Adult Language Training

TESL Ontario Conference

December 6, 2019

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Presentation Overview

- Program Overview

- Trends

- Auditor General's Report

- Program Review

- Federal – Provincial Coordination
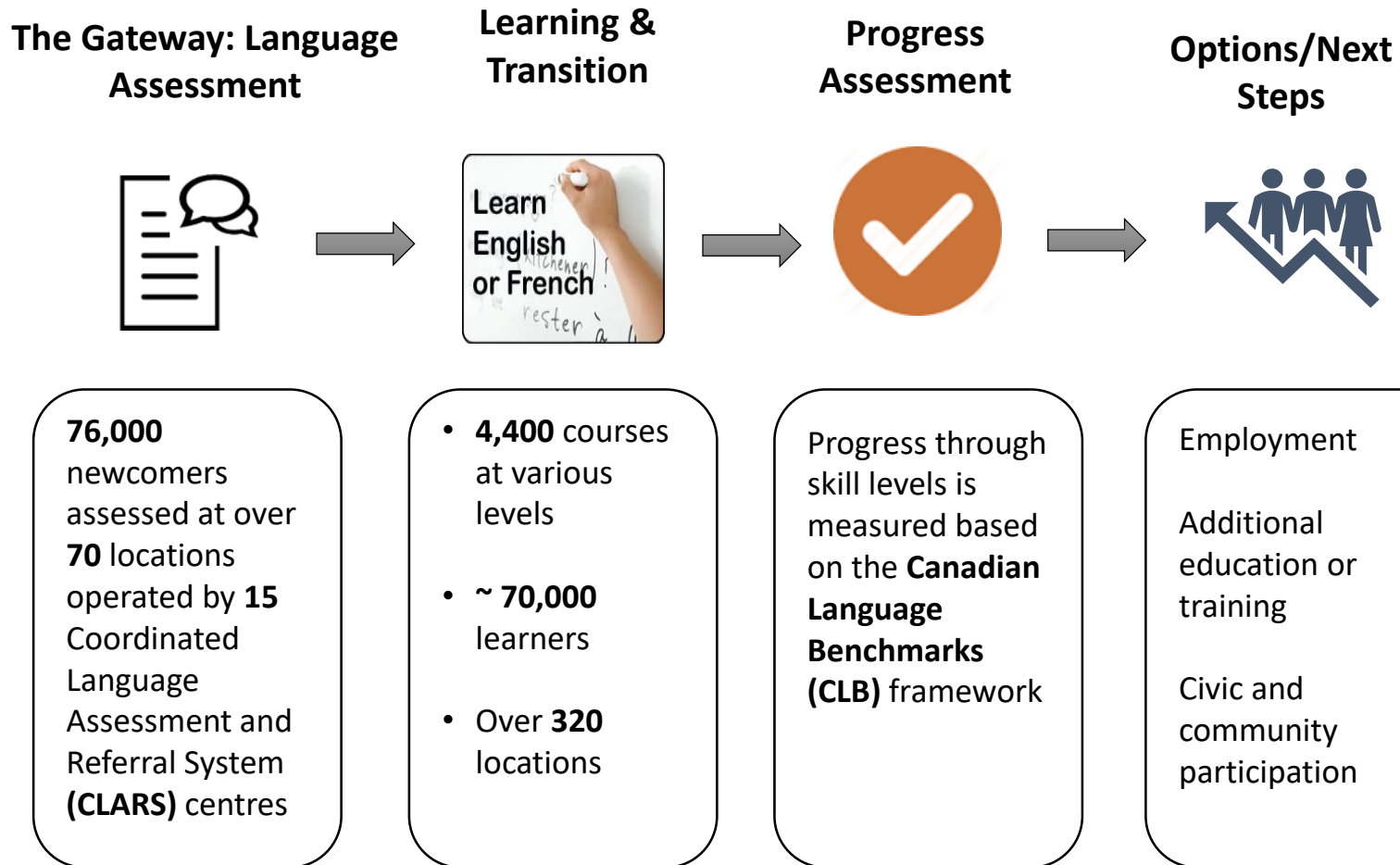
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Overview

Issues

- Immigrants arrive with high potential to benefit Ontario's labour force. Nearly 75% of recent immigrants, aged 25 to 64, have post-secondary education, higher then the rate for those born in Canada (67%).

- Despite high levels of education, many immigrants experience integration barriers resulting in under-employment, unemployment and poor economic outcomes.

- Language barriers and gaps in recognition of foreign qualifications remain barriers to successful integration.

