Updates on the Settlement Language Program in Canada

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Director, Settlement and Integration Policy
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Presentation outline

The Immigration Levels Plan: what is it?

The Settlement Program today

The Settlement Program is vital to newcomer integration

A closer look: profile of clients

Settlement language priorities are evolving and responsive to needs

Key findings from the Evaluation of Language Training Services

What's coming for the language training program?
The Immigration Levels Plan: what is it?

The Immigration and Refugee Protection Act (IRPA) requires that a projection of permanent resident admissions for the next calendar year be tabled in Parliament each year, by November 1.

The levels plan is the foundation of Canada’s managed migration system.

- In 2017, the Government of Canada adopted a multi-year levels plan.
- The 2021-23 plan seeks to increase immigration levels to admit 421,000 permanent residents in 2023 – 1.08% of Canada’s population. This will help address demographic challenges of Canada’s aging and diminishing population.
- Adjusts previous targets: This most recent ambitious immigration plan also aims to offset the COVID-related shortfall in admissions due to border closures.
- Overall targets are of 401,000 in 2021; 411,000 in 2022; and 421,000 in 2023, with parallel investments in security and settlement.
- The Levels Plan also highlights a target for French-speaking admissions necessary to meet the 4.4% objective of French-speaking newcomers, as part of the Francophone Immigration Strategy.
The Settlement Program today

- Settlement is a hallmark of Canada’s approach to managed migration and involves complex delivery and partnerships.
- The funding envelope has grown with rises in immigration levels and the department carefully monitors client outcomes.

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### Settlement Services

- **Pre-Arrival Services**

- **Needs and Assets Assessment and Information and Orientation**

- **Language Training**
  - Formal language training
  - Employment-related language training
  - Language training adapted to the needs of newcomers settling in Francophone minority communities

- **Employment-Related Services**

- **Community Connections**
  - Informal language learning (e.g. conversation circles)

- **Indirect and Support Services**
  - Indirect language projects, childminding and transportation
The Settlement Program is vital to newcomer integration

<table>
<thead>
<tr>
<th>The Program represents most of IRCC’s Grants and Contributions budget</th>
<th>Settlement in Canada is a whole-of-society endeavour</th>
</tr>
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<tbody>
<tr>
<td>In 2021-22:</td>
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<tr>
<td>• Outside of Quebec: anticipated $886M in Settlement Program funding</td>
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<td>• Annual grant to Quebec: anticipated $650.3M</td>
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<tr>
<td>• Over 500 IRCC-funded service providers across Canada (outside Quebec) provide supports to newcomers</td>
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<td>• Provincial/territorial and municipal governments and civil society actors also provide services</td>
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Eligible clients may access a full suite of high quality services to:

<table>
<thead>
<tr>
<th>Targeted services available under the Resettlement Assistance Program</th>
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<tr>
<td>• Improve official language ability</td>
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<tr>
<td>• Learn about living and working in Canada</td>
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<tr>
<td>• Integrate into the labour market</td>
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<tr>
<td>• Form a sense of belonging</td>
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<tr>
<td>• Immediate and essential services upon arrival in Canada and income supports are critical in meeting the distinct needs of refugees</td>
</tr>
</tbody>
</table>

The successful settlement of newcomers promotes **economic growth and social cohesion**, both **key to maintaining public support for immigration**.
A closer look: profile of clients

Unique Clients by Program Components

Data from April 1, 2020 to March 31, 2021

Support Services:
- 79,872 Clients, of these:
  - 59% Female, 41% Male
  - 57% Refugees
  - 22% Economic Class
  - 17% Sponsored Family
  - 4% Other

Employment Related:
- 41,281 Clients, of these:
  - 56% Female, 44% Male
  - 56% Economic Class
  - 61% Principal Applicants
  - 39% Spouses and Dependents
  - 25% Refugees
  - 16% Sponsored Family
  - 3% Other

Language Training:
- 74,992 Clients, of these:
  - 68% Female, 32% Male
  - 41% Refugees
  - 30% Sponsored Family
  - 27% Economic Class
  - 32% Principal Applicants
  - 68% Spouses and Dependents
  - 2% Other

Community Connections:
- 58,674 Clients, of these:
  - 60% Female, 39% Male
  - 42% Refugees
  - 38% Economic Class
  - 35% Principal Applicants
  - 65% Spouses and Dependents
  - 16% Sponsored Family
  - 5% Other

Information and Orientation:
- 310,413 Clients, of these:
  - 56% Female, 43% Male
  - 37% Economic Class
  - 57% Principal Applicants
  - 43% Spouses and Dependents
  - 37% Refugees
  - 19% Sponsored Family
  - 7% Other

Needs and Assets Assessment and Referrals:
- 183,853 Clients, of these:
  - 45% Principal Applicants
  - 55% Spouses and Dependents
  - 34% Refugees
  - 20% Sponsored Family
  - 8% Other
Settlement language priorities are evolving and responsive to needs

Through continued engagement with language sector stakeholders, service providers and partners, we have ensured that we are providing quality services to our language clients.

