINCIAL AND TERRITORIAL COORDINATORS, 2007-2008
APPENDIX 4	MINIMUM ACCREDITATION REQUIREMENTS FOR INSTITUTIONS PARTICIPATING IN EXPLORE AND/OR DESTINATION CLIC
APPENDIX 5	ACCREDITED EDUCATIONAL INSTITUTIONS, 2007-2008
APPENDIX 6	COURSE DIRECTORS' ANNUAL MEETING PROGRAM, FEBRUARY 9-11, 2007
APPENDIX 7	AUDITED STATEMENT OF REVENUE AND EXPENSES FOR EXPLORE AND DESTINATION CLIC, 2007-2008
APPENDIX 8	EXPLORE AND DESTINATION CLIC TABLE OF STATISTICS, SUMMER 2007
APPENDIX 9	2007-2008 EXPLORE AND DESTINATION CLIC, DISBURSEMENTS BY JURISDICTION AND BY INSTITUTION
APPENDIX 10	BURSARY QUOTAS VERSUS HOME PROVINCE OR TERRITORY OF BURSARY RECIPIENTS, 1971 TO 2007
APPENDIX 11	NUMBER OF BURSARY RECIPIENTS BY HOST PROVINCE, 1971 TO 2007
APPENDIX 12	REPORT ON THE 2007-2008 OFFICIAL-LANGUAGES PROGRAMS PROMOTIONAL TOUR
APPENDIX 13	EXPLORE QUESTIONNAIRE FOR TEACHERS AND INSTRUCTORS, 2007-2008
APPENDIX 14	EXPLORE QUESTIONNAIRE FOR MONITORS, 2007-2008
APPENDIX 15	EXPLORE QUESTIONNAIRE FOR BURSARY RECIPIENTS (ESL AND FSL), 2007-2008
APPENDIX 16	DESTINATION CLIC QUESTIONNAIRE FOR BURSARY RECIPIENTS (FFL), 2007-2008

ORGANIZATION AND GENERAL ADMINISTRATION

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

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

OVERVIEW OF EXPLORE AND DESTINATION CLIC

Through Explore and Destination Clic, bursaries are awarded to students throughout the country so that they can take five-week French or English immersion courses in accredited educational institutions. A total of 235,120 students participated in the program between 1971 and 2007.

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

ADMINISTRATION OF EXPLORE AND DESTINATION CLIC

On November 3, 2005, Tom Hedderson, then Chair of CMEC, and Liza Frulla, then Minister of Canadian Heritage, signed a memorandum of understanding between the Government of Canada and the Council of Ministers of Education, Canada, on minority-language and second-language education for 2005-2006 to 2008-2009. Since March 31, 2006, both Explore and Destination Clic have had the same fiscal year as the Government of Canada so that information concerning them will be aligned with the government's information.

Pan-Canadian coordination

The national coordinator, who is employed by CMEC, is responsible for the overall administration of Explore and Destination Clic across Canada, as well as for the implementation of various projects that contribute to the proper management of the programs. She is also responsible for financial or 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 their implementation by educational institutions. The national coordinator reports to the Director of Official-Languages Programs (OLP) at CMEC.

Note 1: See Appendix 1 for the administrative structure of Explore and Destination Clic.

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, teachers and 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 the list of visits to educational institutions in 2007.

In fiscal 2007-2008, Boyd Pelley held the position of Director of Official-Languages Programs, and Antonella Manca-Mangoff was National Coordinator. The assistant national coordinator position was vacant.

Provincial and territorial coordinators

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

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

ACCREDITED EDUCATIONAL INSTITUTIONS

Participating educational institutions must submit a proposal to the provincial or territorial 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 2007-2008, there were 39 accredited Canadian educational institutions offering courses in English as a second language (ESL), French as a second language (FSL), and French as a first language (FFL). Some of these institutions offered more than one course.

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

Of the 66 language courses offered, 26 were given in the spring (from early May to the end of June) and 40 in the summer (from mid-June to late August). An ESL course had to be cancelled because of a staff strike at Bishop's University.

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 responsibilities and activities takes into account the information contained in yearly reports submitted to CMEC by course directors.

Course 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.

Their 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, assistant coordinators, and administrative assistants, all of whom report to the course director. Although the course director assumes the overall responsibility, her or his assistants are involved in specific tasks such as setting academic standards, developing courses, selecting materials, organizing sociocultural programs, hiring staff, and arranging and supervising homestay or residential accommodation.

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

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

Teachers and 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. The coordinator of instruction also arranges and conducts regularly scheduled meetings for teaching staff, organizes and supervises placement testing and final student evaluation, and prepares programs for use in the language laboratory. In a few cases, he or she does some part-time teaching.

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

Monitors

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

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

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

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

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

PROVINCIAL AND TERRITORIAL COORDINATORS' MEETINGS

As it does every year, the OLP unit organized two meetings between Canadian Heritage and the provincial and territorial coordinators. These meetings were chaired by the National Coordinator. The first meeting was held in Winnipeg on February 9, 2007, and the second in Quebec City on August 25, 2007.

COURSE DIRECTORS' MEETING

The course directors met in Winnipeg from February 9 to 11, 2007. In cooperation with the OLP unit, Arthur Leblanc of the University of Manitoba agreed to organize and coordinate various workshops in connection with the course directors' meeting. The OLP unit also organized plenary sessions on the very popular topic of "Speaking only the target language."

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

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

Note 7: Appendix 6 contains a copy of the program for the annual course directors' meeting, held from February 9 to 11, 2007.

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 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 students.

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

Budget provisions

Under the 2005 agreement, the Department of Canadian Heritage paid CMEC \$19,070,000 for the Explore and Destination Clic 2007-2008 budget. This money was used to pay for bursaries and other expenses associated with the program.

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

For 2007-2008, the bursary quotas for second-language and first-language courses were set at 8,609, which is 401 more bursaries than last year. The value of each bursary was set at \$2,000.

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.

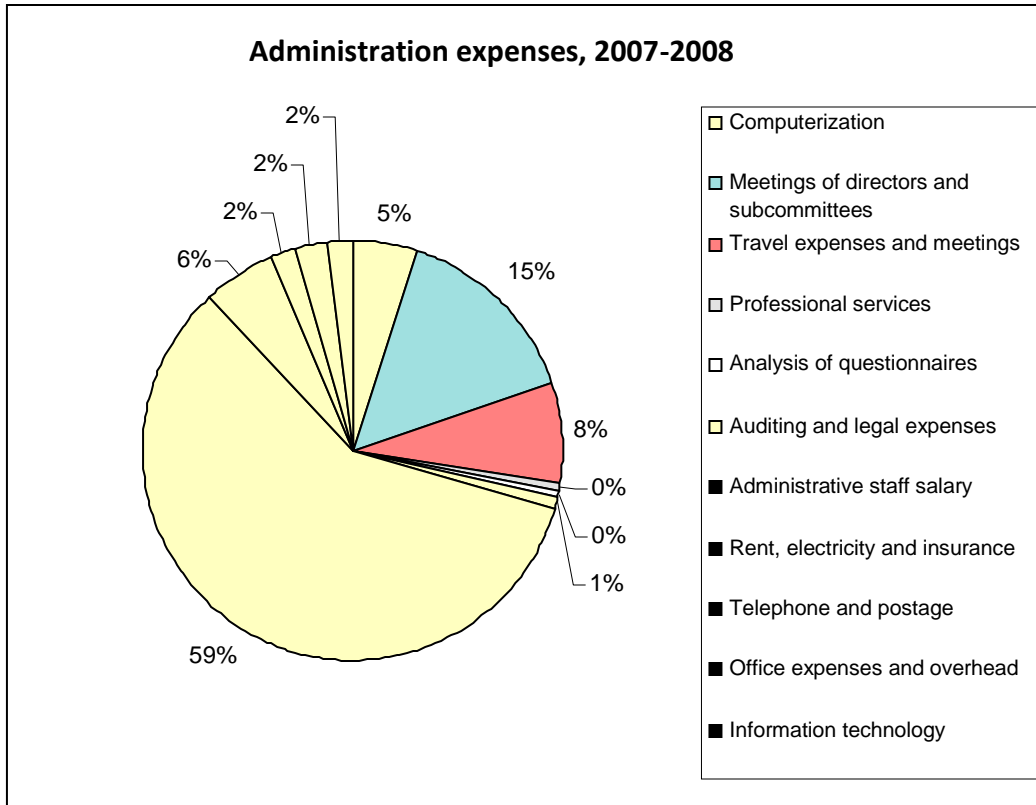
Bursaries are considered taxable income, but the tuition portion may be deductible.

Administration

The 2007-2008 protocol between the Department of Canadian Heritage and CCMEC provided for \$750,979 (excluding \$7,500 for GST) to cover the program's general administration expenses. Expenses were \$754,544 (excluding \$7,313 for GST). Graph 1 presents a breakdown of these expenses.

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

Graph 1



Note 11: The \$7,313 in GST reimbursement is not included in Graph 1.

QUOTAS

Bursary quotas

Out of a total of 8,609 bursaries, 7,964 or 93 per cent were distributed throughout Canada. Table 1 indicates the respective quotas of the provinces and territories.

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

Table 1

Bursary quotas, 2007-2008		
Province or territory	2007-2008 quota	% of total
British Columbia	639	7.4
Alberta	605	7.0
Saskatchewan	309	3.6
Manitoba	332	3.9
Ontario	1,994	23.2
Quebec	3,586	41.7
New Brunswick	364	4.2
Nova Scotia	436	5.1
Prince Edward Island	91	1.1
Newfoundland and Labrador	211	2.5
Yukon	16	0.2
Northwest Territories	15	0.2
Nunavut	11	0.1
Total	8,609	100.0

Place quotas

Because of the various changes made over the past few years, the number of places and of bursaries did not match. Accordingly, the basic quotas since 2004-2005 were recalculated in order to determine the 2006-2007 quotas, and then the increases for 2007-2008 were added.

Educational institutions received a certain number of bursary recipients, based on the quotas set by the national coordinator. Table 2 shows the distribution of places for FSL, ESL, and FFL courses for 2007-2008.

Table 2

Place quotas, 2007-2008								
Province	FSL places	% of FSL total	ESL places	% of ESL total	FFL places	% of FFL total	Total places	% of total
British Columbia	140	2.9	468	13.6	0	0.0	608	7.1
Alberta	198	4.0	237	6.9	0	0.0	435	5.1
Saskatchewan	79	1.6	158	4.6	0	0.0	237	2.7
Manitoba	74	1.5	273	7.9	0	0.0	347	4.0
Ontario	672	13.7	970	28.2	58	21.0	1,700	19.8
Quebec	3,262	66.7	502	14.6	148	53.6	3,911	45.4
New Brunswick	101	2.1	389	11.3	70	25.4	560	6.5
Nova Scotia	367	7.5	211	6.1	0	0.0	578	6.7
Prince Edward Island	0	0.0	160	4.7	0	0.0	160	1.9
Newfoundland and Labrador	0	0.0	72	2.1	0	0.0	72	0.8
Total	4,893	100.0	3,440	100.0	276	100.0	8,609	100.0

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

2007-2008 STATISTICS

Bursary recipients by home province or territory

In 2007-2008, 4,893 bursaries were awarded to students (including those who withdrew) for FSL, 3,440 for ESL, and 276 for FFL. This year, 57 out of the FFL basic quota bursaries were offered to 14- and 15-year-olds as part of a pilot project. Table 3 gives a breakdown of bursary recipients by home province or territory.

Note 13: Appendix 8 gives a table of statistics for Explore and Destination Clic in 2007.

Table 3

Bursary recipients by home province or territory, 2007-2008								
Home province or territory	FFL program		FSL program		ESL program		Total	Total bursaries awarded
	C*	W**	C	W	C	W		
	#	#	#	#	#	#	#	%
British Columbia	17	0	753	30	0	0	800	10.0
Alberta	32	0	503	18	62	3	618	7.8
Saskatchewan	8	1	223	4	0	0	236	3.0
Manitoba	23	1	229	4	1	0	258	3.2
Ontario	122	3	1,715	72	161	17	2,090	26.2
Quebec	6	0	151	6	2,836	191	3,190	40.1
New Brunswick	48	0	99	1	29	7	184	2.3
Nova Scotia	12	0	325	9	0	0	346	4.3
Prince Edward Island	1	0	42	1	0	0	44	0.6
Newfoundland and Labrador	1	0	157	5	1	0	164	2.1
Yukon	9	1	9	2	0	0	21	0.3
Northwest Territories	4	0	6	0	0	0	10	0.1
Nunavut	1	0	2	0	0	0	3	0.0
Subtotal	284	6	4,214	152	3,090	218	7,964	100.0
Total	290		4,366		3,308		7,964	

* C represents completions.

** W represents withdrawals.

Bursary recipients by host province, 2007-2008

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

Table 4

Bursary recipients by host province, 2007-2008								
Host province	FFL program		FSL program		ESL program		Total	Total bursaries awarded
	C*	W**	C	W	C	W		
	#	#	#	#	#	#	#	%
British Columbia	0	0	120	7	432	8	567	7.1
Alberta	0	0	133	3	212	13	361	4.5
Saskatchewan	0	0	49	3	159	8	219	2.7
Manitoba	0	0	59	6	308	19	392	4.9
Ontario	46	1	580	12	698	67	1,404	17.6
Quebec	198	5	2,886	114	455	32	3,690	46.3
New Brunswick	40	0	83	2	376	39	540	6.8
Nova Scotia	0	0	303	5	212	11	531	6.7
Prince Edward Island	0	0	0	0	174	21	195	2.4
Newfoundland and Labrador	0	0	0	0	64	1	65	0.8
Subtotal	284	6	4,213	152	3,090	219	7,964	100.0
Total	290		4,365		3,309		7,964	

* C represents completions.

** W represents withdrawals.

Applications

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

Table 5

Applications per year from 2003-2004 to 2007-2008					
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
British Columbia	1,114	808	1,407	1,243	1,203
Alberta	668	950	959	827	858
Saskatchewan	327	347	325	298	320
Manitoba	322	389	421	408	370
Ontario	2,016	3,550	5,000	3,947	3,850
Quebec	4,005	5,148	4,560	4,634	4,740
New Brunswick	194	253	258	205	159
Nova Scotia	400	578	535	457	518
Prince Edward Island	32	55	74	78	63
Newfoundland and Labrador	242	352	292	295	237
Yukon	15	20	18	29	26
Northwest Territories	7	11	24	15	10
Nunavut	2	0	0	2	3
Total	9,344	12,461	13,873	12,438	12,357

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

Table 6

Applications received compared to number of bursaries awarded by home province or territory, 2007-2008			
Home province or territory	Number of applications	Number of bursaries awarded	Bursary recipients
	#	#	%
British Columbia	1,203	800	66.5
Alberta	858	618	72.0
Saskatchewan	320	236	73.8
Manitoba	370	258	69.7
Ontario	3,850	2,090	54.3
Quebec	4,740	3,190	67.3
New Brunswick	159	159	100.0
Nova Scotia	518	346	66.8
Prince Edward Island	63	44	69.8
Newfoundland and Labrador	237	164	69.2
Yukon	26	21	80.8
Northwest Territories	10	10	100.0
Nunavut	3	3	100.0
Total	12,357	7,939	64.24

DISBURSEMENTS

Disbursements by province and by educational institution show that a total of \$16,161,160 was paid to educational institutions for Explore and Destination Clic bursaries, to cover the travel expenses of Destination Clic students, to provide funds for students with special needs, and to pay expenses associated with sociocultural activities and instructional materials.

Note 14: See Appendix 9 for the 2007 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, 2007-2008		
Host province	Total disbursements in \$	% of total
British Columbia	1,151,100	7.1
Alberta	730,551	4.5
Saskatchewan	444,075	2.7
Manitoba	797,965	4.9
Ontario	2,855,820	17.7
Quebec	7,489,926	46.3
New Brunswick	1,096,848	6.8
Nova Scotia	1,072,275	6.6
Prince Edward Island	390,775	2.4
Newfoundland and Labrador	131,825	0.8
Total	16,161,160	100.0

Instructional materials

For 2007-2008, the Department of Canadian Heritage authorized an additional \$25 per bursary recipient, which was paid to the educational institutions for the purchase or development of mandatory instructional materials. The total paid for this item was \$198,775. This amount comes from the excess of revenue over expenses.

Withdrawals

When a student withdraws from a program within the first three weeks, the educational institution receives 80 per cent of the bursary amount, or \$1,600. After three weeks, the institution receives the full \$2,000 bursary amount.

Services to special-needs students

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

This budget will cover some of the additional costs for students with a permanent disability or a food allergy (such as a gluten or lactose intolerance), or who are vision- or hearing-impaired.

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

In 2007-08, a total of \$87,609 was paid for services to students with special needs and for the supervision of 16- and 17-year-old students.

Sociocultural activities

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

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

Table 8

Sociocultural activity expenses, 2007-2008		
Province	Amount of disbursements in \$	Percentage of total
British Columbia	4,700	12.9
Alberta	3,126	8.6
Saskatchewan	1,800	4.9
Manitoba	2,301	6.3
Ontario	8,399	23.0
Quebec	10,674	29.2
New Brunswick	2,800	7.7
Nova Scotia	1,400	3.8
Prince Edward Island	700	1.9
Newfoundland and Labrador	600	1.6
Total	36,501	100.0

STATISTICAL RETROSPECTIVE OF EXPLORE AND DESTINATION CLIC

For the past 36 years, SLBP and PBEFHQ, now Explore and Destination Clic, have delivered second-language and first-language programs to Canadians.

Note 14: Appendix 10 shows that when SLBP was created in 1971, there were 2,500 bursaries to distribute. Additional bursaries were added to the program in 1977, when PBEFHQ was created. The number of bursaries had increased to 8,609 by 2007.

Note 15: Appendix 11 reports the number of bursaries awarded to students taking FSL, FFL, or ESL courses.

PUBLICIZING EXPLORE AND DESTINATION CLIC

For two years now, promotion agents have been crisscrossing the country to tell people about CMEC's Official Languages Programs, including Explore and Destination Clic. These promotion agents have often been previously involved in one or other of CMEC's programs, and are capable of reporting on how effective these programs are.

On April 12, 2007, a teleconference was held for all promotion agents to discuss the effectiveness of the various ways of promoting the programs. It was decided that Web sites and

the promotion agents themselves are the most effective means of telling people about Explore and Destination Clic.

Note 17: Appendix 12, Report on the Promotional Tour for Official Languages Programs 2007-2008, examines the satisfaction level of promotion agents with the promotional strategy and tools.

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, the programs were once again a great success in 2007-2008. Some said they were delighted with the pilot project for young people aged 14–15.

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

EVALUATION BY COURSE DIRECTORS

The following is a summary of the evaluation questionnaires completed by Explore and Destination Clic course directors, who found the programs to be an effective means of promoting official-language acquisition. On the whole, they were very satisfied with the performance of the programs at their institutions in 2007-2008.

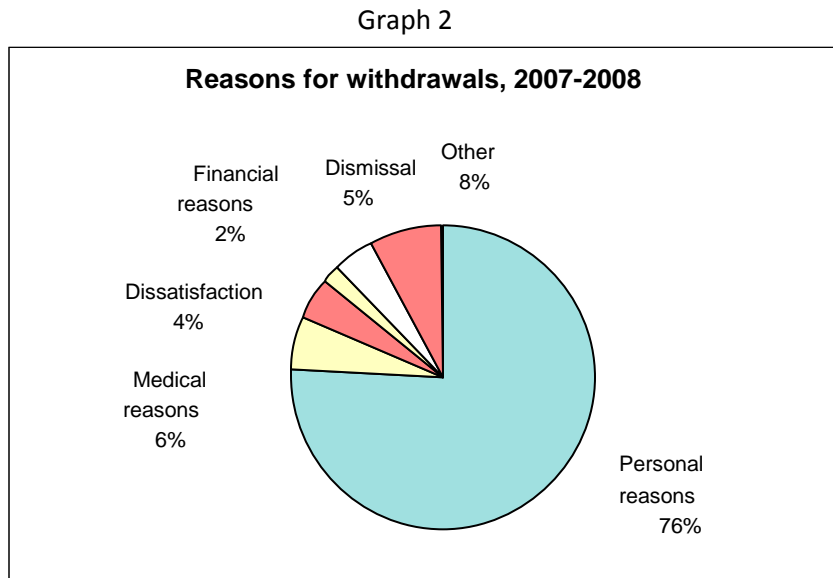
Budget

Only one course director reported a budget deficit this year, attributable to having hired too many staff members for the number of students. Two directors mentioned having exceeded their quota and having been able to offer a higher-level course, to the great satisfaction of the bursary recipients. Four directors said that they did not reach their quota despite recruitment efforts.

Withdrawals

One director mentioned that the horrible weather contributed to a number of withdrawals by bursary recipients, and two others reported that some of the applicants turned down the bursary to take a job instead.

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



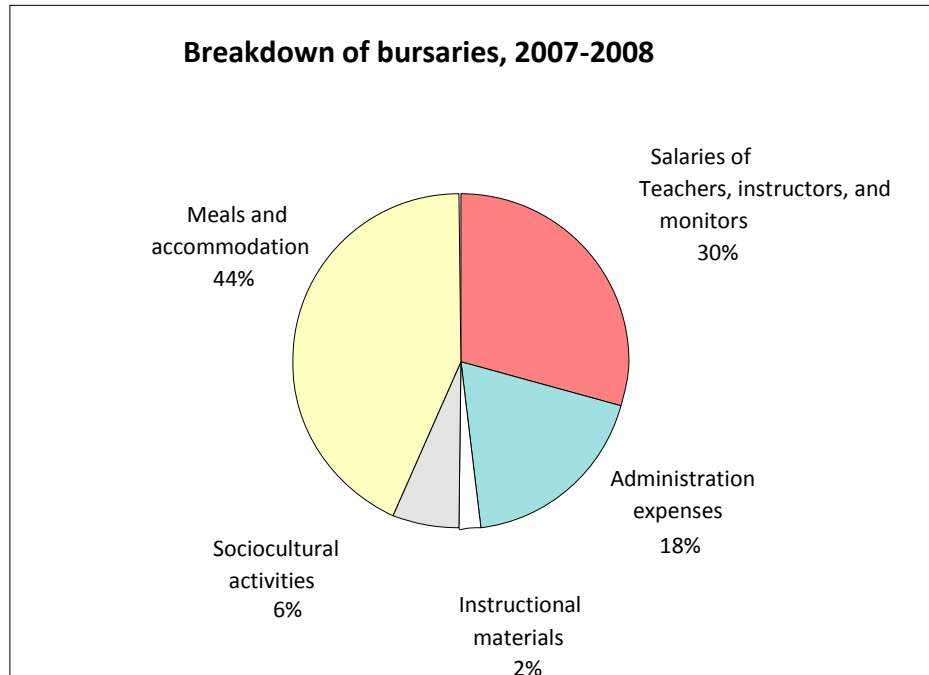
Staffing

Some course directors reported that their staff were of the highest quality and contributed greatly to the success of the program. Four directors mentioned the positive impact of having hired monitors or instructors who had been previously involved in Explore or Destination Clic. Two course directors reported using the Young Canada Works program to cover part of a monitor's wages.