- Proficiency in an official language is a key predictor of labour market success.
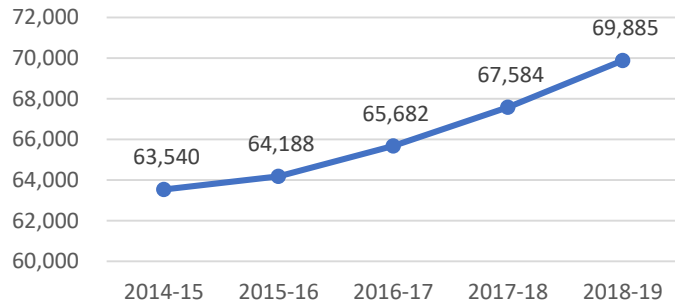
Program

- The **Adult Language Training Program** supports delivery of official language training to help adult immigrants integrate successfully into society and the labour market.

  o **35 school boards deliver ESL/FSL training.** Courses are available at varying levels of language ability, from beginner to advanced levels.

  o **15 Coordinated Language Assessment and Referral System (CLARS)** agencies assess the language skills of newcomers for placement in an appropriate language course.

  o **30 projects** are funded to support innovation, resources and tools to enhance program delivery.
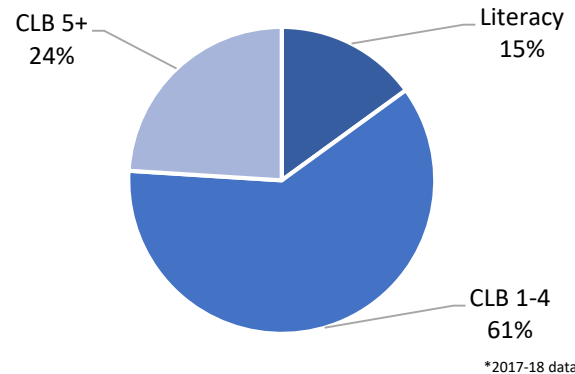
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The Language Training Pathway

The Gateway: Language Assessment

Learning & Transition

Progress Assessment

Options/Next Steps

76,000 newcomers assessed at over **70** locations operated by **15** Coordinated Language Assessment and Referral System **(CLARS)** centres

- **4,400** courses at various levels

- **~ 70,000** learners

- Over **320** locations

Progress through skill levels is measured based on the **Canadian Language Benchmarks (CLB)** framework

Employment

Additional education or training

Civic and community participation

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Enrolment Trends & Learner Profile (2018-19)

Enrollment Trend

Course by Type*

- CLB 5+ 24%
- Literacy 15%
- CLB 1-4 61%

*2017-18 data

Age

18-29 Years	30-49 Years	50-64 Years	65 Years and Over
15.4%	55.2%	19.8%	9.5%

Gender

Female	Male
61.1%	38.9%

Years of Education

0-7 Years	8-12 Years	13-16 Years	17 Years and Over
12.0%	34.0%	37.9%	16.1%

Immigration Status

Permanent Resident	Refugee Claimants	Naturalized Canadian Citizens	Other
53.6%	23.6%	18.9%	3.9%

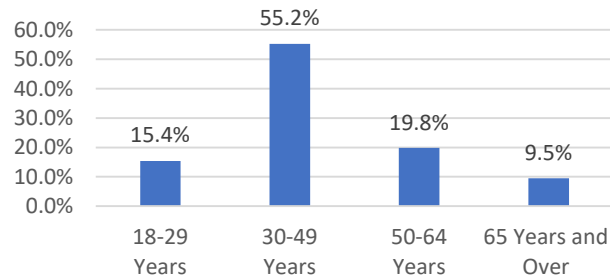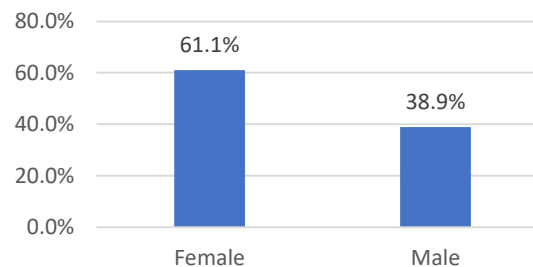## Highlights

- **Steady enrolment increase: 10%** increase from 2014-15 to 2018-19

- The large majority of classes **(61%)** are at **beginner levels** (CLB 1-4)

- **Working age learner population:** Over 80% of all learners are working age

- **Varying levels of education**: 54% of all learners have post-secondary education, while 46% have high school or less

- **Gender and age mix of learners** suggests need for targeted approaches to meet the needs of women returning to the workforce
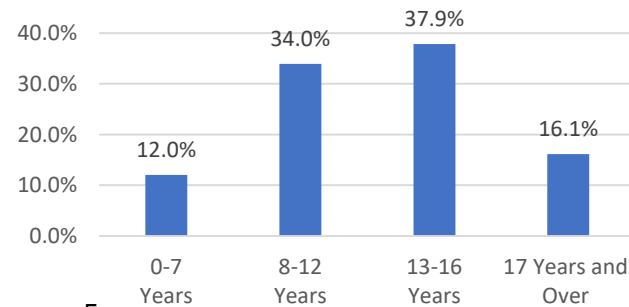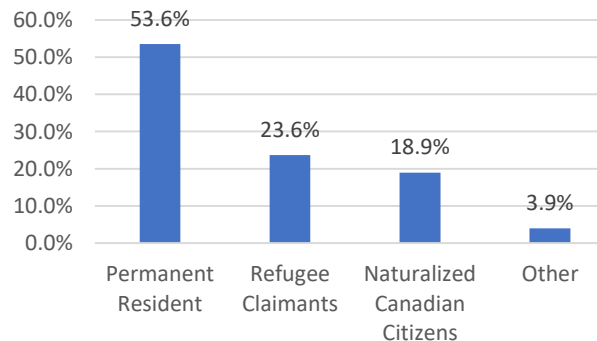
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Language Training Projects