Direct service delivery to newcomers

Projects to improve infrastructure and national consistency

Innovative service delivery approaches

Official Languages Action Plan 2018-2023
Delivered through a variety of modes along the e-learning continuum

<table>
<thead>
<tr>
<th>Traditional classroom teaching</th>
<th>Blended learning</th>
<th>Distance or fully online learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online learning is added to the regular face-to-face classroom but there is no reduction in face-to-face class time.</td>
<td>Some face-to-face class time is replaced with online learning and the learner has some control over the time or place within which the learning occurs.</td>
<td>There are no scheduled face-to-face classes and the learner works at their own pace in their own environment.</td>
</tr>
</tbody>
</table>

**Face-to-face**
- Traditional classroom settings with in-person instruction
- Includes classrooms enhanced with educational technology tools, computer labs, or laptop carts, if online learning does not reduce face-to-face time

**Classroom aids**
- Traditional classroom setting, with in-person instruction and educational technology tools and digital resources used as classroom aids controlled by the instructor to supplement classroom activities

**Flipped**
- Synchronous face-to-face instruction combined with asynchronous autonomous learning, e.g. in classrooms equipped with devices that learner can use to access customized learning objects

**Hybrid, mixed mode**
- In-person teaching redesigned around use of technology, e.g. online learning combined with focused small group discussions or collaborative work, or mixed online and physical lab experiences

**Distance education**
- Learners study on their own time, at the place of their choice, and without face-to-face contact with an instructor
- Learners may connect by phone or online with an instructor who provides support and feedback on progress

**Fully online**
- No classroom or on-campus teaching, includes courses offered only online, fully open courses, open educational resources

1. **Learning management system** *(Avenue)*
   - Online open-source national system adaptable and scalable supporting all modes of delivery that allows for the integration of third party tools.

2. **Community of practice for second language professionals** *(Tutela)*
   - National online repository of CLB and NCLC-based resources
   - Community for English and French as second language professionals across Canada

3. **Content Development**
   - National curriculum guidelines
   - PBLA online curriculum and ready-made modules

Delivered through a variety of modes along the e-learning continuum

![Diagram of e-learning modes](image)
Key findings from the Evaluation Language Training Services

**Approaches and delivery formats** are conducive to language improvement

**Classroom materials** are appropriate

**Continuous intake** of clients can be challenging for teachers and students

Need for guidelines for **employment-related** language training and **informal** language learning

The approach to **in-class assessments** is time consuming, subjective and challenging for lower level learners

Greater **likelihood of language progression** for clients compared to non-clients in the long term
What’s coming for the language training program?