Breakdown of bursaries

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

Graph 3



Use of second language

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

Most educational institutions (80 per cent) used a version of the commitment system, in which students signed a contract undertaking to comply with the regulations of Explore and Destination Clic. Half the institutions (48 per cent) implemented a dismissal policy under which a student could receive up to three warnings for having spoken his or her first language and could be dismissed from the program after the third warning.

Two course directors reported having used a negative reinforcement method to encourage students to speak and write in the target language. At one of these institutions, the students were assigned the task of determining what the consequences would be. These were more often than not benign, such as having to sing a song in front of the group or give a brief presentation in the target language. Two other directors mentioned that the bursary recipients had to wear a bracelet identifying them as learners. This gave members of the community more of an incentive to speak to them in the target language and made staff members more inclined to adjust their level of language to the colour of the bracelet. All of the other methods used in the other institutions included positive reinforcement:

- Merit system: 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 course, to participate in optional excursions whose cost is not covered by the educational institutions, or to receive prizes.
- Mixed system: Blue cards reward students who use their second language, and red cards caution those who do not. 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. A number of institutions stated that they awarded points for classroom participation.

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

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

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

Placement of students

The course directors stated that approximately 31 per cent of participating bursary recipients were enrolled at the beginner level. About 46 per cent of participating bursary recipients took intermediate level courses, and about 23 per cent took courses for advanced students.

Evaluation procedures

Almost all course directors (97 per cent) evaluated the level of their students before the course started. The results of this evaluation were used to organize the groups into classes. Fifty-six per cent of directors reported that they had used one of the following instruments: CMEC-Michel Laurier, Michigan, CREDIF, CELT, Pimsleur, SLEP, ELSA, Laval Test, and federal government tests. The other tests (44 per cent) used to evaluate students were “in-house” tests or individual interviews. The vast majority of educational institutions (95 per cent) had students take a test at the end of the course in order to evaluate their progress.

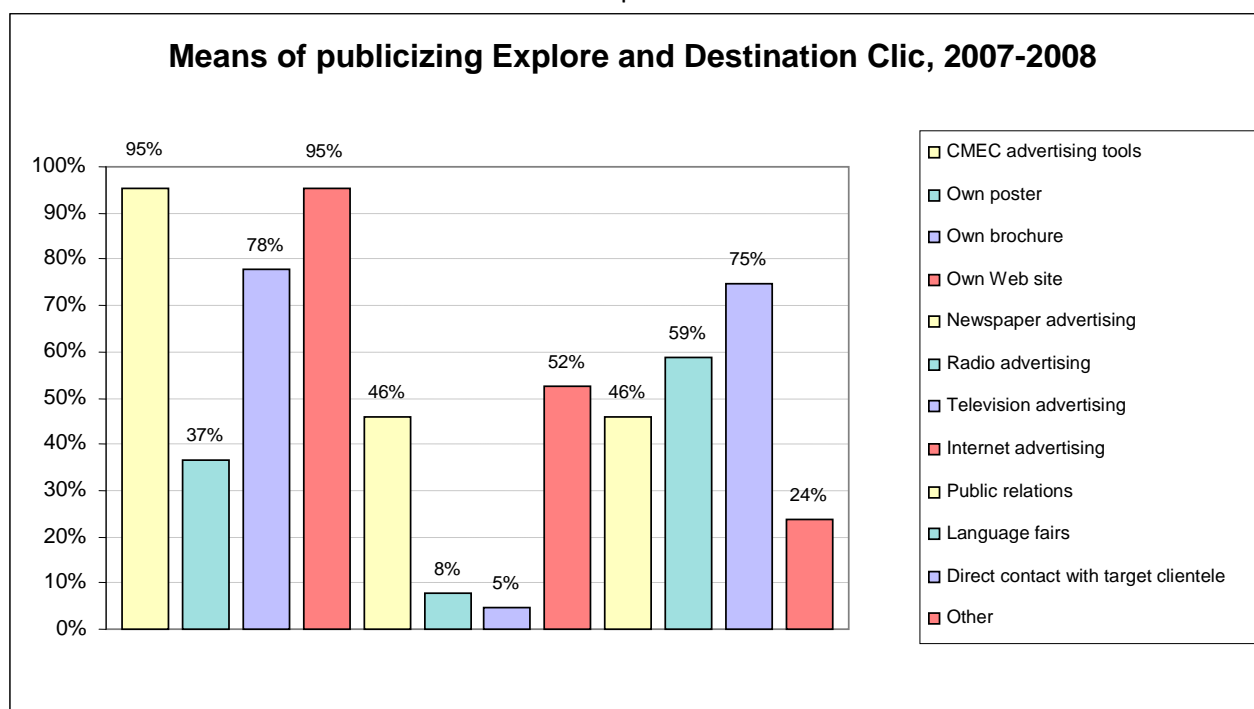
In addition, all educational institutions continually evaluated the students throughout the five weeks of the course, keeping them informed of their progress.

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

Publicity

In addition to CMEC’s pan-Canadian publicity campaign (in the form of posters and brochures), course directors used various means to promote Explore and Destination Clic. Graph 4 presents the means that course directors used in 2007-2008 to publicize Explore and Destination Clic.

Graph 4



EVALUATION BY TEACHERS AND INSTRUCTORS

The teachers and instructors were asked to evaluate various aspects of Explore and Destination Clic. They were asked to rate the relative importance of the program’s instructional objectives. The majority of teachers and instructors rated speaking and listening skills as highly important, followed by pronunciation, reading, grammar and writing.

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

Note 18: See Appendix 13 for the results of the 2007-2008 Questionnaire for Instructors.

EVALUATION BY MONITORS

Monitors were asked to evaluate their participation in the program. Several said that other ways needed to be found to motivate bursary recipients to speak the language or that the rule would have to be applied more strictly. The monitors also asked to be able to spend more time with bursary recipients.

In all, 33 per cent of monitors said that they spent more than 40 hours per week with the students. Twenty-three per cent said that they spent between 31 and 40 hours, 20 per cent between 21 and 30 hours per week, and 24 per cent between 0 and 20 hours per week.

Note 19: See Appendix 14 for the results of the 2007-2008 Questionnaire for Monitors

EVALUATION BY ESL AND FSL STUDENTS

Profile of ESL and FSL students

A total of 6,502 ESL and FSL bursary recipients who participated in Explore (85 per cent) answered the questionnaire and returned it. Of this group, 58 per cent had taken French courses and 42 per cent, English courses. The breakdown by gender was 74 per cent women and 26 per cent men.

Program

Bursary recipients were asked to evaluate Explore under various criteria. A high level of satisfaction was recorded for the following activities: speaking the target language in the classroom (84 per cent), speaking the target language outside the classroom (56 per cent), and meeting people and making friends with users of the target language (52 per cent).

Note 20: Appendix 15 gives the results of the Explore 2007-2008 questionnaire administered to ESL and FSL bursary recipients.

EVALUATION BY FFL STUDENTS

Profile of FFL students

A total of 119 FFL students (41 per cent of participants) completed and returned the questionnaire.

Approximately 82 per cent of responses were from students between 16 and 18 years of age, 9 per cent from students between 19 and 21 years of age, and 9 per cent from students 22 years of age or older.

Sixty-two per cent of respondents were women, and 38 per cent were men.

Program

Bursary recipients were asked to evaluate Destination Clic using several criteria. A high level of satisfaction was recorded for the following activities: opportunity to speak the language in the classroom (46 per cent), opportunity to speak the language outside the classroom (54 per cent), having the opportunity to write in the target language (50 per cent), having the opportunity to learn the language and become familiar with the culture associated with the language (64 per cent), and meeting people and making friends (73 per cent).

Note 21: Appendix 16 give the results of the Destination Clic 2007-2008 questionnaires administered to FFL bursary recipients.

CONCLUSION

Thanks to the extra \$1.2 million that the Department of Canadian Heritage provided for the bursary programs under the agreement, it was possible to increase the amount of each bursary to \$2,000 and to distribute an additional 401 Explore bursaries. In addition, educational institutions were given \$25 per bursary recipient to purchase and develop instructional materials.

One educational institution had to cancel the summer ESL session because of an employee strike. On the other hand, a pilot FFL project for young people aged 14 and 15 was conducted in a Quebec educational institution. This new three-week program was extremely successful.

Overall, Explore and Destination Clic went smoothly. The satisfaction rate was high among bursary recipients, as well as among teachers and instructors and monitors. The latter said that the program had had a positive impact on students.

EXPLORE AND DESTINATION CLIC ADMINISTRATION, 2007–2008

Department of Canadian Heritage

Role: provides funding

National Coordinator

Council of Ministers of Education, Canada

Role: administers the program at the national level

Provincial and territorial coordinators

Role: administer the program at the provincial or territorial level

Course directors

Role: administer the program at the institutional level

Teachers and instructors and, in some cases, course directors

Role: teach and provide guidance to monitors

Monitors

Role: help students with the spoken language through supplementary activities conducted under the supervision of teachers and instructors



**VISITS TO EDUCATIONAL INSTITUTIONS 2007-2008 /
VISITES AUX ÉTABLISSEMENTS D'ENSEIGNEMENT EN 2007-2008**

Provinces and institutions/ Provinces et établissements	Place/ Endroit	Session	Lang.	Visited in 2007 / Visité en 2007
British Columbia/Colombie-Britannique				
Douglas College	New Westminster	Sp/prin.	ESL/ ALS	—
Kwantlen College	Richmond	Sp/prin.	ESL/ ALS	—
University of British Columbia	Vancouver	Sp/prin.	ESL/ ALS	—
University of British Columbia	Vancouver	Sp/prin.	FSL/ FLS	AMM
Langara College	Vancouver	Su/été	ESL/ ALS	—
University of Victoria	Victoria	Sp/prin.	ESL/ ALS	AMM
University of Victoria	Victoria	Su/été	ESL/ ALS	—
University of Victoria	Victoria	Su/été	FSL/ FLS	—
Alberta				
University of Calgary	Calgary	Su/été Session 1	ESL/ ALS	—
University of Calgary	Calgary	Su/été Session 2	ESL/ ALS	—
Lethbridge Community College	Lethbridge	Sp/prin.	ESL/ ALS	—
University of Alberta	Edmonton	Sp/prin.	FSL/ FLS	—
University of Alberta	La Pocatière, QC	Su/été	FSL/ FLS	AMM
Grant MacEwan College	Edmonton	Su/été	ESL/ ALS	—

AMM – Antonella Manca-Mangoff

BP – Boyd Pelley

JL – Josée Langlois

MR – Michel Ruest

Provinces and institutions/ Provinces et établissements	Place/ Endroit	Session	Lang.	Visited in 2007 / Visité en 2007
Saskatchewan				
University of Regina	Regina	Sp/prin.	ESL/ ALS	—
University of Regina	Regina	Su/été	ESL/ ALS	—
University of Saskatchewan	Saskatoon	Sp/prin.	FSL/ FLS	—
Manitoba				
Brandon University	Brandon	Sp/prin.	ESL/ ALS	AMM, MR
University of Manitoba	Winnipeg	Sp/prin.	ESL/ ALS	—
University of Manitoba	Winnipeg	Su/été	ESL/ ALS	—
University of Winnipeg	Winnipeg	Sp/prin.	ESL/ ALS	—
Collège universitaire de Saint-Boniface	Saint-Boniface	Su/été	FSL/ FLS	—
Ontario				
Brock University	St. Catharines	Su/été	ESL/ ALS	—
Collège Boréal au Nipissing	Sturgeon Falls	Sp/prin.	FSL/ FLS	AMM
Collège Boréal au Nipissing	Sturgeon Falls	Su/été	FSL/ FLS	—
Glendon College at York University	Toronto	Sp/prin.	FSL/ FLS	—
Glendon College at York University	Toronto	Sp/prin.	ESL/ ALS	—
Glendon College at York University	Toronto	Su/été	ESL/ ALS	—
Humber College of Applied Arts and Technology	Toronto	Sp/prin.	ESL/ ALS	AMM
Humber College of Applied Arts and Technology	Toronto	Su/été	ESL/ ALS	—
Université d'Ottawa	Ottawa	Su/été	FSL/ FLP	—
University of Western Ontario	Trois-Pistoles, QC	Sp/prin.	FSL/ FLS	—
University of Western Ontario	Trois-Pistoles, QC	Su/été	FSL/ FLS	—

Provinces and institutions/ Provinces et établissements	Place/ Endroit	Session	Lang.	Visited in 2007 / Visité en 2007
La Cité collégiale	Ottawa	Sp/prin.	ESL/ ALS	—
La Cité collégiale	Ottawa	Su/été	FSL/ FLS	—
La Cité collégiale	Ottawa	Su/été	ESL/ ALS	—
Québec				
Université du Québec à Chicoutimi	Chicoutimi	Sp/prin.	FSL/ FLS	AMM
Université du Québec à Chicoutimi	Chicoutimi	Su/été	FSL/ FLS	—
Collège de Rivière-du-Loup	Rivière-du-Loup	Sp/prin.	FSL/ FLS	—
Collège de Rivière-du-Loup	Rivière-du-Loup	Su/été	FSL/ FLS	AMM, JL
Centre linguistique Collège de Jonquière	Jonquière	Sp/prin.	FSL/ FLS	—
Centre linguistique Collège de Jonquière	Jonquière	Su/été	FSL/ FLS	AMM
Centre linguistique Collège de Jonquière	Jonquière	Su/été	FFL/ FLP	—
Centre linguistique Collège de Jonquière	Ottawa	Su/été	ESL/ ALS	AMM
Université Bishop's	Sherbrooke (Lennoxville)	Sp/prin.	ESL/ ALS	—
Université Bishop's	Sherbrooke (Lennoxville)	Su/été	ESL/ ALS	— (on strike/en grève)
Université du Québec à Trois-Rivières	Trois-Rivières	Sp/prin.	FFL/ FLP	—
Université du Québec à Trois-Rivières	Trois-Rivières	Sp/prin.	FSL/ FLS	—
Université du Québec à Trois-Rivières	Trois-Rivières	Su/été	FSL/ FLS	AMM, JL, MR
Cégep de Trois-Rivières	Trois-Rivières	Su/été	FSL/ FLS	—
Université de Montréal	Montréal	Su/été	FSL/ FLS	—
Université du Québec à Montréal	Montréal	Su/été	FSL/ FLS	AMM, JL
Université de Sherbrooke	Sherbrooke	Su/été	ESL/ ALS	AMM, JL
Université Laval	Québec	Sp/prin.	FSL/ FLS	—
Université Laval	Québec	Su/été	FSL/ FLS	—

Provinces and institutions/ Provinces et établissements	Place/ Endroit	Session	Lang.	Visited in 2007 / Visité en 2007
Collège St-Charles Garnier	Québec	Su/été	FSL/ FLS	—
vCollège St-Charles Garnier	Victoria, BC	Su/été	ESL/ ALS	—
New Brunswick/Nouveau-Brunswick				
Université de Moncton	Moncton	Su/été	FSL/ FLS	—
Université de Moncton	Moncton	Su/été	FFL/ FLP	—
University of New Brunswick	Fredericton	Sp/prin.	ESL/ ALS	—
University of New Brunswick	Fredericton	Su/été	ESL/ ALS	AMM
Nova Scotia/Nouvelle-Écosse				
Université Sainte-Anne	Pointe-de-l'Église	Sp/prin.	FSL/ FLS	—
Université Sainte-Anne	Pointe-de-l'Église	Su/été	FSL/ FLS	—
Dalhousie University	Halifax	Su/été	ESL/ ALS	BP
Prince Edward Island/Île-du-Prince-Édouard				
University of Prince Edward Island	Charlottetown	Su/été	ESL/ ALS	AMM
Newfoundland et Labrador/Terre-Neuve-et-Labrador				
Memorial University of Newfoundland	St. John's	Su/été	ESL/ ALS	BP

**PROVINCIAL AND TERRITORIAL COORDINATORS
2007–2008 EXPLORE AND DESTINATION CLIC**

Province or territory	Coordinator
British Columbia	Mr. Gilbert Verrier
Alberta	Ms. Carole Pelé
Saskatchewan	Mr. Mario Rainville
Manitoba	Ms. Maude Plourde
Ontario	Mr. Craig Martin
Quebec	Mr. Magdy Rizk
New Brunswick (ESL)	Mr. Barry Lydon
Nouveau-Brunswick (FSL 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. Ève Lavallée
Nunavut	Ms. Marie Nicole Vallée

**MINIMUM ACCREDITATION REQUIREMENTS
FOR AN INSTITUTION PARTICIPATING IN EXPLORE
AND/OR DESTINATION CLIC**

1. To be accredited to participate in Explore and/or Destination Clic, an institution must:
 - a) be able to provide a certificate to the effect that it is a postsecondary education institution recognized as such by the provincial department of education.
 - b) have adequate facilities for courses, room, board, and sociocultural and recreational activities that are necessary to offer a good quality program.
 - c) demonstrate that it will create a favourable environment for learning the target language.
 - d) offer a program in line with the regulations and organizational guidelines that follow.

1.1 Organization of courses and activities

- 1.1.1 The program must last at least five weeks and be offered between May 1 and September 15 of any given year.
- 1.1.2 Each institution must provide a program of at least six hours per day, five days per week, of which a minimum of
 - three and one-half (3½) hours per day are for formal instruction;
 - two (2) hours per day are for workshops or other language-intensive activities;
 - one (1) hour per day is for appropriate sociocultural activities.
- 1.1.3 All the compulsory material required for the program must be provided at no charge to bursary students by the institution.
- 1.1.4 The institution must offer courses at different levels. Each student should be enrolled in the course that corresponds to her or his level of language proficiency.

To place the students according to their level of language proficiency and to monitor their progress, the institution administers to all bursary students a placement test (pre-test) and an achievement test (post-test). Both of these

tests must receive prior approval from the coordinator of the province in which the institution is situated.

- 1.1.5 Suitable teaching methods that rely on the pedagogical principles of language teaching must be employed by each institution.
- 1.1.6 Unless it has obtained prior authorization from its provincial coordinator, the institution must ensure that the teacher/student ratio does not exceed 1:18 and that the monitor/student ratio does not exceed 1:25 throughout the duration of the program.
- 1.1.7 The institution is responsible for the organization of weekend activities for the students participating in the program.
- 1.1.8 The institution may organize fee-paying activities for the students but, in each case, these activities must be optional, and appropriate and valid non-paying activities must be offered at the same time.

1.2 Organization of the stay

- 1.2.1 The institution must, throughout the duration of the program, provide the student with room and board (three meals per day), either in residence on campus or in private homes chosen because of a favourable target language environment.
- 1.2.2 Except for exceptional cases that may be approved individually by the course director and CMEC, the institution **must not** allow students to stay somewhere else during weeknights or on the weekends.

1.3 Financial aspect

- 1.3.1 The amount of the bursary must cover all compulsory costs associated with the program. Bursary recipients are responsible for their travel costs at the beginning, during, and at the end of the program as well as their personal expenses during the program.

Note: Participants in Destination Clic may obtain an allowance for a portion of the travel expenses between their home province or territory and the province in which their course is held (see Appendix 5 in the French-language version of this guide).

- 1.3.1.1 Notwithstanding paragraph 1.3.1, the institution may charge a registration fee, a deposit, or both. Up to \$150 of the registration fee may be retained by the institution.

Before the beginning of the program, the institution must inform the applicant of the amount required, the amount to be retained, and all procedures and dates related to payment and, where applicable, to the reimbursement of the deposit.

- 1.3.2 The institution agrees that neither the provincial/territorial department/ministry responsible for the administration of the program nor CMEC nor Canadian Heritage will be responsible for any financial loss incurred by the institution in offering the program.

1.4 Report and evaluation

- 1.4.1 To ensure the success of the program, the departments of education will, in accordance with arrangements made with CMEC, examine the implementation of the program by institutions.
- 1.4.2 CMEC, in conjunction with the responsible provincial or territorial departments, may visit all institutions during the time the program is being offered by the institutions.
- 1.4.3 Each institution must provide to the provincial coordinator a written critical appraisal of the results achieved by its program along with a sampling of written critical appraisals prepared by students. The department will forward the information thereon to the CMEC Secretariat.
- 1.4.4 Institutions must retain, for at least six years, the lists of students who have completed the course.

I agree to the above conditions.

Name of institution

Course director

Date

Jurisdiction

Provincial coordinator

Date

APPENDIX 5

EXPLORE AND DESTINATION CLIC
ACCREDITED EDUCATIONAL INSTITUTIONS, 2007-2008

Province	Accredited educational institutions	Course director
<i>British Columbia</i>	University of British Columbia ESL – spring FSL – spring	Francis R. Andrew
	University of Victoria ESL – spring and summer FSL – summer	Avril Taylor Didier Bergeret
	Douglas College ESL – spring	Carol Ann St. Jean
	Kwantlen University College ESL – spring	Paul Edwards
	Langara College ESL – summer	Valerie Peters
<i>Alberta</i>	University of Alberta Faculté Saint-Jean FSL – summer	Normand Fortin
	Grant MacEwan College ESL – summer	Liz Karra
	Lethbridge Community College ESL – spring	Judy Hasinoff
	University of Calgary ESL – summer	Yassin Boga
<i>Saskatchewan</i>	University of Saskatchewan FSL – spring	Gisèle C. Piché
	University of Regina ESL – spring and summer	Bertrand Lee

Province	Accredited educational institutions	Course director
<i>Manitoba</i>	University of Manitoba ESL – spring and summer	Arthur LeBlanc Stéphanie Olsen
	University of Winnipeg ESL – spring	Kathy Block
	University College of Saint-Boniface FSL – summer	Christian Violy
	Brandon University ESL – spring	Denis Rondeau Roméo Lemieux
<i>Ontario</i>	Brock University ESL – summer	Jackie Sanders
	Boreal College FSL – spring and summer	Claude Dubuc
	Glendon College, York University ESL – spring and summer FSL – spring	Susanne Holunga
	Humber College Institute of Technology and Advanced Learning ESL - spring and summer	Joe Aversa
	University of Ottawa FFL – summer	Martine Huot
	La Cité collégiale ESL – spring and summer FSL – summer	Martine Cardinal
	University of Western Ontario FSL – spring and summer	Maurice Vaney
<i>Quebec</i>	Cégep de Jonquière FSL – spring and summer FFL – summer ESL – summer	Jo-Ann Prebinski
	Cégep de Trois-Rivières FSL – summer	Denis Morin
	Collège Saint-Charles-Garnier FSL – summer ESL – summer	Andrée Bélanger Valentina Stagnani

Province	Accredited educational institutions	Course director
	Cégep de Rivière-du-Loup FSL – spring and summer	Réjean Chatigny
	Laval University FSL – spring and summer	Francine Blackburn
	University of Montreal FSL – summer	Suzanne Fradette
	University of Quebec at Chicoutimi FSL – spring and summer	Pierre Lincourt
	Bishop’s University ESL – spring	Suzanne Meesen
	University of Quebec at Trois-Rivières FFL – spring FSL – spring and summer	Lucie Guillemette
	University of Quebec at Montreal FSL – summer	Éric Buisson
	University of Sherbrooke FSL – summer	Vicky Poirier
<i>New Brunswick</i>	University of New Brunswick ESL – spring and summer	Anna Marie Robinson
	University of Moncton FSL – summer FFL – summer	Charles-A. LeBlanc
<i>Nova Scotia</i>	Dalhousie University ESL – summer	Louise Young
	Sainte-Anne University FSL – spring and summer	Jean-Douglas Comeau
<i>Prince Edward Island</i>	University of Prince Edward Island ESL – summer	Christina Perry
<i>Newfoundland and Labrador</i>	Memorial University of Newfoundland ESL – summer	Janet Benger



**Course Directors' Annual Meeting
Réunion annuelle des directrices
et directeurs de programme**

**Program
Programme**

February 9–11, 2007

9 au 11 février 2007



***The Fort Garry Hotel, 222 Broadway, Winnipeg, Manitoba
Hôtel Le Fort Garry, 222, Broadway, Winnipeg (Manitoba)***

**Le masculin comprend l'équivalent féminin et est utilisé dans le but d'alléger le texte.*



**Canadian
Heritage**

**Patrimoine
Canadien**



**Council of Ministers of Education, Canada
Conseil des ministres de l'Éducation (Canada)**

Friday, February 9, 2007 / Vendredi 9 février 2007

18:00-20:00 **Registration (Concert Hall, 7th floor) /
Inscription (Concert Hall, 7^e étage)**

18:00-20:00 **Reception (cash bar)
(Concert Hall, 7th floor)**

Welcome

Antonella Manca-Mangoff

Entertainment provided by
Les Louis Boys

Drink ticket and hors d'oeuvres provided.