- Build capacity within the language training system by developing new tools, resources and materials and piloting innovative approaches to language training:
  - 30 projects funded to March 2021
  - Projects delivered by school boards and key language training stakeholders including the Centre for Education and Training, CESBA, TESL Ontario, and the Centre for Canadian Language Benchmarks (CCLB)

- Four broad categories of projects:
  - Development of new curriculum and programs for **targeted populations**
  - **Professional development** for language instructors, development of modules to support Portfolio Based Language Assessment
  - Development and pilot testing of **online learning platforms and curriculum**
  - Management and maintenance of the **HARTs database**

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Auditor General's Report

- In 2017, the Office of the Auditor General of Ontario conducted a **Value-for-Money Audit of Settlement and Integration Services for Newcomers.**

- The Audit report provided ten recommendations under four broad themes:
  - **Reducing service duplication** with the federal government
  - Program management, **accountability and performance measures**
  - Raising newcomers' **awareness of services**
  - Inter-ministerial **collaboration and information sharing**

- Key findings / recommendations related to language training:
  - Duplication of federal and provincial language training based on eligibility criteria
  - Validate accuracy of service and financial information
  - Need to improve performance indicators such as learner retention and progression
  - Monitor wait times to ensure accessible and timely services

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Program Review

- Initiated in 2019 to assess the **relevance and overall performance of the program**

Key Questions:

- Degree to which the language training program is aligned with government priorities and the ongoing need for the program

- Extent to which the program is delivering intended outcomes

- Opportunities for improving program effectiveness and efficiency

Key Findings:

- Most learners take language training for employment or further education

- Mismatch between learner goals and course offerings – limited academic, employment related and occupation-specific language training

- Limited approaches to meet specific needs of learners who are not labour market bound (i.e. seniors who may not desire structured classes for language learning)

- There is a need to improve learner retention and progression through CLB levels:

  - Few learners attend more than 200 class hours in one year

  - Most learners do not progress a benchmark level within a year
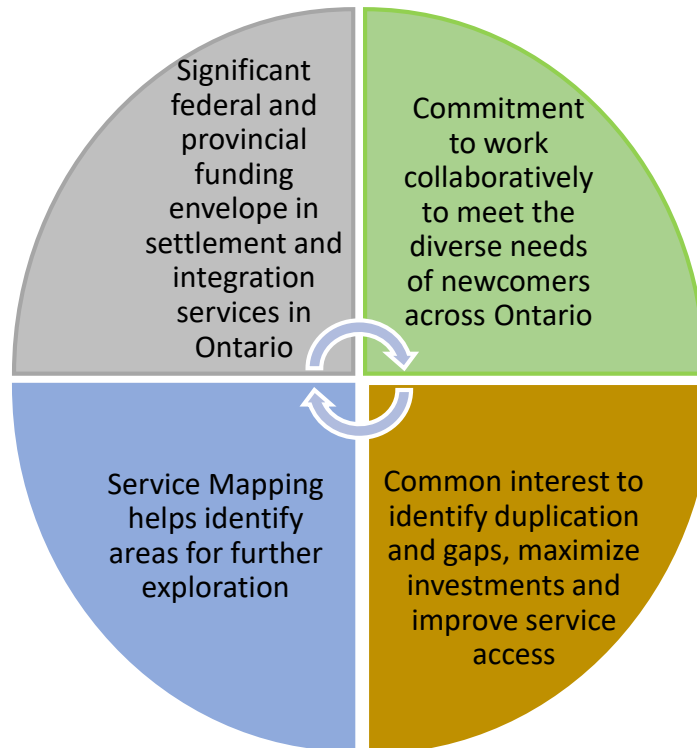
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Federal – Provincial Coordination

- MCCSS and IRCC continue efforts to better coordinate and align language training services in Ontario.

- In 2018-19, MCCSS and IRCC worked together to map all language training and settlement services (using data from the 2017-18 fiscal year).

Why Map Services?

What information was mapped?

- Location of delivery sites for federal and provincial language training, settlement and immigrant-focused employment services.

- Number of courses and CLB levels at each site.

- Number of clients served by each service at each site.

- Census data for additional context.

Significant federal and provincial funding envelope in settlement and integration services in Ontario

Commitment to work collaboratively to meet the diverse needs of newcomers across Ontario

Service Mapping helps identify areas for further exploration

Common interest to identify duplication and gaps, maximize investments and improve service access

How do we use the data?

- Compare location and details of federal and provincial services.

- Analyse available services against demographic and immigration data.

- Identify gaps and potential overlaps.

- Identify areas for co-funding or closer coordination.

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Next Steps

- Complete review and identify options/opportunities to address findings and improve service delivery.

Questions for Consideration

- There is a link between the number of class hours attended and language progression:

  o What ideas do you have to increase the number of class hours learners attend?

  o What ideas do you have to improve learner outcomes/progression through benchmarks?

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