- Revamping the program and implementing the **Management Response and Action Plan** to the Evaluation of Language Training Services
- Preparing for next national **Call for Proposals** in 2024
- Examining how we can incorporate history of **Indigenous Peoples** into our curriculum
- Adding curriculum content on **anti-racism** and inclusion
- Building on the mandate and continue to work with provinces/territories to support **French-language training**
- Working with Canadian Heritage on the modernization of the **Official Languages Act**
- Developing the priorities related to newcomer language training for the Government of Canada’s next **Official Languages Action Plan**
<table>
<thead>
<tr>
<th>Immigrant Category</th>
<th>2021 Target</th>
<th>2021 Low Range</th>
<th>2021 High Range</th>
<th>2022 Target</th>
<th>2022 Low Range</th>
<th>2022 High Range</th>
<th>2023 Target</th>
<th>2023 Low Range</th>
<th>2023 High Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Planned Permanent Resident Admissions</td>
<td>401,000</td>
<td>300,000</td>
<td>410,000</td>
<td>411,000</td>
<td>320,000</td>
<td>420,000</td>
<td>421,000</td>
<td>330,000</td>
<td>430,000</td>
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<tr>
<td>Economic</td>
<td></td>
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<tr>
<td>Federal High Skilled</td>
<td>108,500</td>
<td>81,000</td>
<td>110,250</td>
<td>110,500</td>
<td>96,250</td>
<td>112,900</td>
<td>113,750</td>
<td>100,000</td>
<td>114,500</td>
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<tr>
<td>Federal Business</td>
<td>1,000</td>
<td>400</td>
<td>1,250</td>
<td>1,000</td>
<td>250</td>
<td>1,250</td>
<td>1,000</td>
<td>500</td>
<td>1,250</td>
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<tr>
<td>Economic Pilots: Caregivers; Agri-Food Pilot; Rural and Northern Immigration Pilot</td>
<td>8,500</td>
<td>4,900</td>
<td>9,250</td>
<td>10,000</td>
<td>4,500</td>
<td>10,500</td>
<td>10,250</td>
<td>4,500</td>
<td>11,000</td>
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<tr>
<td>Atlantic Immigration Pilot Program</td>
<td>6,000</td>
<td>3,300</td>
<td>6,250</td>
<td>6,250</td>
<td>3,000</td>
<td>6,750</td>
<td>6,500</td>
<td>3,500</td>
<td>6,750</td>
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<tr>
<td>Provincial Nominee Program</td>
<td>80,800</td>
<td>64,000</td>
<td>81,500</td>
<td>81,500</td>
<td>63,600</td>
<td>82,500</td>
<td>83,000</td>
<td>65,000</td>
<td>84,000</td>
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<td>Quebec Skilled Workers and Business</td>
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<tr>
<td>Total Economic</td>
<td>232,500</td>
<td>180,500</td>
<td>237,000</td>
<td>241,500</td>
<td>199,000</td>
<td>247,000</td>
<td>249,500</td>
<td>207,000</td>
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<tr>
<td>Family</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Spouses, Partners and Children</td>
<td>80,000</td>
<td>61,000</td>
<td>81,000</td>
<td>80,000</td>
<td>60,000</td>
<td>81,000</td>
<td>81,000</td>
<td>60,000</td>
<td>82,000</td>
</tr>
<tr>
<td>Parents and Grandparents</td>
<td>23,500</td>
<td>15,000</td>
<td>24,000</td>
<td>23,500</td>
<td>14,000</td>
<td>24,000</td>
<td>23,500</td>
<td>14,000</td>
<td>24,000</td>
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<tr>
<td>Total Family</td>
<td>103,500</td>
<td>76,000</td>
<td>105,000</td>
<td>103,500</td>
<td>74,000</td>
<td>105,000</td>
<td>104,500</td>
<td>74,000</td>
<td>106,000</td>
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<tr>
<td>Refugees and Protected Persons</td>
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<tr>
<td>Protected Persons in Canada and Dependents Abroad</td>
<td>23,500</td>
<td>17,000</td>
<td>25,000</td>
<td>24,500</td>
<td>19,000</td>
<td>25,000</td>
<td>25,000</td>
<td>19,500</td>
<td>25,500</td>
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<tr>
<td>Resettled Refugees - Government-Assisted</td>
<td>12,500</td>
<td>7,500</td>
<td>13,000</td>
<td>12,500</td>
<td>7,500</td>
<td>13,000</td>
<td>12,500</td>
<td>8,400</td>
<td>13,000</td>
</tr>
<tr>
<td>Resettled Refugees - Privately Sponsored</td>
<td>22,500</td>
<td>14,900</td>
<td>23,000</td>
<td>22,500</td>
<td>15,400</td>
<td>23,000</td>
<td>22,500</td>
<td>15,500</td>
<td>23,000</td>
</tr>
<tr>
<td>Resettled Refugees - Blended Visa Office-Referred</td>
<td>1,000</td>
<td>100</td>
<td>1,000</td>
<td>1,000</td>
<td>100</td>
<td>1,000</td>
<td>1,000</td>
<td>100</td>
<td>1,000</td>
</tr>
<tr>
<td>Total Refugees and Protected Persons</td>
<td>59,500</td>
<td>39,500</td>
<td>62,000</td>
<td>60,500</td>
<td>42,000</td>
<td>62,000</td>
<td>61,000</td>
<td>43,500</td>
<td>62,500</td>
</tr>
<tr>
<td>Humanitarian and Compassionate and Other</td>
<td>5,500</td>
<td>4,000</td>
<td>6,000</td>
<td>5,500</td>
<td>5,000</td>
<td>6,000</td>
<td>6,000</td>
<td>5,500</td>
<td>8,000</td>
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<tr>
<td>French-speaking immigration admissions necessary to meet objective in <a href="https://www.canada.ca">Francophone Immigration Strategy</a></td>
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<tr>
<td>4.4% of total admissions</td>
<td>12,144</td>
<td>16,544</td>
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# Annex B: Management Response Action Plan

<table>
<thead>
<tr>
<th>Measuring Outcomes</th>
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<tbody>
<tr>
<td>Clarify and confirm language training program <strong>outcomes</strong></td>
</tr>
<tr>
<td>Consider the appropriateness of the future use of the <strong>Milestones Test</strong></td>
</tr>
<tr>
<td>Develop and implement an approach to better identify <strong>employment-related language training</strong> and monitor its uptake and outcomes.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Program Improvements for Fostering Success</th>
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<tbody>
<tr>
<td>Develop and implement a plan to ensure that <strong>instructors</strong> are adequately resourced.</td>
</tr>
<tr>
<td>Implement a plan to enhance language training provision for clients with <strong>literacy needs</strong>, namely addressing challenges related to use of PBLA with literacy clients.</td>
</tr>
<tr>
<td>Implement a plan to address the challenges associated with <strong>continuous intake</strong> for clients and instructors.</td>
</tr>
<tr>
<td>Develop <strong>content guidelines</strong> for employment-related language training and informal language training.</td>
</tr>
<tr>
<td>Develop a plan to leverage and optimize the <strong>benefits of informal language training</strong> for formal language training clients.</td>
</tr>
<tr>
<td>Examine ways and develop a plan to meet the needs of clients in terms of providing <strong>care for children</strong> with the view of facilitating access to language training.</td>
</tr>
<tr>
<td>Implement a strategy to ensure effective and timely <strong>dissemination of information</strong> on policy changes and priorities between policy, operations and external stakeholders.</td>
</tr>
</tbody>
</table>