**Réception (bar payant)
(Concert Hall, 7^e étage)**

Accueil

Antonella Manca-Mangoff

Divertissement fourni par
Les Louis Boys

Une boisson et des hors-d'œuvres seront offerts.

Saturday, February 10, 2007 / Samedi 10 février 2007

7:00-8:50 **Continental breakfast (Concert Hall, 7th floor) /
Petit-déjeuner à l'européenne (Concert Hall, 7^e étage)**

9:00-9:30 **Plenary session (Concert Hall, 7th floor)**

Opening remarks

Antonella Manca-Mangoff

National Coordinator

Official-Languages Programs

Council of Ministers of Education, Canada
(CMEC)

**Greetings from the representative of the
Department of Canadian Heritage**

Michel Ruest

Manager

National Programs and Associations

Official Languages Support Programs Branch
Department of Canadian Heritage

**Greetings from the representative of
Manitoba Education, Citizenship and Youth**

Jean-Vianney Auclair

Assistant Deputy Minister of Education

Division du Bureau de l'éducation française

Destination Winnipeg

Video presentation

Overview of program

Arthur LeBlanc

Director

University of Manitoba

Séance plénière (Concert Hall, 7^e étage)

Observations d'ouverture

Antonella Manca-Mangoff

Coordonnatrice canadienne

Programmes de langues officielles

Conseil des ministres de l'Éducation (Canada)
[CMEC]

**Salutations du représentant du ministère du
Patrimoine canadien**

Michel Ruest

Gestionnaire

Programmes et organismes nationaux

Direction générale des programmes d'appui aux
langues officielles
Ministère du Patrimoine canadien

**Salutations du représentant du ministère de
l'Éducation, de la Citoyenneté et de la
Jeunesse**

Jean-Vianney Auclair

Sous-ministre adjoint, Ministère de l'Éducation

Division du Bureau de l'éducation française

Destination Winnipeg

Présentation vidéo

Tour d'horizon du programme

Arthur LeBlanc

Directeur

Université du Manitoba

Saturday, February 10, 2007 (continued) / Samedi 10 février 2007 (suite)

9:30-9:45	Update on the Young Canada Works Program Julie Savoie Coordinator Young Canada Works Fédération jeunesse canadienne française Donna Mockler Senior Programs Officer, Operations and Regional Coordination Directorate Department of Canadian Heritage	Mise à jour sur le programme Jeunesse Canada au travail Julie Savoie Coordonnatrice Jeunesse Canada au travail Fédération jeunesse canadienne française Donna Mockler Agente de programmes principale, Direction des opérations et de la coordination régionale Ministère du Patrimoine canadien
9:45-10:00	Break – refreshments (Concert Hall, 7th floor) / Pause-rafraîchissements (Concert Hall, 7^e étage)	
10:00-11:30	Meeting of course directors with their provincial coordinator / Réunion des directrices et directeurs de programme avec le coordonnateur de leur province	
Jurisdiction / Instance	Coordinator / Coordonnateur	Room /Salle
British Columbia / Colombie-Britannique	Gilbert Verrier	Salon A, First floor / Salon A, 1 ^{er} étage
Alberta	Carole Pelé	Tache, Mezzanine level / Tache, Niveau mezzanine
Saskatchewan	Mario Rainville	Concert Hall, 7th floor / Concert Hall, 7 ^e étage
Manitoba	Maude Plourde	Salon C, First floor / Salon C, 1 ^{er} étage
Ontario	Craig Martin Toni Pucci	Gateway, Mezzanine level / Gateway, Niveau mezzanine
Quebec / Québec	Magdy Rizk	La Verendrye, Mezzanine level / La Verendrye, Niveau mezzanine
New Brunswick / Nouveau-Brunswick	Barry Lydon (anglophone sector / secteur anglophone)	Concert Hall, 7th floor / Concert Hall, 7 ^e étage
New Brunswick / Nouveau-Brunswick	Colombe Poirier (francophone sector / secteur francophone)	Concert Hall, 7th floor / Concert Hall, 7 ^e étage
Nova Scotia / Nouvelle-Écosse	Mark Bannerman	Concert Hall, 7th floor / Concert Hall, 7 ^e étage
Prince Edward Island / Île-du-Prince-Édouard	Lucille Fontaine	Please note that no directors are in attendance from this jurisdiction. / Veuillez noter qu'aucun directeur de cette instance ne sera présent.
Newfoundland and Labrador / Terre-Neuve-et-Labrador	Renée Keough	Please note that no directors are in attendance from this jurisdiction. / Veuillez noter qu'aucun directeur de cette instance ne sera présent.
Yukon, Nunavut, and Northwest Territories / Yukon, Nunavut et Territoires du Nord-Ouest		Please note that no directors are in attendance from these jurisdictions. / Veuillez noter qu'aucun directeur de ces instances ne sera présent.
11:30-12:45	Lunch (Concert Hall, 7th floor) / Déjeuner (Concert Hall, 7^e étage)	

Saturday, February 10, 2007 (continued) / Samedi 10 février 2007 (suite)

General Workshop / Atelier généraux	Moderators / Animateurs	Language / Langue	Room / Salle
<p>12:45-14:45 Speaking only the target language</p> <p>Speaking the target language is probably the most popular topic whenever Explore directors get together to discuss program matters. It is also foremost in the minds of student participants, as demonstrated by their comments on the questionnaire they fill out at the end of their programs. A two-hour session on the subject has been organized immediately following the opening remarks, which will take the following format: six tables of eight or nine will be set up in the main plenary venue. A facilitator has prepared a succinct presentation on each topic. After 18 minutes, all participants will move to another table. The facilitator will remain at the same table to present to the subsequent groups.</p> <p>Participants will visit all six tables during the session. An individualized card in their registration kits will direct them to the appropriate table.</p> <p>S'exprimer dans la langue cible uniquement</p> <p>S'exprimer dans la langue cible est probablement l'un des thèmes les plus populaires lors des discussions des directeurs au sujet de points relatifs au programme. C'est également un thème prédominant dans l'esprit des étudiants participants, comme le montrent leurs commentaires dans le questionnaire qu'ils remplissent à la fin de leurs programmes. Une séance de deux heures sur ce sujet a été prévue immédiatement après les remarques d'ouverture. La séance se déroulera de la façon suivante : six tables de huit ou neuf personnes seront installées dans la salle principale de la plénière. Un animateur a préparé une présentation succincte sur chaque sujet. Après 18 minutes, tous les participants changeront de table. L'animateur restera à la même table pour présenter le sujet aux groupes suivants.</p> <p>Les participants passeront par la totalité des six tables au cours de la séance. Une carte personnalisée se trouvant dans leur trousse d'inscription leur indiquera à quelle table se rendre.</p>	<p>Mary Ann Harrington, University of New Brunswick Arguments for the exclusive use of the target language / Arguments en faveur de l'usage exclusif de la langue cible</p> <p>Didier Bergeret, Université de Victoria Arguments contre l'usage exclusif de la langue cible / Arguments against the exclusive use of the target language</p> <p>Suzanne Oswald, Grant MacEwan College Individual emotions and attitudes affecting adherence to language rule / Émotions et attitudes individuelles qui influencent l'adhésion au règlement linguistique</p> <p>Louise Young, Dalhousie University The language rule and relating to others / Le règlement linguistique et les relations avec les autres</p> <p>Christian Violy, Collège de Saint-Boniface Opinions sur le fait qu'il est attendu des étudiants qu'ils ne parlent que la langue cible pendant toute la durée d'Explore / Beliefs regarding the expectation that students speak the target language at all times during Explore</p> <p>Pierre Lincourt, Université du Québec à Chicoutimi Attitudes générales et opinions au sujet des aspects de « contrôle linguistique » de l'application du règlement linguistique / General attitudes and beliefs regarding the "language policing" aspects of enforcing the language rule</p>	<p>English / Anglais</p> <p>French / Français</p> <p>English / Anglais</p> <p>English / Anglais</p> <p>French / Français</p> <p>French / Français</p>	<p>Concert Hall, 7th floor / Concert Hall, 7^e étage</p>
<p>14:45-15:00 Break – refreshments (Concert Hall, 7th floor) / Pause-rafraîchissements (Concert Hall, 7^e étage)</p>			

Saturday, February 10, 2007 (continued) / Samedi 10 février 2007 (suite)

15:00-15:55	Workshops / Ateliers	Moderator / Animateur	Language / Langue	Room / Salle
Workshop/ Atelier 1	<p>Les allergies alimentaires – jusqu’où devons-nous satisfaire les exigences des étudiants?</p> <p>Végétarien? Non, végétalien avec une tendance macrobiotique. Allergique à quoi? glutène, lactose, fruits, arachides.... Régime protéiné? « Qu’est-ce que ça mange en hiver, comme dirait mon père... » Voilà où nous en sommes rendus... Vous en connaissez de plus en plus de ces cas et ne savez plus que faire. Venez en discuter et nous essaierons ensemble de trouver des solutions ou des recommandations.</p>	<p>Jo-Ann Prebinski Directrice Centre linguistique du Collège de Jonquière</p>	<p>Français / French</p>	<p>La Verendrye, Mezzanine level / La Verendrye, Niveau mezzanine</p>
Workshop/ Atelier 2	<p>On-line Opportunities for the ESL Administrator: Program Assessment and Teacher Evaluation</p> <p>This workshop will explore the opportunities and challenges of developing an on-line evaluation process. The workshop will include a demonstration of the on-line evaluation program that is currently used by the Intensive English Program at the University of Manitoba. It will also discuss the design, development, and administration of such a program. Participants will have the opportunity to work with the program on site.</p>	<p>Stephanie Olsen Program Coordinator University of Manitoba</p>	<p>English / Anglais</p>	<p>Gateway, Mezzanine level / Gateway, Niveau mezzanine</p>
Workshop/ Atelier 3	<p>Jeunesse Canada au travail, programme Langues et travail</p> <p>Le ministère du Patrimoine canadien travaille de concert avec plusieurs établissements depuis 1997 afin d’offrir une expérience langagière en milieu de travail, aux boursières et boursiers, à la suite de leur participation à <i>Explore</i>. Grâce à Jeunesse Canada au travail, les jeunes y gagnent une confiance accrue dans l’utilisation de leur langue seconde et ancrent leurs apprentissages linguistiques, ce qui complète leur formation de la langue apprise. L’atelier fera un survol des résultats de l’été 2006, passera en revue les modalités de mise en œuvre pour 2007, cherchera à cerner les pratiques exemplaires émergeant de l’effort collectif et permettra d’offrir de plus amples renseignements sur Langues et Travail.</p>	<p>Julie Savoie Coordonnatrice Jeunesse Canada au travail</p>	<p>Français / French</p>	<p>Salon C, First floor / Salon C, 1^{er} étage</p>

Saturday, February 10, 2007 (continued) / Samedi 10 février 2007 (suite)

Workshop/ Atelier 4	Ontario's on-line Explore application A presentation of Ontario's on-line process, with live examples of the application. A follow-up to last year's presentation.	Craig Martin Senior Manager of Operations, Explore and Destination Clic Ontario	English / Anglais	Salon A, First floor / Salon A, 1 ^{er} étage
15:55-16:05 Break / Pause				
16:05-17:00	Workshops / Ateliers	Moderator / Animateur	Language / Langue	Room / Salle
Workshop/ Atelier 5	Le « leader idéal ». Comment le repérer et l'embaucher comme moniteur pour le programme Explore? Les directeurs de programme doivent être en mesure de déceler les qualités de leader chez les moniteurs au moment de l'embauche. Venez nous expliquer comment vous faites pour détecter ces qualités. Qu'est-ce qu'un leader? Faut-il être leader pour être un bon moniteur? Existe-t-il des styles de leadership? Si oui, quels sont ceux dont nous devons tenir compte en fonction de nos programmes? Peut-on apprendre à devenir leader?	Daniel Lavoie Coordonnateur École internationale de français, Université du Québec à Trois-Rivières	Français / French	Tache, Mezzanine level / Tache, Niveau mezzanine
Workshop/ Atelier 6	On-Line Placement Test at the University of Manitoba In May 2006, the University of Manitoba English Language Studies placement test was placed on-line for Explore participants as well as international students. Students may now take the test before their arrival using the Internet, or they may take it in one of the computer labs on campus. This workshop will provide an overview of the process we went through changing from paper-based to computer-based testing and examine some of the ongoing issues as we continue to improve our method.	Slavo Federkevich Coordinator, University of Manitoba	English / Anglais	Gateway, Mezzanine level / Gateway, Niveau mezzanine
Workshop/ Atelier 7	myexplore.ca and destinationclic.ca: Web forms and new initiatives This presentation demonstrates the new, Web-based application forms that will be launched on the myexplore.ca and destinationclic.ca Web sites and discusses upcoming projects. The edoc Web site for administrative documents will also be reviewed. jexplore.ca et destinationclic.ca : formulaires et nouvelles initiatives sur le Web Cette présentation traite des nouveaux formulaires de demande qui seront accessibles sur les sites Web myexplore.ca et destinationclic.ca et des projets à venir. De plus, le site Web edoc réservé aux documents administratifs sera passé en revue.	Daniel Bonning CMEC	Bilingual / Bilingue	Salon A, First floor / Salon A, 1 ^{er} étage

Saturday, February 10, 2007 (continued) / Samedi 10 février 2007 (suite)

Workshop/ Atelier 8	Young Canada Works, Languages at Work Canadian Heritage has been working in partnership with many institutions since 1997 to offer a workplace language-learning experience to bursary recipients following their participation in Explore. Through Young Canada Works, participants gain greater confidence in their second-language skills and can better internalize the knowledge acquired. The workshop will review the 2006 summer results, present the program terms and conditions for 2007, discuss best practices emerging from this collective endeavour and will offer more information about Languages at Work.	Julie Savoie Coordinator Young Canada Works	English / Anglais	Salon C, First floor / Salon C, 1 ^{er} étage
17:00-17:10	Workshop leaders and reporters / Animateurs et secrétaires d'ateliers	Arthur LeBlanc Director University of Manitoba		Salon C, First floor / Salon C, 1 ^{er} étage
Free evening / Soirée libre				

Sunday, February 11, 2007 / Dimanche 11 février 2007

7:00-8:50	Continental breakfast (Concert Hall, 7th floor) / Petit-déjeuner à l'europpéenne (Concert Hall, 7^e étage)			
9:00-10:00	Workshops / Ateliers	Moderator / Animateur	Language / Langue	Room / Salle
Workshop/ Atelier 9	Identifying and Developing Leadership Traits in Monitors Monitors are an integral part of Explore. They provide students with both a linguistic and a cultural learning experience. This workshop will explore essential leadership traits that successful monitors possess. Furthermore, it will discuss how these traits can be identified in the hiring process and how they can be further developed in training.	Marcia Maia Program Coordinator University of Manitoba Stephanie Olsen Program Coordinator University of Manitoba	English / Anglais	Tache, Mezzanine level / Tache, Niveau mezzanine

Sunday, February 11, 2007 (continued) / Dimanche 11 février 2007 (suite)

Workshop/ Atelier 10	<p>Final reports – a review for directors</p> <p>This workshop offers a review of standard procedures and highlights some of the common issues encountered during the processing of the final financial report. It will be accompanied by a PowerPoint presentation to be followed by a question period. New directors are strongly encouraged to attend.</p> <p>Rapports finals – Un tour d’horizon pour les directeurs</p> <p>Cet atelier donnera un aperçu des procédures standard et mettra l’accent sur certains des problèmes les plus souvent rencontrés lors de la création du rapport financier final. Il sera accompagné d’une présentation PowerPoint et sera suivi de questions-réponses. Il est fortement conseillé aux nouveaux directeurs d’assister à cet atelier.</p>	Daniel Bonning, Nicole Rocha CMEC	Bilingual / Bilingue	Gateway, Mezzanine level / Gateway, Niveau mezzanine
Workshop/ Atelier 11	<p>Modern-Day Explore Students</p> <p>How have the needs of Explore students changed over the years? Focusing on workshops, excursions and recreational activities, how can we best meet our students’ needs? Please come ready to share changes your program has made, and offer suggestions to meet the needs of the modern-day Explore student.</p>	Jackie Angi-Dobos Activities Coordinator Brock University	English / Anglais	Gateway, Mezzanine level / Gateway, Niveau mezzanine
10:00-10:15	Break – refreshments (Concert Hall, 7th floor) / Pause-rafraîchissements (Concert Hall, 7^e étage)			
10:15-10:45	<p>Workshop reports Arthur LeBlanc and reporters</p>	Rapport des ateliers Arthur LeBlanc et secrétaires d’ateliers		Concert Hall, 7th floor / Concert Hall, 7 ^e étage
10:45-11:45	<p>Question period Evaluation of the meeting</p>	Période de questions Évaluation de la réunion		
11:45-12:00	<p>Closing remarks Antonella Manca-Mangoff</p>	Remarques de clôture Antonella Manca-Mangoff		
12:00	End of the meeting / Fin de la réunion			

Statement of Revenue and Expenses of

**THE CORPORATION OF
THE COUNCIL OF MINISTERS
OF EDUCATION, CANADA**

EXPLORE AND DESTINATION CLIC

Year ended March 31, 2008



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AUDITORS' REPORT

To The Corporation of the Council of Ministers of Education, Canada ("CCMEC" or "The Corporation")

We have audited the statement of revenue and expenses of The Corporation of the Council of Ministers of Education, Canada - Explore and Destination Clic ("Program") for the year ended March 31, 2008, prepared pursuant to an agreement between the Department of Canadian Heritage and The Corporation of the Council of Ministers of Education, Canada dated November 28, 2006, with an amendment to the same dated November 26, 2007. This financial information is the responsibility of the program's management. Our responsibility is to express an opinion on this financial information based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial information is free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial information. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial information presentation.

In our opinion, this financial information presents fairly, in all material respects, the results of operations of the Program for the year then ended in accordance with Canadian generally accepted accounting principles.

A handwritten signature in black ink that reads 'KPMG LLP'. The signature is written in a cursive, slightly slanted style. Below the signature is a horizontal line that starts under the 'K' and ends under the 'P', with a small upward tick at the end.

Chartered Accountants, Licensed Public Accountants

Toronto, Canada

June 6, 2008

THE CORPORATION OF THE COUNCIL OF MINISTERS OF EDUCATION, CANADA

EXPLORE AND DESTINATION CLIC

Statement of Revenue and Expenses

Year ended March 31, 2008, with comparative figures for 2007

	2008	2008 Actual		Total	2007
	Budget	ESL/FSL	FFL		Actual
	(Unaudited)				
Revenue					
Federal government					
Department of Canadian Heritage	\$ 19,070,000	\$16,965,107	\$ 447,504	\$17,412,611	\$15,952,175
	19,070,000	16,965,107	447,504	17,412,611	15,952,175
Expenses					
Payments to institutions					
Bursaries	17,886,000	15,439,200	382,800	15,822,000	14,749,320
Transportation for francophone students from minority areas	40,000	–	16,275	16,275	32,200
Services for students with special needs	30,000	12,195	4,118	16,313	18,514
Supervision for 16- and 17-year-olds	65,000	66,496	4,800	71,296	66,843
Compensation for interest incurred due to late payments	–	–	–	–	30,739
Troubadours	37,400	33,727	2,774	36,501	33,282
Instructional materials (note 4)	–	193,975	4,800	198,775	195,050
	17,858,400	15,745,593	415,567	16,161,160	15,125,948
Promotion and development					
Promotion (including Destination Clic)	240,000	266,655	7,038	273,693	147,267
Database	175,000	1,744	46	1,790	36,700
Web sites	43,121	4,213	111	4,324	14,598
Placement test	10,000	4,677	123	4,800	4,800
	468,121	277,289	7,318	284,607	203,365
Administration (note 3)					
General administration	214,000	204,741	17,478	222,219	212,274
CMEC recoveries and direct expenses	536,979	518,637	13,688	532,325	484,630
	750,979	723,378	31,166	754,544	696,904
Rebate of Goods and Services Tax	(7,500)	(7,125)	(188)	(7,313)	(8,806)
	19,070,000	16,739,135	453,863	17,192,998	16,017,411
Excess of revenue over expenses (expenses over revenue), being the amount payable to (receivable from) the Department of Canadian Heritage	\$ –	\$ 225,972	\$ (6,359)	\$ 219,613	\$ (65,236)

See accompanying notes to Statement of Revenue and Expenses.

Approved on behalf of the Corporation

 Secretary and Treasurer

 Assistant Treasurer

THE CORPORATION OF THE COUNCIL OF MINISTERS OF EDUCATION, CANADA

EXPLORE AND DESTINATION CLIC

Notes to Statement of Revenue and Expenses

Year ended March 31, 2008, with comparative figures for 2007

1. Basis of financial statement presentation

A balance sheet and statement of cash flows have not been presented as they are not required under the terms of the agreement with the Department of Canadian Heritage.

The preparation of the financial information in conformity with generally accepted accounting principles requires management to have estimates and assumptions. This affects the reported amounts of revenue and expenses during the period. Actual amounts could differ from those estimates.

