

DEVELOPING IMMIGRANTS' LITERACY AND ESSENTIAL SKILLS

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ANALYSIS OF RESULTS OBTAINED FROM A RESEARCH PROJECT AIMING TO EVALUATE THE EFFECTS OF BETTER LEVELS OF LITERACY AND ESSENTIAL SKILLS ON THE SOCIOECONOMIC INTEGRATION OF FRANCOPHONE IMMIGRANTS, WITH A PARTICULAR FOCUS ON THE PERFORMANCE IN THE WORKPLACE

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IMMIGRANTS AND SOCIOECONOMIC AND LANGUAGE INTEGRATION IN CANADIAN PROVINCES AND IN CANADA

We will discuss the language and socioeconomic integration of immigrants on the basis of educational sciences.

From this point of view, we consider that language and essential skills trainings support the job retention and integration of the immigrant, while enriching the work place and society in general.

Training centres thus play an essential role and embody an expertise built by to the commitment of instructors, learners and research.

ADULT EDUCATION AND ITS PRINCIPLES

In educational sciences, the output of the salary as a measure for language training advantages is not the only factor taken into consideration.

For instance, the literacy rate is an important factor to understand the integration capacity of the immigrant. It differs from the francization level of the adult and must be considered with his overall journey.

In this manner, a high literacy rate, in a general way, allows a more regulating socioeconomic integration in the work place for the immigrant.

However, a universal access to quality training supports individuals, whatever their profile or socioeconomic integration.

LIFE-LONG LEARNING AND THE RIGHT TO BE TRAINED

Let's now talk about the benefits of immigrants, as adults, to commit to a training path.

The first benefit is the acquisition of a learning experience they can get in training premises provided for them.

The second one is the feeling of self-regulation and control on their learning process and the development of their skills.

The third advantage is the social integration offered by all trainings.

[See the three angles of adult education (pedagogical, psychological et sociological) : LONG, H. B. (1989). *Self-Directed Learning: Emerging Theory & Practice*. Norman: Oklahoma Research Center for Continuing Professional and Higher Education].

LIFE-LONG LEARNING AND THE RIGHT TO BE TRAINED

An interesting element of the research is that it includes learners, employers and training centres.

In educational sciences, this triad could be integrated, as long as the adult is considered as being at the center of his training project.

THE FIRST ELEMENT OF THE TRIAD: THE IMMIGRANT IN A TRAINING SITUATION

A research expecting to measure the benefits of the training according to adult education principles from the learner's point of view- the immigrant in that case- would be interesting.

It would enable us to understand the education experience of the adult according to his/her education background, migration path and the socioeconomic imperatives facing him/her.

If Canada and Quebec would, in terms of adult education, lean on the concept of *Long Life and Long Deep Learning* developed by the UNESCO, the immigrant individual would feel highly involved.

THE SECOND ELEMENT OF THE TRIAD: THE IMMIGRANT AND EMPLOYERS

Regarding employers, a data collection touching the organizational structure of the company in terms of immigrants integration would be essential.

It would be a way to understand the perception of employers on the training and integration of an immigrant. A training program for employers on the impact of training on skills and the immigrant's right to a quality socioeconomic integration would also be promising.

In terms of social inclusion, the concerned salary shall be measured on a longer period. This point is more complicated than what it seems.

THE THIRD ELEMENT OF THE TRIAD: THE IMMIGRANT AND TRAINING CENTERS

The mission of training centers in terms of socioeconomic integration of immigrants and their story should be documented and understood.

Why do these centers exist? What are their status on the state level? Are they subject to the provincial Education Act? Are they considered as community organizations or belong to the network of general adult education? Are they liable for an *Adult Education Policy*? Do they exist in accordance with *The Official Languages Act* or with the laws on immigration and the reception of immigrants? What are the rights of an immigrant individual in terms of adult education?

The very nature of training centers and their pedagogical, psychological and social mission would then be more detailed to be better understood. We are including here all the discussion on training programs and the legislative status of instructors and teachers.

SUMMARY

In other words, the evaluation of education policies efficiency holds a very complex social trait, to the extent that education policies are subtracted from the question of the economic efficiency in favour of the right to training of the immigrant individual: the right to receive universal training services on skills touching employment and language, along with the right to have recognition for one's skills.

It is, among others, a convention signed by the Canada at the UNESCO.

DISCUSSION ON PARTICULAR AND IMPORTANT CONCEPTS IN EDUCATIONAL SCIENCES: MOTIVATION

The issue regarding the motivation of the learner is very complex and theoretical models coming from the theory on motivation are based on parameters including self-regulation, extrinsic and intrinsic motivation, the fulfillment of fundamental psychological needs and the role of personal and situational factors.