2. Glossary of acronyms

ESL English as a second language
FSL French as a second language
FFL French as a first language

3. Administration expenses

	2008 Budget	2008 Actual			2007 Actual
		ESL/FSL	FFL	Total	
(Unaudited)					
General administration					
Information technology	\$ 15,000	\$ 37,766	\$ 997	\$ 38,763	\$ 15,687
Directors' meeting	86,500	80,222	2,117	82,339	73,838
Travel and meeting expenses	87,000	73,094	14,004	87,098	96,318
Evaluation questionnaires	10,000	3,562	94	3,656	12,812
Contractual/Professional services	5,000	304	8	312	5,278
Writing of annual report	5,000	3,274	86	3,360	1,206
Audit and legal	5,500	6,519	172	6,691	7,135
	214,000	204,741	17,478	222,219	212,274
CMEC recoveries and direct expenses					
Administration salaries	453,063	429,892	11,346	441,238	403,315
Rent, hydro, and insurance	44,676	41,663	1,100	42,763	41,045
Office and general	27,080	32,023	845	32,868	26,636
Postage and telephone	12,160	15,059	397	15,456	13,634
	536,979	518,637	13,688	532,325	484,630
	\$ 750,979	\$ 723,378	\$ 31,166	\$ 754,544	\$ 696,904

THE CORPORATION OF THE COUNCIL OF MINISTERS OF EDUCATION, CANADA

EXPLORE AND DESTINATION CLIC

Notes to Statement of Revenue and Expenses (continued)

Year ended March 31, 2008, with comparative figures for 2007

4. Instructional materials

As per the agreement with the Department of Canadian Heritage, instructional materials have not been allocated a specific budget amount; therefore, the CCMEC has shown the budgeted amount as nil. In accordance with the agreement, it has been determined that an amount from the unused balance of the maximum federal contribution of \$19,070,000 (2006-07 - \$17,182,000) at the end of the financial year will be paid to accredited Explore and Destination Clic Institutions in respect of compulsory instructional materials. The Department of Canadian Heritage has agreed to pay the amount of \$25 (2006-07 - \$25) per bursary recipient, for a total of \$198,775 (2006-07 - \$195,050).

5. Protocol for agreements with the Department of Canadian Heritage

The formal agreement between the CCMEC and the Department of Canada Heritage expired on March 31, 2003. Provisional agreements were entered into in subsequent years. The terms and conditions of the provisional agreements were similar to those contained in the preceding agreement. The new protocol for the years 2005-06 to 2008-09 was signed on November 3, 2005.

**TABLES OF DISBURSEMENTS BY JURISDICTION /
TABLEAUX DES DÉBOURSEMENTS PAR INSTANCE**

PROVINCE	1st payment / 1 ^{er} versement		2nd payment / 2 ^e versement		3rd payment / 3 ^e versement				Subtotal / Total partiel	Instructional materials / Matériel didactique	Special needs / Besoins spéciaux	Special cases / Cas spéciaux	Troubadours	Travel / Voyages	Total
	#	\$	#	\$	#	**	***	\$	\$	\$	\$	\$	\$	\$	\$
British Columbia / Colombie-Britannique	575	575,000.00	557	427,600.00	552	9	6	127,800.00	1,130,400.00	14,175.00	1,825.00	0.00	4,700.00	0.00	1,151,100.00
Alberta	385	385,000.00	355	254,000.00	345	9	7	79,400.00	718,400.00	9,025.00	0.00	0.00	3,126.40	0.00	730,551.40
Saskatchewan	230	230,000.00	208	144,400.00	208	3	8	62,400.00	436,800.00	5,475.00	0.00	0.00	1,800.00	0.00	444,075.00
Manitoba	396	396,000.00	381	289,800.00	367	19	6	90,600.00	776,400.00	9,800.00	1,100.00	8,363.88	2,301.00	0.00	797,964.88
Ontario	1563	1,563,000.00	1316	830,800.00	1324	37	44	401,400.00	2,795,200.00	35,125.00	930.00	16,165.38	8,399.22	0.00	2,855,819.60
Quebec / Québec	3873	3,873,000.00	3611	2,626,800.00	3537	79	60	820,600.00	7,320,400.00	91,900.00	12,148.12	43,028.50	10,674.00	11,775.00	7,489,925.62
New Brunswick / Nouveau-Brunswick	578	578,000.00	540	394,000.00	499	20	21	100,000.00	1,072,000.00	13,500.00	310.00	3,738.00	2,800.00	4,500.00	1,096,848.00
Nova Scotia / Nouvelle-Écosse	539	539,000.00	541	434,800.00	515	11	5	83,800.00	1,057,600.00	13,275.00	0.00	0.00	1,400.00	0.00	1,072,275.00
Prince Edward Island / Île-du-Prince-Édouard	198	198,000.00	192	147,600.00	174	12	9	39,600.00	385,200.00	4,875.00	0.00	0.00	700.00	0.00	390,775.00
Newfoundland and Labrador / Terre-Neuve-et-Labrador	68	68,000.00	64	47,200.00	64	1	0	14,400.00	129,600.00	1,625.00	0.00	0.00	600.00	0.00	131,825.00
Unallocated / Non affecté															
Grand totals / Grands totaux	8405	8,405,000.00	7765	5,597,000.00	7585	200	166	1,820,000.00	15,822,000.00	198,775.00	16,313.12	71,295.76	36,500.62	16,275.00	16,161,159.50

Students who completed course / Étudiants ayant complété le cours

#* Withdrawals during first three weeks / Abandons pendant les trois premières semaines

#** Withdrawals after the first three weeks / Abandons après les trois premières semaines

2007-08 EXPLORE AND DESTINATION CLIC / EXPLORE ET DESTINATION CLIC 2007-2008

INF.1

DISBURSEMENTS BY INSTITUTION / DÉBOURS PAR ÉTABLISSEMENT : BRITISH COLUMBIA / COLOMBIE-BRITANNIQUE

Code	Institution / Établissement	Session	1st payment / 1 ^{er} versement		2nd payment / 2 ^e versement		3rd payment / 3 ^e versement			Subtotal / Total partiel	Instructional materials / Matériel didactique	Special needs / Besoins spéciaux	Special cases / Cas spéciaux	Troubadours	Travel / Voyages	Total (session)	Total (institution) Total (établissement)	
			#	\$	#	\$	#	**	***	\$	\$	\$	\$	\$	\$	\$	\$	
10201	Douglas College	sp-esl / pr-als	87	87,000.00	87	69,600.00	84	2	1	16,600.00	173,200.00	2,175.00	0.00	0.00	700.00	0.00	176,075.00	176,075.00
10301	Kwantlen U. College	sp-esl / pr-als	85	85,000.00	84	66,200.00	84	2	0	20,000.00	171,200.00	2,150.00	0.00	0.00	0.00	0.00	173,350.00	173,350.00
10401	U. British Columbia	sp-esl / pr-als	92	92,000.00	94	77,200.00	94	0	0	18,800.00	188,000.00	2,350.00	0.00	0.00	700.00	0.00	191,050.00	
10411	U. British Columbia	sp-fsl / pr-fls	66	66,000.00	64	49,200.00	60	4	0	11,200.00	126,400.00	1,600.00	0.00	0.00	500.00	0.00	128,500.00	319,550.00
10501	U. of Victoria	sp-esl / pr-als	50	50,000.00	50	40,000.00	50	0	2	14,000.00	104,000.00	1,300.00	0.00	0.00	700.00	0.00	106,000.00	
10502	U. of Victoria	su-esl / été-als	49	49,000.00	44	30,200.00	46	1	0	14,400.00	93,600.00	1,175.00	1,825.00	0.00	700.00	0.00	97,300.00	
10512	U. of Victoria	su-fsl / été-fls	71	71,000.00	60	37,000.00	60	0	3	18,000.00	126,000.00	1,575.00	0.00	0.00	700.00	0.00	128,275.00	331,575.00
10602	Langara College	su-esl / été-als	75	75,000.00	74	58,200.00	74	0	0	14,800.00	148,000.00	1,850.00	0.00	0.00	700.00	0.00	150,550.00	150,550.00
Grand totals / Grands totaux			575	575,000.00	557	427,600.00	552	9	6	127,800.00	1,130,400.00	14,175.00	1,825.00	0.00	4,700.00	0.00	1,151,100.00	1,151,100.00

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Students who completed course / Étudiants ayant complété le cours
 ** Withdrawals during first three weeks / Abandons pendant les trois premières semaines
 *** Withdrawals after the first three weeks / Abandons après les trois premières semaines

2007-08 EXPLORE AND DESTINATION CLIC / EXPLORE ET DESTINATION CLIC 2007-2008

DISBURSEMENTS BY INSTITUTION / DÉBOURS PAR ÉTABLISSEMENT : ALBERTA

INF.1

Code	Institution / Établissement	Session	1st payment / 1 ^{er} versement		2nd payment / 2 ^e versement		3rd payment / 3 ^e versement				Subtotal / Total partiel	Instructional materials / Matériel didactique	Special needs / Besoins spéciaux	Special cases / Cas spéciaux	Troubadours	Travel / Voyages	Total (session)	Total (institution) Total (établissement)
			#	\$	#	\$	#	#*	***	\$								
20112	Faculté Saint-Jean (U. of Alberta)	su-fsl / été-fls	152	152,000.00	133	87,400.00	133	1	2	32,200.00	271,600.00	3,400.00	0.00	0.00	500.00	0.00	275,500.00	275,500.00
20202	Grant MacEwan College	su-esl / été-als	77	77,000.00	75	58,000.00	67	7	1	12,200.00	147,200.00	1,875.00	0.00	0.00	700.00	0.00	149,775.00	149,775.00
20301	Lethbridge Community College	sp-esl / pr-als	85	85,000.00	85	68,000.00	83	0	2	17,000.00	170,000.00	2,125.00	0.00	0.00	665.00	0.00	172,790.00	172,790.00
20402	University of Calgary	su-esl / été-als	30	30,000.00	28	20,400.00	28	0	0	5,600.00	56,000.00	700.00	0.00	0.00	630.70	0.00	57,330.70	
20412	University of Calgary	su-esl / été-als	41	41,000.00	34	20,200.00	34	1	2	12,400.00	73,600.00	925.00	0.00	0.00	630.70	0.00	75,155.70	132,486.40
Grand totals / Grand totaux			385	385,000.00	355	254,000.00	345	9	7	79,400.00	718,400.00	9,025.00	0.00	0.00	3,126.40	0.00	730,551.40	730,551.40

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Students who completed course / Étudiants ayant complété le cours
 #* Withdrawals during first three weeks / Abandons pendant les trois premières semaines
 #** Withdrawals after the first three weeks / Abandons après les trois premières semaines

2007-08 EXPLORE AND DESTINATION CLIC / EXPLORE ET DESTINATION CLIC 2007-2008

DISBURSEMENTS BY INSTITUTION / DÉBOURS PAR ÉTABLISSEMENT : SASKATCHEWAN

INF.1

Code	Institution / Établissement	Session	1st payment / 1 ^{er} versement		2nd payment / 2 ^e versement		3rd payment / 3 ^e versement				Subtotal / Total partiel	Instructional materials / Matériel didactique	Special needs / Besoins spéciaux	Special cases / Cas spéciaux	Troubadours	Travel / Voyages	Total (session)	Total (institution) Total (établissement)	
			#	\$	#	\$	#	**	***	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
30101	University of Regina	sp-esl / pr-als	73	73,000.00	66	45,800.00	66	0	6	25,200.00	144,000.00	1,800.00	0.00	0.00	700.00	0.00	146,500.00		
30102	University of Regina	su-esl / été-als	102	102,000.00	93	65,400.00	93	2	0	21,800.00	189,200.00	2,375.00	0.00	0.00	700.00	0.00	192,275.00	338,775.00	
30211	University of Saskatchewan	sp-fsl / pr-fls	55	55,000.00	49	33,200.00	49	1	2	15,400.00	103,600.00	1,300.00	0.00	0.00	400.00	0.00	105,300.00	105,300.00	
Grand totals / Grands totaux			230	230,000.00	208	144,400.00	208	3	8	62,400.00	436,800.00	5,475.00	0.00	0.00	1,800.00	0.00	444,075.00	444,075.00	

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Students who completed course / Étudiants ayant complété le cours
 ** Withdrawals during first three weeks / Abandons pendant les trois premières semaines
 *** Withdrawals after the first three weeks / Abandons après les trois premières semaines

2007-08 EXPLORE AND DESTINATION CLIC / EXPLORE ET DESTINATION CLIC 2007-2008

DISBURSEMENTS BY INSTITUTION / DÉBOURS PAR ÉTABLISSEMENT : MANITOBA

INF.1

Code	Institution / Établissement	Session	1st payment / 1 ^{er} versement		2nd payment / 2 ^e versement		3rd payment / 3 ^e versement				Subtotal / Total partiel	Instructional materials / Matériel didactique	Special needs / Besoins spéciaux	Special cases / Cas spéciaux	Troubadours	Travel / Voyages	Total (session)	Total (institution) Total (établissement)
			#	\$	#	\$	#	**	***	\$	\$	\$	\$	\$	\$	\$	\$	\$
40101	Brandon University	sp-esl / pr-als	32	32,000.00	27	16,600.00	27	5	0	13,400.00	62,000.00	800.00	0.00	0.00	0.00	0.00	62,800.00	62,800.00
40112	Collège universitaire de Saint-Boniface	su-fsl / été-fls	73	73,000.00	59	33,200.00	59	4	2	22,200.00	128,400.00	1,625.00	1,100.00	4,800.00	700.00	0.00	136,625.00	136,625.00
40201	University of Manitoba	sp-esl / pr-als	74	74,000.00	73	57,400.00	65	4	4	13,000.00	144,400.00	1,825.00	0.00	0.00	600.00	0.00	146,825.00	146,825.00
40202	University of Manitoba	su-esl / été-als	161	161,000.00	169	143,200.00	163	6	0	31,400.00	335,600.00	4,225.00	0.00	3,563.88	600.00	0.00	343,988.88	490,813.88
40301	University of Winnipeg	sp-esl / pr-als	56	56,000.00	53	39,400.00	53	0	0	10,600.00	106,000.00	1,325.00	0.00	0.00	401.00	0.00	107,726.00	107,726.00
Grand totals / Grands totaux			396	396,000.00	381	289,800.00	367	19	6	90,600.00	776,400.00	9,800.00	1,100.00	8,363.88	2,301.00	0.00	797,964.88	797,964.88

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Students who completed course / Étudiants ayant complété le cours
 ** Withdrawals during first three weeks / Abandons pendant les trois premières semaines
 *** Withdrawals after the first three weeks / Abandons après les trois premières semaines

2007-08 EXPLORE AND DESTINATION CLIC / EXPLORE ET DESTINATION CLIC 2007-2008

DISBURSEMENTS BY INSTITUTION / DEBOURS PAR ETABLISSEMENT : ONTARIO

INF.1

Code	Institution / Établissement	Session	1st payment / 1 ^{er} versement		2nd payment / 2 ^e versement		3rd payment / 3 ^e versement				Subtotal / Total partiel	Instructional materials / Matériel didactique	Special needs / Besoins spéciaux	Special cases / Cas spéciaux	Troubadours	Travel / Voyages	Total (session)	Total (institution) Total (établissement)
			#	\$	#	\$	#	**	**	\$								
50102	Brock University	su-esl / été-als	139	139,000.00	121	78,800.00	121	8	6	49,000.00	266,800.00	3,375.00	930.00	0.00	700.00	0.00	271,805.00	271,805.00
50201	La Cité Collégiale	sp-esl / pr-als	140	140,000.00	105	49,000.00	105	4	1	29,400.00	218,400.00	2,750.00	0.00	0.00	289.34	0.00	221,439.34	
50202	La Cité Collégiale	su-esl / été-als	155	155,000.00	99	23,200.00	99	8	8	48,600.00	226,800.00	2,875.00	0.00	0.00	609.88	0.00	230,284.88	
50212	La Cité Collégiale	su-fsl / été-fls	49	49,000.00	34	12,200.00	34	2	1	12,000.00	73,200.00	925.00	0.00	0.00	0.00	0.00	74,125.00	525,849.22
50301	Humber College Institute	sp-esl / pr-als	100	100,000.00	82	47,600.00	82	1	5	28,000.00	175,600.00	2,200.00	0.00	0.00	600.00	0.00	178,400.00	
50302	Humber College Institute	su-esl / été-als	100	100,000.00	77	38,600.00	77	1	3	23,000.00	161,600.00	2,025.00	0.00	0.00	600.00	0.00	164,225.00	342,625.00
50411	Collège Boréal	sp-fsl / pr-fls	21	21,000.00	17	9,600.00	17	0	1	5,400.00	36,000.00	450.00	0.00	0.00	700.00	0.00	37,150.00	
50412	Collège Boréal	su-fsl / été-fls	25	25,000.00	0	0.00	13	0	1	3,000.00	28,000.00	350.00	0.00	0.00	700.00	0.00	29,050.00	66,200.00
50706	University of Ottawa	su-ffl / été-flp	47	47,000.00	46	35,800.00	46	1	0	10,800.00	93,600.00	1,175.00	0.00	4,800.00	700.00	0.00	100,275.00	100,275.00
50811	University of Western Ontario	sp-fsl / pr-fls	248	248,000.00	248	198,400.00	246	0	2	49,600.00	496,000.00	6,200.00	0.00	0.00	700.00	0.00	502,900.00	
50812	University of Western Ontario	su-fsl / été-fls	219	219,000.00	214	166,200.00	211	3	0	41,600.00	426,800.00	5,350.00	0.00	7,015.38	700.00	0.00	439,865.38	942,765.38
50901	Glendon College	sp-esl / pr-als	70	70,000.00	59	36,200.00	59	1	5	23,400.00	129,600.00	1,625.00	0.00	0.00	700.00	0.00	131,925.00	
50902	Glendon College	su-esl / été-als	183	183,000.00	155	96,000.00	155	7	9	60,200.00	339,200.00	4,275.00	0.00	4,350.00	700.00	0.00	348,525.00	
50911	Glendon College	sp-fsl / pr-fls	67	67,000.00	59	39,200.00	59	1	2	17,400.00	123,600.00	1,550.00	0.00	0.00	700.00	0.00	125,850.00	606,300.00

Grand totals / Grands totaux	1563	1,563,000.00	1316	830,800.00	1324	37	44	401,400.00	2,795,200.00	35,125.00	930.00	16,165.38	8,399.22	0.00	2,855,819.60	2,855,819.60
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Students who completed course / Étudiants ayant complété le cours
 ** Withdrawals during first three weeks / Abandons pendant les trois premières semaines
 *** Withdrawals after the first three weeks / Abandons après les trois premières semaines

2007-08 EXPLORE AND DESTINATION CLIC / ÉXPLORE ET DESTINATION CLIC 2007-2008

DISBURSEMENTS BY INSTITUTION / DÉBOURS PAR ÉTABLISSEMENT : QUEBEC / QUÉBEC

INF.1

Code	Institution / Établissement	Session	1st payment / 1 ^{er} versement		2nd payment / 2 ^e versement		3rd payment / 3 ^e versement				Subtotal / Total partiel	Instructional materials / Matériel didactique	Special needs / Besoins spéciaux	Special cases / Cass spéciaux	Troubadours	Travel / Voyages	Total (session)	Total (institution) Total (établissement)	
			#	\$	#	\$	#	**	***	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
60111	Cégep de Rivière-du-Loup	sp-fsl / pr-fls	95	95,000.00	94	74,200.00	94	0	0	18,800.00	188,000.00	2,350.00	0.00	0.00	700.00	0.00	191,050.00		
60112	Cégep de Rivière-du-Loup	su-fsl / été-fls	128	128,000.00	123	93,400.00	123	0	0	24,600.00	246,000.00	3,075.00	0.00	9,740.00	700.00	0.00	259,515.00	450,565.00	
60212	Cégep de Trois-Rivières	su-fsl / été-fls	166	166,000.00	155	113,000.00	155	9	3	51,400.00	330,400.00	4,175.00	0.00	9,866.00	0.00	0.00	344,441.00	344,441.00	
60302	Collège de Jonquière	su-esl / été-als	155	155,000.00	152	118,600.00	138	13	1	25,200.00	298,800.00	3,800.00	0.00	11,060.00	700.00	0.00	314,360.00		
60306	Collège de Jonquière	su-ffl / été-flp	19	19,000.00	18	13,400.00	19	0	0	5,600.00	38,000.00	475.00	4,117.59	0.00	700.00	11,775.00	55,067.59		
60311	Collège de Jonquière	sp-fsl / pr-fls	150	150,000.00	149	118,200.00	135	5	9	27,800.00	296,000.00	3,725.00	0.00	0.00	700.00	0.00	300,425.00		
60312	Collège de Jonquière	su-fsl / été-fls	209	209,000.00	201	152,800.00	192	6	2	35,800.00	397,600.00	5,000.00	605.16	12,362.50	700.00	0.00	416,267.66	1,086,120.25	
60502	Collège St-Charles-Garnier	su-esl / été-als	167	167,000.00	163	126,400.00	161	1	1	32,200.00	325,600.00	4,075.00	0.00	0.00	700.00	0.00	330,375.00		
60512	Collège St-Charles-Garnier	su-fsl / été-fls	184	184,000.00	171	123,800.00	166	6	0	33,800.00	341,600.00	4,300.00	0.00	0.00	300.00	0.00	346,200.00	676,575.00	
60601	Bishop's University	sp-esl / pr-als	91	91,000.00	83	58,400.00	83	2	5	29,800.00	179,200.00	2,250.00	897.92	0.00	700.00	0.00	183,047.92		
60602	Bishop's University	su-esl / été-als	92	92,000.00	73	39,400.00	73	2	0	17,800.00	149,200.00	1,875.00	0.00	0.00	0.00	0.00	151,075.00	334,122.92	
60711	Université Laval	sp-fsl / pr-fls	189	189,000.00	189	151,200.00	189	0	0	37,800.00	378,000.00	4,725.00	0.00	0.00	0.00	0.00	382,725.00		
60712	Université Laval	su-fsl / été-fls	408	408,000.00	347	216,600.00	347	1	0	71,000.00	695,600.00	8,700.00	0.00	0.00	0.00	0.00	704,300.00	1,087,025.00	
60812	Université de Montréal	su-fsl / été-fls	517	517,000.00	456	303,800.00	446	10	6	99,200.00	920,000.00	11,550.00	100.90	0.00	600.00	0.00	932,250.90	932,250.90	
60911	Université du Québec à Chicoutimi	sp-fsl / pr-fls	261	261,000.00	261	208,800.00	251	5	5	50,200.00	520,000.00	6,525.00	80.00	0.00	700.00	0.00	527,305.00		
60912	Université du Québec à Chicoutimi	su-fsl / été-fls	172	172,000.00	160	116,000.00	156	2	3	33,200.00	321,200.00	4,025.00	3,840.53	0.00	700.00	0.00	329,765.53	857,070.53	
61012	Université du Québec à Montréal	su-fsl / été-fls	137	137,000.00	132	100,600.00	125	3	4	25,200.00	262,800.00	3,300.00	1,506.34	0.00	0.00	0.00	267,606.34	267,606.34	
61102	Université de Sherbrooke	su-fsl / été-fls	96	96,000.00	87	60,600.00	87	2	6	32,600.00	189,200.00	2,375.00	426.65	0.00	700.00	0.00	192,701.65	192,701.65	
61105	Université du Québec à Trois-Rivières	sp-ffl / pr-flp	9	9,000.00	16	19,800.00	16	0	0	3,200.00	32,000.00	400.00	0.00	0.00	150.00	0.00	32,550.00		
61106	Université du Québec à Trois-Rivières	su-ffl / été-flp	75	75,000.00	68	47,400.00	68	2	0	16,800.00	139,200.00	1,750.00	0.00	0.00	524.00	0.00	141,474.00		
61111	Université du Québec à Trois-Rivières	sp-fsl / pr-fls	338	338,000.00	311	221,800.00	311	8	10	95,000.00	654,800.00	8,225.00	0.00	0.00	700.00	0.00	663,725.00		
61112	Université du Québec à Trois-Rivières	su-fsl / été-fls	215	215,000.00	202	148,600.00	202	2	5	53,600.00	417,200.00	5,225.00	573.03	0.00	700.00	0.00	423,698.03	1,261,447.03	
Grand totals / Grands totaux			3873	3,873,000.00	3611	2,626,800.00	3537	79	60	820,600.00	7,320,400.00	91,900.00	12,148.12	43,028.50	10,674.00	11,775.00	7,489,925.62	7,489,925.62	

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Students who completed course / Étudiants ayant complété le cours
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 #** Withdrawals after the first three weeks / Abandons après les trois premières semaines

2007-08 EXPLORE AND DESTINATION CLIC / EXPLORE ET DESTINATION CLIC 2007-2008

DISBURSEMENTS BY INSTITUTION / DÉBOURS PAR ÉTABLISSEMENT : NEW BRUNSWICK / NOUVEAU-BRUNSWICK

INF.1

Code	Institution / Établissement	Session	1st payment / 1 ^{er} versement		2nd payment / 2 ^e versement		3rd payment / 3 ^e versement				Subtotal / Total partiel	Instructional materials / Matériel didactique	Special needs / Besoins spéciaux	Special cases / Cas spéciaux	Troubadours	Travel / Voyages	Total (session)	Total (institution) Total (établissement)
			#	\$	#	\$	#	**	***	\$	\$	\$	\$	\$	\$	\$	\$	\$
70206	Université de Moncton	su-ffl / été-flp	41	41,000.00	40	31,000.00	40	0	0	8,000.00	80,000.00	1,000.00	0.00	0.00	700.00	4,500.00	86,200.00	
70212	Université de Moncton	su-fsl / été-fls	100	100,000.00	85	53,000.00	83	2	0	16,200.00	169,200.00	2,125.00	0.00	0.00	700.00	0.00	172,025.00	258,225.00
70301	University of New Brunswick	sp-esl / pr-als	208	208,000.00	204	159,200.00	188	7	9	38,000.00	405,200.00	5,100.00	0.00	1,672.00	700.00	0.00	412,672.00	
70302	University of New Brunswick	su-esl / été-als	229	229,000.00	211	150,800.00	188	11	12	37,800.00	417,600.00	5,275.00	310.00	2,066.00	700.00	0.00	425,951.00	838,623.00
Grand totals / Grands totaux			578	578,000.00	540	394,000.00	499	20	21	100,000.00	1,072,000.00	13,500.00	310.00	3,738.00	2,800.00	4,500.00	1,096,848.00	1,096,848.00

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Students who completed course / Étudiants ayant complété le cours
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 *** Withdrawals after the first three weeks / Abandons après les trois premières semaines

2007-08 EXPLORE AND DESTINATION CLIC / EXPLORE ET DESTINATION CLIC 2007-2008

DISBURSEMENTS BY INSTITUTION / DÉBOURS PAR ÉTABLISSEMENT : NOVA SCOTIA / NOUVELLE-ÉCOSSE

INF.1

Code	Institution / Établissement	Session	1st payment / 1 ^{er} versement		2nd payment / 2 ^e versement		3rd payment / 3 ^e versement					Subtotal / Total partiel	Instructional materials / Matériel didactique	Special needs / Besoins spéciaux	Special cases / Cas spéciaux	Troubadours	Travel / Voyages	Total (session)	Total (institution) Total (établissement)
			#	\$	#	\$	#	**	***	****	\$	\$	\$	\$	\$	\$	\$	\$	\$
80102	Dalhousie University	su-esl / été-als	232	232,000.00	233	187,400.00	212	7	4		23,800.00	443,200.00	5,575.00	0.00	0.00	0.00	0.00	448,775.00	448,775.00
80211	Université Sainte-Anne	sp-fsl / pr-fls	203	203,000.00	200	157,000.00	197	2	1		39,200.00	399,200.00	5,000.00	0.00	0.00	700.00	0.00	404,900.00	
80212	Université Sainte-Anne	su-fsl / été-fls	104	104,000.00	108	90,400.00	106	2	0		20,800.00	215,200.00	2,700.00	0.00	0.00	700.00	0.00	218,600.00	623,500.00
Grand totals / Grands totaux			539	539,000.00	541	434,800.00	515	11	5	0	83,800.00	1,057,600.00	13,275.00	0.00	0.00	1,400.00	0.00	1,072,275.00	1,072,275.00

sp = Spring session / pr = Session du printemps
 su = Summer session / été = Session d'été
 esl = English, second language / als = Anglais langue seconde
 fsl = French, second language / fls = Français langue seconde
 fll = French, first language / flp = Français langue première

Students who completed course / Étudiants ayant complété le cours
 #* Withdrawals during first three weeks / Abandons pendant les trois premières semaines
 #** Withdrawals after the first three weeks / Abandons après les trois premières semaines

2007-08 EXPLORE AND DESTINATION CLIC / EXPLORE ET DESTINATION CLIC 2007-2008

DISBURSEMENTS BY INSTITUTION / DÉBOURS PAR ÉTABLISSEMENT : PRINCE EDWARD ISLAND / ÎLE-DU-PRINCE-ÉDOUARD

INF.1

Code	Institution / Établissement	Session	1st payment / 1 ^{er} versement		2nd payment / 2 ^e versement		3rd payment / 3 ^e versement				Subtotal / Total partiel	Instructional materials / Matériel didactique	Special needs / Besoins spéciaux	Special cases / Cas spéciaux	Troubadours	Travel / Voyages	Total (session)	Total (institution) Total (établissement)
			#	\$	#	\$	#	#*	***	\$	\$	\$	\$	\$	\$	\$	\$	\$
90102	University of Prince Edward Island	su-esl / été-als	198	198,000.00	192	147,600.00	174	12	9	39,600.00	385,200.00	4,875.00	0.00	0.00	700.00	0.00	390,775.00	390,775.00
Grand totals / Grands totaux			198	198,000.00	192	147,600.00	174	12	9	39,600.00	385,200.00	4,875.00	0.00	0.00	700.00	0.00	390,775.00	390,775.00

sp = Spring session / pr = Session du printemps
 su = Summer session / été = Session d'été
 esl = English, second language / als = Anglais langue seconde
 fsl = French, second language / fls = Français langue seconde
 ffl = French, first language / flp = Français langue première

Students who completed course / Étudiants ayant complété le cours
 #* Withdrawals during first three weeks / Abandons pendant les trois premières semaines
 #** Withdrawals after the first three weeks / Abandons après les trois premières semaines

2007-08 EXPLORE AND DESTINATION CLIC / EXPLORE ET DESTINATION CLIC 2007-2008

DISBURSEMENTS BY INSTITUTION / DÉBOURS PAR ÉTABLISSEMENT : NEWFOUNDLAND AND LABRADOR / TERRE-NEUVE-ET-LABRADOR

INF.1

Code	Institution / Établissement	Session	1st payment / 1 ^{er} versement		2nd payment / 2 ^e versement		3rd payment / 3 ^e versement			Subtotal / Total partiel	Instructional materials / Matériel didactique	Special needs / Besoins spéciaux	Special cases / Cas spéciaux	Troubadours	Travel / Voyages	Total (session)	Total (institution) Total (établissement)	
			#	\$	#	\$	#	**	***	\$	\$	\$	\$	\$	\$	\$	\$	
100102	Memorial University	su-esl / été-als	68	68,000.00	64	47,200.00	64	1	0	14,400.00	129,600.00	1,625.00	0.00	0.00	600.00	0.00	131,825.00	131,825.00
Grand totals / Grands totaux			68	68,000.00	64	47,200.00	64	1	0	14,400.00	129,600.00	1,625.00	0.00	0.00	600.00	0.00	131,825.00	131,825.00

sp = Spring session / pr = Session du printemps
 su = Summer session / été = Session d'été
 esl = English, second language / als = Anglais langue seconde
 fsl = French, second language / fls = Français langue seconde
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Students who completed course / Étudiants ayant complété le cours
 ** Withdrawals during first three weeks / Abandons pendant les trois premières semaines
 *** Withdrawals after the first three weeks / Abandons après les trois premières semaines

Bursary quotas versus home province or territory of bursary recipients, 1971 to 2007																																							
Province or territory	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Total	%
British Columbia	108	283	221	303	346	451	573	583	438	430	410	395	469	413	500	433	497	513	489	569	535	543	539	477	495	431	460	489	622	634	547	541	609	627	667	769	800	18 209	7.7 %
Alberta	220	261	335	310	366	355	458	564	466	454	394	336	476	493	510	575	549	495	557	538	505	576	493	428	454	387	421	399	398	472	507	478	509	620	677	575	618	17 229	7.3 %
Saskatchewan	95	118	152	144	187	190	232	258	215	218	228	228	215	227	244	234	231	239	279	310	308	325	242	239	230	201	196	187	261	275	263	274	234	243	237	224	236	8 419	3.6 %
Manitoba	102	145	144	187	174	202	249	226	234	227	228	242	235	239	259	258	267	291	294	279	263	273	213	225	212	168	175	198	222	235	310	251	255	255	255	249	258	8 499	3.6 %
Ontario	464	844	901	1,059	1,248	1,326	1,694	1,842	1,610	1,545	1,524	1,592	1,629	1,577	1,693	1,664	1,581	1,595	1,481	1,664	1,532	1,608	1,595	1,320	1,397	1,323	1,311	1,312	1,401	1 672	1 501	1 493	1 431	1 708	1 598	1 900	2 090	54 725	23.3 %
Quebec	1,117	1,221	1,813	1,670	1,748	1,865	2,821	3,002	2,942	2,662	2,702	2,741	2,596	2,679	2,947	2,775	3,043	3,009	3,150	3,115	2,787	3,150	2,876	2,527	2,636	2,328	2,724	2,701	3,219	3 155	3 038	2 967	2 913	3 239	2 981	3 369	3 190	99 418	42.3 %
New Brunswick	95	130	199	204	174	190	246	301	254	208	242	263	252	268	245	270	256	204	201	209	154	293	289	285	295	250	238	230	214	217	251	225	181	202	206	179	184	8 304	3.5 %
Nova Scotia	169	135	176	182	209	230	366	415	323	405	453	462	417	372	407	367	327	338	380	408	415	388	368	347	336	284	280	260	314	334	343	324	310	383	316	337	346	12 226	5.2 %
Prince Edward Island	32	33	34	39	49	54	57	49	46	49	55	48	56	55	66	66	67	63	76	71	64	70	54	71	48	52	55	58	56	51	35	32	32	42	59	44	44	1 932	0.8 %
Newfoundland and Labrador	39	33	53	71	92	81	53	92	132	132	127	127	161	168	170	188	194	167	176	209	225	235	233	225	179	215	170	194	290	189	151	160	141	183	183	160	164	5 762	2.5 %
Yukon	0	0	0	0	0	0	0	0	0	0	0	0	1	4	3	12	8	4	7	5	5	5	5	0	1	2	4	9	9	5	10	15	12	15	18	21	21	201	0.1 %
Northwest Territories	0	0	0	0	0	0	0	0	0	0	0	0	3	6	4	0	8	10	8	9	15	19	14	11	13	13	13	14	14	7	4	3	7	10	11	10	10	236	0.1 %
Nunavut	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4	2	0	0	3	3	16	0.0 %	
not allocated	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2	0.0 %
Total	2,441	3,203	4,028	4,169	4,593	4,944	6,749	7,332	6,660	6,330	6,363	6,434	6,510	6,501	7,048	6,842	7,028	6,928	7,098	7,386	6,808	7,485	6,921	6,155	6,296	5,654	6,047	6,051	7,020	7 249	6 963	6 767	6 636	7 527	7 208	7 840	7 964	235 178	100.0 %
Quota	2,500	3,500	4,500	4,400	5,000	5,000	7,165	7,620	7,620	6,515	6,515	6,515	6,515	6,515	6,990	6,990	6,990	6,990	7,315	7,325	7,250	7,380	6,625	6,226	6,460	5,802	6,202	6,202	7,675	7 490	7 070	7 070	7 070	7 868	7 892	8 408	8 609	243 779	

Note: The data include withdrawals but not the additional bursaries awarded at the end of the year. It has been estimated that a total of 5,400 additional bursaries were awarded between 1971 and 1997. This practice of awarding additional bursaries at the end of the year was abandoned in 1998, with surpluses allocated to educational materials afterwards.



Report on the 2007-2008 Official-Languages Programs
Promotional Tour

This report is a follow-up to the 2006-2007 promotion-tour report.

The administrative structure did not change from 2006-2007 to 2007-2008.

In 2005-2006, promotion agents were contracted by CMEC to promote the Official-Languages Programs in eight provinces and the three territories. The participating jurisdictions were Alberta, Manitoba, Newfoundland and Labrador, New Brunswick, Northwest Territories, Nunavut, Ontario, Prince Edward Island, Quebec, Saskatchewan, and Yukon.

In 2006-2007, promotion agents were contracted by CMEC to promote the Official-Languages Programs in nine provinces and one territory. Alberta, British Columbia, Manitoba, New Brunswick, Nova Scotia, Ontario, Prince Edward Island, Quebec, Saskatchewan, and Yukon participated in promoting the programs.

In 2007-2008, promotion agents were contracted by CMEC to promote the Official-Languages Programs in eight provinces and two territories. The participating jurisdictions were Alberta, British Columbia, Manitoba, New Brunswick, Northwest Territories, Nova Scotia, Ontario, Quebec, Saskatchewan, and Yukon.

Questionnaire for Promotion Agents

A questionnaire was completed by the promotion agents to help evaluate the Official Languages Programs promotion tour. The main objective of the questionnaire is to improve the promotional strategies and tools used. Here are the results of the analysis of the responses to each section of the questionnaire.

Not all questions were answered by all respondents. The percentages were calculated using the total number of respondents to the questionnaire, and not the number of responses to individual items. Therefore, the percentages do not always add up to 100.

Training session

Respondents indicated that they were very satisfied with the training site. They indicated a lower level of satisfaction with the training session, and some dissatisfaction with the training they received for the planning of the promotion tour and the administration procedures. The following tables indicate the percentage of respondents for each level of satisfaction.

Table 1 – Indicate your level of satisfaction with the following aspects of the training session:

	Very satisfied	Satisfied	Fairly satisfied	Dissatisfied
City location	91%	0%	0%	0%
Hotel location	64%	27%	0%	0%
Hotel accommodation	64%	27%	0%	0%
Hotel customer service	82%	9%	0%	0%
Meals	73%	18%	0%	0%

Table 2 – Indicate your level of satisfaction with the following aspects of the training session:

	Very satisfied	Satisfied	Fairly satisfied	Dissatisfied
Learning environment	45%	36%	9%	0%
Schedule of events	36%	27%	27%	0%
Workshop leaders' presentations	55%	36%	0%	0%
Topics presented	27%	36%	27%	0%
Length of the training session	27%	36%	27%	0%

Table 3 – Evaluate the relevance of the following workshop topics:

	Very satisfied	Satisfied	Fairly satisfied	Dissatisfied
CMEC orientation — the programs	64%	27%	0%	0%
Communications presentations	64%	18%	9%	0%
Communications activities	36%	36%	9%	0%
Marketing techniques	27%	64%	0%	0%
Motivational strategies	18%	73%	0%	0%
Planning the promotion tour	18%	27%	18%	27%
Administrative procedures	27%	27%	18%	18%

Respondents recommended that more attention be given to the planning of the promotion tour, with examples of what needs to be done and when. They also recommended that more time be spent on explaining the administrative procedures. Respondents indicated that they were satisfied with the amount of time spent on explaining CMEC's various programs and with the presentations by experienced promotion agents.

Promotional tour

Respondents indicated that they were satisfied with the length, timing, and planning of the tour; with how they were received by institutions and by students; with the number of meetings and the number of applications distributed and received; and with the improvement in their own presentation skills during the tour. The following table indicates the percentage of respondents for each level of satisfaction.

Table 4 – Indicate your level of satisfaction with the following aspects of the promotion tour:

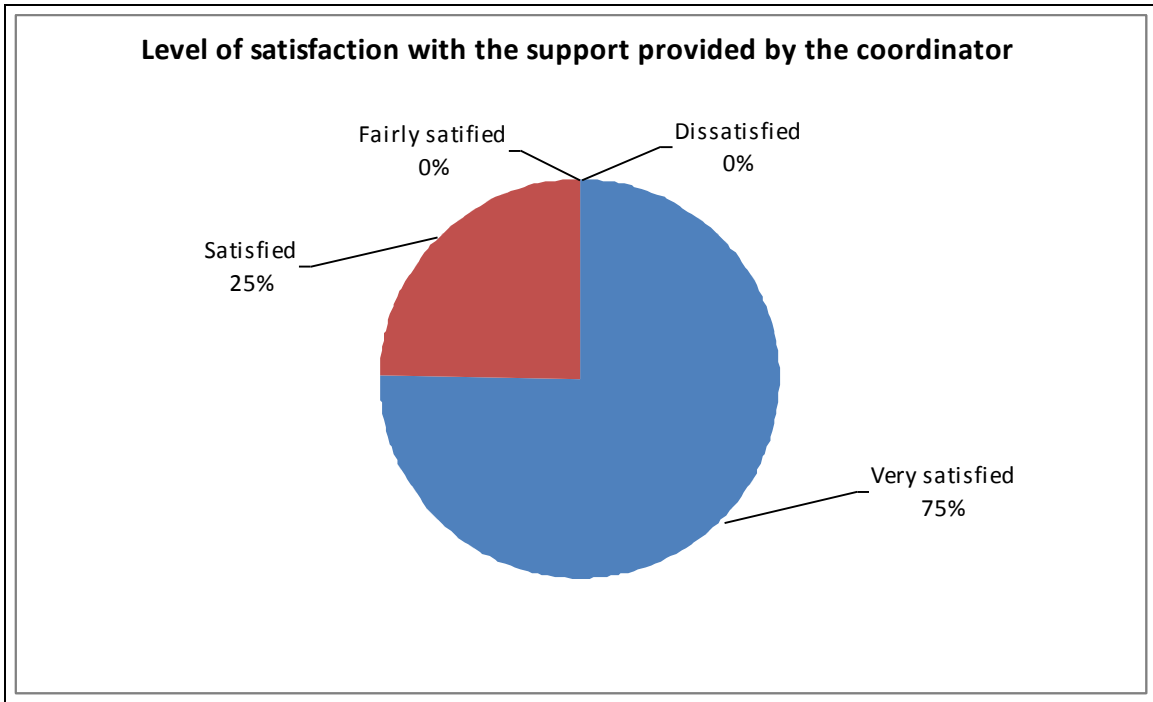
	Very satisfied	Satisfied	Fairly satisfied	Dissatisfied
Length of the tour	27%	36%	0%	9%
Timing of the tour	18%	36%	9%	9%
Planning of the tour	9%	64%	0%	0%
How you were received by institutions	27%	45%	0%	0%
Reaching contact persons	9%	55%	0%	9%
Number of people met	9%	64%	0%	0%
Number of applications distributed	9%	36%	18%	0%
Number of applications completed at kiosk	0%	18%	27%	9%
How you were received by students	9%	55%	9%	0%
Answering students' questions	45%	27%	0%	0%
Your presentation skills at the beginning of the tour	9%	45%	18%	0%
Your presentation skills at the end of the tour	64%	9%	0%	0%

Respondents recommended that the tour start at the beginning of October, or even late September, and end in late April, to accommodate possible delays due to winter storms, course changes in high schools in January, and the great distances that some agents have to travel. They also indicated that it would be helpful if agents were able to present the programs to teachers before meeting with students; this would serve the purpose of having teachers start the promotion even before agents arrived to meet with students. Respondents also noted that career fairs in the winter and early spring seemed to be the best way to meet university students.

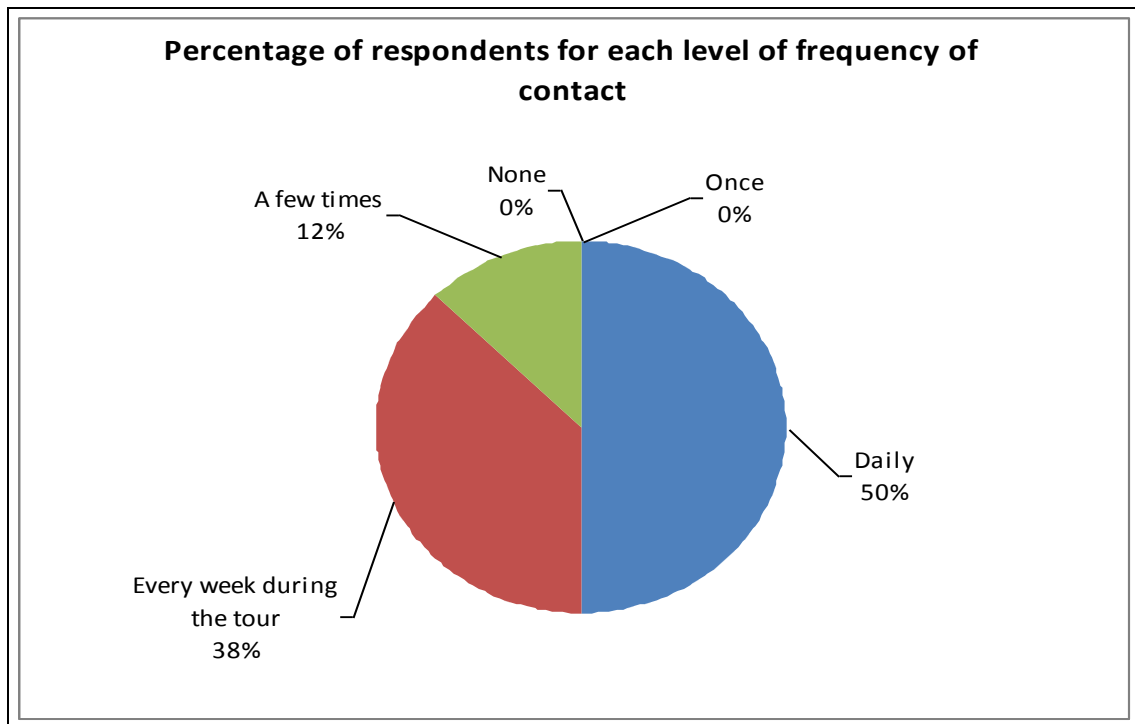
Relationship with jurisdictional coordinators

A high level of satisfaction with the relationship with jurisdictional coordinators was expressed by all respondents. The following graph indicates the percentage of respondents for each level of satisfaction.