For this purpose, researchers can consult the works of Deci and Ryan [Deci, E. L., & Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. Or in adult education: Carré et Moisan. [For a validated theory on the motivation in an adult enrolled in a training (formal or not), see Carré, P. et Moisan, A. (2002). *La formation autodirigée: aspects psychologiques et pédagogiques*. Paris: L'Harmattan et Carré, P., Moisan, A., Poisson, D. (2010) *L'autoformation, perspectives de recherche*. Paris : Presses universitaires de France.]

The links between training and the motivation of the immigrant individual to find a job require the adaptation of the theoretical model to the concerned question.

THE FOLLOW-UP OF THE LEARNER AND THE IMMIGRANT

The quantification of intangible benefits is a speciality of educational sciences and diverse protocols are used to measure benefits to form, especially in linguistic matters. Here are some elements that still have to be explained when talking about immigrants.

The documentation of the migration and education paths of the person are two priority data in educational sciences. A long-term follow-up might be required to better understand how these two questions are related.

THE FOLLOW-UP OF THE LEARNER AND THE IMMIGRANT

An integration in the labour market or at school without an adequate language skill affect the socioeconomic adaptation of the immigrant on a long-term basis; it is also the case of immigrants with a low literacy rate.

For instance, Alpha-francization must be seen as a training vector for the family unit. It supports the parent (most often the mother) in understanding her own education background while enabling her to play an active role with the children of the family.

These are two examples linked to the benefits of a training program underlined here: the culmination of the migration path and the education; a more efficient integration in society; an increased literacy rate; education ecosystem benefits; the learning of the exercise of one's rights.

THE FOLLOW-UP OF THE LEARNER AND THE IMMIGRANT

It is important to insist on the rights of immigrants to get trained, according to the current laws and policies in Canada, beyond the economic benefits.

It is also important to understand that the francophone issue is complicated. There is a lower literacy rate among Canadian Francophones (outside Quebec) along with a more difficult social inclusion: this fact can also affect the socioeconomic integration of immigrants.

It is possible that the immigrant individual enrolled in a training on essential skills do not see the benefit that should be brought by the training. The fact that he or she is a francophone immigrant might be a disadvantage at this level for systemic reasons.

[THÉRIAULT, M.A. & SOLAR, C. (2013). «Adult Education and Training in Francophone Canada» in «Building on Critical Traditions: Adult Education and Learning in Canada». *Thompson Educational Publishing*. Editors: Tom Nesbit, Susan Brigham, Tara Gibb & Nancy Taber.].

AMONG OTHER ELEMENTS TO MEASURE

We notice the lack of recognition for the skills of the immigrant and the social cost implied for him/her when he/she is in a transition in the labour market, in a job for which he/she is overqualified.

Pursuing a training is said to be beneficial if the immigrant receives a better salary, if it lowers the time searching for a job and increases the salary or the immigrant can hope for a better one.

It is alarming to see that, despite the pursued training, they have a limited impact on a short-term basis on the social inclusion process of the immigrant, except in cases of high literacy (fluency).

RESEARCH TOPICS AND RESEARCH METHODS

The standards regarding the cost-benefit model show that despite the pursued trainings, the immigrant has difficulty to add an immediate value to his/her efforts for the training and socioeconomic inclusion.

It is necessary to consider the benefits by studying the issue at the education policies level. According to this model, the public action should target the notion of justice and equality and its impact on employment.

The economic development is not the only goal of training: it is necessary to evolve as a person and value one's life. Those are elements that could be taken into consideration in the research of the educational sciences field.

UNESCO (1994). *Déclaration de Salamanque et analyse*. Paris, France :Auteur. CONFINTEAVI (2009, 1- 4 décembre). *Vivre et apprendre pour un future viable - l'importance de l'éducation des adultes*. Communication présentée Sixième conférence sur l'éducation des adultes., Bélem, Brésil. Gouvernement du Québec. (2002). *Apprendre tout au long de la vie*. Politique Gouvernementale d'éducation des adultes et de formation continue. Québec: Gouvernement du Québec.

Public policies of provincial and federal governments (regarding immigration, education and labour) lay the notion of the right to life-long education (Long Life Learning); Canada committed to this many times. Training centers' expertise in training could not be replaced by punctual training programs without affecting the quality. There are reasons to believe that the immigrant would be the one losing the most regarding his essential skills training.