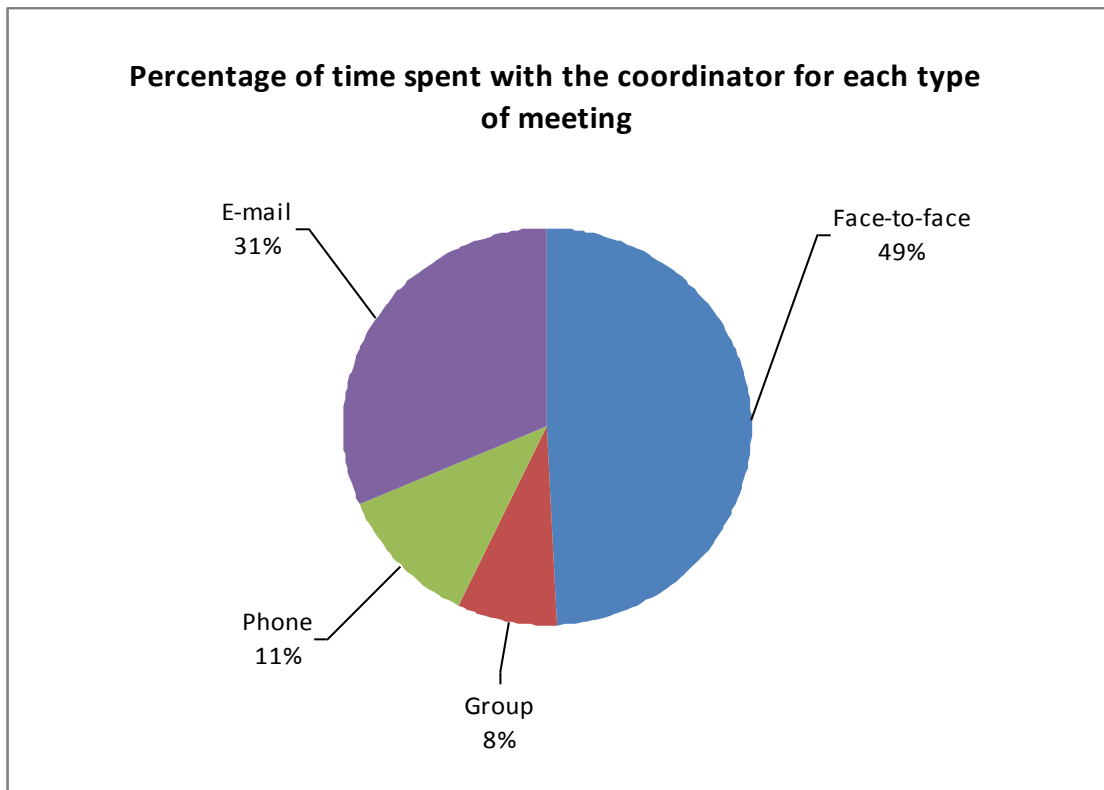
Graph 1: The following graph indicates the level of satisfaction with the support provided by the coordinator.



Graph 2: The following graph indicates the percentage of respondents for each level of frequency of contact with the jurisdictional coordinator.



Graph 3: The following graph indicates the estimate of the percentage of time spent with the coordinator for each type of meetings.

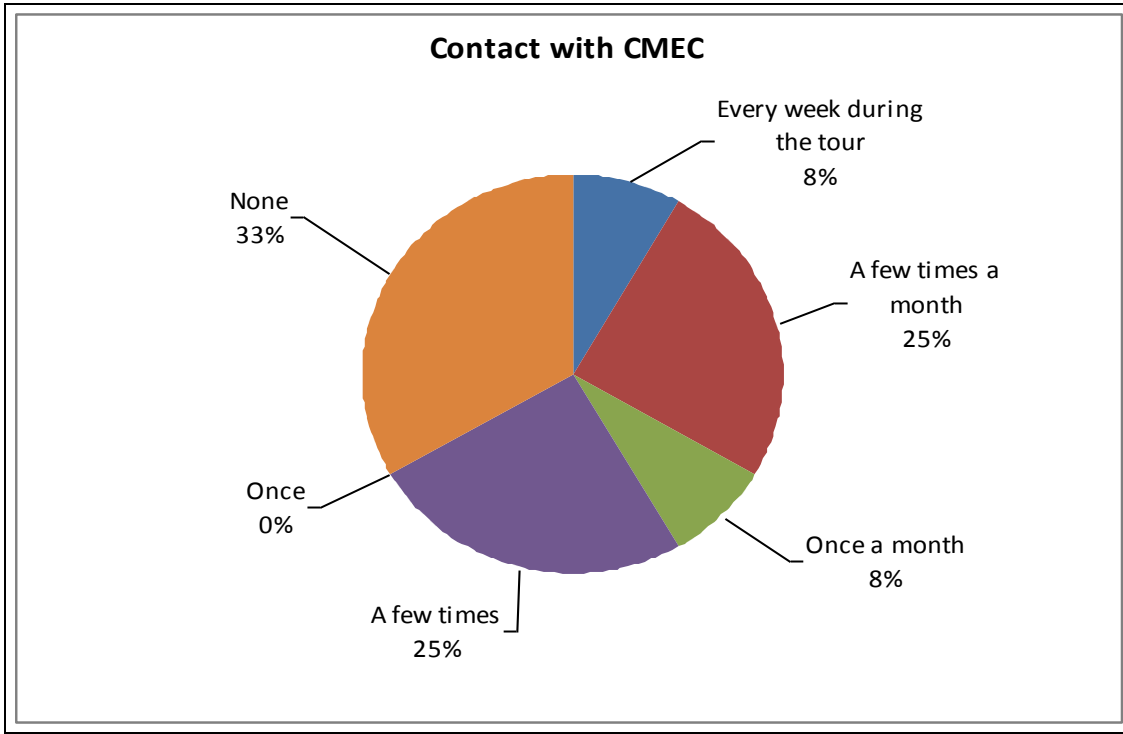


Respondents indicated that the following were important: that agents be well organized and have frequent contact with their coordinators; that they be frank about the support they needed and expected from their coordinators; and that at the first meeting with the coordinators, the program's priorities and working conditions be well laid out.

Relationship with CMEC

All respondents were satisfied with the level of support they received from CMEC staff. Their major concern was with the time taken for some of their expenses to be reimbursed. They recommended that the advance be increased to help cover the cost of some of the longer tours in January and February.

Graph 4: The following graph indicates the frequency of contact with CMEC.



The following table indicates the percentage of respondents for each level of satisfaction.

Table 5 – Indicate your level of satisfaction with the following aspects of CMEC support:

	Very satisfied	Satisfied	Fairly satisfied	Dissatisfied
CMEC personnel	45%	27%	0%	0%
Answering your queries	18%	45%	9%	0%
Sending additional materials	27%	27%	18%	0%
Reimbursement of expense claims	9%	9%	36%	18%

Promotional materials

For each of the four programs, respondents indicated that they were satisfied with the quantity and quality of the promotional materials, but that they were less satisfied with the availability of these materials.

The following tables indicate the percentage of respondents for each level of satisfaction.

Table 6 – Rate your level of satisfaction with the following aspects of the Accent and Odyssey promotional materials:

	Accent				Odyssey			
	Very satisfied	Satisfied	Fairly satisfied	Dissatisfied	Very satisfied	Satisfied	Fairly satisfied	Dissatisfied
Quantity	36%	27%	9%	0%	36%	27%	9%	0%
Quality	45%	18%	9%	0%	45%	18%	9%	0%
Availability	27%	27%	18%	0%	18%	27%	27%	0%

Table 7 – Rate your level of satisfaction with the following aspects of the Explore and Destination Clic promotional materials:

	Explore				Destination Clic			
	Very satisfied	Satisfied	Fairly satisfied	Dissatisfied	Very satisfied	Satisfied	Fairly satisfied	Dissatisfied
Quantity	27%	18%	0%	0%	27%	18%	0%	0%
Quality	27%	18%	0%	0%	27%	18%	0%	0%
Availability	18%	9%	18%	0%	18%	18%	9%	0%

Respondents expressed that they would like the materials to be sent to them well before they are scheduled to start their promotion tours at the beginning of October. They also suggested that all candidates have access to on-line application forms; they felt this would greatly increase the number of individuals who would apply to each of the programs. Again this year, brochures were found to be the most useful tool, while the PowerPoint presentation was deemed the least useful. Several individuals indicated that this was due to their not having access to projectors for some presentations.

The following tables indicate the percentage of respondents for each level of usefulness.

Table 8 – In your experience, how useful was each of the following Accent and Odyssey promotional materials?

	Accent					Odyssey				
	Very Useful	Useful	More or less useful	Useless	Cannot evaluate	Very Useful	Useful	More or less useful	Useless	Cannot evaluate
Roll-ups	27%	36%	0%	0%	9%	27%	36%	0%	0%	9%
Teasers	36%	36%	0%	0%	0%	27%	45%	0%	0%	0%
Posters	55%	0%	9%	0%	9%	45%	18%	0%	0%	9%
Business cards	18%	18%	18%	0%	18%	18%	18%	18%	0%	18%
PowerPoint presentation	0%	9%	36%	9%	18%	0%	18%	27%	9%	18%
Brochures	45%	9%	9%	0%	9%	45%	9%	9%	0%	9%
Web sites	64%	9%	0%	0%	0%	64%	9%	0%	0%	0%
T-shirts	9%	9%	9%	36%	9%	9%	9%	9%	36%	9%
Sweatshirts	18%	36%	0%	18%	0%	18%	36%	0%	18%	0%
Stickers	9%	0%	9%	9%	45%	9%	0%	0%	9%	45%
Backpacks	0%	27%	9%	18%	18%	0%	18%	27%	18%	0%

Table 9 – In your experience, how useful was each of the following Explore and Destination Clic promotional materials?

	Explore					Destination Clic				
	Very Useful	Useful	More or less useful	Useless	Cannot evaluate	Very Useful	Useful	More or less useful	Useless	Cannot evaluate
Roll-ups	27%	18%	0%	0%	0%	27%	18%	0%	0%	0%
Teasers	27%	18%	0%	0%	0%	36%	9%	0%	0%	0%
Posters	36%	9%	0%	0%	0%	36%	9%	0%	0%	0%
Business cards	9%	18%	9%	0%	9%	18%	18%	9%	0%	0%
PowerPoint presentation	0%	27%	0%	9%	9%	0%	27%	0%	9%	9%
Brochures	27%	9%	0%	0%	9%	36%	9%	0%	0%	0%
Web sites	36%	9%	0%	0%	0%	36%	9%	0%	0%	0%
T-shirts	0%	0%	9%	27%	9%	0%	0%	9%	27%	9%
Sweatshirts	18%	18%	0%	9%	0%	9%	27%	0%	9%	0%
Stickers	0%	0%	9%	9%	27%	0%	0%	9%	18%	18%
Backpacks	0%	9%	9%	9%	18%	0%	9%	9%	9%	18%

Respondents indicated that a video presentation of the different programs would have helped attract more students to their booth. As in 2006–2007, they suggested that having pencils, pens, erasers, magnets, key chains, water bottles, and pins with the programs’ names and Web sites to hand out to students would have helped to promote the programs. In addition, a tablecloth with the names of the programs would have been appreciated. A

suggestion was made to provide roll-away cases that could hold all the roll-ups as well as other materials.

Promotion strategies

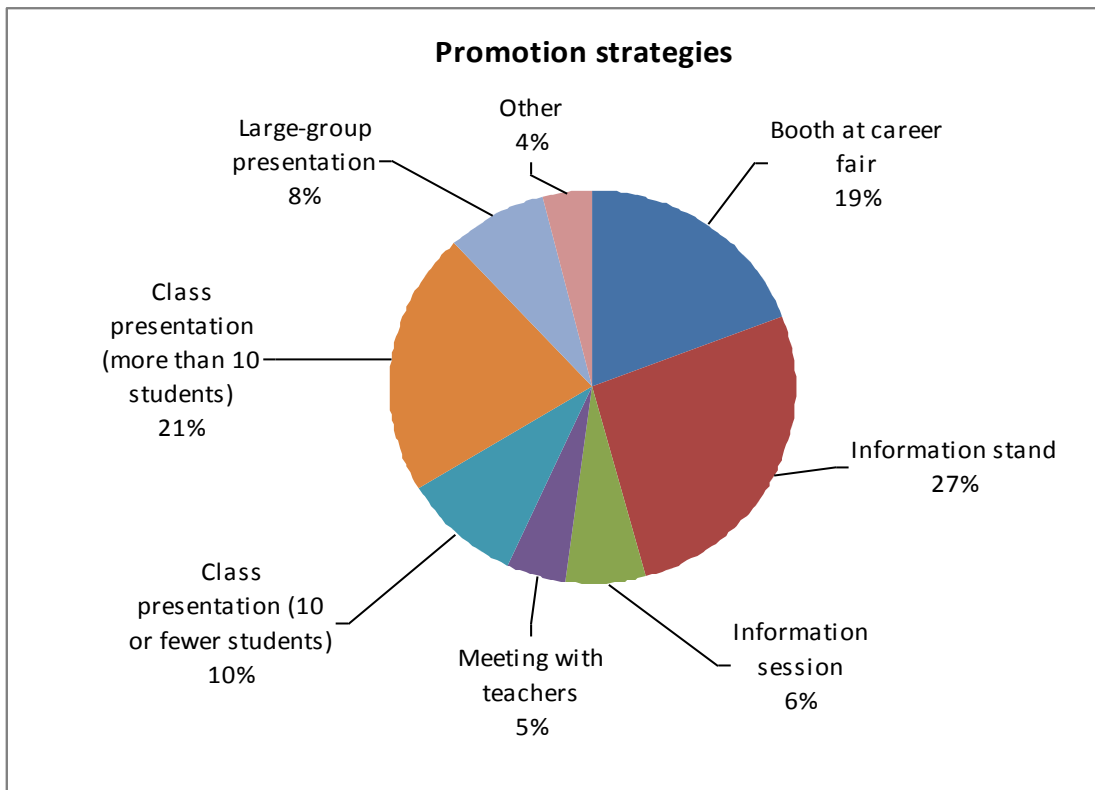
There was a high level of satisfaction with the usefulness of the promotion strategies. The preferred promotional methods were booths at career fairs, large-group presentations, and meetings with teachers before meeting with students.

The following table indicates the percentage of respondents for each level of usefulness, for each of the promotion activities.

Table 10 – Indicate the usefulness of each of the following promotion activities:

	Very Useful	Useful	More or less useful	Useless	Cannot evaluate
Booth at career fairs	36%	9%	9%	9%	0%
Information stand (not at career fairs)	0%	27%	36%	0%	0%
Information session	18%	18%	0%	9%	18%
Meeting with teachers	27%	27%	0%	0%	9%
Class presentation	27%	18%	9%	0%	9%
Large-group presentation	36%	18%	0%	0%	9%
Other (as stated above)	9%	9%	9%	0%	27%

Graph 5: The following graph indicates an estimate of the percentage of time spent on each of the promotion strategies.



There was an increase in the percentage of time spent at booths at career fairs and information stands from the 2006-2007 promotion tour, as well as a slight increase in the percentage of time spent doing class presentations to groups of 10 or fewer students. There was a decrease in the percentage of time spent presenting to large groups and classes of more than 10 students.

On average, in 2007-2008, each of the promotion agents met with 3,700 students, which is slightly more than in 2006-2007 and about the same as in 2005-2006.

Some of the most frequently asked questions to promotion agents:

Are accommodations included?

Can we participate for three weeks instead of five? (Grade 11/12)

Can Grade 11 students receive credit?

Can I do the program more than once?

How are the bursary recipients selected (what criteria)?

Can I do the program in the same location as my friend?

How are placements determined (i.e., province, area in the province, student level)?

Can this experience be considered as a practicum for a B.Ed. program?

Can you explain the interview process?

Is there a possibility of full-time employment?

Do you need to be a teacher?

What do monitors do?

What is the total cost?

Do I have to stay the full five weeks?

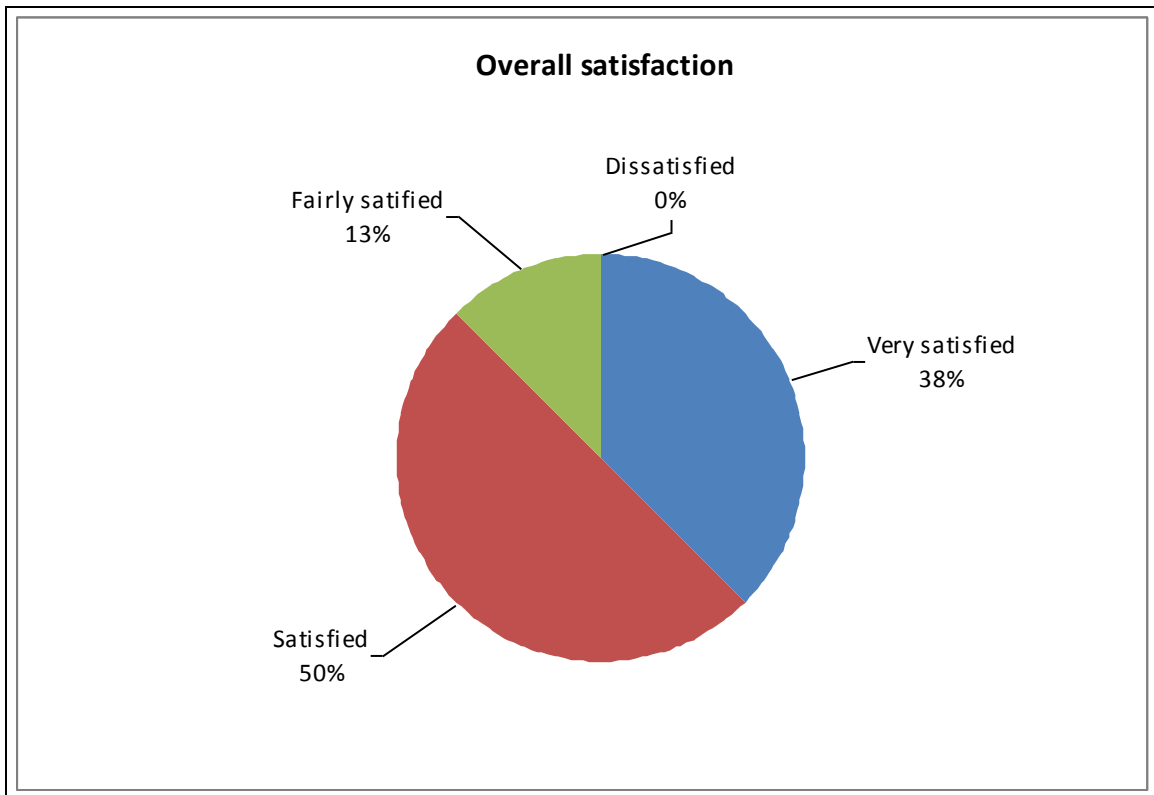
Does the program have a quota?

Is there an advantage to applying as soon as possible?

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 per cent in 2006-2007 to only 38 per cent in 2007-2008.

Graph 6: The following graph indicates the level of overall satisfaction reported by the promotion agents.



Major obstacles

As in 2006–2007, the two major obstacles to the success of the promotion tour were identified as the slow, or lack of, response from some of the contact persons at some institutions, and the weather. The use of the PowerPoint presentation and the inability to customize the presentation to 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 Odyssey and Accent be officially pushed back, and that promotion agents be people who have worked for a full year as monitors and then spend another full year working exclusively as promotion agents.



QUESTIONNAIRE FOR TEACHERS AND INSTRUCTORS

This questionnaire is designed to assist in evaluating Explore. All information requested is for statistical purposes only.

All teachers and instructors should complete this questionnaire. Teachers and instructors in any given institution may choose to complete it individually or as a group. If you complete the questionnaire as a group, you must indicate **the number of respondents in the group**.

Please return your completed questionnaire to your course director or to the person designated to collect them at your institution **by September 12, 2007**.

*****Course directors must prepare a summary of responses to these questionnaires.*****

Thank you for your cooperation.

Name of course director			
Name of institution			
Program taught (√)	ESL	FSL	
Session (√)	Spring	Summer	
Year			
Number of respondents completing this questionnaire			

1. On a scale of 1 to 3, rate the following general learning objectives as they apply to the program at your institution:

(1 = VERY IMPORTANT, 2 = MODERATELY IMPORTANT, 3 = NOT IMPORTANT)

a)	Listening comprehension	87.4%	6.9%	5.7%
b)	Ability to speak the target language	89.7%	2.3%	8.0%
c)	Grammatical correctness	46.0%	49.4%	4.6%
d)	Pronunciation and intonation	45.3%	52.3%	2.3%
e)	Reading skills	39.1%	56.3%	4.6%
f)	Writing skills	46.5%	48.8%	4.7%

2. On a scale of 1 to 3, indicate to what extent the following aspects of your program require improvement:

(1 = NO IMPROVEMENT REQUIRED, 2 = SOME IMPROVEMENT REQUIRED, 3 = MUCH IMPROVEMENT REQUIRED)

a)	The general organization of the program at your institution	58.6%	41.4%	0%
b)	The suitability of your students for the program	79.3%	18.4%	2.3%
c)	The opportunity for your students to speak the target language in class	85.1%	13.8%	1.1%
d)	The opportunity for your students to learn both about the people who speak the target language and about their culture	58.1%	39.5%	2.3%
e)	The opportunity for your students to meet people who speak the target language	52.3%	44.2%	3.5%
f)	The procedures for evaluation of students' progress at your institution	70.1%	28.7%	1.1%
g)	Instructional materials	52.9%	43.7%	3.4%
h)	Other	58.3%	25.0%	16.7%

3. In your opinion, how could we improve Explore at the institutional and provincial levels?



QUESTIONNAIRE FOR MONITORS

This questionnaire is designed to assist in evaluating Explore. All information requested is for statistical purposes only.

All monitors should complete this questionnaire. Monitors in any given institution may choose to complete the questionnaire individually or as a group. If you complete the questionnaire as a group, you must indicate **the number of respondents in the group**.

Please return your completed questionnaire to your course director or to the person designated to collect them at your institution **by September 12, 2007**.

*****Course directors must prepare a summary of responses to these questionnaires.*****

Thank you for your cooperation.

Name of course director			
Name of institution			
Program taught (√)	ESL	FSL	
Session (√)	Spring	Summer	
Year			
Number of respondents completing this questionnaire			



1. Circle the number corresponding to the approximate amount of time *per week* (seven days) you spend participating in activities with students.

Less than 10 hours per week	0%
Between 10 and 20 hours per week	24.2%
Between 21 and 30 hours per week	19.7%
Between 31 and 40 hours per week	22.7%
More than 40 hours per week	33.3%

2. Are you required to live in residence with students?

YES 43.5% NO 45.5% Students do not live in residence at our institution. _____

3. On a scale of 1 to 4, evaluate the relative benefit to the students of the activities in which you participated:

(1 = *VERY BENEFICIAL*, 2 = *MODERATELY BENEFICIAL*, 3 = *NOT BENEFICIAL*, 4 = *NOT APPLICABLE*)

a) Community work	26.6%	12.5%	0 %	60.9%
b) Computers	21.5%	29.2%	6.2%	43.1%
c) Conversation classes	69.6%	15.2%	0 %	15.2%
d) Dancing	33.3%	33.3%	4.5%	28.8%
e) Day trips	64.7%	29.4%	4.4%	1.5%
f) Drama and theatre	53.8%	18.5%	3.1%	24.6%
g) Excursions (weekends or longer)	40.3%	13.4%	1.5%	44.8%
h) Films	46.2%	40.0%	3.1%	10.8%
i) Grammar	57.6%	13.6%	4.5%	24.2%
j) Language laboratories	33.3%	16.7%	0%	50.0%
k) Lectures	13.8%	20,0%	4.6%	61.5%
l) Music workshops	40.9%	19.7 %	4.5%	34.8%
m) Remedial work	21.5%	23.1%	4.6%	50.8%
n) Social gatherings	74.6%	17.9%	0%	7.5%
o) Sports	52.9%	29.4%	2.9%	14.7%
p) Writing	51.6%	23.4%	0%	25.0%
q) Other (Multimedia workshops)	60.7%	17.9%	0%	21.4%

4. List any comments or suggestions you have on how to improve Explore at the institutional and provincial levels:



QUESTIONNAIRE FOR BURSARY RECIPIENTS

This questionnaire is designed to assist in evaluating Explore for this year.

All information requested is for statistical purposes only. You are not required to put your name or any other identifying marks on the questionnaire. However, if you wish to identify yourself, you may do so on the last page.

Complete this questionnaire **only if you received an Explore bursary.**

Please read each question carefully before answering. Some questions use specific scales.

(Français au verso)

PART I

PERSONAL AND GENERAL INFORMATION

1. AGE	
16–18	38.2%
19–21	29.5%
22–25	21.9%
26–40	9.2%
41 +	1.2%
2. GENDER	
Male	26.4%
Female	73.6%
3. MY FIRST LANGUAGE IS	
French	38.5%
English	46.0%
Other	15.5%
4. PROVINCE OR TERRITORY OF PERMANENT RESIDENCE	
British Columbia	10.5%
Alberta	7.1%
Saskatchewan	3.2%
Manitoba	3.2%
Ontario	23.4%
Quebec	43.1%
New Brunswick	1.8%
Nova Scotia	4.4%
Prince Edward Island	0.6%
Newfoundland and Labrador.....	2.5%
Yukon	0.2%
Northwest Territories	0.1%
Nunavut	0
5. DURING THE ACADEMIC YEAR, I WAS ENROLLED IN	
Secondary school	28.4%
University (as an undergraduate)	43.7%
University (as a graduate student)	9.3%
Community college, cégep, technical/vocational	17.2%
Other	1.3%
6. IF YOU WERE A POSTSECONDARY STUDENT IN THE PRECEDING ACADEMIC YEAR, WHAT WAS YOUR FIELD OF STUDY?	
Arts	35.2%
Science	17.4%
Education	7.9%
Engineering	3.6%
Commerce/business administration	11.8%
Health sciences	7.0%
Technical/vocational	3.8%
Other	13.3%
7. HOW MANY YEARS HAVE YOU STUDIED A SECOND LANGUAGE IN SCHOOL (INCLUDING COLLEGE AND UNIVERSITY)?	
None	7.1%
1–2 years	12.8%
3–5 years	20.4%

6 years or more59.7%

8. HOST PROVINCE	
British Columbia	11.5%
Alberta	3.9%
Saskatchewan	3.3%
Manitoba	5.2%
Ontario	14.7%
Quebec	44.6%
New Brunswick	6.4%
Nova Scotia	7.0%
Prince Edward Island	2.3%
Newfoundland and Labrador.....	1.1%
9. INSTITUTION YOU ATTENDED FOR EXPLORE	
British Columbia	
Douglas College.....	1.4%
Kwantlen University College	1.3%
Langara College.....	1.2%
University of British Columbia	2.7%
University of Victoria	2.2%
Alberta	
Lethbridge Community College.....	1.4%
Faculté Saint-Jean (La Pocatière, QC)	1.9%
Grant MacEwan College	1.0%
University of Calgary (<i>session from June 25 to July 27, 2007</i>).....	0.4%
University of Calgary (<i>session from July 30 to August 31, 2007</i>)	0.5%
Saskatchewan	
University of Regina.....	2.3%
University of Saskatchewan.....	0.8%
Manitoba	
University of Manitoba	2.3%
Brandon University.....	1.1%
University of Winnipeg	0.9%
Collège universitaire de Saint-Boniface	0.6%
Ontario	
Collège Boréal	0.2%
La Cité collégiale (Ottawa).....	3.0%
Glendon College (at York University)	3.8%
Humber College Institute of Technology and Advanced Learning	2.1%
University of Western Ontario (Trois-Pistoles, QC).....	6.0%
Brock University	1.7%
Quebec	
Bishop's University.....	1.3%
Cégep de Trois-Rivières	2.3%
Collège de Jonquière	3.2%
Collège de Jonquière (Ottawa, ON)	2.1%
Collège de Rivière-du-Loup	3.3%
Université du Québec à Chicoutimi.....	5.7%
Université du Québec à Trois-Rivières	7.5%
Université de Sherbrooke.....	0.3%
Collège Saint-Charles-Garnier	2.1%
Collège Saint-Charles-Garnier (Victoria, BC).....	1.3%
Université Laval	7.5%
Université de Montréal	5.5%
Université du Québec à Montréal.....	1.8%
New Brunswick	
Université de Moncton	1.1%
University of New Brunswick.....	5.8%
Nova Scotia	
Université Sainte-Anne	4.3%

Dalhousie University	2.6%
Prince Edward Island	
University of Prince Edward Island	2.5%
Newfoundland and Labrador	
Memorial University of Newfoundland	1.0%

10. WHAT SESSION ARE YOU ATTENDING?

Spring	37.6%
Summer	62.4%

11. WHAT EXPLORE LANGUAGE COURSE DID YOU ENROL IN?

A French course	57.7%
An English course.....	42.3%

12. THE INSTITUTION I AM ATTENDING WAS INDICATED ON MY APPLICATION FORM AS MY

First choice	65.1%
Second choice	15.5%
Third choice	9.7%
Choice of region.....	3.7%
None of the above	6.0%

13. I LEARNED ABOUT EXPLORE FROM

Promotion agent	4.8%
Former Explore student	21.8%
Friend or relative	31.6%
Teacher	21.7%
Local newspaper or magazine	0.3%
School newspaper or magazine	1.9%
Brochure/poster/teaser	5.5%
Web site.....	7.9%
Advertisement.....	0.9%
Fair	0.7%
Other.....	2.9%

14. INDICATE HOW IMPORTANT THE FOLLOWING FACTORS WERE IN YOUR DECISION TO ENROL IN EXPLORE:

a) Improving my second language will be useful in getting a good job.

Very important.....	73.3%
Moderately important.....	18.3%
Unimportant.....	8.3%

b) I want to understand the people who speak the target language and their way of life.

Very important.....	73.3%
Moderately important.....	18.3%
Unimportant.....	8.3%

c) Studying a second language will be helpful when visiting places where it is spoken.

Very important.....	72.0%
Moderately important.....	19.4%
Unimportant.....	8.7%

d) I hoped Explore would be an enjoyable social and cultural experience.

Very important.....	61.70%
Moderately important.....	21.8%
Unimportant.....	8.7%

e) A second language is useful or essential to my studies.

Very important.....	59.1%
Moderately important.....	25.4%
Unimportant.....	15.9%

f) I expect to receive university credits or equivalencies for my participation in Explore.

Very important.....	33.9%
Moderately important.....	25.0%
Unimportant.....	41.1%

15. HOW MANY YEARS HAVE YOU PREVIOUSLY PARTICIPATED IN EXPLORE?

None	87.7%
1 year	9.8%
2 or more years	2.5%

16. WOULD YOU HAVE TAKEN A SECOND-LANGUAGE COURSE THIS SUMMER IF YOU HAD NOT BEEN ACCEPTED INTO EXPLORE?

Yes	15.9%
No	64.7%
Unsure	19.3%

17. IF YOU HAD BEEN GIVEN THE CHOICE BETWEEN A SUMMER JOB AND EXPLORE THIS YEAR, WHICH ONE WOULD YOU HAVE CHOSEN?

Explore.....	76.5%
Summer job.....	7.3%
Unsure	16.2%

18. a) ESTIMATE HOW MUCH IT COST YOU TO TRAVEL TO YOUR HOST INSTITUTION AND BACK HOME AGAIN:

\$0 – \$100	10.4%
\$101 – \$200	15.8%
\$201 – \$300	15.5%
\$301 – \$400	8.8%
\$401 – \$500	6.8%
\$501 – \$600	9.6%
\$601 – \$700.....	9.4%
\$701 – \$800.....	7.1%
More than \$800.....	16.5%

b) BY WHAT MEANS, MAINLY, DID YOU TRAVEL TO YOUR HOST INSTITUTION AND BACK HOME AGAIN?

(Choose only one.)

Airplane	51.9%
Train	16.3%
Automobile	19.1%
Bus	12.7%

c) ESTIMATE YOUR INCIDENTAL AND ENTERTAINMENT EXPENSES DURING EXPLORE THAT WERE NOT COVERED:

\$0 – \$100	10.5%
\$101 – \$200	9.5%
\$201 – \$300	17.2%

\$301 – \$400	16.7%
\$401 – \$500.....	15.8%
\$501 – \$600	12.8%
\$601 – \$700	8.0%
\$701 – \$800	5.4%
\$801 – \$900.....	4.0%
\$901 – \$1000.....	0%
More than \$1000	0%

d) ESTIMATE HOW MANY DAYS YOU SPENT IN THE REGION WHERE YOUR COURSE WAS OFFERED BEFORE THE COURSE BEGAN AND AFTER IT FINISHED:

None	39.4%
1 day.....	21.0%
2 days	14.4%
3 days	7.3%
4 days	3.7%
5 days	2.2%
6 days.....	1.0%
7 days.....	1.9%
More than 1 week	3.1%
More than 2 weeks	6.0%

e) HOW LIKELY IS IT THAT YOU MIGHT RETURN TO THE REGION WHERE YOUR COURSE WAS OFFERED FOR ANOTHER VISIT?

Very likely	38.8%
Likely	28.5%
Somewhat likely	18.3%
Not likely.....	9.2%
Unsure	5.2%

f) IF YOU ANSWERED 1, 2, OR 3 IN QUESTION 18e, WHAT WOULD BE THE MOST LIKELY PURPOSE OF YOUR RETURN VISIT TO THE REGION WHERE YOUR COURSE WAS OFFERED?

More language studies	33.6%
Other studies	5.6%
Business	5.7%
Tourism.....	33.8%
Personal	16.6%
Other	4.7%

19. DO YOU HOPE TO OBTAIN COURSE CREDIT FOR PARTICIPATING IN EXPLORE?

Yes	65.5%
No	34.5%

20. a) DO YOU EXPECT TO PARTICIPATE IN EXPLORE NEXT YEAR?

Yes, if I receive a bursary	44.1%
Yes, even if I do not receive a bursary... ..	2.5%
No, because I wouldn't benefit from it	3.2%
No, for financial reasons	6.8%
No, for other reasons	23.5%
Unsure	20.0%

b) IF YOU EXPECT TO PARTICIPATE NEXT YEAR, WOULD YOU LIKE TO ATTEND THE SAME INSTITUTION?

Yes	35.4%
No	64.6%

21. a) DO YOU INTEND TO PURSUE TEACHING AS A CAREER?

Yes	27.7%
No	72.3%

b) IF YOU ANSWERED YES TO QUESTION 21a), INDICATE THE SUBJECTS YOU ARE INTERESTED IN TEACHING:

Elementary-school French	30.3%
Secondary-school French	20.5%
Postsecondary French	6.1%
Elementary-school English	7.8%
Secondary-school English	5.0%
Postsecondary English	4.6%
Other	25.7%

22. WHAT SECOND-LANGUAGE STUDIES DO YOU INTEND TO PURSUE AFTER EXPLORE?

Another second-language course	31.4%
Second-language literature courses	5.0%
Other subjects taught in the second language	7.4%
Another second-language immersion course	13.9%
Other	11.5%
None	6.1%
Unsure	24.7%

23. AS A RESULT OF YOUR PARTICIPATION, ARE YOU MORE, OR LESS, INTERESTED IN TAKING THE FOLLOWING TYPES OF COURSES?

a) Second-language course

More interested than before.....	67.2%
Less interested than before.....	9.6%
No change.....	23.2%

b) Second-language literature course

More interested than before.....	33.9%
Less interested than before.....	21.6%
No change.....	44.6%

c) Second-language immersion course

More interested than before.....	69.8%
Less interested than before.....	11.3%
No change.....	18.8%

PART II

EVALUATION OF EXPLORE

24. TO WHAT EXTENT DID EXPLORE PROVIDE ADEQUATE OPPORTUNITY TO

a) Speak the target language in class

Quite a lot.....	84.3%
Somewhat.....	12.6%
Not at all.....	3.1%

- b) Speak the target language outside of class
- | | |
|------------------|-------|
| Quite a lot..... | 55.8% |
| Somewhat..... | 37.1% |
| Not at all..... | 7.1% |

- c) Learn about the people using the target language and their culture
- | | |
|------------------|-------|
| Quite a lot..... | 52.1% |
| Somewhat..... | 39.7% |
| Not at all..... | 8.3% |

- d) Meet and make friends with people using the target language
- | | |
|------------------|-------|
| Quite a lot..... | 56.3% |
| Somewhat..... | 32.6% |
| Not at all..... | 11.1% |

25. AS A RESULT OF YOUR PARTICIPATION, HOW MUCH PROGRESS WOULD YOU SAY YOU HAVE MADE IN THE FOLLOWING AREAS?

- a) Understanding the target language when spoken
- | | |
|--------------------|-------|
| Much progress..... | 59.5% |
| Some progress..... | 36.6% |
| No progress..... | 3.9% |

- b) Understanding the target language when written
- | | |
|--------------------|-------|
| Much progress..... | 45.0% |
| Some progress..... | 47.6% |
| No progress..... | 7.4% |

- c) Speaking the target language
- | | |
|--------------------|-------|
| Much progress..... | 55.5% |
| Some progress..... | 40.5% |
| No progress..... | 3.9% |

- d) Writing the target language
- | | |
|--------------------|-------|
| Much progress..... | 34.8% |
| Some progress..... | 56.0% |
| No progress..... | 9.2% |

- e) Understanding the culture of the people using the target language
- | | |
|--------------------|-------|
| Much progress..... | 36.4% |
| Some progress..... | 49.8% |
| No progress..... | 13.8% |

- f) Feeling confident speaking the target language
- | | |
|--------------------|-------|
| Much progress..... | 53.5% |
| Some progress..... | 40.8% |
| No progress..... | 5.7% |

- 26. HAS EXPLORE CHANGED YOUR ATTITUDE TOWARD THE PEOPLE USING THE TARGET LANGUAGE?**
- No change** in my attitude49.2%
 Yes, I have a **more favourable** attitude now 48.9%
 Yes, I have a **less favourable** attitude now .18%

- 27. CONSIDERING ALL ASPECTS OF EXPLORE, DID IT SUCCEED IN IMMERSING YOU IN A SECOND-LANGUAGE ENVIRONMENT?**
- | | |
|----------------------|-------|
| Quite well | 59.5% |
| To some extent | 36.6% |
| Hardly at all | 3.9% |

- 28. DID THE TYPE OF HOUSING YOU HAD ENCOURAGE IMMERSION IN A SECOND-LANGUAGE ENVIRONMENT?**

(Answer only a or b, not both.)

- a) University or college residence encouraged immersion:
- | | |
|----------------------|-------|
| Quite well | 29.3% |
| To some extent | 38.8% |
| Not very much | 23.5% |
| Not at all | 8.5% |

- b) Family housing encouraged immersion:
- | | |
|----------------------|-------|
| Quite well | 60.3% |
| To some extent | 27.9% |
| Not very much | 8.0% |
| Not at all | 3.8% |

- 29. HOW WOULD YOU DESCRIBE YOUR RELATIONS WITH THE LOCAL COMMUNITY?**
- | | |
|---------------------------|-------|
| Friendly | 55.2% |
| Reasonably friendly | 35.3% |
| Unfriendly | 1.3% |
| Very little contact..... | 8.3% |

- 30. WHICH OF THE FOLLOWING ACTIVITIES WAS THE MOST VALUABLE TO YOU IN LEARNING THE TARGET LANGUAGE?**

(Choose only one.)

- | | |
|---|-------|
| Conversation with people speaking the target language during free time | 47.3% |
| Classroom instruction (including language labs) | 35.8% |
| Organized sociocultural activities (plays, sports events, festivals, lectures, dances, films) | 10.0% |
| Excursions (weekend or long trips) | 4.0% |
| Workshops | 1.9% |
| Bilingual exchanges with other programs, if available | 1.0% |

31. INDICATE YOUR SATISFACTION WITH THE FOLLOWING ASPECTS OF EXPLORE:

a) University or college residence

Very good.....31.3%
 Acceptable.....40.1%
 Poor..... 10.6%
 Not applicable..... 18.0%

b) University or college meals

Very good.....14.1%
 Acceptable.....38.7%
 Poor..... 25.1%
 Not applicable..... 22.1%

c) Family housing

Very good.....28.7%
 Acceptable.....13.0%
 Poor..... 3.7%
 Not applicable..... 54.6%

d) Meals in family housing

Very good.....27.8%
 Acceptable.....12.9%
 Poor..... 4.7%
 Not applicable..... 54.6%

e) Textbook(s) and/or other materials

Very good.....35.3%
 Acceptable.....44.0%
 Poor..... 9.8%
 Not applicable..... 10.9%

f) Classroom activities

Very good.....53.9%
 Acceptable.....38.9%
 Poor..... 6.3%
 Not applicable.....0.8%

g) Quality of instruction

Very good.....69.1%
 Acceptable.....25.4%
 Poor..... 4.4%
 Not applicable..... 1.2%

h) Language lab

Very good.....35.3%
 Acceptable.....37.2%

Poor..... 9.7%
 Not applicable..... 17.8%

i) Out-of-class assignments

Very good.....34.4%
 Acceptable.....51.1%
 Poor.....9.8%
 Not applicable.....4.6%

j) Monitors

Very good.....50.0%
 Acceptable.....33.9%
 Poor.....10.1%
 Not applicable.....6.1%

k) Feedback from your teacher on your progress

Very good.....48.3%
 Acceptable.....38.9%
 Poor.....10.1%
 Not applicable.....2.7%

l) Methods used to measure progress and achievement

Very good.....36.5%
 Acceptable.....47.4%
 Poor.....13.8%
 Not applicable.....2.3%

m) Type and variety of sociocultural activities

Very good.....51.5%
 Acceptable.....37.6%
 Poor..... 9.4%
 Not applicable.....1.5%

32. HOW DO YOU FEEL ABOUT THE AMOUNT OF TIME THAT WAS SPENT ON THE FOLLOWING ACTIVITIES?

a) Classroom instruction

Too much time spent.....16.6%
 About right.....75.0%
 Too little time spent.....7.9%
 Not applicable.....0.4%

b) Organized sociocultural activities

Too much time spent.....13.6%
 About right.....68.8%
 Too little time spent.....16.7%
 Not applicable.....1.0%

If you are interested in additional information about our official-languages programs, please visit our Web site at www.cmec.ca/olp.

- c) Free time
- | | |
|----------------------------|-------|
| Too much time spent..... | 12.0% |
| About right..... | 62.9% |
| Too little time spent..... | 23.6% |
| Not applicable..... | 1.4% |

- d) Language lab
- | | |
|----------------------------|-------|
| Too much time spent..... | 10.4% |
| About right..... | 47.7% |
| Too little time spent..... | 21.5% |
| Not applicable..... | 20.4% |

33. WHICH OF THE FOLLOWING ACTIVITIES WAS THE MOST VALUABLE TO YOU IN DEVELOPING A BETTER UNDERSTANDING OF CANADIANS WHO USE THE TARGET LANGUAGE AND THEIR CULTURAL HERITAGE?

(Choose only one.)

- | | |
|---|-------|
| Conversation with people speaking the target language during free time | 48.5% |
| Classroom instruction (including language labs) | 16.8% |
| Organized sociocultural activities (plays, sports events, festivals, lectures, dances, films) ... | 20.8% |
| Excursions (weekend or long trips) | 10.3% |
| Workshops | 2.4% |
| Bilingual exchanges with other programs, if available | 1.2% |

34. ALL THINGS CONSIDERED, WOULD YOU RECOMMEND EXPLORE TO A FRIEND?

- | | |
|-----------|-------|
| Yes | 95.0% |
| No | 5.0% |

35. HOW WOULD YOU RATE EXPLORE WHEN YOU COMPARE YOUR FEELINGS NOW TO WHAT YOU EXPECTED BEFORE YOU BEGAN?

- | | |
|----------------------------------|-------|
| Better than expected..... | 45.7% |
| Pretty much what I expected..... | 41.3% |
| Worse than expected..... | 13.0% |

36. HAVE YOU HEARD OF THE FOLLOWING OFFICIAL-LANGUAGES PROGRAMS:

- a) Accent
- | | |
|-----------|-------|
| Yes | 17.2% |
| No..... | 82.7% |
- b) Odyssey
- | | |
|-----------|-------|
| Yes | 20.8% |
| No..... | 79.2% |
- c) Destination Clic
- | | |
|-----------|-------|
| Yes | 14.3% |
| No..... | 85.7% |

PART III

PLEASE WRITE ANY FURTHER COMMENTS YOU WISH TO MAKE IN THE SPACE PROVIDED BELOW. ANY CONSTRUCTIVE SUGGESTIONS WILL BE APPRECIATED.

You are not required to put your name or any other identifying marks on the questionnaire. However, if you wish to identify yourself, you may do so here:

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

DESTINATION CLIC



QUESTIONNAIRE À L'INTENTION DES BOURSIERS

Ce questionnaire est conçu pour faciliter l'évaluation de Destination Clic pour cette année.

Tous les renseignements demandés serviront à des fins statistiques uniquement. Vous n'avez pas à écrire votre nom ou à vous identifier de quelque façon que ce soit sur le questionnaire. Si, toutefois, vous souhaitez vous identifier, veuillez le faire à la dernière page.

Remplissez ce questionnaire **uniquement si vous avez obtenu une bourse dans le cadre de Destination Clic.**

Veillez lire attentivement chaque question avant d'y répondre. Certaines questions nécessitent l'utilisation d'une échelle précise.

PARTIE I

RENSEIGNEMENTS PERSONNELS ET GÉNÉRAUX

1. **ÂGE**

16 à 18 ans	82,4 %
19 à 21 ans	9,2 %
22 à 25 ans	5,0 %
26 à 40 ans	3,4 %
41 ans et plus.....	0 %
2. **SEXE**

Masculin.....	37,8 %
Féminin	62,2 %
3. **LANGUE MATERNELLE**

Français	73,9 %
Anglais	24,4 %
Autre	1,7 %
4. **PROVINCE OU TERRITOIRE DE RÉSIDENCE PERMANENTE**

Colombie-Britannique	5,9 %
Alberta	4,2 %
Saskatchewan.....	3,4 %
Manitoba	9,2 %
Ontario	31,9 %
Nouveau-Brunswick	33,6 %
Nouvelle-Écosse	5,9 %
Île-du-Prince-Édouard.....	0 %
Terre-Neuve-et-Labrador	0 %
Yukon.....	4,2 %
Territoires du Nord-Ouest	0,8 %
Nunavut.....	0,8 %
5. **LE FRANÇAIS EST TOUJOURS LA LANGUE PRÉDOMINANTE**

De votre mère et de votre père	58,0 %
De votre mère	13,4 %
De votre père	8,4 %
Ni de votre mère ni de votre père.....	20,2 %
6. **ÉTABLISSEMENT D'ENSEIGNEMENT FRÉQUENTÉ PENDANT L'ANNÉE SCOLAIRE**

École secondaire	82,2 %
Université (1 ^{er} cycle)	10,2 %
Université (2 ^e ou 3 ^e cycle).....	5,9 %
Collège communautaire ou établissement de formation technique ou professionnelle	1,7 %
Autre	0 %
7. **PROPORTION DE VOS ÉTUDES SECONDAIRES FAITES EN FRANÇAIS (APPROXIMATIVEMENT)?**

75 à 100 %.....	67,2 %
50 à 74 %.....	16,0 %
25 à 49 %.....	5,9 %
Moins de 25 %	10,9 %
8. **PROPORTION DE VOS ÉTUDES POSTSECONDAIRES FAITES EN FRANÇAIS (APPROXIMATIVEMENT)?**

Je n'ai pas encore fait d'études postsecondaires.....75,6 %

75 à 100 %.....	6,7 %
50 à 74 %.....	5,0 %
25 à 49 %.....	2,5 %
Moins de 25 %	10,1 %
9. **PROVINCE D'ACCUEIL**

Ontario	38,8 %
Québec	26,7 %
Nouveau-Brunswick	34,5 %
10. **ÉTABLISSEMENT D'ENSEIGNEMENT QUE VOUS FRÉQUENTEZ DANS LE CADRE DE DESTINATION CLIC**

Université du Québec à Trois-Rivières	13,4 %
Centre linguistique, Collège de Jonquière ..	14,3 %
Université de Moncton	33,6 %
Université d'Ottawa.....	38,7 %
11. **QUELLE SESSION FRÉQUENTEZ-VOUS?**

Printemps.....	12,8 %
Été	87,2 %
12. **SUR VOTRE FORMULAIRE DE DEMANDE, L'ÉTABLISSEMENT D'ENSEIGNEMENT QUE VOUS FRÉQUENTEZ ÉTAIT**

Votre premier choix.....	85,7 %
Votre deuxième choix	10,1 %
Votre troisième choix	4,2 %
Aucun de vos choix.....	0 %
13. **VOUS AVEZ APPRIS L'EXISTENCE DE DESTINATION CLIC PAR**

Un ancien étudiant de Destination Clic	21,0 %
Un ami ou un parent	13,4 %
Un enseignant.....	19,3 %
Un agent de promotion	28,6 %
La radio.....	0,8 %
Un journal local ou un magazine.....	1,7 %
Un journal ou un magazine étudiant	0 %
Une brochure, une affiche ou une aguiche ..	5,0 %
Le site Web	2,5 %
Une publicité	0 %
Une foire	0 %
Autre	7,6 %
14. **INDIQUEZ L'IMPORTANCE DES FACTEURS SUIVANTS DANS VOTRE DÉCISION DE VOUS INSCRIRE À DESTINATION CLIC**
 - a) Je tiens à améliorer mon français et à apprendre à mieux apprécier ma culture.

Très important.....	67,2 %
Moyennement important	21,0 %
Peu important.....	11,8 %

Le masculin comprend l'équivalent féminin et est utilisé dans le but d'alléger le texte.

- b) La connaissance de ma langue maternelle me motivera à l'utiliser davantage.
- | | |
|-----------------------------|--------|
| Très important..... | 53,8 % |
| Moyennement important | 33,6 % |
| Peu important..... | 12,6 % |
- c) Une meilleure connaissance de ma langue maternelle me permettra d'obtenir un bon emploi.
- | | |
|-----------------------------|--------|
| Très important..... | 63,9 % |
| Moyennement important | 25,2 % |
| Peu important..... | 10,9 % |
- d) Je souhaite vivre une expérience sociale et culturelle agréable.
- | | |
|-----------------------------|--------|
| Très important..... | 65,5 % |
| Moyennement important | 24,4 % |
| Peu important..... | 10,1 % |
- e) La maîtrise de ma langue maternelle est utile ou indispensable pour poursuivre mes études en français.
- | | |
|-----------------------------|--------|
| Très important..... | 56,3 % |
| Moyennement important | 24,4 % |
| Peu important..... | 19,3 % |
- f) Je compte recevoir des crédits universitaires ou des équivalences pour ma participation à Destination Clic.
- | | |
|-----------------------------|--------|
| Très important..... | 63,0 % |
| Moyennement important | 18,5 % |
| Peu important..... | 18,5 % |
- 15. COMBIEN DE FOIS AVEZ-VOUS PARTICIPÉ À DESTINATION CLIC AVANT CETTE SESSION?**
- | | |
|-------------------------|--------|
| Jamais | 96,6 % |
| Une fois..... | 2,5 % |
| Deux fois ou plus | 0,8 % |
- 16. SI VOUS N'AVIEZ PAS OBTENU DE PLACE, AURIEZ-VOUS SUIVI UN COURS DE FRANÇAIS CET ÉTÉ?**
- | | |
|---------------------|--------|
| Oui | 2,5 % |
| Non | 80,7 % |
| Je ne sais pas..... | 16,8 % |
- 17. CETTE ANNÉE SI VOUS AVIEZ PU CHOISIR ENTRE UN EMPLOI D'ÉTÉ OU DESTINATION CLIC, QU'AURIEZ-VOUS CHOISI?**
- | | |
|-----------------------|--------|
| Destination Clic..... | 82,2 % |
| Un emploi d'été..... | 3,4 % |
| Je ne sais pas..... | 14,4 % |
- 18. a) À COMBIEN ESTIMEZ-VOUS LE COÛT DU VOYAGE ALLER-RETOUR ENTRE VOTRE PROVINCE OU TERRITOIRE DE RÉSIDENCE PERMANENTE ET VOTRE ÉTABLISSEMENT D'ENSEIGNEMENT?**
- | | |
|-----------------------|--------|
| De 0 à 100 \$ | 21,8 % |
| De 101 à 200 \$ | 15,1 % |
| De 201 à 300 \$ | 16,8 % |
| De 301 à 400 \$ | 10,1 % |
| De 401 à 500 \$ | 5,9 % |
| De 501 à 600 \$ | 5,9 % |
| De 601 à 700 \$ | 5,0 % |
| De 701 à 800 \$ | 5,0 % |
| Plus de 800 \$ | 14,3 % |
- b) PAR QUEL MOYEN DE TRANSPORT PRINCIPALEMENT, AVEZ-VOUS VOYAGÉ ALLER-RETOUR ENTRE VOTRE PROVINCE OU TERRITOIRE DE RÉSIDENCE PERMANENTE ET VOTRE ÉTABLISSEMENT D'ENSEIGNEMENT?**
- (Ne choisissez qu'une seule réponse)*
- | | |
|-----------------|--------|
| Avion..... | 39,5 % |
| Train..... | 10,1 % |
| Automobile..... | 42,9 % |
| Autobus..... | 7,6 % |
- c) À COMBIEN ESTIMEZ-VOUS VOS DÉPENSES PERSONNELLES PENDANT LA DURÉE DE DESTINATION CLIC QUI N'ONT PAS ÉTÉ COUVERTES?**
- | | |
|------------------------|--------|
| De 0 à 100 \$ | 2,5 % |
| De 101 à 200 \$ | 21,8 % |
| De 201 à 300 \$ | 17,6 % |
| De 301 à 400 \$ | 20,2 % |
| De 401 à 500 \$ | 11,8 % |
| De 501 à 600 \$ | 6,7 % |
| De 601 à 700 \$ | 5,0 % |
| De 701 à 800 \$ | 7,6 % |
| De 801 à 900 \$ | 0,8 % |
| De 901 à 1000 \$ | 2,5 % |
| Plus de 1000 \$..... | 3,4 % |
- d) COMBIEN DE JOURS ESTIMEZ-VOUS AVOIR SÉJOURNÉ DANS LA RÉGION OÙ VOUS AVEZ SUIVI VOTRE COURS AVANT ET APRÈS LE COURS?**
- | | |
|----------------------------|--------|
| Aucun..... | 41,5 % |
| 1 jour..... | 10,2 % |
| 2 jours..... | 12,7 % |
| 3 jours..... | 6,8 % |
| 4 jours..... | 4,2 % |
| 5 jours..... | 4,2 % |
| 6 jours..... | 2,5 % |
| 7 jours..... | 3,4 % |
| Plus d'une semaine | 2,5 % |
| Plus de deux semaines..... | 11,9 % |

- e) **EST-IL POSSIBLE QUE VOUS REVENIEZ EN VISITE DANS LA RÉGION OÙ VOUS AVEZ SUIVI VOTRE COURS?**
 Très probable.....57,6 %
 Probable22,0 %
 Peu probable10,2 %
 Improbable.....2,5 %
 Je ne sais pas.....7,6 %
- f) **SI VOUS AVEZ RÉPONDU 1, 2 OU 3 À LA QUESTION 18e), QUELLE SERAIT LA RAISON LA PLUS PROBABLE DE CETTE NOUVELLE VISITE?**
 Étude de langue.....15,0 %
 Autre genre d'études.....30,8 %
 Affaires.....1,9 %
 Tourisme.....23,4 %
 Raisons personnelles.....19,6 %
 Autre9,3 %
19. **ESPÉREZ-VOUS OBTENIR UN CRÉDIT UNIVERSITAIRE OU UNE ÉQUIVALENCE POUR AVOIR PARTICIPÉ À DESTINATION CLIC?**
 Oui91,6 %
 Non8,4 %
20. a) **COMPTEZ-VOUS PARTICIPER À DESTINATION CLIC L'AN PROCHAIN?**
 Oui, si je peux obtenir une bourse32,8 %
 Oui, même sans bourse.....0,8 %
 Non, car je n'en retirerais rien.....12,6 %
 Non, pour des raisons financières5,9 %
 Non, pour d'autres raisons.....20,2 %
 Je ne sais pas.....27,7 %
- b) **SI VOUS COMPTEZ PARTICIPER À DESTINATION CLIC L'AN PROCHAIN, AIMERIEZ-VOUS ALLER DANS LE MÊME ÉTABLISSEMENT D'ENSEIGNEMENT?**
 Oui51,6 %
 Non48,4 %
21. a) **VOULEZ-VOUS FAIRE CARRIÈRE DANS L'ENSEIGNEMENT?**
 Oui29,9 %
 Non70,1 %
- b) **SI VOUS AVEZ RÉPONDU « OUI » À LA QUESTION 21a), INDIQUEZ LES MATIÈRES QUE VOUS AIMERIEZ ENSEIGNER**
 Français, niveau primaire.....20,0 %
 Français, niveau secondaire40,0 %
 Français, niveau postsecondaire0 %
 Anglais, niveau primaire.....0 %
 Anglais, niveau secondaire0 %
 Anglais, niveau postsecondaire2,9 %
 Autre37,1 %

22. **APRÈS DESTINATION CLIC, QUEL GENRE DE COURS COMPTEZ-VOUS SUIVRE?**

- Un autre cours de français16,0 %
 Autres matières enseignées en français44,5 %
 Aucun3,4 %
 Je ne sais pas.....36,1 %

23. **VOTRE PARTICIPATION, A-T-ELLE AUGMENTÉ OU DIMINUÉ VOTRE INTÉRÊT POUR LES TYPES DE COURS SUIVANTS?**

- a) Cours de littérature française
 Intérêt accru26,3 %
 Intérêt moindre44,1 %
 Pas de changement.29,7 %
- b) Autres cours de français
 Intérêt accru32,2 %
 Intérêt moindre37,3 %
 Pas de changement.30,5 %
- c) Autres matières enseignées en français
 Intérêt accru38,7 %
 Intérêt moindre32,8 %
 Pas de changement.28,6 %
- d) Programme d'études collégiales en français
 Intérêt accru19,3 %
 Intérêt moindre29,4 %
 Pas de changement.51,3 %
- e) Programme d'études universitaires en français
 Intérêt accru43,7 %
 Intérêt moindre31,1 %
 Pas de changement.25,2 %

PARTIE II

ÉVALUATION DE DESTINATION CLIC

24. **DESTINATION CLIC VOUS A-T-IL PERMIS**

- a) D'améliorer votre capacité de vous exprimer en français en classe
 Beaucoup.....46,2 %
 Un peu46,2 %
 Pas du tout.....7,6 %
- b) D'approfondir votre connaissance du français en dehors du cours
 Beaucoup.....53,8 %
 Un peu38,7 %
 Pas du tout.....7,6 %

- c) D'améliorer vos habiletés de rédaction en français
- Beaucoup.....50,4 %
Un peu42,0 %
Pas du tout.....7,6 %
- d) De mieux connaître la population francophone et sa culture
- Beaucoup.....63,9 %
Un peu29,4 %
Pas du tout.....6,7 %
- e) De rencontrer des francophones et de vous faire des amis parmi eux
- Beaucoup.....73,1 %
Un peu21,8 %
Pas du tout.....5,0 %

25. À VOTRE AVIS, QUELS PROGRÈS AVEZ-VOUS RÉALISÉS PAR SUITE DE VOTRE PARTICIPATION À DESTINATION CLIC DANS LES DOMAINES SUIVANTS?

- a) Expression orale en français
- Beaucoup de progrès.....31,1 %
Un peu de progrès58,8 %
Aucun progrès.10,1 %
- b) Rédaction en français
- Beaucoup de progrès.....38,7 %
Un peu de progrès52,1 %
Aucun progrès.9,2 %
- c) Compréhension du français écrit
- Beaucoup de progrès.....39,0 %
Un peu de progrès45,8 %
Aucun progrès.15,3 %
- d) Degré d'assurance pour communiquer en français
- Beaucoup de progrès.....42,9 %
Un peu de progrès46,2 %
Aucun progrès.10,9 %
- e) Appréciation de la culture des francophones
- Beaucoup de progrès.....63,0 %
Un peu de progrès27,7 %
Aucun progrès.9,2 %

26. DESTINATION CLIC A-T-IL MODIFIÉ VOTRE ATTITUDE À L'ÉGARD DE LA COMMUNAUTÉ FRANCOPHONE?

- Non, mon attitude est **la même**.....34,7 %
Oui, mon attitude est **plus favorable**.....64,4 %
Oui, mon attitude est **moins favorable**0,8 %

27. COMPTE TENU DE TOUS LES ASPECTS DE DESTINATION CLIC, CE DERNIER A-T-IL FAVORISÉ VOTRE INTÉGRATION EN MILIEU FRANCOPHONE?

- Oui53,0 %
Jusqu'à un certain point41,9 %
À peine.....5,1 %

28. LA FAÇON DONT VOUS AVEZ ÉTÉ LOGÉ A-T-ELLE CONTRIBUÉE À VOTRE INTÉGRATION EN MILIEU FRANCOPHONE?

(Ne répondez qu'à a) ou b), et non aux deux.)

- a) Le logement sur le campus a-t-il favorisé le processus d'intégration?
- Énormément26,5 %
Jusqu'à un certain point54,0 %
Pas beaucoup.....14,2 %
Pas du tout.....5,3 %
- b) Le logement dans une famille a-t-il favorisé le processus d'intégration?
- Énormément30,8 %
Jusqu'à un certain point30,8 %
Pas beaucoup.....15,4 %
Pas du tout.....23,1 %

29. COMMENT DÉCRIRIEZ-VOUS VOS RAPPORTS AVEC LA COLLECTIVITÉ LOCALE?

- Amicaux60,2 %
Raisonnement amicaux.....34,7 %
Inamicaux.....1,7 %
Peu fréquents.....3,4 %

30. SELON VOUS, LAQUELLE DES ACTIVITÉS SUIVANTES VOUS A ÉTÉ LA PLUS UTILE POUR PERFECTIONNER VOTRE MAÎTRISE DU FRANÇAIS?

(Ne choisissez qu'une seule réponse.)

- Échanges avec des personnes qui parlent français en dehors des cours, pendant vos temps libres.....42,7 %
Enseignement en classe (y compris les laboratoires de langues)35,0 %
Activités socioculturelles organisées (théâtre, films, événements sportifs, festivals, conférences, danses).....13,7 %
Sorties (de fin de semaine ou longues excursions).....3,4 %
Ateliers5,1 %

31. INDIQUEZ VOTRE APPRÉCIATION DES ASPECTS SUIVANTS DE DESTINATION CLIC

- a) Logement sur le campus**
- Excellent26,3 %
 Acceptable37,3 %
 Médiocre34,7 %
 Ne s'applique pas1,7 %
- b) Repas sur le campus**
- Excellent12,7 %
 Acceptable33,1 %
 Médiocre52,5 %
 Ne s'applique pas1,7 %
- c) Logement dans une famille d'accueil**
- Excellent4,9 %
 Acceptable4,9 %
 Médiocre2,9 %
 Ne s'applique pas87,4 %
- d) Repas dans une famille d'accueil**
- Excellent5,0 %
 Acceptable3,0 %
 Médiocre4,0 %
 Ne s'applique pas88,0 %
- e) Manuel(s) et autre matériel didactique**
- Excellent45,3 %
 Acceptable39,3 %
 Médiocre10,3 %
 Ne s'applique pas5,1 %
- f) Activités en classe**
- Excellent41,2 %
 Acceptable53,8 %
 Médiocre4,2 %
 Ne s'applique pas0,8 %
- g) Qualité de l'enseignement**
- Excellent58,0 %
 Acceptable35,3 %
 Médiocre6,7 %
 Ne s'applique pas0 %
- h) Laboratoires de langues**
- Excellent28,8 %
 Acceptable31,4 %
 Médiocre3,4 %
 Ne s'applique pas36,4 %
- i) Devoirs**
- Excellent28,6 %
 Acceptable56,3 %
 Médiocre11,8 %
 Ne s'applique pas3,4 %

- j) Moniteurs**
- Excellent74,6 %
 Acceptable17,8 %
 Médiocre6,8 %
 Ne s'applique pas0,8 %
- k) Commentaires de l'enseignant sur les progrès réalisés**
- Excellent41,4 %
 Acceptable45,7 %
 Médiocre6,9 %
 Ne s'applique pas6,0 %
- l) Méthodes utilisées pour mesurer les progrès et les résultats obtenus**
- Excellent36,8 %
 Acceptable45,3 %
 Médiocre14,5 %
 Ne s'applique pas3,4 %
- m) Type et variété d'activités socioculturelles**
- Excellent56,8 %
 Acceptable35,6 %
 Médiocre5,9 %
 Ne s'applique pas1,7 %

32. QUE PENSEZ-VOUS DU TEMPS CONSACRÉ AUX ACTIVITÉS SUIVANTES?

- a) Enseignement en classe**
- Trop de temps.....16,2 %
 Acceptable80,3 %
 Pas assez de temps.....3,4 %
 Ne s'applique pas0 %
- b) Activités socioculturelles organisées**
- Trop de temps.....20,5 %
 Acceptable67,5 %
 Pas assez de temps.....12,0 %
 Ne s'applique pas0 %
- c) Temps libres**
- Trop de temps.....12,7 %
 Acceptable57,6 %
 Pas assez de temps.....28,8 %
 Ne s'applique pas0,8 %
- d) Laboratoires de langues**
- Trop de temps.....10,3 %
 Acceptable44,0 %
 Pas assez de temps.....6,0 %
 Ne s'applique pas39,7 %

33. SELON VOUS, LAQUELLE DES ACTIVITÉS SUIVANTES A ÉTÉ LA PLUS UTILE POUR MIEUX COMPRENDRE ET APPRÉCIER LE PATRIMOINE CULTUREL DE LA COMMUNAUTÉ D'ACCUEIL ?

(Ne choisissez qu'une seule réponse.)

Échanges avec des personnes qui utilisent le français en dehors des cours, pendant vos temps libres.....	33,6 %
Enseignement en classe (y compris les laboratoires de langues)	20,7 %
Activités socioculturelles organisées (théâtre, films, événements sportifs, festivals, conférences, danses).....	28,4 %
Sorties (de fin de semaine ou longues excursions).....	16,4 %
Ateliers	0,9 %

34. TOUT BIEN CONSIDÉRÉ, RECOMMANDERIEZ-VOUS DESTINATION CLIC À UN AMI ?

Oui	98,3 %
Non	1,7 %

35. COMMENT ÉVALUERIEZ-VOUS DESTINATION CLIC SI VOUS COMPARIEZ VOS ATTENTES ACTUELLES AVEC CELLES QUE VOUS AVIEZ AVANT D'Y PARTICIPER ?

Meilleur que je ne l'aurais cru	56,0 %
Semblable à ce que je croyais	34,5 %
Moins bon que je ne l'aurais cru	9,5 %

36. AVEZ-VOUS ENTENDU PARLER DES PROGRAMMES DE LANGUES OFFICIELLES SUIVANTS :

a) Accent	
Oui	11,4 %
Non	88,6 %
b) Odyssée	
Oui	9,0 %
Non	91,0 %
c) Explore	
Oui	72,2 %
Non	27,8 %

Si vous souhaitez de plus amples renseignements au sujet de nos programmes de langues officielles, veuillez consulter notre site Web à www.cmec.ca/olp

